EXTRINSIC MOTIVATION AS DETERMINANTS OF MATHEMATICS ACHIEVEMENT OF HIGH ABILITY STUDENTS IN MBO LOCAL GOVERNMENT, AKWA IBOM STATE, NIGERIA

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Abstract

This study adopted correlational design to examine extrinsic motivation as determinants of Mathematics achievement of High ability students in Mbo Local Government Area of Akwa Ibom State, Nigeria. Two research questions were posed and two hypotheses formulated to guide the study. Mathematics Record and Teacher Nomination Checklist were used to select a sample of 48 high ability students for the study. Two instruments titled questionnaire Extrinsic Motivation (EM)" and Mathematics Achievement Test (MAT) were developed by the researcher and validated by experts andused for data collection. The average reliability of the instrument was determined and the coefficient using Alpha Cronbach Method and Kuder-Richardson formula (20) was found to be 0.82 and 0.84 for extrinsic motivation and Mathematics achievement respectively. The hypotheses were tested using Simple linear Regression Analysis for hypotheses for two hypotheses. All hypotheses were tested at -05 level of significance. Findings indicated that both competition-based motivation and reward-based motivation were individually significant predicts Mathematics achievement of high ability students. It was concluded that mathematics achievement of high ability students depends on their extrinsic motivation in terms of competition and reward-based motivation. It was recommended amongst others that educators should design competitive activities that promote collaboration and teamwork among high-ability students. This will help to encourage high-ability students to push their limits and achieve higher levels of performance.

Keywords: Extrinsic motivation, Competition based motivation, Reward Based motivation, Mathematics achievement, High ability

Introduction

High ability students are individuals who perform significantly above their peers in academic subjects. They are recognised primarily for their academic achievements and aptitude in specific areas. High ability students may have the potential to excel further with appropriate support and challenges, but their abilities are often assessed through their current academic performance. The relevance of mathematics to high ability students is multifaceted, impacting cognitive development, fostering creativity, and preparing them for future challenges. Mathematics serves as a fundamental pillar in the education of high ability students, playing a crucial role in nurturing their intellectual capabilities and fostering critical thinking (Ogar et al., 2023). Despite the recognised potential of high ability students in mathematics, most of them do not achieve at expected levels. Most time, high ability students often study without any form of motivation leading to missed opportunities for collaborative learning. The lack motivation driven by external factors such as reward, social pressure that could motivated them to learn which adversely hinder their cognitive development and problem-solving skills in mathematics.

Extrinsic motivation plays a crucial role in shaping the academic achievement of high-ability students, particularly in subjects like mathematics. High-ability students, who often possess advanced cognitive skills and a strong potential for academic success, can be particularly influenced by these external factors. Extrinsic motivation can effectively drive high-ability students to achieve their academic goals, especially in competitive environments. Students often strive for high grades and recognition in mathematics, which can enhance their performance and engagement in the subject (Ibok et al., 2019). Moreover, participation in math competitions and the pursuit of scholarships can serve as powerful motivators, encouraging these students to excel. However, the impact of extrinsic motivation is complex; it can lead to both positive outcomes, such as increased effort and achievement, and negative consequences, such as anxiety and a focus on performance over learning. High-ability students often face unique pressures related to their mathematical capabilities, which can exacerbate the effects of extrinsic motivation. For instance, the pursuit of high grades and participation in competitive mathematics can create a high-stakes environment that may either inspire or hinder student performance. Furthermore, the reliance on external rewards can overshadow the development of self-regulated learning strategies, which are essential for long-term academic success. Despite the growing body of literature on motivation in educational settings, there remains a gap in understanding how extrinsic motivation specifically impacts high-ability students in mathematics in the area of competition-based motivation and reward-based motivation.

Competition motivation refers to the drive individuals feel to outperform others in a given task or activity. This type of motivation is often fueled by the desire for recognition, status, or achievement within a competitive context. In educational settings, competition can stimulate engagement and effort among students, as they strive to excel relative to their peers. However, while competition can enhance performance for some, it may also lead to anxiety, stress, and a focus on external validation rather than personal mastery or learning. Extrinsic motivation can create a competitive atmosphere that encourages high-ability students to push their limits and achieve higher levels of performance (Ibok et al., 2019). Students observing peers receiving rewards can motivate them to enhance their own efforts, creating a culture of excellence within the classroom. It can help students set and pursue specific academic goals, making the learning process more purposeful and directed.

A study by Elliot and Dweck (2020) highlights that while competition can drive achievement, it may also foster a fear of failure, which can hinder performance. High-ability students, who often face high expectations, may experience increased pressure in competitive settings, potentially undermining their intrinsic motivation and overall academic success. Gonzalez and Rojas (2021) found that high-ability students often engage in social comparisons with peers, which can enhance their motivation to excel in mathematics. However, the same study also noted that excessive comparison could lead to feelings of inadequacy, particularly if students perceive themselves as underperforming relative to their peers. Miller and Ritchie (2022) recommend creating collaborative competitive environments where high-ability students can work together towards common goals while still engaging in competitive tasks. This approach not only promotes academic achievement in mathematics but also helps mitigate the negative aspects of competition.

Adebayo and Ojo (2021) conducted a study in Nigeria that explored the impact of competition motivation on the academic performance of high-ability students in mathematics. The findings indicated that competitive environments significantly enhanced students' engagement and performance in mathematics. The authors emphasised that healthy competition among peers can foster a deeper understanding of mathematical concepts and improve overall academic achievement. In an international context, Wang and Degol (2021) examined competition motivation among high-ability students in various countries, including the United States and China. Their research found that competition motivation positively correlated with academic achievement in mathematics. The study highlighted that students who perceived competition as a challenge rather than a threat were more likely to excel in their academic pursuits. Hattie and Timperley (2018) found that competition can serve as a double-edged sword, boosting motivation for some students while demotivating others, particularly those who fear failure. Sullivan and Liljedahl (2019**)** research focused on high-ability students and their mathematical problem-solving skills and found that students who participated in math competitions developed stronger problem-solving skills and a deeper understanding of mathematical concepts.

Topping and Trickey (2021) conducted a longitudinal study and found that high-ability students who engaged in competitive mathematics activities showed significant improvement in achievement scores compared to their non-competing peers. Ryan and Deci (2018) propounded a theoretical framework on self-determination theory and applied to understand how competition influences motivation types among high-ability students. The study revealed that internal motivation significantly correlates with higher achievement in mathematics.

Liem and Neo (2022) conducted study to explored the role of goal orientation in competitive settings and found that high-ability students with a mastery goal orientation were more likely to engage positively with competition, resulting in better mathematical outcomes**.** Zhang and Wang (2023) conducted a cross-cultural study compared local and foreign high-ability students' responses to competitive mathematics environments and found that cultural attitudes towards competition significantly influenced motivation and achievement levels. Nguyen and Tran (2020) emphasised the differences in competition experiences between local and international students, highlighting that international students often face unique challenges that affect their motivation and achievement in mathematics.

Conversely, Ogunyemi et al. (2022) investigated the negative effects of competition motivation on high-ability students in Nigeria. Their study revealed that excessive competition could lead to anxiety and stress, adversely affecting students' performance in mathematics. They recommended

that educators create supportive environments that balance competition with collaboration to mitigate these negative impacts. Kumar and Sharma (2020**)** examined how competitive environments influence intrinsic and extrinsic motivation among high-ability students. The findings indicated that healthy competition can enhance intrinsic motivation, leading to improved mathematics performance. The empirical evidence suggests that competition can have a positive impact on motivation and mathematics achievement among high-ability students, but this effect varies based on individual and cultural factors. Future research should continue to explore these dynamics, particularly in diverse educational settings.

Competition motivation has a complex relationship with mathematics academic achievement among high-ability students in secondary schools. While competition can enhance engagement and performance, it is essential to balance it with strategies that promote intrinsic motivation and reduce anxiety. Educators should aim to create environments that harness the positive aspects of competition while minimising potential drawbacks. Reward-based motivation refers to the external incentives that encourage individuals to engage in specific behaviors or tasks. This type of motivation is driven by the anticipation of rewards, such as grades, praise, or tangible rewards, which can enhance performance but may also lead to dependence on these external factors. In educational settings, reward-based motivation can be effective in the short term but may not foster a genuine interest in learning (Ibok et al., 2024). Extrinsic motivation such as rewards in term of grades, scholarships, or recognition, can provide clear goals for students. This clarity often leads to increased effort and focuses on academic tasks. High-ability students may be more motivated to perform well on specific assignments or tests when they know that their efforts will be rewarded. Over-reliance on external rewards can diminish intrinsic motivation and lead to anxiety or a focus on performance rather than mastery.

Akinola and Odunayo (2021) explored the impact of reward-based motivation on the academic performance of high-ability students in mathematics in Nigeria. Their findings indicated that students who received rewards for their achievements, such as scholarships and accolades, demonstrated higher levels of motivation and better performance in mathematics. The study highlighted that external rewards can effectively stimulate interest and effort in high-ability students. In an international context, Deci et al. (2020) examined the effects of reward-based motivation on high-ability students' academic performance in various subjects, including mathematics. Their research found that while extrinsic rewards can enhance motivation and performance, they may also undermine intrinsic motivation over time. The authors emphasised the importance of balancing external rewards with fostering a love for learning.

Wang and Chen (2020) conducted a study to explored the effects of extrinsic rewards (e.g., grades, prizes) on high-ability students' mathematics achievement. Results indicated that while rewards can enhance performance in the short term, they may not foster long-term engagement or interest in mathematics. Hernández and González (2021) in their research found that high-ability students responded positively to reward systems, showing improved performance in mathematics assessments when rewards were aligned with their interests and goals. González and Martínez (2022) conducted comparative study highlighted the balance between intrinsic and extrinsic motivation among high-ability students and found that students who received intrinsic rewards (e.g., personal satisfaction) alongside extrinsic rewards (e.g., certificates) achieved higher mathematics scores than those who relied solely on extrinsic incentives.

Schunk and Zimmerman (2018) conducted a meta-analysis and found that while extrinsic rewards can lead to immediate performance boosts, intrinsic motivation is a stronger predictor of sustained achievement in mathematics. Nguyen and Lee (2023) conducted a cross-cultural study examined how local and foreign high-ability students perceive and respond to reward systems in mathematics education. Findings revealed that cultural attitudes towards rewards significantly influenced motivation and achievement levels. Kumar and Singh (2019) in their research found that the effectiveness of reward-based motivation varies by cultural context, with some cultures placing greater emphasis on collective rewards, which positively impacted group mathematics performance. Liu and Zhang (2021) conducted a longitudinal study tracked high-ability students over several years, revealing that those who experienced a balanced reward system (both intrinsic and extrinsic) maintained higher levels of motivation and achievement in mathematics compared to those who received only extrinsic rewards. Topping and Trickey (2020) found that high-ability students who were rewarded for effort rather than just outcomes showed greater persistence and improvement in mathematics. The empirical evidence suggests that reward-based motivation can positively influence mathematics achievement among high-ability students, but the type and balance of rewards are crucial. A combination of intrinsic and extrinsic rewards tends to yield the best outcomes, and cultural factors play a significant role in how these rewards are perceived and utilised.

Statement of the problem

Motivation is critical and germane to the education of the high ability students. It is widely recognised as a driver to the educational success of the high ability learners, the failure to deploy this method in teaching high ability learners alongside with other strategies, the students bore, from boredom to underachievement and eventually withdrawal from participating in the learning process specifically in teaching mathematics. A considerable percentage of high ability students in Mbo Local Government Area of Akwa Ibom, Nigeria are not proficient in mathematics, they are not committed neither motivated nor encouraged according. This has resulted to most of them showing negative attitude, low self-concept, loss of interest and lack of attention in class during Mathematics instructions which lead to persistence poor academic achievement of high ability in Mathematics for both internal and external examination. It is against these notable and identified problems that the researcher intended to examine extrinsic motivation as a predictor of students' academic achievement in mathematics in Mbo Local Government, Akwa Ibom State, Nigeria.

Purpose of the study

The purpose of this study was to examine the extrinsic motivation as the predictors of Mathematics achievement of High ability students in Mbo Local Government, Akwa Ibom State, Nigeria. Specifically, the study seeks to examine:

1. Competition based Motivation as the predictors of Mathematics achievement of high ability students
2. Reward based Motivation as the predictors of Mathematics academic achievement of high ability students

Research questions

The following research questions were posed

1. How does competition-based Motivation predict Mathematics achievement of high ability students?
2. How does reward based Motivation predicts Mathematics achievement of high ability students?

Hypotheses

The following null hypotheses were formulated to guide the study.

1. Competition based Motivation do not significantly predict Mathematics achievement of high ability students
2. Reward based Motivation do not significantly predict Mathematics achievement of high ability students

Method

The research design used for this study was the correlational survey design. The correlation survey design was used to established the relationship between the variables of study. Correlational research design is a non-experimental research method used to assess the relationships between two or more variables. It aims to determine whether an increase or decrease in one variable corresponds to an increase or decrease in another variable. This type of research does not imply causation; rather, it identifies patterns and associations. The researchers used this design to established the relationship between extrinsic motivation (in terms of competition motivation and reward-based motivation) and mathematics achievement of high ability senior secondary school students in Mbo Local Government Area of State, Nigeria. The population of this study comprised all the 48 SS 2 students in across all the five public secondary schools in Mbo Local Government Area of Akwa Ibom State, Nigeria. were selected because of their unique peculiarities based on their consistent performance in choosing subject areas specifically mathematics, the data was gotten through Students' Academic Records and Teacher Nomination Checklist were used to select a sample of 48 high ability students for the study. The instruments used for data collection were the questionnaire titled "Extrinsic Motivation Questionnaire" and achievement test in Mathematics.

The questionnaire was made of 18 items, with 9 items to measure each sub-level in terms of competition motivation and reward-based motivation. The questionnaire was based on four-point scale of strongly agreed, agreed, disagreed and strongly disagreed. Mathematics Achievement Test was made up of 60 items constructed by the researchers with help of two experts in Mathematics education. The items were constructed based on SSS 2 Mathematics syllabus with four options A, B, C, D. A correct answer attracts one mark while incorrect answer attracts zero (0) mark. The instrument was face-validated by two experts in Measurement and Evaluation and two Mathematics Educators, both from the University of Calabar. Corrections were pointed out by the experts and adjusted by the researchers and the document was considered valid. The reliability of the questionnaire using Alpha Cronbach Method gives an average index of .82 while the reliability estimate of the high ability Students' Mathematics achievement test was established through Kuder Richardson formula K-R20 which gives .84. Since the reliability index is above 0.50, the estimates were considered high enough for the study. The Statistical Package for Social Sciences (SPSS) computer programme was used to analyse the data collected. The hypotheses

were tested using Simple Linear Regression for the two hypotheses. All hypotheses were tested at -05 level of significance.

Results

The result of the analysis is presented in tables one and two. The hypotheses were tested at .05 significance level.

Hypothesis one**:** Competition based Motivation do not significantly predict Mathematics achievement of high ability students. The independent variable in this hypothesis competition-based Motivation while the dependent variable is Mathematics achievement. To test this hypothesis, Simple Linear regression was used. The F-ratio test was used to test for the significance of the overall prediction model, r-value was used to established the relationship while t-test was used to test for the significance of the contribution of the regression constant and coefficient (which represents the predictive power of the independent variable) in the prediction model. The mean and standard deviation of the variables were also computed as it is shown in Table 1.

TABLE 1: Simple Regression Analysis of competition-based motivation as predictor of Mathematics achievement of high ability students

Variables	Mean	Standard deviation			
Competition-Based Motivation	26.5417	5.89612			
Mathematics achievement	44.6042	5.07702			
Model	R	R. square	Adjusted R. Square	Std error of the estimate	
1	.855[a]	.731	.725	2.66286	
Model	Sum of square	Df	Mean square	F-value	p-value
Regression	885.301	1	885.301	124.851	.000[b]
Residual	326.179	46	7.091		
Total	1211.479	47			
Variables	Unstandardised regression weight B	Standardised regression weight	Beta weight	t-value	p-value
(Constant)	64.141	1.790		35.828	.000
Competition Based motivation	-.736	.066	-.855	-11.174	.000

* Significant at p<.05

The results in Table 1 shows that the R-value of .855 was obtained which shows a positive high relationship between Competition based Motivation and Mathematics achievement of high ability students. The r value produced an R-squared value and adjusted R-square of 0.731 and 0.725 respectively. This indicated that competition-Based Motivation accounted for 72.5% which is high determinant of Mathematics achievement of High ability students in Mbo Local Government Area of Akwa Ibom State, Nigeria. The p-value (.000) associated with the computed F-value (124.851) was less than .05. As a result, the null hypothesis was rejected. This means that competition-based motivation significantly influences Mathematics achievement of High ability students in Mbo Local Government Area of Akwa Ibom State, Nigeria with both the regression constant (64.141) and coefficient (.736) contributing significantly in the prediction model (t =

35.828 &11.174respectively, p=.000 & .000 < .05). Conclusively, Competition based Motivation significantly predicts Mathematics achievement of high ability students in Mbo Local Government Area of Akwa Ibom State, Nigeria.

Hypothesis two**:** Reward based motivation do not significantly predict Mathematics achievement of high ability students. The independent variable in this hypothesis reward-based Motivation while the dependent variable is Mathematics achievement. To test this hypothesis, Simple Linear regression was used. The F-ratio test was used to test for the significance of the overall prediction model, r-value was used to established the relationship while t-test was used to test for the significance of the contribution of the regression constant and coefficient (which represents the predictive power of the independent variable) in the prediction model. The mean and standard deviation of the variables were also computed as it is shown in Table 2.

TABLE 2: Simple Regression Analysis of reward-based Motivation as predictor of Mathematics achievement of high ability students

Variables		Mean	Standard deviation		
Reward-Based Motivation		24.2708	4.66649		
Mathematics achievement		44.6042	5.07702		
Model	R	R. square	Adjusted R. Square	Std error of the estimate	
1	.730[a]	.533	.523	3.50746	
Model	Sum of square	Df	Mean square	F-value	p-value
Regression	645.574	1	645.574	52.476	.000[b]
Residual	565.905	46	12.302		
Total	1211.479	47			
Variables	Unstandardised regression weight B		Standardised regression weight	Beta weight	t-value	p-value
(Constant)	63.880		2.709		23.583	.000
Reward-based motivation	-.794		.110	-.730	-7.244	.000

* Significant at p<.05

The results in Table 2 shows that the R-value of .730 was obtained which shows a positive high relationship between reward-based Motivation and Mathematics achievement of high ability students. The r value produced an R-squared value and adjusted R-square of 0.533 and 0.523 respectively. This indicated that reward -Based Motivation accounted for 52.3% which is moderate determinant of Mathematics achievement of High ability students in Mbo Local Government Area of Akwa Ibom State, Nigeria. The p-value (.000) associated with the computed F-value (52.476) was less than .05. As a result, the null hypothesis was rejected. This means that reward-Based Motivation significantly influence Mathematics achievement of High ability students in Mbo Local Government Area of Akwa Ibom State, Nigeria with both the regression constant (63.880) and coefficient (.794) contributing significantly in the prediction model (t= 23.583&7.244 respectively, p=.000 & .000 < .05). Conclusively, reward-based Motivation significantly predicts

Mathematics achievement of high ability students in Mbo Local Government Area of Akwa Ibom State, Nigeria.

Discussion of findings

The result of the first hypothesis revealed that Competition based Motivation significantly predicts Mathematics achievement of high ability students in Mbo Local Government Area of Akwa Ibom State, Nigeria. This is because competition-based motivation is a significant determinant of students' academic achievement in mathematics. The empirical evidence highlights the positive correlation between students' competition in mathematics achievement, emphasising the need for educators to foster this type of motivation. By implementing strategies that enhance competition, educators can improve students' engagement and academic success in mathematics.

Extrinsic motivation can create a competitive atmosphere that encourages high-ability students to push their limits and achieve higher levels of performance. Students observing peers receiving rewards can motivate them to enhance their own efforts, creating a culture of excellence within the classroom. It can help students set and pursue specific academic goals, making the learning process more purposeful and directed. The finding agreed with Gonzalez and Rojas (2021) who found that high-ability students often engage in social comparisons with peers, which can enhance their motivation to excel in mathematics. The finding aligned with Miller and Ritchie (2022) who recommend creating collaborative competitive environments where high-ability students can work together towards common goals while still engaging in competitive tasks.

The finding agreed with Adebayo and Ojo (2021) who found that competitive environments significantly enhanced students' engagement and performance in mathematics. The finding is in agreement with Wang and Degol (2021) who found that competition motivation positively correlated with academic achievement in mathematics. The finding aligned with Kumar and Sharma (2020) who found that healthy competition can enhance intrinsic motivation, leading to improved mathematics performance. Similarly, Hattie and Timperley (2018) found that competition can serve as a double-edged sword, boosting motivation for some students while demotivating others, particularly those who fear failure. The finding is in line with Sullivan and Liljedahl (2019) who found that students who participated in math competitions developed stronger problem-solving skills and a deeper understanding of mathematical concepts. The finding agreed with Topping and Trickey (2021) who found that high-ability students who engaged in competitive mathematics activities showed significant improvement in achievement scores compared to their non-competing peers. The finding is in line with Liem and Neo (2022) who found that high-ability students with a mastery goal orientation were more likely to engage positively with competition, resulting in better mathematical outcomes**.**

The result of the second hypothesis revealed that reward-based Motivation significantly predicts Mathematics achievement of high ability students in Mbo Local Government Area of Akwa Ibom State, Nigeria. This is because reward-based Motivation plays a vital role in determining students' academic achievement in mathematics. Extrinsic motivation such as rewards in term of grades, scholarships, or recognition, can provide clear goals for students. This clarity often leads to increased effort and focuses on academic tasks. High-ability students may be more motivated to perform well on specific assignments or tests when they know that their efforts will be rewarded. The empirical evidence underscores the importance of fostering mastery-oriented mindsets to enhance engagement and performance.

The finding is in line with Akinola and Odunayo (2021) who findings indicated that students who received rewards for their achievements, such as scholarships and accolades, demonstrated higher levels of motivation and better performance in mathematics. The finding aligned with Deci et al. (2020) who found that while extrinsic rewards can enhance motivation and performance, they may also undermine intrinsic motivation over time. The finding agreed with Wang and Chen (2020) who stated that rewards can enhance performance in the short term, they may not foster long-term engagement or interest in mathematics. The finding agreed with Hernández and Gonzalez (2021) who found that high-ability students responded positively to reward systems, showing improved performance in mathematics assessments when rewards were aligned with their interests and goals.

The finding is in line with González and Martínez (2022) who found that students who received intrinsic rewards (e.g., personal satisfaction) alongside extrinsic rewards (e.g., certificates) achieved higher mathematics scores than those who relied solely on extrinsic incentives. The finding agreed with Kumar and Singh (2019) found that the effectiveness of reward-based motivation varies by cultural context, with some cultures placing greater emphasis on collective rewards, which positively impacted group mathematics performance. The finding agreed with Liu and Zhang (2021) who found that those who experienced a balanced reward system (both intrinsic and extrinsic) maintained higher levels of motivation and achievement in mathematics compared to those who received only extrinsic rewards. In the same vein, Topping and Trickey (2020) found that high-ability students who were rewarded for effort rather than just outcomes showed greater persistence and improvement in mathematics.

Conclusion

The finding of the study concluded that both competition-based motivation and reward-based motivation were individually significant predicts Mathematics achievement of high ability students. Extrinsic motivators can enhance students' engagement and performance in mathematics. High-ability students often thrive in competitive environments, which can stimulate their interest and drive to excel in mathematics. However, excessive competition may lead to anxiety and stress, negatively impacting their intrinsic motivation and overall performance. External rewards, such as grades, scholarships, and accolades, can effectively motivate high-ability students to achieve in mathematics. However, over-reliance on extrinsic rewards may undermine intrinsic motivation, reducing students' long-term engagement and love for the subject.

Recommendations

Based on the finding of the study, the following recommendations were made;

1. Educators should design competitive activities that promote collaboration and teamwork among high-ability students. This will help to encourage high-ability students to push their limits and achieve higher levels of performance.
2. School authorities should establish clear, achievable goals for competitions to reduce anxiety and encourage a focus on personal growth rather than solely on outperforming peers. This will help students set and pursue specific academic goals, making the learning process more purposeful and directed.
3. Schools should create a reward system that acknowledges both external achievements (like grades, scholarships, or recognition) and intrinsic motivations (such as personal satisfaction

and mastery). This dual approach can help maintain students' interest in mathematics. Instead of only offering tangible rewards, educators should give constructive feedback that helps students understand their strengths and areas for improvement. This can provide clear goals for students which can leads to increased effort and focus on academic tasks.

4. Teachers should provide emotional and academic support to help students navigate competitive situations effectively. Supportive teaching practices can enhance students' confidence and reduce competition-related anxiety. Encourage students to adopt a growth mindset, where they view challenges as opportunities for learning rather than threats. This perspective can help them embrace competition and rewards positively.

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