

2 **Comparing the Motivational Profiles of High-Ability-Low-Performing (HALP) Students & High-Ability-High-Performing (HAHP) Students**

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ABSTRACT

This study investigated how the motivational profiles of High-Ability-Low-Performing (HALP) middle school students (n = 58) compared to the motivational profiles of High-Ability-High-Performing (HAHP) middle school students (n = 80). Motivational constructs and achievement indicators in this study consisted of (1) goal orientation beliefs, (2) expectancy-value beliefs, and (3) teacher reports of academic behavior. Significant differences occurred between High-Ability-Low-Performing (HALP) and High-Ability-High-Performing (HAHP) students in the areas of mastery goal orientation, expectancy-for-success, task value, citizenship behavior and work habits. Most notable was the finding that expectancy-for-success beliefs accounted for approximately 21% of the variance in academic grade point average between HALP and HAHP students.