School motivation in cultural context: Psychometric perspectives
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School motivation and achievement for an individual are the products of a complex set of interacting forces which include the individual's conception of what is appropriate, what other people pressure him or her to do, how much he or she enjoys or dislikes the behavior, what consequences are seen to be connected with the behavior, and how much these consequences are valued. Social and cultural norms, values and beliefs impact on these and help determine an individual's norms, values and beliefs. As such, this interplay of various forces may be differential for individuals and across social and cultural groups. This paper reports on a series of studies which examine the multidimensional nature of achievement motivation across a range of social and cultural groups, the determinants of this achievement motivation, and the relationship of achievement motivation to criteria of school success, such as attendance, retention, achievement, further education and occupational choice. In particular, the research looks at the correlates of 'at risk' school behavior such as poor attendance, poor academic achievement and 'dropping-out'. It addresses the issue: "Does cultural background really make a difference?" by comparing the achievement motivation profiles of a wide range of groups including Anglo Australians and Anglo Americans, Native Americans, Aboriginal Australians and Immigrant Australians. A particular focus of the paper will be an examination of the multi-method and psychometric approaches used to ensure the validity and reliability of the information obtained, and will pay special attention to the ethical considerations important in cross-cultural research.

Toward an integrated model of student goals
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In order to contrast the behavior of students who can and those who cannot navigate successfully in the direction of academic success, many psychological constructs have been evoked. It is generally accepted that individuals steer and direct their behavior in the direction of valued goals and away from non-valued goals. Educational researchers find it hard to explain why some students do not value academic goals and seem to act in the service of keeping their socio-emotional goals consistently in the right direction. They argue that students adopt many inappropriate forces which make it hard to steer behavior in the intended direction. At such a point, different reactions can be seen: Some students will or will power to keep on course, others will put their academic goals hold, intending to come back to these goals later, while still others will abandon goal pursuit altogether. I will argue that a complete understanding of students' behavior in the classroom requires a conceptual framework that casts student behavior in terms of self-regulatory processes that constitute the pursuit of desired end-states and the avoidance of undesired end-states. An integrated model of student goals will be presented, focusing explicitly on the interactions between goals, and between goals and attitudes to the social environment that facilitate or frustrate the pursuit of salient goals. Gaps in our knowledge of these relationships will be pointed out.