

# Achievement Motivation and General Motivational Tendencies of Social Pedagogy Students

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## Abstract

This article introduces readers to the level of motivation of Social Pedagogy students within the context of this discipline in the Czech Republic. Herein it poses a number of topical questions, especially in relation to the manner of future social pedagogues' preparation, selection of applicants, and their chances in the labor market. Equally it takes account of the elementary methods of measuring achievement motivation. In the empirical part the design of the research is proposed and the findings are presented. The primary aim of the research was to determine the level of achievement motivation of Social Pedagogy students at undergraduate preparation and their motivational tendencies. The secondary aim was to observe change dynamics in the level of achievement motivation and its individual components during university studies. The tests of LMI Achievement Motivation Questionnaire and MMG Multi-Motive Grid were used to obtain the results. In the conclusion of the work, the authors ask the question of how meaningful the contemporary approach of Social Pedagogy as a subject in the Czech Republic is; and they propose potential innovations. Moreover, research findings which have also shown prospective areas of students' development can provide useful suggestions for pedagogues who research Social Pedagogy or educate future Social Pedagogues.

**Keywords:** achievement motivation, motivational tendencies, professional training, Social Pedagogy, affiliation, achievement, power

## 1. Introduction

This work deals with achievement motivation and general motivational tendencies of Social Pedagogy students. For the survey we have formulated the following research questions: What is the level of achievement motivation in Social Pedagogy students? What level do Social Pedagogy students attain in the individual dimensions of achievement motivation? What are the motivational tendencies of Social Pedagogy students as regards affiliation, achievement and power? What difference is there between the overall level of achievement motivation between Bachelor's students and Postgraduate Master's students? What difference is there between the individual dimensions of achievement motivation between Bachelor's students and Postgraduate Master's students?

The aim of the theoretical part of the work is to introduce the reader to the topic of motivation and also outline ways in which it influences education. We also attempt to provide a summary of the most important motivation theories which strive to describe the attributes of motivation and explain the dynamics of motivation processes. We look at various motives, while we focus on motivational tendencies which form part of the Big Three Motives, comprising the motives of affiliation, achievement and power. We present the concept of achievement motivation and the methods used to diagnose the level of these in an individual.

The empirical part of the work explores achievement motivation in students of Social Pedagogy. The primary aim of the research was to determine the level of achievement motivation in Social Pedagogy students and their motivational tendencies. The secondary aim was to observe change dynamics in the level of achievement motivation and its individual components during their academic study. Our research focuses on both

achievement motivation as such, as well as on motives, specifically the motives of affiliation, achievement and power, always in the context of expectations and fear. Standardized psycho-diagnostic tests were used to collect the data, which assure a relatively high level of validity and reliability for the research. The main objective of the research survey is to verify the assumed existence of a link between the type of syllabus (i.e. Bachelor's or follow-up Master's courses) and the degree of achievement motivation.

Social Pedagogy in the Czech Republic has a unique position that will be outlined below. We have particularly focused on questions linked to the independence of the subject of Social Pedagogy as an academic study program in the environment of the Czech Republic, and also on the question of Social Pedagogues' professional identity, which has a major influence on Social Pedagogy students' motivation. In our opinion it is this motivation which, together with a student's expertise and skills, forms the essential basis for study-related success and the chance of finding a job, where university graduates are the group most at risk of unemployment. Therefore, it is important to map out the level of achievement motivation in the students of the various different fields. This is what we attempt to achieve in this work, which focuses on students of Social Pedagogy. We also believe that the data acquired may prove useful in other aspects, including, for example, in improving the professional training of social teachers, not only at the university where the research survey was carried out.

## 2. Theoretical Background

### 2.1 Social Pedagogy in the Czech Republic

In general, the position of Social Pedagogy within the system of disciplines in the Czech Republic is fairly complicated. Social pedagogy studies phenomena that are of qualitatively heterogeneous character; as a result, the given theory has to connect pedagogic approaches and the theories and knowledge of sociology, developmental psychology, law, methods of medical prevention, and others. This influences especially the subject definition, as most of the Social Pedagogy interests have already been the interests of other subjects (e.g. of social work, special pedagogy- ethopaedia, etc.) for a longer time.

Moreover, what aggravates it is that until 1989 the theory of Social Pedagogy received little attention, since the official ideology in then Czechoslovakia was not interested in scientific work on marginal groups in socialist society. The socialist regime denied the fact of the society having any risk factors or problems, such as unemployment or homelessness.

The biggest boom in Social Pedagogy here comes after 1989, when the new social-political character of the time brought radical changes which effected the field of pedagogy as well. Thus, in the 1990s Social Pedagogy as a discipline became the focus of science attention, and as a subject it was gradually integrated into the study programs of universities both in the Czech and Slovak Republic. In this way the profession of a social pedagogue started to take its place in the structure of helping professions. However, these efforts are more successful in Slovakia than in the Czech Republic.

If we are to discuss the motivation in undergraduate preparation of social pedagogues, we cannot leave out of consideration **the problem of professional identity of a social pedagogue** – who is a social pedagogue, what knowledge and skills he or she should have, what are his or her chances in the labor market? Whereas Social Pedagogy as a discipline and a study program has found its irreplaceable position in the Czech Republic, in practice it seems otherwise. In the Catalogue of Job Descriptions (Katalog prací) there is no job of a social pedagogue. The Act No. 563/2004 Coll. On Pedagogical Staff mentions the learning of the subject of Social Pedagogy as appropriate education for an educator, a leisure time pedagogue, and a pedagogue's assistant. Similarly, the Act No. 108/2006 Coll. On Social Services, states that social pedagogy is sufficient qualification to practise the profession of a social worker. This implies that a social pedagogue is an educator, a leisure time pedagogue or a social worker, which however does not correspond to the reality and the profile of a social pedagogue.

These facts have a major influence on the selection of applicants. The students-to-be often list the closeness of the university and home, a failure to be admitted to their dream subject, a fulfilment of their parents' wish to get a degree, an extension of a student's status and the benefits it brings, etc. as the motives to study the subject. They hardly ever want to fulfill their dream to study Social Pedagogy. Neither can we talk about the continuation of a family tradition, because of the restraints on Social Pedagogy in our country in the past.

Interruption of the subject tradition in our country, debatable subject content, and obscure work chances of a Social Pedagogue – thus, the subject independence together with other facts negatively interferes with the Social Pedagogy students' preparation, especially with the motivational factors.

This specification does not holistically characterize the activity of a social pedagogue. Therefore, we present the

key characteristics of social pedagogues as defined by **The Social Education Trust** (2001): they often share the life-space of the children or young people they work with (the child's natural environment, community, substitute environment); work in teams and cooperate with experts so they have to be capable of functioning effectively as team members; help children and young people develop as social beings who will be capable of having positive futures and responsible roles as adults in the wider community; work towards the creation of communities; often work outside families, institutions, and schools, however, they cooperate with them; work with children and young people of any age and with any type of presenting problem, including physical and learning disabilities, social, emotional and mental health problems and offending; view a child's situation holistically, including all aspects of their lives in assessment, planning and intervention; focus on the normal development of the children and young people with whom they work; view the problems within the wider context; are seen in some countries as having their own professional identity of a social pedagogue, distinct from social work, teaching, psychology, nursing and other related professions (cit. according to Kassem, Garratt, 2009, pp. 138-139).

## 2.2 Motivation and Big Three Motives

The motives of achievement, affiliation and power are known as the Big Three Motives and are analogous with the so-called Big Five personality traits (Stuchlíková, 2010, p. 143). These are motives of a psychosocial nature, derived from the psychogenic social needs defined by Murray (1938 cit. according to Nakonečný, 2013, p. 147), who also describes the motive (need) for autonomy, aggression, etc. According to Atkinson and McClelland (1948 cit. according to Snow and Jackson, 1994, p. 78), each of the Big Three Motives can involve two different types of focus - expectations versus fear, i.e. the tendency to search versus the tendency to avoid. The same situation makes active both the component of expectations and the component of fear, which updates negatively amplified experience in specific thematic areas, and is able to spot potential danger signals (Schmalt, Sokolowski, & Langens, 2010, p. 10).

The power of specific motives, or the power of motivational tendencies in relation to those motives, determines the threshold at which the motivation is invoked, while the stronger the motive, the weaker the situational stimuli that are needed to invoke it (meaning it will be invoked in a greater number of situations). These motives also influence behavioural focus. For example, if a person chooses between several possible goals, they generally automatically choose the one that in thematic terms most closely matches the motive in question. As stated above, the link between implicit motives and goals tends to apply more to spontaneous behaviour; as regards conscious decisions about a goal which requires greater effort to achieve, explicit motives play a more significant role (Stuchlíková, 2010, p. 142; Schmalt, Sokolowski, & Langens, 2010, p. 14).

Determining the strength of the various motivational tendencies in students enables teachers to understand their behaviour, to a certain extent at least, e.g. why some students set themselves reasonable goals while others aspire inadequately, why some have the tendency to give up as soon as an obstacle arises, and the slightest failure discourages them from making any further effort, while others persist when facing an obstacle, and are able to effectively cope with both success and failure. Determining the predominant motives in students enables to adopt a suitable teaching style and to choose the appropriate form of teaching (Hrabal & Pavelková, 2011, p. 5).

Table 1. Big three motives

Motive	Definition
<b>Affiliation</b>	The need for contact with other people, making friends, and generally a focus on interpersonal relationships. This motive is most often invoked in situations where an individual meets strangers or less familiar people. In these circumstances the individual does not yet know whether the others will show interest in him or her, and whether he or she will manage to create satisfying and rewarding interaction, or make friends. The approach taken in these situations varies from person to person, depending on which motivational tendencies are predominant. The individual may show a tendency to search (expectations of affiliation) or an evasive tendency (fear of rejection) (Džuka, 2005, p. 52; Schmalt, Sokolowski, & Langens, 2010, p. 31).
<b>Power</b>	Also referred to as the dominance motive, is most clearly manifest in situations where there is an imbalance in status or resources between people, where they can exercise their influence, control the behaviour of others or gain prestige (Schmalt, Sokolowski, & Langens, 2010, p. 32).
<b>Achievement</b>	The need to achieve something difficult, to control, manipulate or organize physical objects, human beings or ideas, and to do so as quickly and independently as possible, to overcome obstacles, achieve high standards, surpass oneself and others, and make successful use of one's own talents (1938, p. 164 cit. according to Schuler & Prochaska, 2011, p. 7).

The achievement motive is the most studied area of all the Big Three Motives (Stuchlíková, 2010, p. 144). Achievement motivation as a psychological construct was proposed and explored back in the 1930s by Murray (1938, p. 164 cit. according to Schuler & Prochaska, 2011, p. 7). The various components of the achievement motive, i.e. expectation of success and fear of failure, are most clearly manifest in situations involving some measure of quality, i.e. when a person's achievement is compared against certain criteria or the performance of others. Such situations are particularly characteristic for the field of education. Here, achievement tends to be evaluated by both the teacher and the student himself, and possibly by others (Schmalt, Sokolowski, & Langens, 2010, p. 31). According to Pavelková (2002, p. 26), we should pay more attention to achievement motivation in the context of education, as its cultivation is a significant part of maturity. It relates to the development of realistic self-assessment, affects the quality of learning processes and self-regulation skills and also determines students' ambitions.

### 3. Design of the Research

Our aim is to find out the level of achievement motivation (the overall score) and the level of the individual dimensions of achievement motivation in Social Pedagogy students. We also want to find out whether there are any significant differences between Bachelor and Postgraduate Master students. Furthermore, we use the Multi-motive Grid to research their motivational tendencies as regards affiliation, achievement and power.

Table 2. Hypotheses of the research and operationalization of the variables

Hypothesis	Type of the research	Independent variable	Dependent variable	Measurement and data analysis method
H <sub>1</sub> : We predict the existence of dynamic changes in the level of achievement motivation of Social Pedagogy students during their university studies	Cross-Sectional research	Study program (Bachelor's and Postgraduate Master's study program)	The overall score of achievement motivation	Data collection method: Achievement Motivation Questionnaire (Achievement Motivation Inventory)  Data analysis method: Student's t-test
H <sub>2</sub> : We predict dynamic changes in the individual components of achievement motivation of Social Pedagogy students during their university studies.			flexibility, persistence, flow, pride in productivity, fearlessness, competitiveness, goal setting, internality, preference for difficult tasks, confidence in success, compensatory effort, engagement, dominance, eagerness to learn, independence, self-control, status orientation	

The research was conducted in November and December in 2013 and in February in 2014. The research made use of a descriptive and relational data analysis chosen according to the formulated research questions.

#### 3.1 Sampling

The basic research sample consists of Social Pedagogy students. As Social Pedagogy is becoming more and more important, there has been a rise in the number of universities offering this course, both as bachelor's and master's courses. As sampling, we used *non-probability sampling*, concretely *opportunity sampling*. We contacted all Social Pedagogy students of one certain university in the Czech Republic. The research sample comprised a total of 166 full-time Social Pedagogy students who were approached during lectures and seminars. Participation in the test was voluntary.

Table 3. Research sample specification

	Women	Men	Total
<b>Bachelor's study program</b>	113	13	126
<b>Postgraduate Master's program</b>	33	7	40
<b>Total</b>	144	20	166

### 3.2 Data Collection Strategies

#### 3.2.1 LMI Achievement Motivation Questionnaire

The LMI Achievement Motivation Questionnaire was first published in Germany in 2001, written by Heinz Schuler and Michael Prochaska. In this country the translation (by Simona Hoskovcová) was published in two editions, first in 2003 and again in 2007, in both cases together with standards for the Czech population. This is a career-related personality questionnaire, although it can be used in a fairly wide variety of ways – it is a useful tool for measuring achievement motivation in the field of recruiting and staff development, consultancy in studies and in choosing a career, sport psychology, teaching and school psychology and personality research. The questionnaire comprises the following dimensions: persistence, dominance, engagement, confidence in success, flexibility, flow, fearlessness, internality, compensatory efforts, pride in productivity, eagerness to learn, preference for difficult tasks, independence, self-control, status orientation, competitiveness, goal setting. (Schuler & Prochaska, 2011, p. 10)

#### 3.2.2 Multi-motive Grid (MMG)

The Multi-motive Grid (MMG) was created by Heinz-Dieter Schmalt, Kurt Sokolowski and Thomas Langens and was first published in Germany in 2000 (in the Czech Republic in 2010). This is a psycho-diagnostic tool used to measure the big three implicit motives (affiliation motive, achievement motive and power motive), always in terms of expectations and fear. The subject is presented with fourteen images depicting a wide range of everyday activities. The images are designed to provide as much room for the imagination as possible, while each contains thematic stimuli for areas of all the three motives. A set of twelve assertions is designed to reflect the respondent's specific ideas and feelings in relation to the given situation, with the respondent ticking "yes" or "no" by each assertion as they see fit. Respondents should not spend too much time thinking about the answers, and should always try to indicate the first thing that comes into their head. This is why such a short time is allocated to the test, which should not exceed 15 minutes.

### 3.3 Scores

The average gross scores attained in the LMI Achievement Motivation Questionnaire are shown in Tab. 4. To rate these scores as high, low or average, we have compared them with the results of the comparison group (the Czech standardization sample from 2003). According to the standards defined in the test manual, the gross scores (GS) were converted to stanine values (SV). These stanines comprise a scale containing 9 values, the middle value of which is 5 and the standard deviation 1.96. According to the manual, stanine values of 7, 8 and 9 are considered above-average, while stanine values of 1, 2 and 3 are below-average (Schuler & Prochaska, 2011, p. 22-28).

Table 4. LMI - gross scores (GS) and stanine values (SV)

Dimension	GS	SV	Dimension	GS	SV
Flexibility	44	3	Confidence in success	42	3
Persistence	42	4	Compensatory efforts	46	3
Flow	44	3	Engagement	36	5
Pride in productivity	54	4	Dominance	42	4
Fearlessness	35	3	Eagerness to learn	44	3
Competitiveness	41	5	Independence	42	3
Goal setting	41	3	Self-control	41	4
Internality	47	4	Status orientation	49	5
Preference for difficult tasks	36	4	Total score	723	3

## 4. Results

### 4.1 Level of Achievement Motivation

The following verbal descriptions of the results are strictly in line with the LMI manual (Schuler & Prochaska, 2011, pp. 22-28).

The research findings:

#### Low scores:

1. **Persistence** – students often lose concentration when doing a task and get distracted towards different activities. Students do not do the tasks focused and do not have enough persistence and strength to manage

the tasks.

2. **Flexibility** – refers to students' unwillingness to adapt to changing conditions. Students with below-average score feel threatened when they face changes and new situations. With difficulty they overcome obstacles, especially unknown and unpredictable situations which involve more stress; this can mean increased emotional lability.
3. **Flow** – students do not attend to tasks intensively without all disturbing elements. They rarely concentrate and they do not experience work as something positive.
4. **Fear of failure** – students manifest very nervous feelings in stress situations. Fear of failure and negative assessment make them act in an evasive way.
5. **Confidence in Success** – students often expect negative results and failure. They have low self-esteem and typically show negative attitudes.
6. **Self-Control**– students are not able to organize their own activity, tasks and duties connected with learning. They are scatter-brained and reckless when they should carry out tasks.
7. **Dominance** – students do not want to take initiative and responsibility for others.
8. **Preference for difficult tasks** – means the level of requirements and risks of a task. Students prefer easy and undemanding tasks because they are not ready to take risks and do not seek challenges. They do not like problem-solving.
9. **Goal Setting** – student set themselves short-term goals. When they have a choice, they prefer easier tasks and they have no idea of what they want to achieve.
10. **Compensatory effort** – means to cope with fear of failure in a constructive manner. Students do not tend to compensate for drawbacks by expending extra effort. They tend to lower the level of demands they set for themselves and completely avoid difficult tasks.
11. **Eagerness to learn** – students ask for learning in relation to immediate profit. They do not act on their own initiative; they only do the given tasks.
12. **Engagement**- students feel fine when they have no duties to do. They are not very active and academic pursuits are not their priorities. In general they are not very ambitious or hardworking.
13. **Independence**– students would rather accept control and orders of others than act on their own. They hardly ever set their methods of work by themselves and they make their own decisions with difficulty. They prefer when somebody else makes their decisions and takes responsibility.
14. **Internality**– shows the manner of explaining the outcomes of their own actions. People with low score attribute their failure to external factors (e.g. to teachers, classmates, conditions).
15. **Pride in Productivity** – means a positive emotional state as a consequence of one's own achievement. If a student chooses an easy task because of fear of failure, its solution does not give him or her any positive sense of accomplishment.

#### High Scores:

1. **Status Orientation** – the opportunity to attain an important role in the social environment is what motivates the students to produce output. They demand acknowledgement of their produced output.
2. **Competitiveness** – students tend to compare their accomplishments to the others'. Competition encourages them.

Table 5. Change dynamics in the level of achievement motivation during studies

Dimension	Aver. of Bachelor's Studying	Aver. of Master's degree study	<i>t</i>	<i>p</i>	St. dev. of Bachelor's Studying	St. dev. of Master's degree study
Flexibility	43.7	45.6	-1.37	0.17	7.22	8.01
Persistence	41.6	42.7	-0.75	0.45	8.04	7.49
Flow	43.1	45.1	-1.15	0.25	8.64	9.56
Pride in productivity	53.7	54.2	-0.31	0.76	9.18	6.69
Fearlessness	34	36.8	-1.53	0.13	9.84	10.61

Competitiveness	41.1	39.3	1.12	0.26	9	8.29
Goal setting	40.8	42.2	-1.01	0.31	8.37	6.17
Internality	46.5	47	-0.34	0.73	6.72	6.3
Preference for difficulty	34.8	39.6	-2.68	0.008	9.33	11.54
Confidence in success	41.2	42.8	-0.98	0.32	9.24	9.25
Compensatory efforts	45.5	46.3	-0.51	0.61	8.76	7.81
Engagement	35.6	37.3	-1.06	0.29	9.18	9.61
Dominance	42.5	41.9	0.31	0.76	10.61	11.36
Eagerness to learn	42.9	46.4	-2.58	0.01	7.43	7.24
Independence	41.8	41.9	-0.1	0.92	7.15	7.48
Self-control	41.1	40.4	0.53	0.59	7.16	7.83
Status orientation	49.2	46.9	1.21	0.22	10.58	8.84
Total score	719.26	736.47	-1.04	0.299	90.28	93.94

$H_0$ : There does not exist a statistically significant difference in the average level of achievement motivation between Bachelor's Social Pedagogy students and Postgraduate Master's Social Pedagogy students.

$H_A$ : There exists a statistically significant difference in the average level of achievement motivation between Bachelor's Social Pedagogy students and Postgraduate Master's Social Pedagogy students.

Statistical hypotheses ( $H_0$  and  $H_A$ ) relate to substantive hypothesis  $H_1$  that assumed the existence of dynamic changes in the level of achievement motivation during university studies. The conducted analysis shows that these changes cannot be observed; therefore we accept  $H_0$  and reject  $H_1$ .

For verification/falsifiability of hypothesis  $H_2$  we also set statistical hypotheses:

$H_0$ : There does not exist a statistically significant difference in the average level of the individual components of achievement motivation between Bachelor's Social Pedagogy students and Postgraduate Master's Social Pedagogy students.

$H_A$ : There exists a statistically significant difference in the average level of the individual components of achievement motivation between Bachelor's Social Pedagogy students and Postgraduate Master's Social Pedagogy students.

Hypothesis  $H_2$  assumed changes in the individual components of achievement motivation during university studies. Changes can be observed only in the level of preference for difficult tasks and eagerness to learn. The calculated t-criteria of these variables were -2.68 and -2.58. On the basis of the comparison of the test criteria, p-values, and arithmetic averages, we state that preference for difficult tasks and eagerness to learn of the students increase during university studies. Only these two components show change dynamics. Therefore we accept statistical hypothesis  $H_0$  and reject hypothesis  $H_2$ .

#### 4.2 Multi-motive Grid (MMG)

Table 6. Motives measured using MMG

Motive	Affiliation		Achievement		Power	
Motivational tendencies	OA <sup>1)</sup>	SO <sup>2)</sup>	OÚ <sup>3)</sup>	SN <sup>4)</sup>	OK <sup>5)</sup>	SK <sup>6)</sup>
Gross score	6	8	7	5	7	7
T-score	52	64	52	56	50	58
Percentile	58	91	56	72	52	78

Table 6 shows the results attained using the Multi-motive Grid (MMG). We measured motivational tendencies as related to affiliation motivation - expectations of affiliation<sup>1)</sup> (EA) and fear of rejection<sup>2)</sup> (FR), achievement motivation - expectations of success<sup>3)</sup> (ES) and fear of failure<sup>4)</sup> (FF) and power motivation - expectations of control<sup>5)</sup> (EC) and fear of loss of control<sup>6)</sup> (FC). According to the standards in the test manual, the gross scores were converted to T-scores and percentiles. As with the previous test, when interpreting the results we proceeded strictly in accordance with the instructions in the manual (Schmalt, Sokolowski and Langens, 2010, p. 31-34).

This provides us with clear information about the power of motivational tendencies and how they interrelate. It is instantly obvious that the highest values were attained in the area of fear of rejection. This means that the respondents are nervous when in contact with strangers; they feel anxious that they will not be accepted. Slightly increased expectations of affiliation indicate that they feel the need to make new acquaintances and get to know other people, although strong fear of rejection causes a conflict, which is then manifest as uncertainty and instability. Typical manifestations of this conflict are unease, tension in posture and facial expressions, lack of resourcefulness in the interview, blushing, etc. In any case, the motive of affiliation is relatively strong in the respondents, indicating that they are significantly oriented towards interpersonal relationships more than achievement or power.

Students with strong expectations of affiliation prefer a non-competitive environment where they have a greater opportunity to make friends. They are not overly interested in personal appreciation and prefer to work in a group, while they concentrate more on the relationships between group members than enforcing rules and standards. They do not feel comfortable as leaders and do not generally tend to be successful in this role. They may put their own goals on the back-burner in their efforts to keep things on a friendly footing. Their strengths include their ability to easily establish contact with unfamiliar people, to come across as relaxed in their presence, and to create interaction that is pleasant for both sides (Keller, 2010, p. 49, 107-108; Pavelková, 2002, p. 39).

The prevailing fear of rejection is linked to the fact that they enjoy fewer contact activities. Students with this tendency do not feel at ease interacting in social situations, so generally they try to avoid them completely. They are particularly nervous in contact with unfamiliar people, afraid that others will not accept them or will want to end the contact quickly. (Schmalt, Sokolowski and Langens, 2010, p. 31, Stuchlíková, 2010, p. 147) According to Pavelková (2002, p. 39), students with a strong fear of rejection perform worst in group competitions.

The measurements are slightly above average in the area of achievement motivation. As with affiliation motivation, there is a strong evasive tendency, i.e. fear of failure outweighs expectations of success. The fear of failure may result in an anxious effort to avoid making any mistakes. The respondents are also characterized by a marked nervousness in exam situations, ideas of future failure and self-doubt, which has a very adverse impact on their achievement. They find it difficult to assume personal responsibility for their achievements.

Students with a strong achievement motive, with predominant expectations of success, are described as being independent and craving responsibility. They enjoy overcoming obstacles and competing with others. They set themselves realist goals and prefer tasks of medium difficulty with a reasonable level of risk, ideally those that guarantee feedback about their performance. As they strive to achieve success using their own resources, students anticipating success do not feel particularly at home when working in a group (Schmalt, Sokolowski and Langens, 2010, pp. 31-32).

Strong fear of failure is most evident in situations in which the student's achievement is evaluated in terms of its quality or compared with the achievements of others. This is why students with the tendency to avoid failure do not enjoy competing. Sometimes they tend to run away from achievement situations where there is the risk of failure, e.g. being absent during tests. They do not tend to be very successful, as they prefer either very easy tasks or, in contrast, very difficult tasks where the likelihood of success is minimal. Their level of aspiration is therefore inadequate (Hrabal & Pavelková, 2011, p. 12; Snow & Jackson, 1994, p. 78).

According to Snow and Jackson (1994, p. 79), the tendency to avoid failure is essentially the same construct as evaluation anxiety. This is defined as a relatively fixed personality trait which is manifest in situations involving evaluation. Depending on the nature of these situations, there are certain different sub-types of evaluation anxiety, e.g. test anxiety, social anxiety, mathematical anxiety. Evaluation anxiety involves a cognitive aspect (fear of achievement being poorly rated, negative ideas about oneself, etc.), an affective or physiological-affective aspect (a wide range of subjectively unpleasant physiological and emotional responses, such as tension) and a behavioural aspect (procrastination, evasive behaviour) (Zeidner & Matthews, 2005, p. 158).

The professional literature also describes a third type of achievement-oriented personality, which is fear of success. This phenomenon was described in the early 1970s by Horner (1972 cit. according to Stuchlíková, 2008, p. 145). However, this is not a motivational tendency as understood by McClelland, but more a form of behaviour which stems from the person's fear that their successful achievement could impair their positive relations with others. Within the school classroom or study group, these are mostly female students who do not perform as well as they could do in order not to stand out too much from their classmates in areas in which they are unable to excel and therefore not to distance themselves from those classmates in emotional terms (Hrabal, Man & Pavelková, 1984, p. 75).

The construct of expectations of success and fear of failure has also been elaborated by e.g. Heckhausen (1972,



cit. according to Džuka, 2005, p. 44), who created a self-assessment model. This enhances McClelland's original theory of achievement motivation to include several elements of cognitive theory, particularly the theory of attribution. He claims that people who tend to expect success have a tendency to attribute their successes to their own abilities but to put failure down to unstable causes, particularly lack of effort. These individuals feel pride and satisfaction more often after success and less often experience disappointment and sadness following a failure, which leads to positive self-esteem. In contrast, people with a tendency to avoid failure attribute their success to luck or the simplicity of the task, so success is not of such a great importance to them.

As regards power motivation, the tendency to expect control is average in comparison with the norm. There is a greater fear of loss of control, which is manifest in concerns about their social standing and uncertainty in situations where they can increase or demonstrate their own influence. Students with a strong fear of loss of control often seek out their colleagues, especially in public performances or conflicts, which safeguards them against any loss of their own influence.

Students with strong expectations of control feel good when they are able to show their power, control and influence the behaviour of others, and lead them. They like to demonstrate their competence and strengths. As leaders they are willing to accept responsibility for the group as a whole. They do not mind being the center of attention. As stated by Keller (2010, p. 108), the influence they long for may be purposeless and destructive in immature individuals, although mature individuals can use it in a way which benefits others. In this respect, Pavelková (2002, p. 39) speaks of the two sides of influence (power). The negative side of influence relates to the need to control others for the sheer pleasure of power; while the positive side of influence is when influence is used to the benefit of the group as a whole.

Students dominated by fear of losing control strive not to lose their own influence and prestige, and have concerns over their position of power. Within a group, they tend to see others as future opponents rather than equal colleagues. In uncertain situations they do not give much thought to the good of the group as a whole, but are more interested in their own position. Sometimes they have the tendency to escape into fantasy, which enables them to satisfy their desire for control (Schmalt, Sokolowski, & Langens, 2010, p. 32).

#### **4. Discussion**

The main aim of the research was to analyze the level of achievement motivation and strength of motivational tendencies in students of social pedagogy. The question is, whether achievement motivation increases when studying a particular type of course. To answer this question, it is necessary to repeat the test on Bachelor's students over a longer period of time. As we have individual results for individual students and expect to continue to work with these students as part of an internal grant project, this research is feasible.

Based on an analysis of the results achieved through the LMI Achievement Motivation Questionnaire, it is evident that overall achievement motivation in students of Social Pedagogy is relatively low in comparison with the norm, particularly in terms of the dimensions of flexibility, flow, fearlessness, goal setting, confidence in success, compensatory efforts, eagerness to learn and independence. As this questionnaire focuses on general personality traits, the results may also relate to the competence of social pedagogues. Personality traits often described as desirable for social pedagogues are, in terms of those in the LMI, engagement, eagerness to learn, persistence and self-control (see e.g. Bakošová, 2008, p. 194; Kraus, 2008, p. 2008). The students had average scores in these dimensions; only eagerness to learn was identified as below average in Bachelor's students.

The results acquired using the Multi-motive Grid (MMG) showed that the majority of students of Social Pedagogy show avoidant tendencies rather than searching tendencies in relation to the motives of affiliation, achievement and power. The strongest was fear of rejection. This is indicated by a greater level of anxiety when building relations with strangers or less familiar people, and the respondents' shyness and nervousness in these situations. Fear of rejection usually has an adverse impact on social interaction, which is a considerable disadvantage for students of social pedagogy, particularly as regards their future career.

The hypothesis that the level of achievement motivation differs between students of the two study programs, was not confirmed; the only statistically significant differences observed were in the areas of eagerness to learn and preference for difficult tasks, where Master's students scored the highest.

It is interesting that both the tests we used show that students are especially anxious in situations where they are expected to perform well. The students also show fear of failure, lack of faith in their own abilities and fear of negative feedback, which can be manifestations of evaluation anxiety. Low preference for difficult tasks and eagerness to learn, together with a higher level of competitiveness, indicate that the students are more focused on performance goals than on mastery goals.

One of the main benefits of this research is the fact that it provides the Social Pedagogy students who participated in the test with feedback about their individual level of achievement motivation and motivational tendencies. Awareness of their own motivational structure enables them to concentrate on developing the areas in which they attained low results. The results of the research may also provide useful ideas for the teaching staff at the university at which the research survey was carried out, as they highlight potential areas in which the students can develop.

However, this remains an open question: what is the relationship between the prestige of the discipline and overall motivation for learning? In our opinion, this relation is very tight. For Social Pedagogy in the Czech Republic, it means to change the whole subject approach. If Social Pedagogy is to be a really independent and attractive academic subject with clearly-defined subject content which does not overlap other disciplines, and if social pedagogy wants to comply with the request that it should complete methods and forms of work making maximum effort to realize the knowledge in practice; then, it is necessary to start a discussion about innovating the conception of contemporary approach of social pedagogy as a subject.

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