

How do Personality Traits Affect the Achievement Motivation of High School Students Taking Sports-related Exams

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Abstract: Purpose: In an era characterized by intense competition for sports talent, ensuring the mental well-being of students undertaking the sports college entrance examination is increasingly crucial due to its significant impact on their athletic performance. To explore effective approaches in fostering academic motivation among students preparing for this exam, this study adopts a social psychology perspective and examines how personality traits influence academic motivation. Furthermore, it investigates the associations between personality traits, achievement motivation, and social support. Methods: A questionnaire survey was conducted on 601 students who had participated in the college entrance examination of sports in 2023, utilizing the Five-Factor Personality Inventory, Competitive Motive Inventory, and Perceived Social Support Scale. Statistical software tools such as SPSS 26.0 were employed to validate the research hypotheses posited in this study. Results: The sports college entrance examination demonstrates a significant positive correlation between personality traits and achievement motivation ($r=0.291$, $p=0.000$). Additionally, there is a notable positive correlation observed between personality traits and social support ($r=0.245$, $p=0.000$), as well as between achievement motivation and social support ($r=0.385$, $p=0.000$). Personality traits exert a direct influence on achievement motivation (path coefficient = 0.225) while also indirectly affecting it through the mediating role of social support (path coefficient = 0.354). Social support serves as a partial mediator in the relationship between personality traits and achievement motivation with a mediation effect value of 0.089. Conclusion: The personality traits not only directly influence the motivation for academic achievement in sports entrance examinations but also indirectly impact students' achievement motivation through social support. These research findings offer a novel perspective for mitigating psychological anxiety and enhancing achievement motivation among candidates taking sports entrance examinations in China and globally. This study underscores the significance of effectively integrating personal growth with social support for sports entrance examination candidates.

Keywords: Personality Traits; Achievement Motivation; Social Support; Sports College Entrance Examination.

1. Introduction

In the context of China, the sports college entrance examination serves as a crucial measure in line with the national objective of promoting holistic development encompassing morality, intelligence, physical fitness, aesthetics, and labor [1]. In 2020, the General Administration of Sport and Ministry of Education jointly issued the "Opinions on Deepening Integration of Sports and Education to Promote Healthy Development of Adolescents," explicitly emphasizing the inclusion of sports subjects in academic level examinations for junior high school and senior high school stages. Guided by various policies, this examination not only effectively harnesses the distinctive role played by "integration between sports and education" in allocating educational resources, optimizing educational structure, and fostering comprehensive coordinated sustainable development within education endeavors but also significantly strengthens integration between sports activities and school education while achieving their organic combination to cultivate positive interaction [2]. Therefore, investigating factors influencing achievement motivation among candidates participating in the sports college entrance examination holds paramount theoretical value and practical significance for mitigating internal and external challenges encountered by them.

Achievement motivation is an intrinsic drive that compels

individuals to pursue excellence, confront challenges autonomously, and strive to surpass others. It reflects the individual's self-assessment against personal standards of excellence in the pursuit of success. This enduring personality trait exists universally but varies in intensity among individuals. In terms of sports performance, achievement motivation plays a pivotal role and exhibits a close association with individuals' pursuit of excellence and exceptional accomplishments. Research findings have demonstrated a significant correlation between achievement motivation and academic performance [3]. Within the expansive realm of sports competition, multiple studies have confirmed that achievement motivation is influenced by various factors including athletes' gender [4], cognitive characteristics, personality traits [5], competitive level, and external environment [6]. Researchers emphasize that motivation plays a vital role on athletes' path to success [7]; it stands as the most critical psychological factor capable of inspiring athletes to invest more time and effort into mental and physical preparation while also aiding them in accurately assessing their own abilities [8, 9].

The personality traits encompass a comprehensive neurophysiological system that possesses the capacity to equate diverse stimuli functionally, thereby eliciting and guiding adaptive and expressive behavior. By fostering these personality traits in such a manner, not only can impulsive behavior be mitigated and the pursuit of positive emotions

during physical activities be enhanced [10], but subjective well-being can also be augmented and academic achievement promoted [11]. Given the potential of these benefits to foster the development of achievement motivation, several studies have explored the impact of personality traits on this motivation. Drawing from research on individual behavioral performance, it has been demonstrated that an individual's inclination to engage in sports is influenced by their personality traits, wherein positive and open traits facilitate participation in sporting activities [12]. Individuals with agreeable traits tend to exhibit heightened levels of intrinsic motivation, while those with extraverted traits are more prone to displaying positive responses towards extrinsic motivators [13]. Moreover, humanism posits a subconscious link between motivation and personality, further highlighting how individuals manifest diverse motivational factors and distinct behavioral performances when confronted with varying needs primarily due to variations in their personality traits [14]. The present study thus formulates the subsequent hypotheses in order to enhance our comprehension of this correlation.

H1: There exists a robust and positive correlation between personality traits and achievement motivation.

Apart from the benefits in achievement motivation, personality traits also contribute to enhancing the level of social support received by candidates undertaking sports college entrance examinations. In the realm of sports, social support is defined as the quantity and nature of social relationships and connections within an athlete's network [15]. It effectively aids individuals in acquiring diverse resources necessary for problem-solving, such as specific advice [16]. Existing evidence suggests that extraverted individuals are more inclined to actively seek assistance and receive support, while neuroticism and psychoticism dimensions of personality exhibit a significant negative correlation with social support [17]. Athletes possessing exceptional personality traits demonstrate a moderate association with consumer behavior and marketing communication in this domain [18]. Currently, research primarily focuses on middle school students and ordinary high school students; however, studies investigating social support among athletes preparing for college entrance examinations remain relatively scarce, particularly within the context of China where the underlying mechanisms between these two variables remain unclear. Based on this, we posited the following hypothesis:

H2: The relationship between personality traits and social support exhibits a substantial positive correlation

Extensive research has been conducted both domestically and internationally on the relationship between social support and achievement motivation. Previous studies have primarily focused on individual behavior, psychological health effects, and sports domains. The available data suggests a significant positive correlation between social support and athletes' intrinsic motivation, while indicating a negative correlation with extrinsic motivation. These findings imply that social support can enhance athletes' autonomy and sense of involvement [19]). Furthermore, it has been observed that social support alleviates athletes' anxiety and stress levels, thereby enhancing their competitive motivation and ultimately leading to improved athletic performance [20]. According to the self-determination theory, an individual's perception and acceptance of social support may be contingent upon the fulfillment of their fundamental needs for autonomy, competence, and relatedness [21]. From the perspective of peer motivational climate, it is noteworthy that

competitiveness within a team exhibits a significant adverse direct impact on self-determination motivation [22]. We therefore posited the following hypothesis:

H3: The relationship between social support and achievement motivation is strongly positive.

Although there is literature suggesting that personality traits and social support independently influence achievement motivation, these factors may also be interconnected. Highly extraverted individuals possess adept social skills for fostering fruitful interactions with others, thereby effectively enhancing their awareness of social relationships, abilities, skills, and available resources for social support [23]. Consequently, they acquire the necessary social support to bolster external factors associated with student satisfaction such as the practice environment and interpersonal relationships [24], ultimately further augmenting achievement motivation [25]. After conducting a comprehensive analysis of the existing literature, we can confirm that there is indeed a certain degree of correlation between personality traits, achievement motivation, and social support. However, it is worth noting that the current academic research lacks sufficient direct exploration of the relationship among these three variables. Therefore, it is imperative for this study to investigate how personality traits of sports college entrance examination students influence their achievement motivation after receiving social support and subsequently enhance their level of achievement motivation, as outlined in the following hypothesis.

H4: Social support acts as a mediator between personality traits and the achievement motivation.

In summary, this study investigates the underlying mechanisms among personal traits, social support, and achievement motivation of Chinese sports college entrance examination students for the first time and constructs a theoretical model. In this regard, we hope to fill the research gap in this field and provide reference for developing key pathways to enhance achievement motivation in sports college entrance examination.

2. Material and Methods

2.1. Participants and procedure

The survey was conducted using a random sampling method, selecting students who participated in the 2023 Chongqing General College Sports Enrollment Examination as the subjects. The inclusion criteria were all over 18 years old. The sample covered 26 main districts, 8 counties, and 3 autonomous counties in Chongqing. A total of 680 students who had previously participated in the physical education college entrance examination agreed to participate in our study. The questionnaires were distributed both online and offline, resulting in a collection of 657 questionnaires with a response rate of 96.6%. On average, participants took approximately 15-20 minutes to complete the questionnaire under normal filling speed conditions. After excluding incomplete basic information and invalid questionnaires with low completion time, we obtained a final count of 601 valid questionnaires with an effective rate of 91.5%. In terms of gender distribution, there were 400 male students and 201 female students; regarding years of sports experience, less than three years for 202 individuals and more than three years for 399 individuals; based on sports level classification, above second-level athletes accounted for 59 individuals while non-classified athletes accounted for 542 individuals; concerning

regional distribution, there were 182 rural participants and 419 urban participants.

Informed consent was obtained from all participants for this survey. This survey protocol has been approved by the Ethics Committee of Southwest University Human and adheres to the Helsinki Declaration of Ethical Standards.

2.2. Tools of Data Analysis

The distribution of materials was conducted in accordance with the principles of voluntary participation and informed consent. The survey form comprises four distinct sections.

2.2.1. General Information Questionnaire

The questionnaire devised by the researchers encompasses fundamental details, including geographical region, school affiliation, gender, sports experience, and sports level.

2.2.2. Personality Traits

The 'Five-Factor Personality Inventory' was developed by Zhou and later revised by Zou [26]. The Chinese version of the scale was developed, consisting of 50 items that encompass five dimensions: extraversion, agreeableness, conscientiousness, openness to experience, and neuroticism. The scale utilizes a 5-point rating system ranging from "not at all like you" (1 point) to "very much like you" (5 points), with higher scores indicating more favorable personality traits. In this study, the reliability of the scale was assessed using Cronbach's α coefficient which yielded an excellent value of 0.877.

2.2.3. Achievement Motivation

The Competitive Motive Inventory (CMI), developed by Ye, is employed for the evaluation of individuals' motives in competitive endeavors. The scale consists of five dimensions: social recognition, athletic level, entertainment, emotional experience, and effort orientation. Scoring ranges from 4 points for "very suitable" to 1 point for "not suitable at all". A higher score indicates a stronger achievement motivation performance. However, it is important to note that items such as 3, 8, and 10 are reverse-scored. In this study, the Cronbach's α coefficient was calculated to be 0.870.

2.2.4. Social Support

The Perceived Social Support Scale (PSSS), initially developed by Blumenthal and adapted by Jiang Qianjin [27], encompasses three dimensions: family support, friend support, and other support. Comprising a total of 12 items, the

questionnaire aims to assess individuals' perceived level of social support using ratings ranging from "very appropriate" to "very inappropriate," which correspond to scores from 1 to 7. A higher cumulative score indicates a greater extent of social support received by the individual. This scale exhibits good reliability and validity with a Cronbach's α coefficient of 0.849 in this study, rendering it an adopted measurement tool for evaluating individual social support in China.

2.3. Analytic Strategy

The fundamental demographic characteristics of the sampled population were analyzed using software tools such as SPSS 26.0, employing descriptive statistics. Subsequently, a correlation regression analysis was conducted to examine the hypothesized relationships among three variables outlined in this study. To validate these hypotheses, a structural equation model incorporating AMOS software was constructed while simultaneously exploring the mediating effect of social support within this framework.

3. Results

3.1. The Association Among Personality Traits, Social Support, and Achievement Motivation

The purpose of this section is to conduct a correlation analysis on three variables, namely personality traits, achievement motivation, and social support. This analysis aims to examine the presence of significant relationships between these variables in order to establish a foundation for subsequent regression analysis and mediation effect testing. The results of the correlation analysis are presented in Table 1. Specifically, the correlation coefficient between personality traits and achievement motivation is 0.291, indicating a statistically significant positive relationship at the 0.01 level ($P: 0.000$). Similarly, there exists a statistically significant positive relationship at the 0.01 level ($P: 0.000$) between personality traits and social support with a correlation coefficient of 0.245. Furthermore, achievement motivation and social support also demonstrate a statistically significant positive relationship at the 0.01 level ($P: 0.000$), with a correlation coefficient of 0.

Table 1. The results of the correlation analysis on personality traits, achievement motivation, and social support

Variables	1	2	3
1 Personality Traits	-		
2 Achievement Motivation	0.291**	-	
3 Social Support	0.245**	2.385**	-

Note: * is defined as significant at $P<0.05$; ** is defined as highly significant at $P<0.01$; *** is defined as extremely significant at $P<0.001$

Table 2. Correlation analysis results between demographic variables and personality traits, achievement motivation, and social support

Variables	Personality Traits	Achievement Motivation	Social Support
Gender	-0.012	-0.078	0.018
Regional Distribution	0.018	-0.040	-0.042
Sports Level Classification	-0.043	0.008	-0.042
Years of Sports Experience	-0.048	0.008	0.003

Note: * $P<0.05$, ** $P<0.01$, *** $P<0.001$.

After conducting correlation tests on the variables of personality traits, achievement motivation, and social support, a subsequent analysis was performed to examine the relationship between demographic variables and these aforementioned factors. The results presented in Table 2. revealed that the correlation coefficients between gender and personality traits, achievement motivation, and social support were found to be (-0.012, -0.078, 0.018) respectively; however, no statistically significant differences were observed among groups (P: 0.763, 0.056, 0.654). Similarly, when exploring the association between place of residence and personality traits, achievement motivation, and social support using correlation coefficients (0.018, -0.040, -0.042) respectively; no significant differences were detected among groups (P: 0.663, 0.333, 0.300). Furthermore, the examination of exercise level in relation to personality traits, achievement motivation, and social support yielded correlation coefficients of (-0.043, 0.008, -0.042) respectively; once again, no significant differences emerged among groups (P: 0.288, 0.839, 0.075). Lastly, the investigation into years of exercise experience with respect to personality traits, achievement motivation, and social support resulted in correlation coefficients of (-0.048, 0.008, 0.003) respectively;

similarly, no significant differences were identified among groups (P: 0.239, 0.200, 0.949).

3.2. Regression Analysis

After conducting an in-depth analysis of the correlations among personality traits, social support, and achievement motivation, with the aim of gaining a comprehensive understanding of their interrelationships, including both individual associations and combined effects, we employed regression analysis models for each variable to validate their predictive relationships.

According to Table 3, the beta coefficients reveal significant positive effects of personality traits on social support ($\beta=0.245$, $P=0.000$), social support on achievement motivation ($\beta=0.385$, $P=0.000$), personality traits on achievement motivation ($\beta=0.291$, $P=0.000$), and the combined influence of personality traits and social support on achievement motivation ($\beta=0.210$ for personality traits and $\beta=0.334$ for social support, $P=0.000$). The regression coefficients β indicate the absence of collinearity issues among variables, thereby suggesting a well-established regression model setup with valid results.

Table 3. Regression relationships between variables

Outcome variable	Predictor variable	R	R ²	F	β	SE	t
Achievement Motivation	Gender	0.291	0.085	55.460	-0.106	0.060	0.009**
	Territory				-0.047	0.062	-1.142
	Sports Level				-0.005	0.095	-0.120
	Training years				0.001	0.120	0.189
	Personality Traits				0.054	0.060	10.206***
Achievement Motivation	Gender	0.435	0.189	69.814	-0.106	0.060	0.009**
	Territory				-0.047	0.062	-1.142
	Sports Level				-0.005	0.095	-0.120
	Training years				0.001	0.120	0.189
	Personality Traits				0.210	0.032	5.518***
Personality Traits	Social Support				0.334	0.019	8.787***
	Gender	0.385	0.148	104.16	-0.106	0.060	0.009**
	Territory				-0.047	0.062	-1.142
	Sports Level				-0.005	0.095	-0.120
	Training years				0.001	0.120	0.189
Social Support	Social Support				0.054	0.060	10.206***
	Gender	0.245	0.060	38.106	0.019	0.120	0.468
	Territory				-0.046	0.123	-1.136
	Sports Level				0.071	0.190	1.730
	Training years				0.001	0.120	0.030
	Personality Traits				0.245	0.067	6.173***

Note: * $P<0.05$, ** $P<0.01$, *** $P<0.001$

3.3. Mediated Effect Test

According to the research hypothesis, social support plays a mediating role between personality traits and achievement motivation among students preparing for sports college entrance examinations, facilitating the transmission of the influence of personality traits on achievement motivation. The scales used to measure personality traits, achievement motivation, and social support are treated as three-order scales and subjected to parceling. The mean values of each second-order latent variable obtained from measurement variables are utilized as observed variables for each dimension of the scales and undergo dimensional reduction to first-order latent variables. A structural equation model is established using Amos software, as depicted in Figure 1.

The results indicate that the primary structural model paths consist of personality traits → achievement motivation, social

support → achievement motivation, and personality traits → social support. The corresponding path coefficients are 0.225, 0.354, and 0.252 respectively. Both the P values for personality traits → achievement motivation and social support → achievement motivation are less than 0.001, while the P value for personality traits → social support is $0.015 < 0.05$, suggesting significant relationships among all three paths: personality traits → achievement motivation, social support → achievement motivation, and personality traits → social support without any errors in the model. The standard error (S.E.) values range from 0.036 to 0.051 across all seventeen paths with no notable deviations observed, indicating minimal errors and a consistent distribution of numerical values throughout the analysis process. All P values demonstrate statistical significance at a level below 0.001 based on rigorous testing procedures. Consequently, it can be concluded that the mediation model incorporating personality

traits, social support, and achievement motivation as its foundation exhibits an excellent fit.

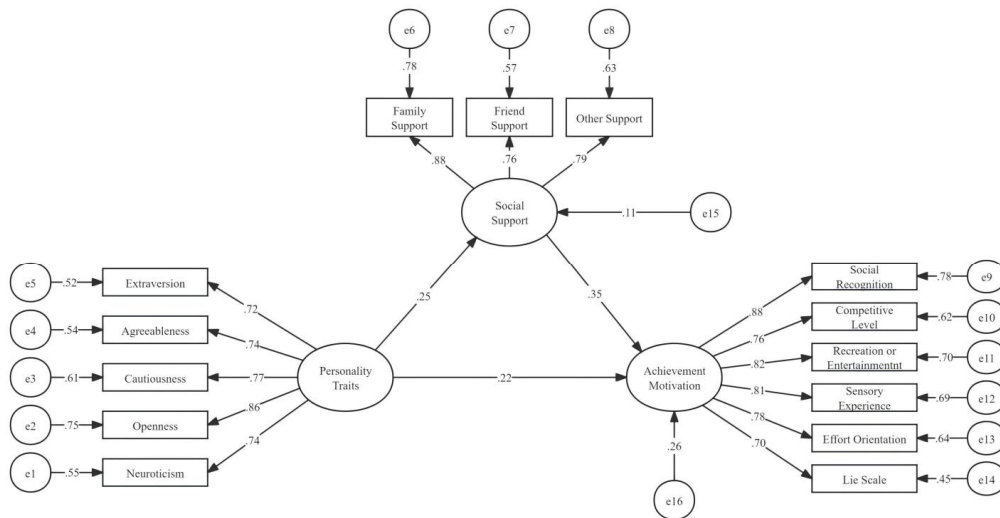


Fig 1. Personality traits, achievement motivation and social support structural equation model of physical education college students

The results of the standardized Bootstrap test are presented in Table 4, indicating that the mediating effect path of the model runs from personal traits to social support and subsequently to achievement motivation, with a standard error of 0.045. The mediating effect value is estimated at 0.089 (95% CI: 0.051-0.128), where both upper and lower

limits do not cross zero, and all p-values are less than 0.001, demonstrating a statistically significant mediating effect with an estimate of 0.089. Moreover, the direct effect size is estimated at 0.243 (95% CI: 0.163-0.322), while the total effect value amounts to 0.335 (bootstrap confidence interval: 0.201-0.515).

Table 4. Summary of the Mediating Effect of Personality Traits on the Achievement Motivation of Physical education college entrance examination students

Path	Effect size	SE	95% Confidence Interval		
			Lower Limit	Upper Limit	P
Total mediating effect	0.335	0.077	0.201	0.515	0.000***
Direct effect	0.243	0.041	0.163	0.322	
Total indirect effect	0.089	0.045	0.051	0.128	

Note: *P<0.05, **P<0.01, ***P<0.001

4. Discussion

This study investigates the predictive mechanism of personality traits on achievement motivation in the context of sports college entrance examinations, by constructing a mediation model with social support as the mediating factor, aiming to examine their interplay.

Firstly, the research findings demonstrate a significant positive correlation between personality traits and achievement motivation. This suggests that students exhibiting positive personality traits are more likely to display higher levels of achievement motivation, which is consistent with previous research findings and aligns with both personality trait theory and achievement motivation theory [28], thereby supporting H1. Personality trait theory posits that individual behavior is closely intertwined with situational psychology [29], a perspective also acknowledged by achievement motivation theory, indicating that individuals possessing challenging personalities are more effective in stimulating their own achievement motivation [30]. Based on the results of this study, it can be concluded that positive personality traits such as extraversion, agreeableness, and openness can foster individuals' optimism and perseverance when confronted with challenges, thus enhancing their achievement motivation. Educational institutions can assist candidates for sports college entrance examinations in

recognizing and improving their own personality traits through psychological counseling sessions, team-building activities, leadership training programs etc., aiming to facilitate personal growth while mitigating stress and anxiety.

Further regression analysis revealed a significant correlation between personality traits and social support. Specifically, extraversion, openness, and agreeableness were found to positively contribute to individuals' active management of their social relationships and attainment of higher levels of social support. Therefore, our findings indicate that personality traits have a substantial positive impact on the experienced social support among sports college entrance examination students [31], which is consistent with previous research results and supports H2. On one hand, favorable personality traits play a pivotal role in establishing and maintaining societal relationships. Individuals possessing these traits are more adept at navigating the formation of supportive social circles. This is particularly crucial for sports college entrance examination students who often expose their true selves under high-intensity training and competitive pressure in order to cultivate robust social support systems that promote mental well-being and enhance performance [32]. Conversely, individuals with unstable emotions or introverted tendencies exhibit an inherent biopsychological imbalance that can easily lead to withdrawal from social interactions when

influenced by negative emotions [33]. This has detrimental effects as it amplifies negative emotional impacts while indirectly diminishing desirable personality traits [34, 35]. As a result, targeted intervention measures should be implemented on campus such as offering specialized psychological counseling courses, providing dedicated exercise programs, and introducing emotion management strategies aimed at effectively enhancing proactive coping mechanisms among sports college entrance examination students for improving self-charisma and achieving beneficial effects of social support.

According to the pathway of social support on achievement motivation, a positive correlation exists between social support and achievement motivation. In other words, higher levels of social support are associated with stronger achievement motivation; conversely, lower levels of social support result in relatively weak achievement motivation, thus supporting hypothesis H3. The findings of this study indicate that students preparing for sports college entrance examinations exhibit lower levels of competitive motivation. The dimension related to competitiveness yields the highest mean score, which may reflect these students' confidence in their athletic abilities. However, significant individual differences also exist due to variations in expertise and experience across different sports events as well as self-efficacy beliefs [36]. Notable disparities in experiences of social support among students preparing for sports college entrance examinations contribute to variations in individual achievement motivations. These differences suggest that the level of support from family members, friends, and other social relationships influences students' level of achievement motivation [37]. Therefore, educators can provide increased attention and assistance to students preparing for sports college entrance examinations to prevent a decline in their achievement motivation. Additionally, educators can focus on cultivating self-efficacy beliefs so that students actively engage with others' emotions during social interactions and participate meaningfully within society; this will foster higher quality achievement motivations [38]. In conclusion, the positive role played by social support lies in mitigating potential sources of stress while reducing psychological problems such as depression and anxiety while simultaneously fostering academic motivations among students. This finding holds practical implications for both educators and students alike.

Finally, this study employed Bootstrap analysis to examine the mediating role of social support in the relationship between personality traits and achievement motivation. The results revealed that social support significantly mediates the association between personality traits and achievement motivation, thereby confirming H4. Although there is no direct empirical evidence regarding the interplay among concepts such as personality traits, social support, and achievement motivation in sports college entrance examination students, further investigation into their respective roles can elucidate a three-path model. These paths encompass: (a) the direct impact of personality traits on students' achievement motivation; (b) the indirect influence of social support on students' achievement motivation; and (c) the bridging function played by social support in connecting personality traits with achievement motivation. The high school period represents a crucial stage for personal psychological development wherein sports college entrance examination students utilize positive personality traits to

foster a supportive network structure and acquire additional social support [39]. This positively affects individuals' self-evaluation of their ability to cope with stressful environments by providing necessary resources and assistance for resolving stress-related issues [40], thus stimulating optimistic thoughts about achievements [41].

In conclusion, the findings of this study provide valuable insights for practitioners in the field of physical education. To foster students' achievement motivation, educators should prioritize the cultivation of their personality traits and establish a supportive social environment to enhance their social support system. Furthermore, these findings also offer a theoretical foundation for designing targeted psychological interventions such as team-building activities, counseling services, and involving families to strengthen students' social support networks and enhance their achievement motivation and sports performance. By implementing these comprehensive measures, we can assist students in attaining better outcomes in sports competitions while laying a solid groundwork for their future success.

5. Limitations and Future Directions

Although this study has yielded certain findings in analyzing the personality traits, achievement motivation, and social support of sports college entrance examination students in Chongqing City in 2024, there are still several limitations. Firstly, the sample selection is restricted to sports college entrance examination students in Chongqing City, which may limit the generalizability of the research findings. The cultural background, educational resources, and social environment of different regions may influence the psychological traits of sports college entrance examination students. Therefore, future research should consider cross-regional and cross-cultural research designs to enhance the external validity of the study. Secondly, this study primarily relies on questionnaire surveys for data collection. Although this method is convenient for operational and quantitative analysis purposes, it may not fully capture students' profound psychological states and behavioral performances. To improve the depth and richness of research outcomes, future studies can incorporate qualitative research methods such as in-depth interviews and case studies to obtain more comprehensive and detailed data. Finally, regarding research depth, for instance how personality traits impact achievement motivation through social support mechanisms might not have been thoroughly explored or adequately evaluated intervention measures' effectiveness. Future studies can employ longitudinal research designs to track students' psychological changes at different developmental stages as well as design experiments or intervention studies to assess the effects when implementing various intervention measures.

6. Conclusion

The present study examines the association between personality traits, social support, and achievement motivation among students in the sports college entrance examination group. Specifically, personality traits have a significant impact on achievement motivation and show a positive correlation. Similarly, personality traits significantly influence social support and demonstrate a positive correlation as well. Moreover, social support also has a significant impact on achievement motivation and exhibits a positive correlation. Additionally, the research findings

provide further evidence that social support partially mediates the relationship between personality traits and achievement motivation.

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