Abstract of the Study

Studying the relationship between level of anxiety and achievement motivation as applied on samples of Secondary shool students.

Introduction:

Anxiety is considered one of the major features of our time anxiety is a feature of society that rapidly changes. It seems normal that a contemporaneous man is sick with anxiety as he always wants to reach his goals. That is to feel self-fulfilment.

Also the living condition that characterize modern life are considered one of the most important external sources of anxiety. The heavy pressures that burde man's shoulder and press on his spirit, moreover, on his whole being Anxiety accompanies man since birth. Anxiety is the feeling that attracts us from nothingness. That's for every second as it opens us the way to future.

It's the main concern ad focus of the psychological health for it's the base of all psychological illnesses. It's also behind all posative achievements as well as it's behind all psychological disorders because all psychology schools agree that anxiety is the basic assumption of all personal disturbances and confusions of behaviour. That is the way for all human achievements Because anxiety is related to all sides of excitable behaviour including the achievement motivation.

The problem of the study:

The problem of the study can be defined in the followinng question:

Is there a conditional relationship whether positive or negative between:

1. The three levels of anxiety (the high-middle-low) of the achievement motivation.

2. Are there any differences of statistical repenence between males ad females of the three levels of anxiety (the high-middle-low) in the achievement motivation.

The importance of the study:

The importance of this study is to shed light on the nature of the relationship between the level of anxiety and the achievement motivation. That means, to define the level where the achievement motivation is in its best form.

The purpose of the study:

The purpose of the present study is to recognize the nature of the relationship between the levels of anxiety and the achievement motivatio in samples of secondary school stage-students.

The previous studies

The examiner presented the previous studies and researcher (Arabic-Foreign ones) that seriously and closely focus on his subject of study.

The sample:

The samples included (180) male ad female students among three schools at Qaluob educational Administration. These are Balax mixed-secondary school, Qaluob secondary school for boys, and qaluob secondary school foe girls. The ages of these samples' subjects are between (16,17) years old. The samples were divided according to the levels of anxiety to (60 high anxiety-60 middle anxiety-60low anxiety). As for sex, it was divided into go males and go females.

The Tools of the study:

1. The normal anxiety scale.   By/ Samia El-Katan.

2. Achievement motivation measure By/ Mahmud Abdel Kader.

3. Primary data-collect form   By/ Researcher.

The statistical style

the research used the following styles.

1. Connertion factors by parson.

2. Analysis of variance.

3. Tokey's test.

The results of the study

The results have supported all the assumptions of the study so as to be as the following:

1. There is a positive connection relationship of statistical reference at the level of, 0.01 between the middle level of anxiety and the degrees of achievement motivation.

2. There is a negative connection relationship of statistical reference at the level of 0.01 between the high level of anxiety and the degrees of achievement motivation.

3. There is a negative connection relationship of statistical reference at the level of 0.01 between the low level of anxiety and the degrees of achievement motivation.

4. There are differences of statistical reference at the level 0.01 in the average of achievement motivation degrees between the students group of middle level of anxiety and the students group of high level of anxiety, that is in favour of the students group of the middle level of anxiety.

5. There are differences of statistical reference at the level of 0.01 in the average of achievement motivations degrees between the students group of the middle level of anxiety and the student, group of the low level of anxiety, that is in favour of the students group of three middle level of anxiety.

6. There aren't differences of statistical reference in the average degrees of achievement motivation between the students group of the high level of anxiety and the students group of the low level of anxiety.

7. There are differenes of statistical reference at the level of 0.01 in the average degrees of the achievement motivation between the female stuents group of the middle level of anxiety and the female students group of the high level of anxiety in favour of the female students group of the middle level of anxiety.

8. These are differences statistical reference at the level, 0.01 in the average degrees of the achievement motivation between the female students group of the middle level of anxiety and female students group of the low level of anxiety in favour of the female students of the middle level of anxiety.

9. There are not differences of statistical reference in the average degrees of the achievement motivation between the female students group of the high level of anxiety and the female students group of the low level of anxiety.

10. There are not differences of statistical reference in the average degrees of the achievement motivation between the students, group of middle level of anxiety and the female students group of the middle level of anxiety.

11. There aren't differences of statistical reference in the average degrees of the achievement motivation between the students group of the high level of anxiety and the female students group of the high level of anxiety.

12. There are not differences of statistical reference in the average degrees of achievement motivation between the students group of the low level of anxiety and the female students, group of the low level of anxiety.