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**Self-Brown, Shannon R.; Mathews, Samuel II**

**Effects of classroom structure on student achievement goal orientation.**

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The authors assessed how classroom structure influenced student achievement goal orientation for mathematics. Three elementary school classes were assigned randomly to 1 classroom structure condition: token economy, contingency contract, or control. Students in each condition were required to set individual achievement goals on a weekly basis. The authors assessed differences in goal orientation by comparing the number of learning vs. performance goals that students set within and across classroom structure conditions. Results indicated that students in the contingency-contract condition set significantly more learning goals than did students in other classroom structure conditions. No significant differences were found for performance goals across classroom structure conditions. Within classroom structure conditions, students in the contingency-contract group set significantly more learning goals than performance goals, whereas students in the token-economy condition set significantly more performance goals than learning goals.

*Classification:* C72

*Keywords:* classroom structure; goal orientation; learning goals; performance goals

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