

algebra as particularly important to his chosen field of journalism—but he accepts that success in algebra will help him achieve personally important things. In other words, the “locus of motivation” comes from outside—he didn’t make the state policy that passing Algebra I is a requirement for graduating high school—but the values are his—and he accepts that success in algebra will help him do what he wants to do.

Bettina is in some ways the opposite of Arjan. The motivation comes from inside—her belief that she will feel like a failure if she doesn’t go to college—but the value system is not her own, but rather a set of societal expectations. She is going along with what others regard as important.

For Cameron, both the locus of motivation and the values are external. He is working hard because his parents make it very clear that this is what is expected of him, so the values are his parents’, not his; the motivation also comes from the parents—they “make” him work.

Finally, for Destiny, both locus of motivation and the value system are internal. She wants to be an engineer and knows that being good at math is part of the package. She works hard at math *not* because she is intrinsically motivated—indeed she finds a lot of the math she has to study tedious—but she wants to be good at math so she can be a better engineer.

These four different kinds of motivation can be portrayed diagrammatically, as shown in Table 7.1, using labels for each of the four kinds of motivation Deci and Ryan (1994) propose.

Table 7.1: Kinds of Extrinsic Motivation (after Deci & Ryan, 1994)

		Value System	
		External	Internal
Locus of motivation	External	External (Cameron)	Identified (Arjan)
	Internal	Introjected (Bettina)	Integrated (Destiny)

While it might be obvious that Destiny is the most autonomous of the four students and Cameron is the least, what is less obvious is that in terms of autonomy, the value system matters more than the locus of motivation (Ryan & Connell, 1989). What this means is that trying to motivate students through making them feel bad about failure is likely to be less effective than getting them to value the goals by making them personally relevant, through making them either interesting or personally significant.