**Achievement:** The psychosocial domain concerning behaviors and feelings in evaluative situations.

* Concerns the dev. Of motives capabilities, interests, and behavior that have to do w/performance in evaluative situations. Focuses on

 young people’s in educational settings and on their hopes and plans for future scholastic and occupational careers.

* Transition into new social roles is probably the most important influence on achievement in adol. Society has structured the worlds of

school and work so that major decisions about school and work take place in adol.

**Need for achievement:** the extent in which an individual strives for success. Intrinsically motivated desire to perform well that operates even in the

 absence of external rewards for success.

**Fear of Failure:** Strong need for achievement, weak fear of failure = approach challenging situations

**Underachievers:** Individuals whose actual school performance is lower than what would be expected on the basis of objective measure in their

aptitude or intelligence.

**Self-handicapping:** Deliberately behaving in ways that will likely interfere with doing well, in order to have an excuse for failing.

Self-protection: ( I failed because I didn’t try hard not because I’m stupid)

* Enhancing their self-presentation: Too cool for school
* **Boys:** Tend to attribute poor performance to lack of effort
* **Girls:** Emotional problems.

**Intrinsic Motivation:** Based on the pleasure one will experience from mastering a task.

* Strive to learn because they get the pleasure from learning and mastering
* Will do better than Extrinsic, more confident about their ability and more likely to persist in the face of failure.

**Extrinsic Motivation:** Based on the rewards one will receive for successful performance.

* Strive to achieve because of rewards and punishments they will receive.

**Stereotype Threat:** The harmful effect that exposure to stereotypes about ethnic or sex diff in ability has on students’ performance.

* Students perform better when the values and expectations they encounter at home are consistent with those they encounter in school.

**The influence of friends:** Parents are stronger influences on the long range educational plans, what adol do in school on a daily basis is more affected

 by their friends.

* Students whose peers are more engaged in school find themselves more engaged and less likely to drop out.
* Play impt. Roles in girls decisions to take math and science classes.
* Parents exert a small but significant influences on each other’s college plans.
* In the **United States, peer culture on academic achievement is far more negative than positive.** High orientation towards peers tend to

do worse in school.

 How much, when is the question.

**Socioeconomic Status:** One of the most powerful influences on educational achievement.

* Socioeconomic status, therefore, influences both educational achievement and attainment and, as a consequence, influences occupational

achievement as well.

**School Performance:** A measure of achievement based on an individual’s grades in school.

**Academic Achievement:** Achievement that is measured by standardized tests of scholastic ability or knowledge.

**Educational Attainment:** The number of years of schooling completed by an individual

* Powerful predictor of adult occupational success and earnings.

**National Assessment of Educational Progress (NAEP):** A periodic testing of American 4, 8,12th graders by the federal government, used to track

 achievement. Data

 indicates that the modest gains in achievement that have occurred during recent years have been in relatively simple skills.

* Half of 13 year olds can read well enough to be able to search for specific info
* 10% can understand and summarize relatively complicated information.
* 25% of 12th graders cannot even write the simplest of essays, only 25% can write at their grade level.
* The gap between American students’ performance and that of those from other countries widens as they move from elementary to middle/ h.s

**Dropping Out:** Dropping out of high school is not so much a discrete decision made during adolescent years as it is the culmination of a strong process.

* Dropping out is a process characterized by a history of repeated academic failure and increasingly alienated from school.

**Four Groups of Drop Outs:**

1. **Quiet:** appear somewhat withdrawn, almost seem to fade out. Characteristics similar to those who didn’t drop out.
2. **Disengaged:** low commitment to school and poor academic motivation.
3. **Low Achiever:** very poor school performance
4. **Maladjusted :** part of larger constellation of behavioral and psychological problems.

**Social Promotion:** The practice of promoting students from one grade to the next automatically, regardless of their school performance

* **The number of years of schooling an individual completes is the single best indicator of his or her eventual occupational status.**
* **The development of an occupational identity is profoundly influenced by the social environment in which it takes place.**
* **Crystallization:** The stage during which individuals typically 14-18 first begin to formulate ideals about appropriate occupations.
* **Specification:** The stage during which individual typically 18-21 first begin to consider narrowly defined occupational pursuits.
* **Occupational plans are influenced by the broader context, including adolescents perceptions of what occupations are appropriate for the**

 **given their sex ethnicity and social background.**