

Evaluate the relationship between achievement motivation and family education for Iraqi high school students

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Abstract:

The study here aimed to work on evaluating and preparing a mentoring program for all trainers to train on appropriate academic skills for Iraqi high school students, with investigation and knowledge of the extent of effectiveness and the relationship between the motivation for achievement and academic achievement, The study sample here consisted of (28) secondary students in one of the Iraqi schools in the capital, Baghdad, It was divided into two equal parts, and this first part represents these individuals as the control group in it, (14) male and female students in the second section of the experimental group, and they were (14) students as well. The two researcher worked on training that selected experimental group on the training program, which consists of (11-12) sessions, each one hour long, while none of the control group members received any training. Data here were used statistically using the single-factor analysis method Measuring the impact of the proposed training program on the level of achievement motivation, and the average academic achievement level of the research study sample.

Keywords: (evaluation, achievement motivation, family education).

تقييم العلاقة بين دافع الإنجاز والتربية الأسرية لطلبة المدارس الثانوية العراقية

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الملخص:

هدفت الدراسة هنا إلى العمل على تقييم وإعداد برنامج إرشادي لجميع المدرسين للتدريب على المهارات الأكاديمية المناسبة لطلاب المدارس الثانوية العراقية ، مع التحقيق والمعرفة بمدى الفاعلية والعلاقة بين الدافع للإنجاز والتحصيل الدراسي. تكونت عينة الدراسة هنا من (٢٨) طالب وطالبة ثانوي في إحدى المدارس العراقية في العاصمة بغداد ، وتم تقسيمهم إلى قسمين متساويين ، وهذا الجزء يمثل هؤلاء الأفراد كمجموعة ضابطة فيها ، (١٤) ذكور وإناث. وطالبة في القسم الثاني من المجموعة التجريبية وعددهم (١٤) طالباً وطالبة. عمل الباحثان على تدريب تم اختيار مجموعة تجريبية على البرنامج التدريبي ، والذي يتكون من (١١-١٢) جلسة ، مدة كل منها ساعة واحدة ، بينما لم يتلق أي من أفراد المجموعة الضابطة أي تدريب.

تم استخدام البيانات هنا إحصائياً باستخدام طريقة التحليل أحادي العامل قياس أثر البرنامج التدريبي المقترح على مستوى دافعية الإنجاز ، ومتوسط مستوى التحصيل الدراسي لعينة الدراسة البحثية. الكلمات المفتاحية: (تقييم، دافع الإنجاز، التربية الأسرية).

Introduction:

The educational philosophy here is based on the assumption that students are armed with the academic skills necessary for them, especially that they are on the university entrance portal that will enable them to acquire the information and skills required in their university and their normal life. In addition, it qualifies them to complete their postgraduate studies, which includes developing the student's thinking abilities until he reaches these levels. We have taken into account that these educational tasks in the secondary stage are complex and intensive in addition to that it assumes that education is based on the interaction between the student and his school on the one hand, and between him and those The library and other information sources on the other hand, along with what is supposed to distinguish and determine the nature of the study at this stage depends on both self-direction, and independence, and students' acquisition of this stage of

education with the skills that may qualify them to do what is required of them necessary for them at that stage of Education.

The problem of the research study:

The topic of academic skills today takes great care, whether at the school or university level, because of its great importance in helping students deal with those academic subjects (AL Amour,2002,p179), and also because those academic skills had such a great role in the continuous improvement of students 'achievement motivation and thus raising that rate Their level of achievement is due here to the student's success or failure, but it may not be due to those mental abilities only (salah,1993,p105),but also because of those study methods and habits that they practice, which may have a major role in determining his success(Al Gamal,2001,p59).

The study here noticed that the study pattern in school differs from the university, in that students may be exposed here to states of anxiety and frustration with their academic abilities and therefore when they move from school to university, it may lead in some cases to a decrease in the level of achievement and a decrease in the level of motivation and thus to reluctance For students about studying, the study tries here to answer the

following

questions:

- 1- What is the rate of impact of the counseling program for these persons who are trained on academic skills in the process of improving students' academic achievement?
- 2- What is the effect of that program on academic skills in improving the level of achievement motivation for students under study?

Importance of the research study:

The research importance of this study is that it came as an attempt to uncover those academic skills Associated with high achievement motivation and high achievement, with the aim of reducing this low success rate at the secondary stage, and through that development of these habits and skills, and transforming them into that advisory program by training these students on them, especially with the lack of such counseling programs available in schools.

*** Research hypotheses for the study:**

- 1) There are no statistically significant differences in improving the level of academic achievement between those students who have received training on academic skills, and those who have not received training in them.
- 2) There are no statistically significant differences in improving the level of motivation for that achievement between students who have received training in academic skills, and students who have not received such training.
- 3) There are no statistically significant differences in improving the level of those academic skills between students who have received training in academic skills, and students who have not received that training.

Research objective of the study:

This study aimed here to prepare that advisory program for specialists trained in teaching those appropriate academic skills, while working on investigating the effectiveness of this program in improving achievement motivation and academic achievement of students in the Iraqi secondary stage specified in the research sample.

Definition of academic terms:

-1 Family Education, Study Skills Marshak, here the two researchers used that definition of Marshak, which he defined as "that compound activity that includes those procedures and methods that students may use under the guidance of teachers in their studies, and also in solving their educational problems that they direct "(Neal,1990,p12).

2-Achievement

Motivation:

"It is a hypothetical, multi-dimensional structure that directs the individual and pushes him here to carry out his duties with such accuracy, order and independence, while working on overcoming those obstacles that he encounters and working to overcome them, which instills confidence and reassurance in himself (Attiyah,2002,P31).

Theoretical Background:-

- **The first topic:**
The importance of academic achievement and family education skills: The failure of many students here is not necessarily due to weakness in their mental abilities or to a lack in the general level of their intelligence or to deficiencies in some of the variables of their personality, but the reason may be due here to their lack of those correct academic skills (Mustafa, 2006,P13), The importance of the study skills here lies in the resistance to the problem of forgetfulness, and the preservation of that information in the memory for as long as possible, and it also works on Reducing the test anxiety level for students, and raising the level of self-confidence and positive attitude towards these different school subjects(Al saharawi,1995,p34), and on the other hand, it helps to form positive attitudes towards the teacher and the school, which results in these students excelling in the achievement process and thus feeling psychological satisfaction (Al Harini,2003,p179).

- The second topic:

The relationship between achievement, motivation, achievement and family education for the student:

Here, these study habits and skills are closely characterized by academic achievement, as the achievement of some students in schools with low grades may be attributed to their lack of sound academic skills such as reading, taking these notes, preparing for exams and other factors and reasons (Al-Karaka, 2008,p49), Students who develop their academic skills with academic success as a result of their good academic skills that are important in resisting the problem of forgetfulness and preserving that information in memory for as long as possible,(Mali,2008,p 23) while reducing the level of test anxiety among students, while raising the level of self-confidence and a positive attitude towards Different study materials, and the formation of positive attitudes towards the teacher and the school (Obadiah, 2001,p60), Therefore, academic achievement is affected here by achievement motivation, as there may be a high motivation for the student to achieve here, but despite that he may achieve a low achievement due to the lack of those appropriate study skills, and his adherence to these incorrect study habits, and also it may be here for the student Good knowledge of the correct study skills, however, he achieves a low level of achievement due to his low motivation(Muhammad,2000,p122).

- Previous studies:-

1- Among these studies is the study of Zahli (2002), which aimed to discover the correlation between cognitive motivation and learning motivation, and then its relationship with the learning process and its outcomes, represented by the academic achievement process, among high school students, and the cognitive motivation scale was used in it. And the measure of motivation to learn, and the study finally reached several results, including, That there is a statistically significant

difference in the motivation to learn between these students with low academic achievement and students with high academic achievement in favor of students with high academic achievement (Al Haile, 2002, p45).

2- Abu Shuqair conducted (2001) and carried out the study that aimed to test the effectiveness of the training program for the development of motivation in academic achievement among female students in the second grade of high school, and the sample consisted of (42) students distributed in two specified classes, the first in the form of an experimental group. And the second in the form of the control group has used the motivation test for achievement (achievement), and the measure of academic achievement motivation.

The study found many results, including, That there is a statistically significant difference at the level of significance ($0.05 = \alpha$) in academic achievement between the average performance of the experimental group and the average performance of the control group (Neale, 2001, p43).

Field method & procedures:

- Research methodology for the study:

The TWO researcher used the semi-experimental method due to its suitability for the nature and objectives of the study and the specific sample.

- Study community and sample:

The sample returns to the study community from high school students in one of the schools of the capital, Baghdad, and the scale was applied in order to measure those academic skills , during the second semester of the academic year 2021, and determine the size of the motivation rate for achievement on students in that specific period and stage of study and after determining the two scales Selecting the study sample from students with low averages on both scales consisting of (28) students, which were divided into two equal parts, the first section of which represents individuals from the control group

with (14) students, while the other group of students, the second section, members of the experimental group, represented (14) students.(14) Student also and obtain their consent to participate in the research experiment.

Study tools:

To achieve the objectives of the current study, The Two researcher used the following tools:

1- Counseling program for training on skills academic achievement:

Description of the mentoring program: The Two researcher put the counseling program here to work on training teachers on those academic skills, as it is based on seven skills (SQ3R) among the main skills: effective reading in a focus method, taking notes, preparing for the exam and taking the exam, such as writing reports, and using the library. Training for the students was done through the experimental group on the training program, which took 12 sessions, each one hour long.

The guiding role here was the leadership role for what he does to raise the topic of research in each session of the experiment and participate in this effective form in giving those instructions and exercises, monitoring and reinforcing those positive contributions that may lead here to those desired results, with a review of those exercises and homework with these sample Selected students at the beginning of each session with the aim of reinforcing those positive aspects with clarification and showing of those errors in the negative aspects and how to correct and treat them.

-2 Motivation to Achievement Scale:

The researcher used here in this research study the Motivation Achievement Scale designed by (Attia, 2002) where the scale here consists of (59) words that measure the level of achievement motivation of students in the secondary stage specified in the sample where the validity of the experiment was verified. By presenting these paragraphs to five arbitrators who are members of the panel

The teaching is from the Department of Psychological Counseling, College of Education, University of Baghdad, and the TWO researcher requested from the arbitrators

Express their opinion on the extent to which these paragraphs fit each dimension of those dimensions and clarify and show whether there is repetition and the existence of any similarity between the paragraphs.

In light of the opinion of the arbitrators here, similar paragraphs that measure the same idea have been deleted.

Thus, the scale was lost in its final form used in the current study from (59) statements

It measures the level of achievement motivation in (4) main dimensions by (12) phrases for each dimension.

Table No. (1) shows the dimensions of the achievement motivation scale and the items that measure each dimension.

Table(1).

Dimensions of the measure of achievement motivation and the number of paragraphs of each dimension and their numbers.

The upper limit of the degree	Minimum score	Paragraph numbers	Number of paragraphs	The dimension	the number
50	11	1-4-6-23-13	11	Ambitious and striving to be around Distinction	1
50	11	3-7-3-6	11	The ability to carry the responsibility	2
50	11	2-4-32-12	11	Persevere and keep going the work	3
50	11	12-43-3-5	11	Competition and desire, Excellence and advancement	4
200		total summation			

The answer here ranges for all paragraphs of the scale between (strongly agree - agree - neutral - opposed - strongly opposed) and correspond to the following scores respectively (1-2-3-4-5) Thus, those scores range on the scale between (59), which is the lowest that the subject can get here.

- The validity of the scale:

The results were reached here to the validity of the scale by applying it to the pilot sample consisting of (28) students, with the aim of identifying the ability of the scale to distinguish between the group of those students “number 14” who had obtained an average Low motivation by teachers and students "The number of 14 who has a high level of motivation to achieve, and using the (T) test for independent groups, the procedure for comparing the results of the two groups on each of the dimensions of the scale was done, and the results were as shown in **Table (2)**.

The effect of using a group counseling program to train academic skills.

(V) The results of the independent groups test on the student motivation level variable depending on the variable the group.

level indication*	T value	Average The difference	Motivation is high N =20	Motivation is high N =20	The dimension
*0,001	8,09	11,70	4,87	3,54	Ambition
*0,001	8,56	12,76	4,87	3,76	Take responsibility
*0,001	9,54	11,76	6,87	3,13	perseverance
*0,001	8,34	13,76	3,76	4,43	The competition

It is clear from **Table (2)**, that there are statistically significant differences at the significant, level And that is in the level of students' motivation to attribute that variable to the group and in all dimensions of the scale ($0.05 \geq \alpha$) in favor of individuals in the group who were described

as having high motivation by their teachers, which means and this shows that the scale has a high ability to distinguish between those students who have high motivation and students who are characterized by low motivation, that is, the scale has the sincerity of discrimination (truthfulness, Building).

- The stability of the scale:

To ensure the stability of the scale used in the measurement of the impulse, it has been extracted here Stability by using Crownbach's alpha method on the exploratory and specific sample itself, which was applied to calculate the validity of the scale, and in **Table (3)**, the researcher shows those parameters of the internal consistency of the sub-dimensions of the scale.

Table(3).

Treating the internal consistency of the sub-dimensions of the motivation scale.

Internal consistency coefficient	Dimensions
0,87	Ambition
0,87	Take responsibility
0,34	perseverance
0,98	The competition

3. The Study Skills Scale In addition to the motivation scale, the study habits scale was used in this research study designed by Mustafa (2006), as this scale was returned to fit the Iraqi environment and the scale was in its original form and used in the current study of (30) paragraphs It aims to measure those habits and study skills of students. The answer to all paragraphs of the scale ranges between (rarely - sometimes - often - in general) It represents the highest degree that the subject can get.

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- The validity of the scale:

The scale used here in the current study has high degrees of honesty on the Iraqi environment and used in many Arab studies. Mustafa (2005) verified the validity of the scale by presenting it to (6) arbitrators and a court of specialists, including, (4) Arbitrators from the Iraqi University by extracting the components of the basic factors and rotating them in this orthogonal way.

- Stability scale:

To ensure the stability of the scale, Mustafa (2005) extracted the degree of stability of the scale by retesting, and the interval between the procedure in the first application and the second application was between two weeks and the parameter of stability reached (0.87), which is the acceptable value for the purposes of scientific research, in addition to The foregoing and presentation were calculated on the internal consistency of the scale on the sample consisting of (28) students using the Crownbach alpha equation and it was equal to (0.83), which is the value of a statistical function.

- Statistical treatment:

To analyze and extract the results of the current study from the data that were used SPSS statistical treatment, and to obtain it, the Two researcher used the statistical packages program using **the following treatments:**

- 1) Descriptive statistics that include the arithmetic mean and standard deviation.
- 2) To answer all of the hypotheses of the zero study, a single covariance analysis was used to measure the effect of the proposed training program in influencing the (WAY ANCOVA) level of achievement motivation, and academic achievement level, and it includes the following variables:

The independent variable:

- Association counseling program for academic skills training.
- **The Dependent variables: It includes :**
 1. Achievement motivation and it has eight sub-dimensions.
 2. Study skills.
 3. Academic achievement.

Discussion of findings and recommendations:

Results:

Discussing the result of the hypotheses:-

- 1) **There are no statistically significant differences in improving the level of academic achievement between those students who have received training on academic skills, and those who have not received training in them.**

The existence of statistically significant differences The statistical improvement in academic achievement of students who received training in those academic skills, and students who did not receive such training, appeared in favor of students who received the training. The results obtained also showed the effectiveness of the training program on those academic skills in improving the level of academic achievement. An analysis of the pre and post measurement unit was conducted on that variable related to the level of achievement of high school students. Statistically significant differences appeared at the level between the two groups.

- 2) **There are no statistically significant differences in improving the level of motivation for that achievement between students who have received training in academic skills, and students who have not received such training.**

The study showed here that training in those academic skills leads to a lack of improvement in achievement despite the students 'acquisition of knowledge of these skills and creativity in their application. Thus, this study is considered in agreement with many previous studies on the relationship between both academic skills and academic achievement, and this result can be interpreted as academic skills that are important factors in academic achievement, so the student here practicing this good study will probably be more capable. To organize his time, and to deal with these study materials in a good manner, as he is best able to complete his duties and daily lessons and does not work to postpone them.

3) There are no statistically significant differences in improving the level of those academic skills between students who have received training in academic skills, and students who have not received that training.

We can clarify the positive result reached by the current study regarding the improvement of study skills of the members of the experimental group, in what that indicative group can carry from the elements related to the group dynamics, such as the feeling of that individual that he is not the only one who may suffer from academic problems, a sense The individual belongs to the group. It is evident from the previous presentation of the effectiveness of the training program in the academic skills that were presented to students, as it led to improving academic achievement and stimulating achievement, as well as those skills. The study among the participating students, as indicated by the results of the analysis the user.

Recommendations of the study:

- 1) Educating officials in the educational field of the importance of this topic as it is one topic Important topics that may contribute to improving academic achievement.
- 2) Educating parents and teachers about the need to pay attention to the topic of study skills for these students, because they are one of the most important factors that contribute to academic excellence.
- 3) Working on extension programs with the aim of developing students 'academic skills, and working on making these students aware of the importance of these programs, thus pushing them to more achievement and distinction.
- 4) Using educational counselors by using the results of this study to help solve some of the achievement problems resulting from inappropriate habits in the study.

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