

Motivational Interest in Artistic Development and Academic Achievement of Children in Rivers State

By

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Abstract

The study aimed to determine the motivational interest in artistic development and academic achievement of children in Rivers State. One research question was formulated in the study and one hypothesis was tested at 0.05 alpha level. A descriptive survey was designed for this study. The research concentrated on the South-East senatorial districts which covered seven local government areas. Namely; Andoni, Eleme, Gokana, Khana, Opobo/Nkoro, Oyigbo and Tai. The population for this study comprised four selected local government areas from Rivers South-East Senatorial District. They are: Andoni, Khana, Gokana, and Eleme local government areas with a total population of 217924, 292924, 233813, and 190194 respectively bringing a total population of 934855 (National Population Census, 2006). A sample size of 400 was arrived at through the use of Taro Yamane Formula and used in the study. The instrument for data collection was a structured questionnaire. It was validated. Pearson Moment Correlation Coefficient was used to determine the reliability of the instrument. A value of $r=0.84$ was realized. Descriptive statistics such as Frequency count, Mean and Standard deviation, were used to analyze the data collected while inferential statistics of Z-test was used to test the formulated hypothesis. The findings of this study revealed that there are motivational interest in artistic development and academic achievement of children in Rivers State. It was recommended that motivational interest in artistic development and academic achievement in Rivers State should be promoted.

Keywords: Motivational Interest, Artistic Development, Academic, Achievement

Introduction

Motivation is a broader concept than interest and is not specially connected to learning of specific disciplinary content. It originated from the Latin word *motivare*, meaning to move. Like interest, motivation involves a multifaceted blend of the environment, cognition, and affect (Volet & Järvelä, 2001); however, while interest is always motivating, what is

motivating is not always of interest (Renninger, 2000). Motivation has been parsed and studied in terms of intrinsic motivators (personal desires) and extrinsic motivators (such as grades), neuroscience has shown intrinsic and extrinsic motivation to be complementary aspects of motivation that do not exist in isolation (Hidi & Harackiewicz, 2000). Motivation is discussed here as it is in relation to achievement, will, or movement that is needed for success to thrive: the initiation, guide for, and maintenance of goal-oriented behaviour (Wigfield, Eccles, Schiefele, Roeser, & Davis-Kean, 2006). Eccles (2009) expectancy-value theory stated that the learner is the person that chooses to take on a challenging task if he or she expects success and has valued the task; conversely, if the cost of involvement will yield a benefit. As such, being motivated to succeed is likely to be accompanied by feelings of self-efficacy, appreciation of possibilities or expectancy regarding the utility of engagement, and/or consideration of cost (Wigfield et al., 2006). Support for changing the motivation of learners is likely to commence with the showing of interest, whether this is the trigger provided by a developing understanding of discipline or task utility (Harackiewicz, Rozek, Hulleman, & Hyde, 2012) or the piquing of attention that occurs, for example, when someone runs into the room and yells, "sex" (Schank, 1979). As such, motivation is typically assessed relative to others and learners are described as being more or less motivated, meaning that they may or may not be self-regulated to accomplish goals and/or understand the utility of engagement. A learner's present designation as less motivated than others does not preclude the possibility that his or her interest could be triggered for a particular discipline (e.g., science) and be supported by others and/or purposeful design to develop (Renninger, 2010). The quality of the support provided to the learner has implications for changing learner motivation (Eccles & Midgley, 1989). Out of this background, this paper investigates motivational interest in artistic development and academic achievement of children in Rivers State.

Objective of the Study

The objective of this study was to ascertain the motivational interest in artistic development and academic achievement of children in Rivers State.

Research Question

What are the motivational interest in artistic development and academic achievement of children in Rivers State?

Research Hypothesis

There is no significant difference between the mean responses on the motivational interest in artistic development and academic achievement of children in Rivers State.

Significance of the Study

It will enlighten students on the need to spur motivational interest on artistic development and academic achievement of children in schools. It will also educate the society on the effective ways of training a child through art education.

Review of Related Literature

Some researchers suggested that rewards should be avoided whenever possible, other researchers argued that extrinsic rewards may have a place in the classroom, particularly for certain types of students. Hidi and Harackiewicz (2000) disputed the claim that extrinsic rewards always damage intrinsic motivation. They argued that the value of intrinsic versus extrinsic motivation may depend on the length of involvement and complexity of the task. For very long and complex tasks, a combination of intrinsic motivation and extrinsic rewards (particularly in the form of performance feedback) may be most effective. Although intrinsic motivation is highly desirable, not all students will find school to be intrinsically motivating and even motivated students will feel unmotivated some of the time. In such cases, a combination of extrinsic rewards and environmental factors spurring situational interest may be most successful in engaging academically challenged students who tend to have low academic motivation. The context in which rewards are made may also affect how they are experienced by students. In particular, rewards can be administered under control or informal. Rewards used to control people's behavior tend to reduce their sense of self-determination (Deci et al, 1999). On the other hand, rewards used to convey information about competence can serve a valuable function. The authors maintain that rewards should minimize authoritarian and controlling tones, acknowledge good performance, provide choice about how to complete the task, and emphasize the interesting or challenging aspects of the task. Stipek (1996) noted that task-contingent rewards, which include rewards for task participation or completion, are almost always experienced as controlling. On the other hand, performance-contingent rewards, which are based on the quality of performance, vary in their effects depending on whether the student performed well, students' personal histories with rewards, and whether the reward is experienced as controlling or informational with respect to competence (Deci & Ryan, 1985, as cited in Stipek, 1996). Deci et al (1999) opined that teachers can use unexpected rewards on occasion with little harm, although they should not be given so frequently that students come to expect them.

Another way of increasing student motivation in the classroom is to give students more autonomy (Guthrie, 2000; Hidi & Harackiewicz, 2000; Pintrich, 2003; Stipek et al, 1995; Stipek, 1996; Turner, 1995). Hidi and Harackiewicz (2000) argue that providing students with more control over their own learning can be a way of enhancing situational interest

that may develop into more long-term and stable interest. Similarly, Turner (1995) notes that when teachers allow students to make decisions about their own work, students are more likely to be interested in the work. Students who are given choices tend to exhibit more persistence, goal-setting, and other self-regulated learning behaviors. Stipek et al (1995) compared didactic preschool and kindergarten programs with those based on more child-centered approaches emphasizing self-directed learning. Children in the child-centered programs rated their own abilities significantly higher and had higher expectations for success than children in didactic programs. In addition, children in self-directed learning programs selected more difficult tasks, took more pride in their academic accomplishments, were less dependent on authority figures, and had less academic anxiety than their peers in didactic programs. These results suggest that instructional approaches emphasizing student choice in the learning process may be especially effective in spurring motivation. As Stipek (1996) argues, increased student choice can come in many forms, including devolving responsibility for determining when students will complete assignments, allowing students to score their own work and chart their progress over time, establishing “work contracts” with students that negotiate deadlines and deliverables for long-term assignments, setting up independent learning centers, and allowing students to select the particular task they will perform. Similarly, Guthrie et al (2000) recommends giving students autonomy in selecting texts to read, sub-topics to pursue, and modes of expressing their learning. Turner (1995) identifies a number of dimensions on which students can exercise their autonomy, such as sequencing the task to be accomplished, selecting their own partners during group work, deciding which books to read and what topics to write about, and identifying which personal interests to pursue when given opportunities in the classroom.

Another means of fortifying student motivation is the use of collaborative or cooperative learning methods (Guthrie et al, 2000; Hidi & Harackiewicz, 2000; Pintrich, 2003). Hidi and Harackiewicz (2000) framed the issue in terms of situational interest. According to this perspective, working with others is a way of enhancing situational interest that can ultimately trigger personal or individual interest. As Turner (1995) notes, collaboration provides opportunities for students to experience disequilibrium, which can spur curiosity and interest. Second, collaboration provides opportunities for peer modeling, and models of successful student performance can be more motivating to students than models of teacher performance. Finally, working with others promotes academic engagement through the added responsibility of group performance, which causes individuals to persist at difficult tasks longer than they normally would. Although generally a proponent of collaborative or cooperative learning methods, Stipek (1996) observes that certain types of student groupings may attenuate motivation to the extent that they disclose information

about student competence. For example, one common instructional method is to group by student ability, both within and between classrooms. The effect of tracking or grouping by ability depends on the frame of reference used for making performance comparisons. Of particular importance is whether homogeneous ability groups are formed within the classroom or students are pulled out and blended with other students of similar ability to form homogeneous ability classes. For example, high-ability students may benefit more from the former arrangement, because they can compare their performance to lower-ability groups, which enhances their own sense of competence. On the other hand, low-ability students may benefit more from being placed in a special “pull-out” class because their performance will compare more favourably in this context than in a classroom where they are compared with other higher-ability groups (Stipek, 1996). Possibly because of the complexities associated with homogeneous ability grouping, Stipek (1996) recommends the use of mixed-ability groupings, with the goal of creating groups that are roughly equivalent in terms of mean ability. Moreover, tasks should be structured so that each student’s reward is contingent on the success of all other group members. These practices help to focus students’ attention on effort and reward for group and individual accomplishments. Competitive learning environments are sometimes contrasted disparagingly with cooperative learning settings, and to the extent that competition focuses attention on external control, it can diminish motivation (Deci et al, 1981, as cited in Stipek, 1996). However, creating mixed-ability groups that are able to compete (on roughly equal footing) against one another can actually improve student motivation. The important point is that all teams have an equal likelihood of succeeding (Stipek, 1996).

The literature on collaborative learning tends to support the value of mixed-ability groups over homogeneous groups. Webb (1991) found that in homogeneous high-ability groups, students often assumed they all knew how to solve the problem, tended to provide fewer explanations, and performed worse than high-ability students placed in mixed-ability groups. Similarly, in homogeneous low-ability groups, students could not give correct explanations to one another because they lacked sufficient skills, and they performed worse than their counterparts in mixed-ability groups. The only homogeneous ability grouping found to enhance student motivation was the homogeneous moderate-ability group, in which moderate-ability students participated more actively, gave and received more explanations, and demonstrated higher achievement than moderate-ability students in heterogeneous groups. When mixed groups featured a wide ability range, comprising high, moderate, and low ability students, high and low ability students tended to form teacher-student relationships and leave the moderate ability students out. Thus, Webb recommends using mixed groups that represent a narrow range of ability, pairing high

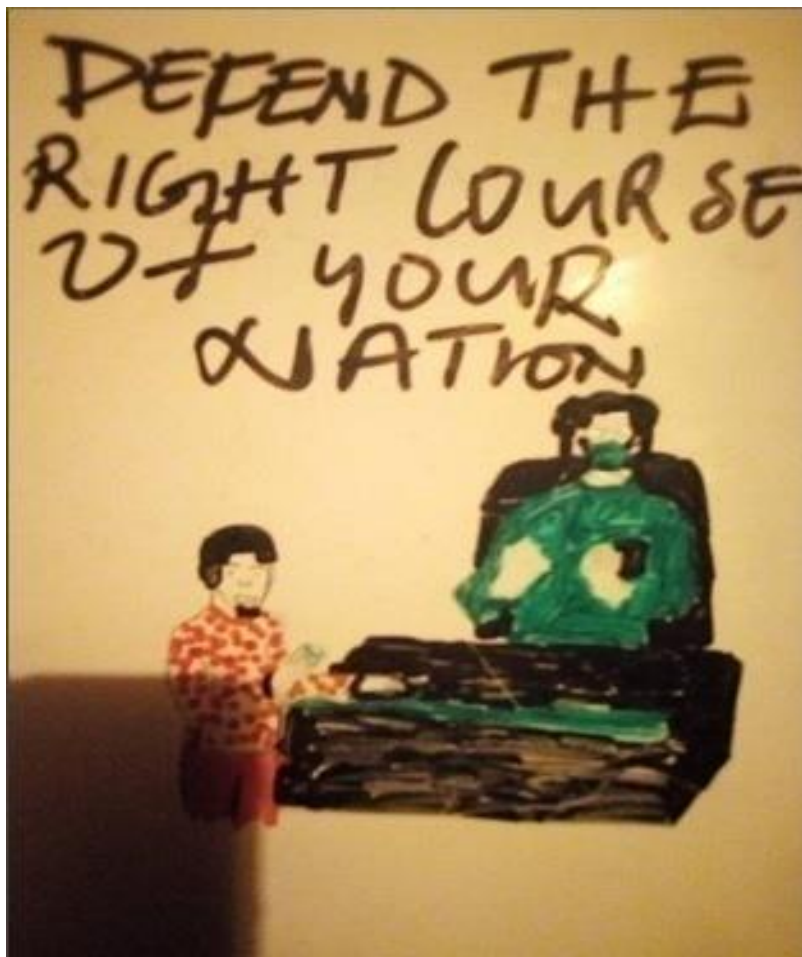
ability students with moderate ability students, or moderate ability students with low ability students.

Another method for improving students' motivation is through the classroom environment, which includes goal orientations and attributions. Researchers have argued that when teachers embrace mastery or learning goals as opposed to performance or achievement goals for their students, students may appropriate and internalize these goals. Ames (1992) summarized the research on goal orientations, concluding that learning goals are associated with moderate risk-taking, willingness to engage in difficult tasks, desirable attributions, higher effort, effective problem-solving strategies, and more enjoyment of learning activities. Performance goals, on the other hand, can lead people to challenge-avoidance behaviors, and the negative effects of such goals may be especially severe for individuals with low self-efficacy. Summarizing across several studies, Stipek (1996) observes that classroom environments likely to stimulate students to hold mastery or learning goals tend to do the following: define success in terms of improvement and progress; emphasize effort, learning, and working hard on challenging tasks; focus on how students are learning rather than on how they perform; and treat errors and mistakes as a natural part of learning. In addition, the criteria for success in the classroom communicate goal structures to students. For example, in competitive classrooms, success is defined as performing better than classmates, whereas in classrooms that foster individual or mastery goal structures, success is defined as personal improvement or reaching a predetermined standard. These criteria affect students' attributions. Under competitive goal structures, for example, students are more likely to emphasize ability and luck attributions, whereas under mastery or individual goal structures, students prefer effort attributions (Ames, 1992).

Assessment of Motivation

Motivation is frequently assessed using either self-report measures or rating scales completed by teachers or parents (Broussard & Garrison, 2004; Deci et al, 1999; Gottfried, 1990; Lange & Adler, 1997; Miller & Meece, 1997). Other researchers use behavioural indicators of motivation. For example, most of the empirical studies included in the Deci et al (1999) meta-analysis used free-choice persistence, which is typically a measure of the amount of time spent on the activity once reward conditions have been suspended. Turner (1995) constructed a behavioural measure that included aspects related to effective strategy use, persistence, and volitional acts. Turner defines strategies as "intentional, deliberate actions that learners invoke to solve a specific problem or meet a particular goal" (p. 419). Effective strategy use behaviours include the use of general strategies, such as rehearsal, elaboration, and organization, and task-specific strategies, such as decoding and

comprehension during reading. Behavioural indicators of persistence include asking for help, asking oneself questions, or talking oneself through a task. Students who are highly motivated will persist at even difficult or challenging tasks, whereas low-motivation students will tend to decrease their effort or engagement with tasks when presented with unexpected challenges. Finally, behavioural indicators of volition are acts that students perform to control their own or others' intentions or impulses during learning. Examples include spontaneous talk, inner speech, asking others in the room to be quiet, moving to a less distracting place so as to more fully concentrate, and changing the challenge level of a task to make it either more manageable or more interesting.



**Plate 1: Showing school child experimental design for skill development.
Research Methodology**

The design for this study was a descriptive survey. Akaninwor (2006) defined descriptive survey as studies where particular characters of a population are studied through a sample which is deemed to be representative of the population. Rivers State is made up of 23 Local Government Areas. The local government area are; Abua/Odual, Ahoada East, Ahoada West, Akuku Toru, Andoni, Asari Toru, Bonny, Degema, Emohua, Eleme, Etche, Gokana, Ikwerre, Khana, Obio/Akpor, Ogba/Egbema/Ndoni, Ogu-Bolo, Okrika, Omuma, Opobo/Nkoro, Oyigbo, Port Harcourt and Tai. Rivers State which covers an area of 9,669km² Density of 755.41Km² has a projected population of 7,303,900. However, this research concentrated on the South-East Senatorial Districts which covered seven Local Government Areas. Namely; Andoni, Eleme, Gokana, Khana, Opobo/Nkoro, Oyigbo and Tai. The population for this study comprised four selected local government areas from Rivers South-East Senatorial District. They are: Andoni, Khana, Gokana, and Eleme local government areas with a population of 217924, 292924, 233813, and 190194 respectively bringing it to a total population of 934855 (National Population Census, 2006). The sample size of 400 was arrived at through the use of Taro Yamane Formula as shown below:

$$n = \frac{N}{1+N(e)^2}$$

Where; n= Sample size

N = Population

1 = Constant value

E = Margin of Error given as (0.05).

Hence the population (N) = 934855, e = 0.05

934855

$$n = \frac{934855}{1 + 934855 (0.05)^2}$$

934855

$$n = \frac{934855}{2338.1375}$$

= 399.8, which by approximation is 400

Because of the issue of instrument mortality, the sampling size was increased from 399.8 to 400. The sample size becomes 400. The proportionate stratified random sampling technique as shown in table 1 below will be used while carrying out the sampling.

Table 1: Showing Proportionate Stratified Random Sampling Technique

LGA	Population	Proportion	Sample
Andoni	217924	$217924/934855=0.2331099475$	$0.2331099475 \times 400 = 93.2$
Khana	292924	$292924/934855=0.3133362928$	$0.3133362928 \times 400 = 125.4$
Gokana	233813	$233813/934855=0.2501061662$	$0.2501061662 \times 400=100.0$
Eleme	190194	$190194/934855=0.2034475935$	$0.2034475935 \times 400 =81.4$
Total	934855	1.0	400

Nature and Sources of Data

Two main sources of data were used in this study. They are the primary and secondary sources. While the primary source was made up of questionnaires which were administered on the respondents, the secondary source of data came from published journals, other scholarly works, magazines, newspapers, proceedings from seminars, conferences, textbooks, symposium, workshops, etc.

The Instrument for Data Collection

The instrument for data collection was a structured questionnaire titled, "Motivational Interest in Artistic Development and Academic Achievement (MIADAA)". It looked at motivational interest in artistic development of children in Rivers State. The questionnaire was a self-structured type and modified 4-point likert rating scale of Strongly Agree (SA) 4; Agree (A) 3; Disagree (DA) 2; and Strongly Disagree (DA) 1 were used. The research instrument was submitted to face the research experts. Two of the experts were lecturers from department of fine art and Applied Arts, Ignatius Ajuru University of Education, Port Harcourt, while the other research expert was of the faculty of Education in department of Measurement and Evaluation, in the same University.

Validity of the Instrument

The research experts were asked to check the instruments and determine if they would be used to obtain good information that will provide answers to the research problem. The researchers who did the face validation were again asked to consider the objectives of the work and determine the importance of the content of the instrument to the researcher. By this technique, some students and teachers were used for the field trial. Based on the responses received during the field trial, correction were made in order to move on with the clarity of the instruments.

Reliability of the Instrument

In order to determine the reliability of the instrument, the test-re-test method was carried out on a pilot study group of thirty (30) respondents from Port Harcourt local government area of Rivers East Senatorial District. Two weeks after the administration of the instrument, the same instrument was taken to the pilot group. The collected data were analyzed using Pearson Moment Correlation Coefficient to determine the consistency of the instrument. A value of $r=0.84$ was realized. The researcher visited the respondents from Andoni, Khana, Gokana, and Eleme Local government areas to give them the questionnaire. The copies of the questionnaire were distributed with the help of a research assistant and collected the same day they were given out. Descriptive statistics such as frequency count, mean and Standard deviation were used to answer the research questions. Any mean above 2.50 was accepted, and any one below 2.50 was rejected. While Z-test was used to test the hypotheses at 0.05 level of significance. The hypothesis is accepted if the Z-calculated is less than the Z-critical table.

Data Presentation and Analysis

Descriptive Analysis on Educational Characteristics of the Sample

This study identified the educational qualification of the respondents from the Senatorial District under study. The summary of their responses are as shown in table 2

Table 2: Showing Educational Distribution of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid WASC-NCE	120	33.0	33.0	33.0
HND-BSc	132	36.0	36.0	69.0
Masters-	112	31.0	31.0	100.0
Above Total	364	100	100	

Source: Field Work, 2021.

The levels of educational qualification of the respondents were also considered. Table 4.5 above showed that 120 respondents representing 33.0% possessed WASC-NCE, again 132 respondents indicating 36.0 % possessed either HND/B.Sc, and finally, the remaining 112 indicating 31.0% possessed Masters’ Degree. The implication of this is that a reasonable number of our respondents possess the capacity to respond to the issues contained in our research instrument.

Variables of the Study

Research Question: What are the motivational interest in artistic development and academic achievement in Rivers State?

Data to provide answer to this research question were gathered in respect of items 1-10. The analysis is presented in Table 3.

Table 3: Showing Responses on the Motivational Interest in Artistic Development and Academic Achievement in Rivers State.

S/N o	Items Related to Motivational Interest in Artistic Development and Academic Achievement in Rivers State	Respondents/Responses					
		Male			Female		
		Mean	SD	Decision	Mean	SD	Decision
1.	The belief on one's ability to bring the task to a completion	3.41	0.66	Accepted	3.41	0.65	Accepted
2.	The feeling of controlling of one's actions and outcome	3.44	0.68	Accepted	3.38	0.67	Accepted
3.	Retains autonomy as some choice are had on how the task could be undertaken	3.45	0.66	Accepted	3.40	0.68	Accepted
4.	Seeing that values are created as the task is being completed	3.42	0.67	Accepted	3.40	0.72	Accepted
5.	Seeing that completion of the task will bring about social reward	3.40	0.64	Accepted	3.39	0.67	Accepted
6.	Increase in psychomotor skills	3.46	0.63	Accepted	3.41	0.65	Accepted
7.	It creates coordination of organs	3.45	0.82	Accepted	3.42	0.67	Accepted
8.	It makes movement to be flexible	3.44	0.65	Accepted	3.38	0.67	Accepted
9.	It develops the feeling of cooperation with a group	3.44	0.68	Accepted	3.41	0.67	Accepted
10.	It develops feeling of responsibility	3.45	0.63	Accepted	3.41	0.63	Accepted

Grand Mean	3.44	0.67	Accepted	3.40	0.69	Accepted
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From Table 3, it can be observed that all the ten questionnaire items had mean ratings more than 2.50, and were, therefore, accepted as the motivational interest in artistic development and academic achievement in Rivers State.

Testing of Hypothesis

Hypothesis: There is no significant difference between the mean responses on the motivational interest in artistic development and academic achievement of children in Rivers State.

Table 4: Z-test Analysis of Responses on the Motivational Interest in Artistic Development and Academic Achievement of Children in Rivers State.

Group	Mean \bar{X}	Std. Dev.	N	Df	Std. Error	α	Z-cal. value	Z-tab. value	Decision
Male	3.44	0.67	200						Ho
				362	0.06	0.05	0.57	1.96	Accepted
Female	3.40	0.69	164						

Source: Field Survey, 2021.

Table 4 exposes that Z-calculated value = 0.57, Z-table value = 1.96, alpha level of significance $P < 0.05$, degree of freedom = 362. Based on the above stated criterion for the acceptance or rejection of the null hypothesis and considering the fact that the Z-calculated is less than the Z-table value, the null hypothesis is hereby accepted. There is no significant difference between the mean responses on the motivational interest in artistic development and academic achievement of children in Rivers State.

Summary of Finding The findings of this study revealed that there are motivational interest in artistic development and academic achievement in Rivers State.

Discussion of Findings

As can be seen from the result of the analysis of the data that were collected for this study, it was found that the null hypothesis was accepted and also solidly supported by various literature that table 3 which provided answer to the only research question, revealed that there are motivational interest in artistic development and academic achievement of children in Rivers State. This is in line with views that art educators can possibly enhance

motivational interest in artistic development and academic achievement of children. Educators and researchers have shown that this feat can be fostered through increasing students' motivation in the classroom, that is, to give students more autonomy (Guthrie, 2000; Hidi & Harackiewicz, 2000; Pintrich, 2003; Stipek et al., 1995; Stipek, 1996; Turner, 1995). Hidi and Harackiewicz (2000) argued that providing students with more control over their own learning can be a way of enhancing situational interest that may develop into more long-term and stable interest. Similarly, Turner (1995) noted that when teachers allow students to make decisions about their own work, students are more likely to be interested in the work. Students who are given choices tend to exhibit more persistence, goal-setting, and other self-regulated learning behaviors.

Another means of fortifying student motivation is the use of collaborative or cooperative learning methods (Guthrie et al, 2000; Hidi & Harackiewicz, 2000; Pintrich, 2003). Hidi and Harackiewicz (2000) framed the issue in terms of situational interest. According to this perspective, working with others is a way of enhancing situational interest that can ultimately trigger personal or individual interest. As Turner (1995) notes, collaboration provides opportunities for students to experience disequilibrium, which can spur curiosity and interest. Second, collaboration provides opportunities for peer modeling, and models of successful student performance can be more motivating to students than models of teacher performance.

Conclusion

This study focused on motivational interest in artistic development and academic achievement of children in Rivers State, Nigeria. A descriptive survey design was used, and a population of three hundred and sixty four (364) was taken from selected local government areas from Rivers South-East Senatorial District. They were: Andoni, Khana, Gokana, and Eleme local government areas in Rivers State. Questionnaire served as the research instrument. The result indicated that there are motivational interest in artistic development and academic achievement of children in Rivers State. From this study, it is inferred that there are motivational interest in artistic development and academic achievement of children in Rivers State.

Recommendation

Motivational interest in artistic development and academic achievement of children in Rivers State should be promoted amongst students.

Contribution to Scholarship

This study draws the attention of parents and government to the importance and benefits of Art Education to children in the society.

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