

ASTUDY OF ACHIEVEMENT MOTIVATION IN ITS RELATION SOME VARIABLES OF SCHOOL ENVIRONMENT

1- Introduction :

During the last twenty years of this decade we can see a great development in psychology theories and searches. This can be noticed clearly in the field of : "Achievement Motivation" in which theory and measurement are interacted in a way not found in any other fields of psychology during this period.

Search in this field has many applicable efforts that have far away effects on society and person development as a whole.

Achievement in society in persons, in behavior has become the spot of interest and research. The person achievement can reach the high stages of self actualization and is characterized by high states of mental health. Achievement in society means that there are clear goals to be reached, so there is always efforts to develop.

Man's problem has no longer become satisfying his biological needs to keep his existence because this has become a matter out of question. Man's problem has now more and more human worlds : Knowledge and science to master and discover nature's forces. Man, on the contrary of other creatures, has a specialized ability to achieve adjustment with environment in which he lives, affects and becomes affected.

School environment is one of these environments that becomes the second after the family in which the student lives, but it differs from the

family for it is more complicated society and relations in it are not so deep as in the family.

In school environment the student finds himself in a new changed environment with a mixture of peers from different social and economic environments. They need to feel safety and independence through social skills as co-operation, collective thinking, leadership, thus it becomes clear the importance of school environment on the student's education and general abilities.

School is the social unit responsible for changing students from biological unit to be citizens having social rules and norms. So school skills how to pass time, how to pass leisure time. So as to avoid school failure and failure in treating peers.

School can be active in building the student's character through developing him, cognitively and socially also the psychological development can be noticed through the natural atmosphere in which he freely expresses his feelings, accepts his self and others, understands correctly. School is a real translation of ideals and goals.

2- The study problem :

Males and females (in 12 - 20) age have a strong need to reach a great level of achievement, but this need and this achievement are affected by many economic social, psychological, environmental factors. This study problem can be translated in these questions:

- 1- Is there a relation between achievement Motivation school environment.
- 2- Is there relation between achievement Motivation and school enviroment dimensions.
- 3- Are there differences between means of grades of achievement Motivation of males and females.
- 4- Are there differences between means of grades of students perceptions of school environment dimensions : "School adminstration" the teacher school climate, school activity as females of grades of high achievement Motivation students and low a chievement Motivation students in their perceptions of the school enironment dimensions.

3- The study importance :

There is agreat interest in many educational systems in progressed and developed countres in the secondary stsage for it plays aseries part (role) in forming and developing the student foe society and life Adolencence means the moving from chidhood to youth (From 13 - 19 years or before or after this age by a year or two years. Inadolence the student challenges his childhood because he trusts his self, her revolts on the world of the older.

School can heap the sudents in this stage to from a cler idea abut their abilities and skills, so they can develop their school be havior and give them the trust toface their future responsibilities. Thus the school's role is doubled in satisfying students needs through experiences, knowledge activities in different fields of hman knowledges according to a clear and defined educational philsofpy that applying to the society philosophy in the modern age.

4 - The study Aim :

School can have great attribution in building the student character through developing them cognitively, psychologically and the right climate in which they can express freely their feelings and accept their selves and the others.

So this study has two aims :

- 1- Theoritically it aims to prepare a theoritical frame in this field.
- 2- Practically it aims to prepare ascale for school environment and to discover the relation between achievement motivation and school environment.

5- The previous studies :

- The researcher produces the previous studies in this ways :

- 1) Studies on achievement motivation in its relation to other variables.
- 2) Studies on school environment in its relation to other variables.
- 3) Studies on the relation between achievement motivation and school environment.

6- The study procedures :

- 1) The study samplesis consisted of (400) students (males and females) in the first grade in the secondary school in Kalubia governate (200 males - 200 females).

The study tools : 1- Achievement motivation scale by Kxashkoush.

- 2) School environment scale by the researcher.

7- Statistical treatment :

The researcher used the following statistical methods :

- 1) *Analysis of variance (Anova).*
- 2) Newman Keuls test.

8- Study hypotheses :

- 1) There is co-relation between achievement motivation and school environment as the students perceptions at the study sample .
- 2) There is a co-relation between achievement motivation and Dimensions of the school environment (school administration - teacher - school climate - school activity) as the students perceptions.
- 3) There are statistically significant differences between males and females in grades means in achievement motivation.
- 4) There are statistically significant differences between (males - females) in their perception of school environment.
- 5) There are statistically significant differences between students (high) and students (low) in achievement motivation in their perception of school environment.
- 6) There are statistically significant differences between students (males - females) in their perception of Dimensions of the school environment (school administration - the teacher - school climate - school activity).
- 7) There are statistically significant differences between students (high - low) in achievement motivation in their perception of Dimension of the the school environment (school administration - the teacher - school climate - school activity).

The study results :

- There is a positive statistically significant relation at the level of 0.01 between achievement motivation and school environment at the study sample (males - females).
- There is a positive statistically significant relation at the level of 0.01 between achievement motivation and school administration at the study sample (males - females).

- There is a positive statistically significant relation at the level of 0.01 between achievement motivation and the teacher at the study sample (males - females).
- There is a positive statistically significant relation at the level of 0.01 between achievement motivation and school climates at the study sample (males - females).
- There is a positive statistically significant relation at the level of 0.01 between achievement motivation and school climate at the study sample (males - females).
- There is a statistically significant difference between the marks average of males - females in achievement motivation for the side of males.
- There are statistically significant differences between males - females in their perception of school environment for the side of females.
- There are statistically significant differences between students high in achievement motivation and students low in their perceptions of school environment for the high side of the high students.
- There are statistically significant differences between males and females in their perception of school administration for the side of the females.
- There are statistically significant differences between high and low students in achievement motivation in their perception of school administration for the side of high students.
- There are statistically significant differences between males and females average degrees in their perception of teacher for the side of the females.

- There are statistically significant differences between marks average of high and low students in their perceptions of teacher for the side of the high male students.
- There are statistically significant differences between marks average of male and female students in their perception of school climate for the side of the female.
- There are statistically significant differences between marks average of high and low students in achievement motivation for the side of the high students.
- There are statistically significant differences between marks average males and females in their perceptions of school activity for the side of the males.
- There are statistically significant differences between high and low students in achievement motivation for the side of the high students.