Achievement Motivation Improving and its Relationship with Personality Based on the Teaching Reform of Psychology

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Abstract: Objective: To investigate the effect of teaching the history of psychology of the college students' achievement motivation and its relationship with personality. Methods: a survey of 35 college students' achievement motivation questionnaire, the big five personality questionnaire. Results: college students in personality in general to achieve norm. Before and after the reform of teaching the history of psychology intervention to improve significantly achievement motivation and achievement motivation and enhance the culture and personality is not related, there is no statistical significance. Conclusion: the reform of teaching the history of psychology is helpful to improve college students' achievement motivation and personality and is not related to improve college students' achievement motivation, achievement motivation is improved mainly lies in the method.

Key words: the history of psychology; achievement motivation; personality

1 Introduction

Education is not taught in order to allow students to learn how to learn, self-learning. History of Psychology as one of the core curriculum teaching is the "psychology beacon." The teaching quality of History of Psychology courses is related to the level of quality of psychology personnel training. But the history of psychology course content itself is boring, there is a certain degree of difficulty, learning achievement motivation is not high for school students in general. The traditional teaching mode monologue further curb the student's desire to learn and desire, is not conducive to psychology professional talents. The achievement motivation is an effort to overcome the obstacles, manipulating power, and strive to be completed faster and better as the desire or tendency of something. Therefore, to explore the impact adapt to the actual situation of effective teaching history teaching mode psychology student achievement motivation is necessary.

The study found that the level of achievement motivation and personality related, but different conclusions scholars also different. For example, Liu Jin Hung found differences in the level of achievement motivation personality characteristics, especially emotional stability as predicted different levels of achievement motivation of common indicators, and internal and external pour only in - between the high groups were significantly different, different levels of achievement motivation spiritual quality the difference was not significant. In addition, gender but also with the level of achievement motivation. And Li Jianbin, who found that the spirit of neuroticism, extroversion three dimensions and the college's achievement motivation were significantly related. The key variable is especially neurotic, internal and external to the two dimensions are predicting achievement motivation. Gan Lu, et al. study conclusions are inconsistent. This may be because the study used different tools (Eysenck Personality Questionnaire and the Big Five Personality Questionnaire); it may be due to different individual differences.

Compared with the traditional teaching model monologue, dialogue is considered more consistent with the

nature of teaching history of psychology courses. Therefore, this study intends to adopt a new teaching model to explore the relationship between the effects of the History of Psychology teaching reform and student achievement motivation and personality.

2 Subjects and Methods

2.1 Subjects

In this study, a University of Applied Psychology 35 students in the History of Psychology teaching reform, focusing on psychological theories and ideas about their background, personality characteristics of college students as well as achievement motivation questionnaire before and after the intervention. 32 copies of questionnaires, excluding invalid questionnaires after a total of 30 valid questionnaires, of which five were male, female 25 people.

2.2 The study instruments

2.2.1 The Achievement Motivation Scale (AMS)

The scale (referred to as AMS) was compiled by Gjesme and Nygard (1970), and was amendments by Ye Renmin in Shanghai Normal University. Scale total of 30 questions, divided into two parts, each part 15 questions were measured motivation to succeed (Ms) and the motivation to avoid failure (Mf). Using 5:00 scale score, the situation is entirely consistent with their record five minutes, completely inconsistent record a point. Achievement Motivation score (M) is constituted by Ms Score minus Mf score; higher scores indicate stronger achievement motivation. Split-half reliability of the scale was 0.77 ($P < 0.01$), and validity of 0.58 ($P < 0.01$).

2.2.2 The Big Five Personality Questionnaire

The Big Five Personality Questionnaire is a five-factor model McCrae and Costa established through a questionnaire study. Each dimension scale set up six sub-scales measuring trait levels: Extraversion(E) ——enthusiastic, gregariousness, assertiveness, activity, sensation seeking, positive emotions; Agreeableness (A) ——Trust, honesty, altruism, compliance, modesty, gentle; Conscientiousness (C) ——Sense of competence, clarity, responsibility, dedication, self-discipline, prudence; Neurotic (N) ——Anxiety, anger, sexual hostility, depression, self-consciousness, impulsivity, fragile; Openness (O) ——Fantasy, aesthetics, feelings, actions, ideas, values. In this study, the Chinese version of the Big Five personality is translated by Professor Zhang Jianxin, Chinese Academy of amendment.

2.3 Data analysis model

Using SPSS 18.0 software for statistical analysis, using descriptive statistics, Pearson correlation analysis, paired samples t-test and other subjects of personality status quo, differences in achievement motivation and analyzed before and after the intervention of personality and relationship, the study focused on the following several issues:

(1) Students' Personality extracted status quo, with a focus on describing the current college Extraversion (E), Agreeableness (A), conscientiousness (C), neuroticism (N), open (O) a total of five dimensions of the situation.

(2) University Students' Achievement Motivation whether there are differences before and after the intervention of teaching the history of psychology.

(3) How to change the relationship between college students' achievement motivation and personality

psychology, history teaching before and after the intervention.

3 Results and analysis

3.1 Before college test - posttest differences in the status of achievement motivation and test

Using five grades scoring of achievement motivation. The mean and standard deviation results pursuit of success motivation, motivation and achievement motivation to avoid failure of university students are list in Table 1.

Table 1 Pursuit of success motivation to avoid failure of the mean and the standard differential motivation and achievement motivation (n=30)

Dimensions	Min	Max	Range	M	SD
MS1	22	46	24	33.27	6.73
MF1	11	44	33	32.07	6.62
MS2	25	51	26	39.63	6.70
MF2	11	40	29	30.40	7.83
M1	-22	24	46	1.20	10.43
M2	-15	37	52	9.23	11.69

From Table 1, the motivation to succeed before intervention (MS) mean of 33.27, to 39.63 after the intervention. Before the intervention, the motivation to avoid failure (MF) to 32.07, after the intervention of 30.40; Pre-intervention achievement motivation (M) mean of 1.20, 9.23 after the intervention.

Motivation to continue the pursuit of success, motivation and achievement motivation to avoid failure paired samples t-test results showed that college students are more yearning for success after the intervention ($t = -10.52$, $p <.001$), and actively pursue success, courage difficult challenge pursue difficult task ($t = 2.23$, $p <.05$), the overall achievement motivation of college students before and after the intervention significantly improved.

Table 2   Mean the pursuit of success motivation, motivation and achievement motivation to avoid failure comparison (n=30)

	M	SD	SE	Lower	Upper	t	df	Sig. (Bilateral)
MS1 - MS2	-6.37	3.32	.61	-7.61	-5.13	-10.52	29	.000***
MF1 - MF2	1.67	4.09	.75	.14	3.19	2.23	29	.033*
M1 - M2	-8.03	6.73	1.23	-10.55	-5.52	-6.53	29	.000***

Note: *** indicates the significant level of 0.001, * indicates significant at the 0.05 level.

3.2 Personality Characteristics of College Students

Scale uses five scoring method, when subjects choose four or five o'clock, indicating that the subjects of the title to reflect the scene more in line with, if you choose 1 or 2, it indicates that is not in line. If you choose 3 show not sure. Students obtained by statistical processing personality scale and subscale scores and scores of various factors mean, standard deviation, the results are shown in Table 3.

Table 3　The big five personality dimensions (*n=30*)

	Min	Max	M	SD	Male norm M/SD	Women norm M/SD
N1	8	28	15.80	4.197	14.15/5.7	14.81/5.45
N2	5	28	15.10	5.486	13.82/5.24	13.99/5.16
N3	7	26	15.27	4.741	14.37/5.7	14.46/5.45
N4	10	27	17.20	3.680	15.35/4.73	16.38/5.27
N5	7	27	17.43	3.892	14.86/4.88	14.89/5.1
N6	9	24	15.23	3.928	11.23/5.09	12.73/5.18
E1	12	31	21.43	4.725	21.53/4.27	22.05/4.31
E2	5	30	18.20	4.664	18.69/4.65	18.3/4.85
E3	6	20	13.93	3.321	15.1/4.37	14.59/4.67
E4	6	22	15.63	4.098	18.33/4.74	18.01/4.93
E5	8	24	17.03	3.368	17.24/4.64	14.25/5.35
E6	11	32	20.93	4.712	19.07/4.85	18.94/5.09
O1	9	22	15.90	3.325	15.19/4.19	15.89/4.78
O2	13	28	19.63	3.518	20.7/4.88	20.45/4.78
O3	10	28	20.23	4.305	19.47/3.95	19.59/4.32
O4	7	21	14.20	3.284	15.02/3.61	15.02/3.88
O5	6	26	17.17	4.579	19.62/4.98	17.68/5.33
O6	14	27	19.83	3.239	20.64/3.97	20.68/3.76
A1	13	26	19.20	3.231	21.07/3.94	21.84/4.43
A2	12	31	19.23	4.066	19.03/5.11	21.54/4.97
A3	14	27	19.47	3.170	20.99/3.53	21.19/3.88
A4	11	28	16.00	3.723	15.33/4.64	16.19/4.72
A5	12	23	17.67	2.721	16.67/4.06	17.68/4.62
A6	13	29	19.80	3.809	19.91/3.59	20.56/3.76
C1	8	22	16.20	2.952	20.8/4.34	20.44/4.33
C2	13	23	17.97	2.871	18.39/4.21	19.32/4.75
C3	15	31	21.13	3.421	23.47/4.22	24.18/3.48
C4	5	23	16.83	3.435	20.02/4.34	19.69/4.07
C5	10	23	17.87	3.461	20.48/4.66	21.01/4.03
C6	6	28	17.80	3.995	20.72/4.63	20.43/4.66
N	69	147	96.03	17.727	83.8/24.41	87.26/24.57
E	66	144	107.17	17.229	109.97/18.27	107.13/18.85
O	79	139	106.97	12.475	110.65/15.88	110.31/17.26
A	90	141	111.37	12.675	113/14.9	119/15.79
C	62	136	107.80	14.197	123.89/20.32	125.08/17.67

From Table 3, close to the norm on the overall level of students drawn personality. Specific performance, extraversion (E) mean of 107.17, agreeableness (A) mean of 111.37, openness (O) mean of 106.97, are close to the norm level. Rigor (C) mean of 107.80, slightly lower than the norm, while neuroticism (N) mean of 96.03, slightly higher than the norm.

3.3 Achievement Motivation and personality-related statistics

On University Students' Achievement Motivation and personality to do correlation analysis, the results are shown in Table 4.

Table 4   Achievement Motivation and personality dimensions of correlation analysis

Changes in dimensions	N	E	O	A	C
Ds	.201	-.170	-.001	-.233	.017
Df	-.096	.225	.053	.002	.045

From Table 4, Achievement Motivation Scale total score and subscale scores for each dimension of personality changes associated with the weak, there is no significant correlation. Therefore, achievement motivation to improve, whether it is the motivation to succeed or avoid failure motives are related to their personality is weak, there is no statistical significance. So, achievement motivation to improve and develop their personality traits are not, the key is the method training.

4 Conclusions

Based on these results, we can draw the following conclusions:

(1)Significantly affect the History of Psychology Teaching exist to improve achievement motivation.

(2)Students overall sample on personality traits reach norm level.

(3)Improve achievement motivation and personality-related training and little achievement motivation lies in whether the improved method.

Acknowledgment

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