Wednesday, October 21st, 2015, Noon

300 Satterlee Hall

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Motivation and Anxiety as Predictors of College Classroom Success/Failure

Abstract: An overview of achievement motivation and attribution theory will highlight the approach and avoidance dispositions that lead to success and failure. Classroom anxiety will be framed as cognitive, affective, and behavioral manifestations of fear of failure (motive to avoid failure) rather than the motive to approach success. Personality trait theory and situational state theory will be employed to investigate academic achievement and explain why some students with intellectual potential fail to reach such expectations. Research findings will reveal suspected causes of debilitating anxiety that offer valuable clues to successful intervention strategies.