

Achievement Motivation and Stress Coping Styles of Physical Education Major

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Abstract: This study conducted in-depth research and statistics on the achievement motivation and stress coping methods of college students majoring in physical education at Hunan University of Science and Technology. The research subjects were college students majoring in physical education at Hunan University of Science and Technology. Understand their current evaluation of their achievement motivation and stress coping styles in physical education. The results show: The survey of student respondents shows that the gender distribution is basically balanced (males account for 50.77%, females account for 49.23%), mainly including sophomores and seniors. The interviewees generally affirmed the achievement motivation and stress coping style of physical education. However, although male and female students are consistent in their achievement motivation, the sociocultural factors that may affect this phenomenon were not explored in depth, which limits a comprehensive understanding of gender differences. Reduced performance among senior students in motivation to pursue success and avoid failure may be due to increased academic stress and psychological exhaustion. However, research has not analyzed the specific impact of these factors in detail, resulting in insufficient recommendations on how to effectively support older students. Although participants showed diversity in stress coping strategies, a tendency toward avoidance strategies may impact their long-term mental health. Research has not fully explored how to cultivate students' more active coping styles to enhance their ability and resilience to cope with stress.

Keywords: Achievement Motivation; Stress Coping; Physical Education Major.

1. Introduction

Under the current social background, the cultivation and development of college students majoring in physical education have attracted increasing attention from all walks of life. As the popularity of higher education increases, the number of students majoring in physical education continues to increase, and they face more intense competition and higher academic requirements. In such an environment, achievement motivation and stress coping styles become important factors affecting their academic achievement and mental health. The growth and development of college students majoring in physical education present new characteristics and challenges. With the rapid development and change of society, the sports industry has gradually become a field that has attracted much attention, and the training and selection of sports talents have also received unprecedented attention. As the reserve force of sports, college students majoring in physical education not only shoulder the mission of cultivating outstanding athletes for the country, but also shoulder the important task of promoting innovative development of sports. However, at the same time, society's expectations and requirements for college students majoring in physical education are also constantly increasing. In the fierce competition environment, they must not only have excellent sports skills and physical fitness, but also have comprehensive cultural literacy and comprehensive quality. This makes physical education college students face tremendous academic pressure and career development pressure. In addition, with the popularity of social media and the rapid dissemination of information, the image and performance of college students majoring in sports have also received widespread attention from public opinion, which has undoubtedly increased their psychological pressure.

Achievement motivation is the internal motivation that drives individuals to pursue success and avoid failure. For college students majoring in sports, the level of achievement motivation directly affects their performance in training and competitions. However, in the current educational environment, college students majoring in physical education are facing many pressures, including academic pressure, training pressure, employment pressure, etc. If these pressures are not handled properly, they will not only affect their academic and training results, but may also cause mental health problems such as anxiety and depression. Therefore, studying the relationship between achievement motivation and stress coping styles of college students majoring in physical education has important theoretical and practical significance for improving their academic achievement and mental health.

This study aims to explore the intrinsic connection and interaction mechanism between achievement motivation and stress coping styles of college students majoring in physical education. Through a combination of quantitative research and qualitative research, this paper conducts an in-depth analysis of the impact of different levels of achievement motivation and stress coping styles on the academic performance, training effects and mental health of college students majoring in physical education. At the same time, this study will also explore how to improve the achievement motivation of sports major college students and optimize their stress coping methods through effective psychological intervention and training, thereby helping them better cope with challenges in learning and training and achieve all-round development.

The research results will provide scientific basis and theoretical support for higher physical education and sports training practice, help guide educators and coaches to carry

out education and training in a more targeted manner, and improve the overall quality and competitiveness of sports major college students. At the same time, this research will also provide new perspectives and ideas for academic research in related fields and promote the deepening and development of related theories.

In summary, this study has important social value and practical significance. An in-depth study of the relationship between achievement motivation and stress coping styles of college students majoring in physical education will not only help us better understand their learning and development process, but also provide effective strategies and methods for improving their academic achievement and mental health. This plays an important role in promoting the all-round development of sports major college students and cultivating high-quality and high-level sports talents.

The core purpose of this study is to deeply explore the intrinsic connection and interaction mechanism between achievement motivation and stress coping styles of college students majoring in physical education. Achievement motivation is the internal motivation that drives individuals to pursue success and avoid failure. For college students majoring in sports, this motivation has an important impact on their performance in training and competition. Stress coping styles are coping strategies adopted in the face of stress, which are directly related to an individual's mental health and ability to cope with challenges.

Through this study, the researcher hopes to clarify how college students majoring in sports balance and adjust their motivations, beliefs, and coping strategies during their studies and training, so as to provide them with more targeted psychological support and training guidance. This can not only promote the all-round development of college students majoring in physical education and improve their academic performance and training effects, but also provide scientific theoretical basis and practical guidance for higher physical education and sports training practice, and promote the sustainable development of physical education.

2. Statement of the Problem

This study aims to explore the relationship and influencing factors between achievement motivation and stress coping styles of Chinese physical education college students. Specifically, this study will answer the following questions:

1. What is the profile of the college student respondents majoring Physical Education in terms of:

1.1. sex

1.2. grade

2. What is the assessment on the level of achievement of college students majoring in physical education:

2.1 Pursuit of success

2.2 Avoid failure

3. Is there a significant difference in the achievement motivation levels of college students majoring in physical education when profile is taken as test factors?

4. What is the assessment level of stress coping styles of college students majoring in physical education?

4.1 Focus on problem-solving responses

4.2 Focus on coping with emotions

4.3 Avoidance response

4.4 Beyond coping

5. Is there a significant difference in the assessment levels of stress coping styles among university students majoring in physical education when profile is taken as test factors?

6. Is there a significant relationship between achievement motivation and stress coping style of college students majoring in physical education?

8.. Based on the findings of the study, what innovative program can be proposed to improve the level of achievement motivation and stress coping styles of college students majoring in physical education?

3. Research Design

This study adopted a descriptive quantitative research method, specifically, a descriptive comparative correlational research design, which is suitable for assessing the profile variables of the current status of achievement motivation and stress coping styles of college students majoring in physical education. This study aims to evaluate the specific relationship between achievement motivation and stress coping styles of college students majoring in physical education, and the evaluation results will be used as a reference for behavioral plans. The survey method uses an evaluation scale developed by relevant scholars as a tool to collect information from participants. A descriptive design was considered the most appropriate design for this study because it is the broadest and most inclusive tool compared to other survey methods. In the context of this study, the researchers aimed to describe the current status of achievement motivation and stress coping styles of college students majoring in physical education, provide reference for guiding the improvement of achievement motivation and stress coping styles of college students majoring in physical education, and understand from the research the impact on the achievement motivation of college students majoring in physical education. and the implementation status of stress coping methods, to provide guidance and reference opinions for improving the achievement motivation and stress coping methods of physical education college students.

4. RESULTS AND DISCUSSIONS

1. The profile of the respondents

Table 1. The profile of participants

		Frequency	Percentage (%)
SEX	Male	165	50.77
	Female	160	49.23
	Total	325	100.00
Grade	Freshman	72	22.15
	Sophomore	91	28.00
	Junior	67	20.62
	Senior	95	29.23
	Total	325	100.00

In Table 1, The sex and grade distribution of participants show relatively balanced characteristics. Among the 325 participants, 50.77% (165 people) were male and 49.23% (160 people) were female, showing a relatively balanced gender ratio. This balance provides a more comprehensive perspective for research and helps to delve into the differences between different genders in achievement motivation and stress coping styles. In terms of grade distribution, the composition of the participants is also diverse. The number of students in the four grades is: 72 freshmen (22.15%), 91 sophomores (28.00%), 67 juniors (20.62%), and 95 were seniors (29.23%). This shows that the proportion of seniors is highest, reflecting their focus on achievement motivation and

stress coping styles as they approach graduation, while the number of participants in sophomores is also relatively large, related to the academic pressure and achievement goals they face. Overall, the gender and grade composition of the participants provide a good sample basis for the study, which

helps analyze achievement motivation and stress coping strategies in different contexts, thereby providing guidance for relevant educational practices.

2 The Assessment on The Level of Achievement of College Students Majoring in Physical Education:

Table 2. Assessment on Pursuit of success

	Mean	SD	Interpretation	Rank
1. I like the coach to assign difficult tasks, and I am willing to accept them even if there are risks.	3.57	0.65	Highly Satisfied	6.5
2. Even if I have enough time, I like to start completing the tasks assigned by the coach immediately.	3.62	0.60	Highly Satisfied	2
3. When I face difficulties that I am not sure I can overcome, I feel very excited and stimulating.	3.54	0.68	Highly Satisfied	10.5
4. Tasks that test my abilities are very attractive to me.	3.60	0.62	Highly Satisfied	4.5
5. I am attracted to difficult tasks.	3.54	0.66	Highly Satisfied	10.5
6. I feel challenged by opportunities that can measure my ability.	3.61	0.61	Highly Satisfied	3
7. I feel happy when completing difficult tasks.	3.66	0.57	Highly Satisfied	1
8. I am willing to participate in difficult activities even if they are meaningless.	3.51	0.74	Highly Satisfied	13
9. The more important the competition I participate in, the more excited I am.	3.60	0.60	Highly Satisfied	4.5
10. I hope the coach will assign difficult tasks to me.	3.52	0.72	Highly Satisfied	12
11. I like tasks that require my best effort to complete.	3.56	0.63	Highly Satisfied	8
12. I am most attracted to tasks that I am not sure will be completed successfully.	3.54	0.66	Highly Satisfied	10.5
13. I like to complete difficult tasks, even if no one knows about it.	3.57	0.65	Highly Satisfied	6.5
Overall	3.57	0.56	Highly Satisfied	

Legend:3.25-4.00 Highly Satisfied 2.50-3.24 Satisfied
1.75-2.49 Not Satisfied 1.00-1.74Not Highly Satisfied

In Table 2, The overall mean of the participants is 3.57, showing a high degree of recognition and positive attitude toward challenging tasks. The highest score is “I feel happy when completing difficult tasks.”, with a mean value of 3.66, indicating the positive emotions that participants feel when facing challenges, implying that they are willing to accept challenges, which is crucial for cultivating achievement motivation. The lowest score was “I am willing to participate in difficult activities even if they are meaningless.”, with a mean of 3.51. Although it is still in the range of “strongly agree”, it shows that the participants have some expectations about the meaning of the activities, reflecting Find out if they want a challenge that aligns with their personal goals or values.

In addition, the attractiveness of the tasks and the testing of abilities are generally recognized, and participants tend to seek opportunities to demonstrate and improve their abilities. This trend suggests that physical educators should focus on designing tasks that are both challenging and consistent with students' goals to stimulate students' intrinsic motivation and participation. Overall, the data show that students majoring in physical education show a strong desire for challenges and positive emotional responses when pursuing success, which provides a good foundation for cultivating their achievement motivation and also provides coaches with guidance when designing tasks. Provides guidance.

Liu, et al (2024) participants' high achievement motivation is closely related to their educational background and sports training environment. Physical education students are often faced with challenging tasks that not only improve their skills but also boost their self-confidence. In addition, the coach's guidance and encouragement also promote students' willingness to accept difficult tasks and stimulate their intrinsic motivation, thereby cultivating a positive competitive attitude.

Guo, M., & Quan, W. (2024) Participants' psychological traits play an important role in achievement motivation. Many studies have shown that the excitement and satisfaction generated when facing challenges can enhance an individual's psychological resilience, which makes students more optimistic when facing difficulties. This positive psychological state is related to their recognition of challenges and confidence in their own abilities, which in turn prompts them to be willing to accept various difficult tasks and pursue higher achievements.

5. Conclusion

Based on the indicating findings, the following conclusions were drawn from the results of the study:

1. Balanced achievement motivation: Students majoring in physics education show a highly consistent positive attitude in pursuing success and avoiding failure, reflecting that they are both eager for success and wary of failure when facing challenges, forming a balanced psychological state.
2. The impact of gender is limited: The impact of gender on the level of achievement motivation is not significant. Men and women show consistency in their attitudes toward pursuing success and avoiding failure, indicating that the psychological reactions of both genders are similar in sports and academic environments.
3. Obvious differences among grades: As grades increase, students' attitudes toward pursuing success and avoiding failure gradually decrease. In particular, senior students' achievement motivation and sensitivity under pressure weaken, and attention needs to be paid to their mental health and motivation.
4. Diversification of stress coping strategies: Students show diversity in stress coping styles. Although they tend to avoid strategies, they still show certain emotional and problem-solving abilities, which suggests that educators

should encourage more active coping strategies.

5. Achievement motivation is closely related to coping strategies: There is a significant positive correlation between achievement motivation and stress coping style. The motivation to pursue success and avoid failure both prompt individuals to adopt more effective coping strategies and improve adaptability and psychological resilience. Therefore, attention should be paid to improving students' achievement motivation in education.

6. Recommendations

Based on the results, the researcher provides the following suggestion:

1. Strengthen psychological counseling: In course design, provide psychological counseling and support to help students establish a balanced psychological state and enhance their confidence in pursuing success and coping with failure.

2. Unified teaching strategies: Sex differences in achievement motivation are not significant. Educators should adopt unified teaching and coaching strategies and pay attention to the psychological development and motivation improvement of all students.

3. Focus on senior students: Provide senior students with specialized mental health support and motivational incentives, such as regular mental health lectures and personalized tutoring, to help them cope with study pressure and maintain a positive attitude.

4. Cultivate positive coping strategies: Educators should guide students to master positive stress coping strategies through training and practical activities, and encourage them to adopt a more proactive attitude when facing challenges.

5. Promote achievement motivation: Design courses and activities to enhance students' achievement motivation, such as setting clear goals, providing positive feedback, and creating competitive opportunities, thereby promoting their coping skills and overall mental health.

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