

## ACHIEVEMENT MOTIVATION AMONG PUBLIC SCHOOL STUDENTS AND ITS IMPACT ON ACADEMIC ACHIEVEMENT IN LIGHT OF SOME VARIABLES

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**ABSTRACT:** *The current study aimed to identify the Achievement motivation of public school students and its impact on academic achievement in light of some variables, and to achieve the objectives of the study, the researcher followed the relational descriptive approach, as the motivation for achievement scale was relied upon to identify the level of achievement motivation among school students, and the study concluded that motivation Achievement among students, in general, is average, while the study showed that there is a continuous correlation between achievement motivation and achievement, and the study also found that there are differences in the level of achievement motivation attributable to both the place of residence and the extent of the availability of the Internet among students, and the study continued the need to search for reasons The potential behind the low achievement motivation of students*

**KEYWORDS:** achievement motivation, achievement, school students.

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### INTRODUCTION

Achievement motivation is one of the most important aspects of the human motivation system, and it has emerged in recent years as one of the landmarks of research and study in personality and behavior, and it can even be considered one of the most important achievements of contemporary psychological thought, and the topic of achievement motivation is one of the few topics in psychology that has attracted the interest of many Researchers.

It is considered in many societies the basis of economic and social development and growth, as some of these societies began years ago to prepare programs for training students to develop the motivation for achievement in them, so it has become important to identify the factors that can contribute to the formation of the pattern of motivation for achievement, especially in our present time. In addition, what we are exposed to from the pressures due to the Corona pandemic, which directly affected the educational process in various regions of the world, especially the Arab world (Guay, 2015).

Raising the motivation for achievement in these circumstances requires a lot of efforts and capabilities to overcome the difficulties facing students and bring about effective learning, as it moves the individual to make the maximum of his efforts and energies to achieve the learning goals, which academic achievement is one of its measurable aspects (Hagtvet & Benson, 2017).

And since the basic stage is one of the most important educational stages in students' lives, which prepares us for a generation capable of creativity and innovation if the appropriate conditions are provided, and who carries it upon itself to achieve scientific and practical achievements in the future, it was imperative for our educational institutions to advance the educational process and not succumb to the reality that Imposed on us due to the Coronavirus (Lepper, 2019).

Many studies have indicated that achievement motivation includes different types and patterns of behavior, and therefore interest in it has expanded to include studying its relationship with social, educational and psychological variables, and trying to identify the factors that contribute to explaining the variation in the level of motivation for achievement (Litchfied & Newman, 2018).

Hence, the current study came to investigate the motivation for achievement of public school students and its impact on academic achievement in light of some variables.

### **Motivation for achievement**

Adler is considered the first to refer to the concept of motivation to achieve as he emphasized that the need for achievement is a compensatory motive derived from childhood experiences, as well as Levin, who presented this term in light of his approach to the concept of ambition and then the concept of a need for achievement appeared on the hand of Murray, where he presented the concept of a need for achievement accurately. As an important component of personality, he defined the need for achievement as the set of powers and efforts exerted by the individual in order to overcome obstacles and accomplish difficult tasks as quickly as possible (Mavis, 2016).

Ericksen defines achievement motivation as "a relatively constant drive in personality that determines the extent to which an individual strives and perseveres in the pursuit of a specific goal and then attains the success that results in reaching the degree of satisfaction in situations involving the evaluation of performance against a specific level of excellence" (Ericksen, 2018).

Mayers believes that individuals who have low achievement motivation tend to choose tasks in which their probability of success is either very high or very low, and by choosing this, the probability of their success in easy tasks is guaranteed, so that they avoid the feeling of failure and thus a feeling of shame and remorse, and they are choosing the difficult tasks not. They feel shame if they fail to do so and attribute their failure to the difficulty of the task (Mayers, 2018).

### **Characteristics of individuals with a drive for achievement**

Individuals with high achievement motivation are characterized by being able to compete in various circumstances, as well as bearing the responsibility entrusted to them, and they expect their success with their personal effort, compared to those with low achievement motivation, and they put themselves in challenging situations, but within the limits of realistic and possible goals. They also perform excellently in most test situations they are exposed to, target their goals to achieve high rates of achievement, and tend to take on positions that require initiative and avoid routine work (Pieper, 2019).

The desire to excel, excel, or do things of a distinct level, one of their personal characteristics is those individuals who possess a high level of achievement motivation, and they work hard all the

time more than others and achieve many successes in their lives, and in multiple situations of the life they live, Those with high achievement motivation are realistic by nature and take advantage of the opportunities that are presented to them, and they excel in taking risks in many situations, unlike those individuals with low achievement motivation, who tend to accept simple reality without any ambition mentioned, despite the fact that individuals with high achievement motivation prefer to work independently. However, they do not face any difficulty in teamwork (Schunk, 2010).

### **The importance of achievement motivation for school students**

The high motivation for achievement gives students the ability to persevere, achievement and competence in the academic side of the students, and thus students have a high concept of themselves as they are very mobile and constant desire to develop and grow and obtain high grades in various subjects, and they also have the ability to withstand pressure and its constancy (Petri & Govern, 2013).

The importance of motivation for achievement also appears in the fact that it develops many characteristics among students, perhaps the most important of which are: the constant pursuit of excellence and mastery, the ability to threaten the goal, the ability to explore the surrounding environment and adapt to it, the ability to assume responsibility, the ability to deal with oneself, adjust the path, and good planning (Litchfield and Newman, 2018).

### **The components of students' achievement motivation**

Mavis (2016) pointed out three components of achievement motivation:

1. Cognitive motivation: It refers to the attempt to satisfy the student's needs to know, understand and be aware of what the curriculum contains, which leads him to perform the required tasks more efficiently.
2. Self-direction: It is the student's desire to excel and gain a prominent position among his fellow students, which enhances his sense of competence and self-respect.
3. Belonging motive: It refers to the students' desire to obtain the satisfaction of their teachers, their parents and all those who mix with them in the family and school environment, and to achieve such gratification, as students use their success and achievements in school subjects as a tool to obtain recognition and appreciation from those people who live with them and interact with them. With them continuously.

### **The study problem and its questions**

The current study aimed to determine the level of achievement motivation among students of the basic stage in Jordanian public schools and its impact on their academic achievement in light of the Corona pandemic and the restrictions it imposed on education, and that radical and sudden shift from face education to distance education.

1. What is the level of achievement motivation for basic stage students in Jordanian public schools in light of the Corona pandemic?

2. Is there a correlation between students' achievement motivation level and their academic achievement?

3. Are there differences in the level of achievement motivation among students of the basic stage in Jordanian public schools attributable to each of the place of residence (city, village) and the extent of Internet availability (available, unavailable)?

### **The importance of study**

The importance of the current study is evident from the importance of examining the effects that resulted from the Corona pandemic and the transition from face education to distance education using many teaching platforms such as your lesson and other platforms, as this sudden transition was not planned at the local or international level, which is what It led to many side effects that could positively or negatively affect the students' educational process, especially their academic achievement and motivation for achievement and excellence, in light of many wrong practices that are carried out by parents such as taking exams in place of their children, unaware of the impact that this has on Their level of motivation for achievement, which will affect them negatively in the near future, as well as the importance of the current study in identifying the level of achievement motivation among students, the impact of many variables such as place of residence and the availability of Internet service in the place of residence of the student.

### **Terminology of study**

1. Achievement motivation: It is a relatively stable willingness in personality that determines the extent of the individual's pursuit and perseverance in order to achieve success or reach the goal (Mayers, 2018). This study.

a. From (1-2.33) a low level of achievement motivation.

B. From (2.34-3.67) medium level of achievement motivation.

C. From (3.68-5) a high level of achievement motivation.

2. Academic achievement: it refers to the amount of knowledge and skills students acquire in a subject or group of subjects, as an estimate of the grades students obtain because of their performance in school exams (Schunk, 2010). This study is measured by the final averages of students in all the subjects they study for the first semester (2020/2021).

a. Acceptable (less than 66.7).

B. Good (over 66.7 and under 76).

C. Very good (over 76 and under 88).

D. Excellent (over 88).

3. Distance education: It is one of the relatively modern methods of education, and its basic concept depends on the presence of the learner in a place that differs from the source of education, which may be a book, a teacher, or even a group of students, which is the transfer of an educational

program from its location on the campus of an educational institution to separate places Geography.

### **Limitations of the study**

The possibility of generalizing the results of this study is limited by the following limitations:

1. Spatial boundaries: Government schools in the Jerash Education Directorate / Hashemite Kingdom of Jordan.
2. Human Borders: The study population consists of all elementary school students in the government schools of the Jerash Education Directorate.
3. Temporal limits: This study was applied at the end of the first semester of the academic year (2020/2021 AD).

### **STUDY METHODOLOGY**

In order to achieve the objectives of the study, the researcher used the correlational descriptive approach in conducting it in order to fit this methodology to the requirements and objectives of the current study.

#### **Study population and sample**

The population of the current study consisted of all students of the upper basic stage in government schools of the Jerash Education Directorate, whose number according to the statistics of the Directorate of Education in Jerash Governorate is (7994) students.

As for the study sample, it consisted of (282) students from the King Abdullah II School for Excellence / Jerash, who were chosen in an intentional way to serve the study objectives, for several reasons, the most important of which is that the school has students of both sexes and the cooperation shown by the school administration in implementing The study scale, as well as obtaining the results of students at the end of the current semester.

Table No. (1) Distribution of the study sample according to the gender variable and the educational stage

Class	Males	Females	Total
Ninth	53	49	102
Eighth	50	40	90
Seventh	48	42	90
Total	151	131	282

#### **Study variables**

1. Achievement motivation level, which has three levels (low, medium, and high).
2. Academic achievement and it has four levels (Low, Good, Very Good, and Excellent).
3. The place of residence has two levels (village, city).

4. Internet availability and has two levels (available, unavailable).

### **Study tool**

To achieve the objectives of the study, the researcher developed the motivation for achievement scale after reviewing the theoretical and research literature related to the motivation for achievement, to determine the component dimensions of the motivation for achievement, which is after perseverance, a sense of responsibility and competition, and the existence of a goal that students seek to achieve, so that the response to the paragraphs is within Likert's five-year grading, as the scale was adopted In its final form, by (36) items distributed on the four dimensions of the scale, namely:

1. Perseverance: This is measured by paragraphs (1, 3, 5, 8, 9, 10, 16, 18, 20, 29, 30).
2. A sense of responsibility: This is measured in paragraphs (2, 4, 6, 11, 12, 13, 15, 17, 19, 35).
3. Competition: It is measured by paragraphs (7, 14, 21, 22, 23, 24, 25, 26, 27).
4. Existence of a goal that the student seeks: and paragraphs (28, 31, 32, 33, 34, 36) measure it.

To verify the validity of the scale, it was presented to a group of university professors in the Jordanian public universities who agreed in general on the validity of the scale in its current form without any modifications and with an agreement rate of (95%).

To verify the reliability of the scale, it was applied to an exploratory sample of (50) students from public schools in Jerash governorate and outside the main sample of the study. The internal consistency coefficient of the test items was calculated using the Cronbach Alpha formula, where the highest consistency value of the perseverance dimension was (0.91), And then it followed after the existence of a goal to strive for, which amounted to (0.83), then it after a sense of responsibility, which amounted to (0.80), to come finally after the competition with a stability factor of (0.71), while the test reliability factor as a whole was (0.86) and all values are acceptable For such kind of human studies.

### **Study results and discussion**

#### **Results related to the first question: What is the level of achievement motivation among basic stage students in Jordanian public schools in light of the Corona pandemic?**

To answer this question, arithmetic averages and standard deviations were calculated for the students' responses on each dimension of the scale and on the scale as a whole, and the results were as follows:

Table No. (2) The means and standard deviations of students 'responses

The dimension	means	STD	Level
perseverance	2.22	0.52	low
sense of responsibility	3.14	0.69	medium
The competition	2.01	0.54	low
Having a goal that the student pursues	3.64	0.78	medium
The scale as a whole	2.75	0.43	medium

It is evident from Table (2) that the students possessed an average level of motivation to achieve, in contrast to what is expected of these elite of students and by virtue of being distinguished students, as it is evident from the previous table that students have a low level of perseverance with an arithmetic average of (2.22). When we find that students possessed a medium level of sense of responsibility with an arithmetic average of (3.14), and students also had a low level of competition and an arithmetic average of (2.01). Solving their homework or even answering school exams, as it turns out, finally, that students possessed an average level of pursuit towards a specific goal with an arithmetic average of (3.64), that such levels for this type of students are considered completely unsatisfactory, and there is a clear decrease in the level of motivation. For their achievement, compared to the results previously reached (Al-Youssef, 2016), which showed that public school students possess a high level of achievement motivation, and perhaps this is one of the negative effects that the Corona pandemic has caused on the educational process in the Kingdom. For the Hashemite Jordanian woman in particular and the world in general.

## 2. Is there a correlation between students 'achievement motivation level and their academic achievement?

To answer this question, the correlation coefficient was calculated between the dimensions of motivation for achievement and academic achievement among students, and the results were as follows:

Table No. (3) Coefficients of further correlation with motivation for achievement and student achievement

The dimension	Excellent	very good	good	Acceptable
perseverance	**0.785	**0.635	**0.412	**0.784-
sense of responsibility	**0.875	**0.601	**0.311	**0.617-
The competition	**0.887	**0.614	**0.318	**0.742-
Having a goal that the student pursues	**0.796	**0.512	**0.341	**0.768-
The scale as a whole	**0.84	**0.600	**0.332	**0.730-

It is evident from Table (3) that there is a statistically significant correlation relationship at the level of significance (0.01) between each dimension of achievement motivation and the different levels of achievement, as we find that this positive correlation is the largest possible among students who obtained an excellent rating, as it ranged from The values of the correlation

coefficient for this category are from (0.785-887) with an overall correlation coefficient of (0.840), while we find that this correlation becomes negative for the group of students who obtained an acceptable grade, and thus it can be said that the greater the motivation for achievement in various dimensions, the higher the academic achievement For students, and vice versa.

### **3. Are there differences in the level of achievement motivation among students of the basic stage in Jordanian public schools attributable to each of the place of residence (city, village) and the extent of Internet availability (available, unavailable)?**

To answer this question, a T-test was used for independent samples, and the results were as follows:

Table No. (4) T-test for independent samples

variable		NO	MEAN	STD	T	DF	sig
Address	village	123	2.02	0.75	7.89	280	0.000
	City	159	3.48	0.88			
Internet availability	Available	197	3.34	0.76	9.83	280	0.000
	Not available	85	2.16	0.83			

Table (4) shows that there are significant differences in the level of achievement motivation among students of the basic stage in Jordanian public schools due to the place of residence (city, village) and in favor of students who reside in the two cities, as their arithmetic mean reached (3.48) while the arithmetic average was Achievement motivation among students who reside in villages (2.02), as it is evident from the previous table that there are significant differences in the level of achievement motivation for basic stage students in Jordanian government schools due to the availability of the Internet (available, not available), and in the interest of students who have a network Internet, with an arithmetic average of (3.34), while the arithmetic average of students who do not have access to the Internet was (2.16), and perhaps the reason for this is the adoption of education during this period and in general on the Internet and the extent of its availability among students and therefore the student who does not have the Internet He will not be able to follow his lessons on a regular basis, which will negatively affect his motivation for achievement, or regarding the differences that belong to the students who reside in the city, the reason for this is also related to the availability of Internet services, as these services are available in a regular way. Greater in cities than in surrounding villages.

### **Recommendations**

1. The necessity to search for the possible reasons behind the low level of achievement motivation among students.
2. The need to limit the negative effects of distance education in light of the lack of Internet access for some students.



3. The necessity of adopting remedial programs to fill the deficiency in academic education for students who were unable to pursue their studies beyond the official educational platforms.

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