

Males' Academic Motivation

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This paper surveys our present understandings of academic motivation. Much of the research relates to school level education as well as higher education classes. It is argued that the motivational needs and styles of adolescent males are different in quality to those of females. From a motivational goal theory perspective, this paper proposes that males may be more likely to pursue performance approach goals rather than task mastery goals. Performance approach goals are considered to be effective learning goals that are not necessarily opposed to mastery goals and can be as effective motivators towards high achievement outcomes. Some ways that performance approach goals may be used in higher education learning environments are discussed.