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The relations of motivational variables to self-reported cheating behaviors and beliefs in science were examined in a sample of early adolescents. It was hypothesized that cheating and beliefs in the acceptability of cheating would be more likely when students perceived an

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emphasis on performance and extrinsic incentives rather than on mastery and improvement.

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Midgley, C., Maehr, M. L., Hruda, L. Z.,  
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Freeman, K. E., Urdan, T. et al. (2000).  
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Midgley, C, Maehr, M, Hicks, L, Roeser,  
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2 The validity of the original scales is documented in Midgley, Kaplan, Middleton, Urdan, Maehr, Hicks, Anderman, & Roes er (1998). Patterns of

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achievement goals; the learning context; and students' and teachers' patterns of cognition, affect, and behavior.

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L S Carol Midgley, Martin L. Maehr, Ludmila Z. Hruda, Eric Anderman, Lynley Anderman, Kimberley E. Freeman,



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Margaret Gheen, Avi Kaplan, Revathy Kumar, Michael J. Middleton, Jeanne Nelson, Robert Roeser, and Timothy Urdan University of Michigan 2000 For information contact: Carol Midgley 1400D School of Education University of Michigan

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perceived classroom goal structures  
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