Self-handicapping strategies may explain the failure of intrinsic motivation in being a desirable motivation force for Mathematics achievement. Low achieving students have been found to adopt self-handicapping strategies in order to preserve personal worth or self-esteem (Rao et al., 2000). Students may also opt for easier or personally satisfying Mathematics practices to preserve their enjoyment in learning Mathematics and to maintain their intrinsic value for this subject, which resulted in Mathematics underachievement.

In the present study, no attempt had been made to distinguish performance approach and avoidance goals. If distinction had been made to separate the two types of performance goals, a clearer picture might emerge for explaining Hong Kong students’ achievement. Future studies are encouraged to examine the effects of different types of performance goals. In addition, future studies can examine different causal models that concern the effects of academic motivation on students’ achievement by employing advanced statistical modeling techniques (e.g., multi-causal structural equation modeling).

References:


