MOTIVATION OF ACADEMIC ACHIEVEMENT AMONG SECONDARY SCHOOL STUDENTS IN THE GOVERNORATE OF (DIYALA - MUQDADIYA)

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Abstract

The current research aimed to identify the academic achievement motivation among secondary school students and the significance of the statistical differences in the level of academic achievement motivation according to the male and female variables. The research sample consisted of (50) male and female students (25) for males and (25) for females.

The researcher built a measure of academic achievement motivation and after presenting it to a group of arbitrators and specialists in the Department of Educational and Psychological Sciences to ensure the accuracy of its formulation and alternatives, their number reached (6), and the approval rate for the scale was (90%), and after making sure of its stability by the textual fragmentation method. The scale before correction (0.79) and after correcting it with Spearman's equation (0.81) was applied to the research sample.

The results showed, after processing the data statistically and using the arithmetic and hypothetical mean, that secondary school students are motivated by good academic achievement, and it was in favor of females.

Keyword: Achievement motivation, secondary school, psychological sciencesa

Introduction:

The beginning of the second half of the twentieth century is considered a clear sign in the study of the subject of achievement motives in general, and this history separates two stages in its study. This history is a relatively accurate definition of this concept and its meaning, as serious questions were raised at the beginning of the second half of this century that were intended to identify the dimensions of this concept and its elements and how to define them and to identify the mechanisms by which it operates and the controlling mechanisms for it and to stand on a theoretical concept in which the researchers' perspective is organized, whether They put forward their hypotheses or are interpreters of their results, and despite the availability of many studies in this regard, these questions still present themselves as topics for research and the answer to them still needs more efforts (Mohieddin Hussein, 1988: 38). Academic achievement motivation is one of the important matters in the human motivation system, which scholars in the field of psychology and personality research have been interested in studying, as well as those interested in academic achievement and scientific performance within the framework of educational and cognitive psychology, as well as professional psychology and its study of work motives and factors of economic growth, and in general The motive for achievement received more attention compared to other social motives, and it emerged during the sixties of this century and beyond as one of the distinctive features of the study (Ahmed Abdel Khaleq, :1991985)

The interest in studying achievement motivation is due to its importance not only in the psychological field, but also in many practical and applied fields, such as the economic, administrative, educational and academic fields, where the motivation for achievement is an important factor in directing and activating the behavior of the individual and in his awareness of the situation as well as helping him to understand and explain the behavior of the individual And the behavior of those around him, just as the motive for achievement is an essential component of the individual's pursuit of self-realization and self-affirmation, whereby the individual feels self-realization through what he achieves, and in what he achieves and what he seeks to achieve in terms of a better lifestyle, and greater levels of his human existence, McClelland also pointed out. To the important role that the achievement motive plays in raising the level of individual performance and production in various activities. The boom and fall of economic growth is associated with a high and low level of motivation for achievement, where the weakness of the achievement orientation prevents effort and dedication, (Mcclelland, 1961: 10) in order to achieve the goals of the institution or organization in which the person works (Hassan, 1989 There is also a link between creative performance and motivation The high level of achievement and the correlation of the two together in the conditions of the psychological and social climate provided by society in general and the family in particular (Wahi al-Din, 1981: 15(

It has become clear that there is a decrease in achievement motivation in some societies, even those we call advanced societies, as the National Council for Excellence in Education Councils published in 1983 a report in which it was shown that American society is facing phenomena that deserve to be stopped, and there is a decrease in performance on school achievement tests. In a way that reflects the deterioration in school performance and in the field of work thereafter, the average score in the verbal part of the school readiness test decreased by 42 points in the period from 1967 AD - 1981 AD, and the average score in mathematics decreased by 26 points. The report also indicated that the university student became less capable On reading and understanding the composite material if compared to a university student ten years before this period, the students are unable to express themselves and to formulate abstract ideas and connect them (Mohieddin,: 198838).

The preparatory stage is the third developmental stage in his life from childhood to old age, and it mediates between youth and youth, and is characterized by rapid growth in all directions of physical, psychological, mental and social development. Zaablawi, 1989: 16)

Also, the current research results may establish, in addition to the results of previous studies, a knowledge database to prepare training and guidance programs and educational plans in developing their abilities and skills in the research variable, and may help in diagnosing the academic achievement motivation of secondary students and setting programs for their development.

First: the research problem:

The motives for achievement are one of the important aspects and are considered as one of the influences that play a vital role in the behavior of individuals, and through which desire can be made for them, which can be said that the ability of institutions to achieve their goals depends to a large extent on the success of the educational administration in providing a sufficient amount of motivation

to reach A specific goal, which motivates and directs behavior for the purpose for which it is intended, and that is why spreading the spirit of achievement in institutions is necessary to develop performance, as achievement motivation makes the individual inclined to overcome obstacles to perform something difficult in the least amount of time using his perseverance, strength and exploitation of his capabilities and mental abilities in order to achieve goals.

The interest in studying achievement motivation is due to its position in many scientific, applied and practical fields, such as the educational field, the economic field, and the academic field. The individual achieves himself through what he achieves (Khalifa 200: 15(

Many scholars also confirm that achievement motivation affects the level of individual performance and productivity in various fields and activities, including the field of education.

With the following question: What is the level of academic achievement motivation for the female secondary school student?

Second: Research objectives:

The current research aims to identify:

-1Academic achievement motivation of the secondary school student.

-2The difference in the level of academic achievement motivation among middle school students according to the gender variable (males – females)

Third: Limitations of the search:

The current research is limited to secondary school students in the schools of Abi Saida district of Muqdadiya district in Diyala governorate for the academic year 2021-2022.

Define terms:

Achievement Motivation: It is the individual's willingness to strive for excellence, approaching success, desire for good performance, perseverance, overcoming difficulties and achieving a specific goal in situations that include levels of excellence.

Procedural definition of academic achievement motivation: the total score obtained by the examinee as a result of his response on the academic achievement motivation scale, prepared by (Al-Ghamdi 2009).

The preparatory stage: an educational institution that accepts students after they pass the ministerial exams in the intermediate stage, and its duration is three years, and includes grades - fourth, fifth and sixth - in their two branches: scientific and literary. The mission of this institution is to enable students to reach a higher level of knowledge and skill with the expansion of some intellectual and applied fields. and qualify them to enter the university (Ministry of Education 1981: 40(

Chapter II

Theoretical framework and previous studies

Linguistic definition of motivation:

The word (motivation) has its roots in the Latin language, which means (to drive or move) in psychology

Where the study of motivation includes an attempt to identify the causes or determinants of an action or behavior

(Khalifa, DT: 68)

Idiomatic Definition of Motivation:

Scientists and scholars emphasize that any human behavior must have a motive or motives behind it, as motives are one of the characteristics of behavior: it provokes or directs it (Al-Hamid, 1996). Attitudes and environmental influences surrounding him, and these energies include desires, needs, and expectations that he seeks to satisfy and achieve. Psychologists study motivation so that Vinke 1960 AD predicts that the next era for the development of psychology will be known - the age of motivation - (Arif 1987, **19(**

Achievement motivation concept.

The use of the term achievement motive in psychology can be traced back to Adler, who pointed out that the need for achievement is a compensatory motive derived from childhood experiences, and Levin, who presented this term in light of his treatment of the concept of ambition, before Murray used the term need. In spite of these early beginnings, the credit goes to the American psychologist "Murray" in that he was the first to present the concept of the need for achievement precisely as an important component of the personality, in which he presented several psychological needs, including the need for achievement (Engler, 1991: 2013)

He defined it as: the set of forces and efforts exerted by the individual in order to overcome the motive. The motive represents: penalties and the completion of difficult tasks as quickly as possible (Nashwati,: 1986 242). The achievement is one of the important aspects in the system of human motives, and it emerged as one of the distinguishing features of his study and research in the dynamics of personality and behavior. Rather, it can be considered one of the achievements of contemporary psychological thought (Al-Safi, 2001: 65).

The concept of the need for achievement is one of the central concepts that belongs to the emotional organization in the personality, and the need for achievement can be defined as the motive or desire of the individual to be successful in activities that are considered criteria for excellence, or in activities that are determinants or criteria for success and failure in which it is clear**.**

Motivational functions:

)Mansour et al. 2002: 146) and (Tashkandi et al., 1992) indicate that the functions of motivation are:

-1It supplies the behavior with energy and is the first motivator for it.

-2It chooses the appropriate behavior, if it was a previously learned behavior, the motives helped to choose it and not others, and if there was no educated behavior, the membership helped to tend to choose a number of other behavioral attempts, hoping that one of them would satisfy the motive It satisfies the need.

-3The third function of motives is the continuation of the motive force until the purpose is achieved or ends with a motive position of some kind.

The researcher believes that the function of providing behavior with energy and activity releases energy and stimulates activity through the cooperation of internal keys (such as goals, desires and interests) that move behavior and push it towards achieving certain goals.

Theories that explain the motivation for academic achievement:

First: Al-Durfi Theory:

One of the modern approaches to motivation, which seeks to establish the human need in organizational situations, is the theory of "Derver", which summarizes Maslow's hierarchy into three categories of needs: survival, belonging, and development.

Survival needs:

They are the various forms of physiological and material desires such as _ hunger, thirst, and shelter - and this category includes in the organizational environment: wages and material benefits, for work and this category corresponds to physiological needs and some safety needs according to Maslow

Affiliation needs:

It includes all the needs related to personal relations with others in the workplace and this type of needs depends on the process of exchanging feelings with others to obtain satisfaction, and this category is similar to the needs of security, social needs, and some needs of self-esteem according to Maslow.

development needs

They are all the needs that include the efforts of the individual directed towards achieving creative or self-development in the job. The satisfaction of the development needs follows from the person taking on tasks that not only require the individual to fully use his abilities, but may also require the development of new capabilities to him, and the similarity of the needs of self-affirmation and some needs of self-esteem and respect for this category.

The theory of survival, belonging, and development is based on three basic propositions:

-1The lower the degree of satisfaction of any of those needs, the greater the desire for them, that is, the satisfaction of the need.

-2Whenever the needs at the lower level are satisfied, the desire tends to seek the needs of the higher levels (the intensification of desire.(

-3The lower the degree of satisfaction of the higher levels, the more the desire tends to satisfy the needs of the lower levels, i.e. frustration or failure to satisfy the need. (Sislavy, 1991: 100(

Second: McClelland's Achievement Theory:

Maceland proposed in 1967, a theory of work, which he called the theory of achievement, where he believes that work in an organization provides the opportunity to satisfy three needs:

power need:

Individuals who need power or authority tend to constantly exercise strong influence and control, and these people often seek leadership positions. Individuals who are motivated by this motivation are active or fluent in communication, enjoying the movement upwards in the organization. This motivation can be enhanced by giving them an opportunity to observe themselves, providing the opportunity to influence other individuals by participating in solving problems and making appropriate decisions, because it provides individuals with influence in their work

.   The need to belong

Individuals who have a strong need to belong develop a sense of joy and pleasure when they feel loved by others, and also feel sad if they are rejected by the group to which they belong. These people tend to develop social relationships with other individuals. Individuals who have a love of belonging can provide motivation for achievement by allowing them to work with others so that they can express their inner feelings, enjoy good friendships, are usually calm, work best when they feel appreciated, and work conditions allow them to interact with people.

Need for achievement:

The meaning of this need is that individuals who have a strong need for achievement, have a high desire for success, fear failure, and enjoy the challenge. (Al-Mishaan: 1993: 61**(**

Third: Causal Invasion Theory:

Wanir 1986 theory aims to clarify the impact of motives on experiences of success and failure, and to explain behavior and prediction in the areas of achievement motivation. Attribution theory is not concerned with the nature of the act or event per se. These causal factors, if they are characterized by relative stability in repeated situations of success or failure, affect the subjective probability of success in similar future situations (Bahi and Amina, 1999: 42) His complete theory of causal invasion in three patterns of motivation sequence**:**

-1Lack of motivation after failure.

-2Increased motivation after success

-3Increased motivation after failure

Studies that dealt with achievement motivation:

Dunham 1973 study

A study whose objective was to predict academic achievement by measuring achievement motivation, and the study sample consisted of (303) male and female students, 161 male and 142 female students, from Hanover College at the University of Achievement motivation, and it was concluded that achievement can be predicted by the TAT Indiana, and the researcher used the academic scale To know the achievement motivation of the sample members.

Study "Lhartensia 1981 AD"

The aim of the study was to find out the influence of culture and national factors inside the home on the achievement motivation of children, as well as to study the relationship between the economic level and achievement motivation. The study was applied to a sample of 80 male and female students, 40 of whom are Americans, and 40 are from African culture: .

-1There are statistically significant differences across and within the two cultures in achievement motivation.

-2Achievement motivation is affected by (age - economic level.(

-3There is a relationship between achievement motivation and education factors.

Study "Lajdi 1982 AD"

The aim of the study was to identify the factors affecting academic achievement and the self-concept of academic ability, and the study was applied to a sample of (305) college students, and three measures were applied to measure compound interest, achievement motivation, and self-concept of academic ability, and the results concluded that there is a significant correlation A positive correlation between achievement motivation and the self-concept of academic ability

Chapter III

Search procedures

First, the research method

The researcher used the descriptive correlative approach to achieve the objectives of the current research, and the descriptive approach is defined as an investigation that focuses on one of the educational or psychological phenomena as they exist in the present with the intention of diagnosing it, revealing its aspects and determining the relationships between its components. (Al-Ghannam and others, 1981, p. 51) This chapter includes a description of the research community and its sample, and an explanation of the steps taken in preparing the questionnaire, identifying indicators of validity and reliability, and applying them and using them in the research procedures.

Second: the research community:

The current research community includes secondary school students in Abi Saida district from Muqdadiya district, Diyala governorate for the academic year (2021-2022), males and females, and for the morning study. The school year (2021-2022) for some schools in the district of Abi Saida for the secondary stage, and the number was (4) mixed schools, namely (Ammar bin Yasser High School - Jaafar Al Tayyar High School - Al-Taqwa High School - Abu Jasra High School) Table (1) illustrates this- :

table 1 the research community

total	female	male	Region	no
299	159	140	Ammar Bin Yasir Mixed High Schoo	1
195	75	120	Mixed Piety High School	2
150	60	90	Jaafar Al-Tayyar Mixed High School	3
215	96	119	Abu Jasra Mixed High School	4
859	390	469	the total	مج

The research sample:

The sample of the current research was (50) male and female students who were randomly chosen, distributed on the basis of gender (25) for males (25) for females, and from the schools of Abi Saida district in Muqdadiya district, as shown in Table (2

table 2 the research community

total	female	male	Region	no
10	5	5	Ammar Bin Yasir Mixed High Schoo	1
10	5	5	Mixed Piety High School	2
10	5	5	Jaafar Al-Tayyar Mixed High School	3
20	10	10	Abu Jasra Mixed High School	4
50	25	25	the total	مج

search tool:

☐ **Description of the scale**

The researcher adopted the emotional maturity scale prepared by (Hamid 2016), which consists of 30 items and four-way answer alternatives.

Paragraph validity:

To get acquainted with the powers of the paragraphs, the scale was presented to a group of specialized experts in the Department of Educational and Psychological Sciences to determine the validity of each of the paragraphs and in the opinions of specialists.

Psychometric properties:

-1honesty

The quality of the scale is considered as a tool for measuring what was set up in order to measure it or the characteristic to be measured (Al-Zahir 1999: 132). It was achieved in the current scale (apparent honesty) by presenting it to a group of experts and specialists in education and psychology to judge the powers of the paragraphs in measuring the desired characteristic measured.

stability:

Stability in this scale was achieved by re-testing, where the researcher used the test and re-test method, after applying the scale to a sample consisting of (50) male and female students on (16/3/2022), and it was selected randomly, then re-applied in a way to the same test sample after the passage of time. Two weeks on (3/28/2022), the stability coefficient was extracted, which amounted to (72,0), which is a good stability coefficient, thus achieving stability for the current scale and by the method of testing and re-testing.

Statistical means:

In order to achieve the objectives of the current research and for the purpose of statistically processing the data, the researcher used the following laws: spss Statistical Package for Social Psychological Sciences

•**Arithmetic mean and hypothetical mean for calculating the search results.**

•**Hashing halftones to extract stability**

The search results will be presented and discussed in light of the following objectives:

The first goal: to know the motivation for academic achievement among secondary school students

Statistical results were extracted, and the results of the statistical analysis showed that the arithmetic mean of the scores of the research sample members reached (66.35) degree degrees.

A good level of academic achievement motivation, and Table No. (3) shows this.

2. Forming positive attitudes among students and society towards the literary branch in order to increase the motivation for academic achievement among students of the literary branch.

Suggestions:

1. Conducting the same study on other research societies, such as university students.

.2The necessity of recognizing the correlation between the academic achievement motive and other variables such as the self-concept

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The names of the experts who answered the paragraphs of the professional ethics questionnaire They are arranged according to their degrees

ecialization	Workplace	ert nameAnd the scientific title	
l guidance	Diyala University/ College of Education for Human Sciences	Mr. Dr. Salem Nouri Sadiq	
educational guidance	Diyala University/ College of Basic Education	Mr. Dr. Laith Karim Hamad	
psychology	Diyala University/ College of Basic Education	Mr. Dr. Muhannad Muhammad Abdul Sattar	
education basics	Ministry of Higher Education	M. Mowaffaq Kazem Mahdi	
psychology	Diyala University/ College of Education for Human Sciences	Prof. Dr. Haitham Ahmed Ali	