Chapter 9: Believing is Achieving: Expectancy Beliefs & Achievement Goals

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Learning Objectives:

1. Define expectancy beliefs and identify the different types of expectancy beliefs, such as self-efficacy beliefs and outcome expectancies.
2. Explain how expectancy beliefs influence achievement goals and the behaviors and strategies individuals use to achieve their goals.
3. Analyze the relationship between achievement goals, expectancy beliefs, and academic performance.
4. Develop strategies to improve self-efficacy beliefs and outcome expectancies, such as using positive self-talk and setting realistic goals.
5. Evaluate the effectiveness of different types of achievement goals (e.g., mastery goals, performance-approach goals, performance-avoidance goals) and how they relate to expectancy beliefs in different learning contexts.

Introduction:

Expectancy beliefs and achievement goals are two important constructs in educational psychology that can significantly impact academic performance and motivation. Expectancy beliefs refer to an individual's beliefs about their ability to perform a task and their expectations for the outcome of that task. Achievement goals, on the other hand, are the goals that individuals set for themselves when engaging in a task. These goals can be oriented towards mastery, performance-approach, or performance-avoidance. The relationship between expectancy beliefs and achievement goals is complex and interdependent. Expectancy beliefs can influence the goals that individuals set for themselves and the strategies they use to achieve those goals. In turn, the type of achievement goal pursued can have an impact on an individual's expectancy beliefs and the level of motivation and effort they put into a task.

2. Theoretical Foundations of Expectancy Beliefs and Achievement Goals

1. Definition and explanation of expectancy beliefs: “Expectancy beliefs are the extent to which a person feels that they can be successful in the task, including their own beliefs and abilities.” <https://ascnhighered.org/ASCN/change_theories/collection/evt.html#:~:text=Expectancy%20beliefs%20are%20the%20extent,places%20on%20completing%20that%20task>. In my own words, expectancy beliefs are what we expect to happen and believe that we’re capable of. When a person truly believes that they’re capable of accomplishing any task that comes their way, they likely have high expectancy beliefs.
2. Definition and explanation of achievement goals: “ Achievement goals are cognitive representations that guide behavior to a competence-related future end state.” <https://prc.springeropen.com/articles/10.1186/s41155-017-0078-4> . When we set achievement goals, we are setting goals that help us to feel satisfied and that we believe we’re able to accomplish.
3. How expectancy beliefs and achievement goals are related: Expectancy beliefs and achievement goals both relate to what we believe we can accomplish and help drive our motivation to succeed.
4. Theoretical models of expectancy beliefs and achievement goals:

3. Types of Expectancy Beliefs

A. Self-efficacy: refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments <https://www.apa.org/pi/aids/resources/education/self-efficacy>

B. Outcome expectancy: defined as anticipated consequences (positive or negative) as a result of engaging in a behavior <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5749418/#:~:text=must%20be%20addressed.-,Outcome%20expectancies%20are%20defined%20as%20anticipated%20consequences%20>(positive%20or%20negative,%2C%20smoking%2C%20and%20weight%20management.

C. Attributions: the process of inferring the causes of events or behaviors <https://www.verywellmind.com/attribution-social-psychology-2795898>

D. Self-Worth: the internal sense of being good enough and worthy of love and belonging from others <https://uncw.edu/counseling/selfworth.html#:~:text=Self%2Dworth%20is%20the%20internal,someone%20struggling%20with%20feeling%20worthy>.

4. Types of Achievement Goals

A. Mastery Goals: Mastery goals are achievement goals that focus on developing competence and mastering a task or subject matter. Individuals with mastery goals are motivated by a desire to learn and improve their skills, rather than simply achieving a certain outcome or demonstrating their abilities. They are typically interested in developing a deep understanding of the material, and are more likely to engage in self-regulated learning behaviors such as seeking feedback, practicing, and using effective learning strategies.

B. Performance-approach goals: Performance-approach goals are achievement goals that focus on demonstrating competence and achieving a favorable outcome in comparison to others. Individuals with performance-approach goals are motivated by a desire to outperform others and receive positive feedback or recognition. They are typically focused on achieving high grades, winning awards, or receiving praise from others. Individuals with performance-approach goals may be less interested in developing a deep understanding of the material and more interested in demonstrating their abilities.

C. Performance-avoidance goals: Performance-avoidance goals are achievement goals that focus on avoiding negative outcomes and avoiding the demonstration of incompetence. Individuals with performance-avoidance goals are motivated by a fear of failure or a desire to avoid negative feedback or criticism from others. They may be focused on avoiding mistakes or avoiding situations that could lead to negative outcomes, rather than actively seeking to learn or demonstrate their abilities. Individuals with performance-avoidance goals may be less likely to engage in challenging tasks or take risks, and may be more likely to experience anxiety or stress related to their performance.

D. Social goals: Social goals are achievement goals that focus on developing and maintaining social relationships with others. Individuals with social goals are motivated by a desire to establish positive relationships with others, gain social status, or avoid social rejection. These goals may involve behaviors such as seeking approval from others, forming friendships, or avoiding conflict with others. Social goals can have both positive and negative effects on academic outcomes, depending on the context and the individual's level of engagement with academic tasks.

^^^^ Sections 1-4: Alyssa Landrum

Sections 5-8: Kristi Ray

5. Effects of Expectancy Beliefs and Achievement Goals

A. Academic performance: In academic performance, setting goals will help you stay on track and evaluate your work. When people have a good support system they are more likely to succeed and do better in school. <https://www.ilkogretim-online.org/fulltext/218-1618602849.pdf>

Expectancy beliefs and achievement goals have a significant impact on academic performance. Students who have high expectancy beliefs tend to be more motivated, have higher academic self-efficacy, and are more likely to persist in their academic pursuits, resulting in better academic performance (Schunk & Pajares, 2009). Additionally, students who have mastery-oriented achievement goals, which focus on learning and developing mastery, tend to have better academic outcomes than students who have performance-oriented goals, which focus on achieving high grades (Elliot & Dweck, 2005).

B. Career success: Motivation is important in career success because it will help you enhance your abilities and move up in the workplace. <http://career.iresearchnet.com/career-development/career-motivation/>

Expectancy beliefs and achievement goals also play a crucial role in career success. Individuals who have high self-efficacy beliefs are more likely to set challenging goals and persist in the face of obstacles, resulting in better job performance and career success (Bandura, 1997). Additionally, individuals who have mastery-oriented achievement goals tend to have more job satisfaction and career success than those who have performance-oriented goals (Button, Mathieu, & Zajac, 1996).

C. Well-being and life satisfaction: Your satisfaction of life is based on your accomplishments which if you are motivated you are more likely to achieve your goals and make you satisfied with your life. <https://positivepsychology.com/life-satisfaction/>

Expectancy beliefs and achievement goals are also associated with well-being and life satisfaction. Individuals who have high expectancy beliefs tend to have better psychological well-being, including greater happiness and lower levels of depression (Schunk & Pajares, 2009). Furthermore, individuals who have mastery-oriented achievement goals tend to have higher levels of well-being and life satisfaction than those who have performance-oriented goals (Sheldon & Elliot, 1999).

6. Developing and Maintaining Positive Expectancy Beliefs and Achievement Goals

A. Self-reflection and self-awareness: important in realizing what your strengths and weaknesses are to help with your goals. <https://www.entrepreneur.com/leadership/why-self-reflection-and-self-awareness-are-vital-skills-for/447154>

Self-reflection and self-awareness are essential for developing and maintaining positive expectancy beliefs and achievement goals. By reflecting on past experiences and identifying personal strengths and areas for improvement, individuals can develop a better understanding of their abilities and set realistic goals for themselves (Dweck, 2006). Additionally, self-awareness allows individuals to recognize negative thought patterns and replace them with positive ones, fostering a growth mindset and enhancing self-efficacy beliefs (Seligman, 2011).

B. Setting realistic and challenging goals: realistic goals are the ones that you can achieve based on your skills. What is a realistic goal to one person may not be realistic to someone else. <https://timeular.com/blog/how-set-realistic-goals/>

Setting realistic and challenging goals is another key strategy for developing and maintaining positive expectancy beliefs and achievement goals. Goals that are too easy may not provide a sense of accomplishment, while goals that are too difficult may lead to feelings of failure and inadequacy (Locke & Latham, 2006). By setting challenging yet achievable goals, individuals can experience a sense of progress and accomplishment, leading to increased motivation and positive expectancy beliefs.

C. Seeking feedback and support: feedback and support can be very helpful in the learning process. <https://www.forbes.com/sites/hollycorbett/2022/02/28/why-asking-for-feedback-can-be-a-key-to-success/?sh=588096ed67a8>

Seeking feedback and support from others can also help individuals develop and maintain positive expectancy beliefs and achievement goals. Feedback can provide individuals with valuable information about their strengths and areas for improvement, while support from others can provide encouragement and motivation (Bandura, 1997). Additionally, seeking feedback and support can help individuals build relationships and develop a sense of community, which can enhance well-being and resilience.

D. Developing a growth mindset: a growth mindset can help develop your skills through hard work. If you have a growth mindset then you are more likely to achieve your goals over people that a fixed mindset. <https://www.futurelearn.com/info/blog/general/develop-growth-mindset>

Developing a growth mindset is a final strategy for developing and maintaining positive expectancy beliefs and achievement goals. Individuals with a growth mindset believe that their abilities can be developed through hard work and perseverance, leading to increased motivation and resilience (Dweck, 2006). By embracing challenges and viewing failures as opportunities for growth, individuals can develop a positive outlook on their abilities and enhance their self-efficacy beliefs.

7. Applications of Expectancy Beliefs and Achievement Goals

A. Education: if you are motivated in school you will be more likely to succeed in life. If you are motivated in your education you will also have greater wellbeing. <https://www.highspeedtraining.co.uk/hub/motivation-in-education/>

Expectancy beliefs and achievement goals have important applications in the field of education. By understanding how these factors influence motivation and performance, educators can design instruction and assessments that foster positive expectancy beliefs and achievement goals in students (Schunk & Pajares, 2009). Additionally, educators can use feedback and support to enhance student motivation and self-efficacy beliefs, leading to improved academic outcomes (Bandura, 1997).

B. Work and career: motivation allows you to complete important tasks in your work place. When setting goals for work, it is always important to put the top priority tasks at the top. <https://www.indeed.com/career-advice/career-development/how-to-maintain-motivation>

In the workplace, expectancy beliefs and achievement goals can play a significant role in employee motivation and performance. Employers can foster positive expectancy beliefs and achievement goals by providing challenging yet achievable goals, feedback, and support to their employees (Locke & Latham, 2006). Additionally, employers can encourage a growth mindset by promoting a culture of continuous learning and development.

C. Sports and athletics: if you don’t have motivation in your sports, you won’t be determined and won’t perform as well. In sports you are a part of a team and if you aren’t motivated, you will let your team down. <https://www.psychologytoday.com/us/blog/the-power-prime/200910/sports-what-motivates-athletes>

Expectancy beliefs and achievement goals are also important in the context of sports and athletics. Athletes who have positive expectancy beliefs and mastery-oriented achievement goals tend to perform better and experience greater satisfaction with their performance (Weinberg & Gould, 2015). Additionally, coaches can use feedback and support to enhance athlete motivation and self-efficacy beliefs, leading to improved performance and well-being.

D. Health and wellness: In health, it is important to make goals but make sure you set achievable goals. Even the smallest goals can make a big difference in your health. When starting small, you are more likely to stay motivated instead of setting larger goals because they will seem to hard and you will lose motivation. <https://wellnessmama.com/organization/how-to-stay-motivated/>

In the field of health and wellness, expectancy beliefs and achievement goals can play a critical role in behavior change and adherence to health goals. Individuals who have positive expectancy beliefs and mastery-oriented achievement goals tend to be more motivated to make healthy choices and persist in their efforts (Bandura, 1997). Additionally, feedback and support from healthcare providers and social support networks can enhance motivation and self-efficacy beliefs, leading to improved health outcomes.

Conclusion:

Key Takeaways:

* Expectancy beliefs are important predictors of academic performance and motivation. Individuals who have high self-efficacy beliefs and positive outcome expectancies are more likely to set challenging goals, persist in the face of difficulty, and use effective learning strategies.
* Achievement goals are also important predictors of academic performance and motivation. Individuals who pursue mastery goals are more likely to engage in deep learning behaviors and experience positive academic outcomes. In contrast, individuals who pursue performance-approach or performance-avoidance goals may experience negative academic outcomes, particularly in situations where they perceive a high risk of failure.
* The relationship between expectancy beliefs and achievement goals is complex and bidirectional. Expectancy beliefs can influence the types of achievement goals that individuals pursue, and the achievement goals that individuals pursue can in turn influence their expectancy beliefs. Therefore, it is important for educators and learners to understand the interdependence of these constructs and develop strategies to support the development of positive expectancy beliefs and mastery-oriented achievement goals.

Why Expectancy Beliefs and Achievement Goals are Important:

-Expectancy beliefs and achievement goals are important constructs in educational psychology because they can significantly impact academic performance and motivation. Expectancy beliefs influence an individual's level of confidence in their ability to perform a task and their expectations for the outcome of that task. These beliefs can impact the goals that individuals set for themselves and the strategies they use to achieve those goals.

-Achievement goals, on the other hand, are the goals that individuals set for themselves when engaging in a task. These goals can be oriented towards mastery, performance-approach, or performance-avoidance. The type of achievement goal pursued can have a significant impact on an individual's level of motivation and effort, as well as their academic performance and engagement in learning activities.

1. Discussion Activity
   1. 3 "conversational" questions to assess readers' opinions on some key concepts:
      1. How can educators and learners support the development of positive expectancy beliefs and mastery-oriented achievement goals? What strategies can be used to foster a growth mindset and encourage students to set challenging goals for themselves?
      2. How can achievement goals be adapted to different learning contexts? For example, are mastery goals always the most appropriate goal for every learning situation? How can educators help students understand when it is appropriate to pursue a mastery goal versus a performance-approach or performance-avoidance goal?
      3. How can the interplay between expectancy beliefs and achievement goals impact academic performance and motivation over time? For example, how can negative expectancy beliefs and performance-avoidance goals lead to a cycle of low motivation and poor academic performance? What interventions can be used to break this cycle and support the development of positive expectancy beliefs and mastery-oriented achievement goals?

1. 3 knowledge questions to assess readers' abilities to integrate concepts:
   1. What are expectancy beliefs and how do they impact academic performance and motivation?
   2. What are the three types of achievement goals and how do they differ in terms of their impact on academic performance and motivation?
   3. How are expectancy beliefs and achievement goals related, and how do they influence each other in the context of academic learning?

1. Key Terms
   1. List of key terms from your chapter:
      1. Expectancy beliefs
      2. Self-efficacy
      3. Outcome expectancies
      4. Achievement goals
      5. Mastery goals
      6. Performance-approach goals
      7. Performance-avoidance goals
      8. Social goals
      9. Intrinsic motivation
      10. Extrinsic motivation
      11. Goal orientation
      12. Task value
      13. Self-regulated learning
      14. Growth mindset
      15. Fixed mindset
      16. Attribution theory
      17. Self-fulfilling prophecy
      18. Feedback
      19. Effort attribution
      20. Task difficulty perception.

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