

Republic of Turkey
Firat University
Institute of Educational Sciences
Department of Educational Sciences
Division of Curriculum and Instruction



**BASIC SCHOOL STUDENTS' PERCEPTIONS OF
THEIR ACHIEVEMENT MOTIVATION IN TERMS
OF SEVERAL VARIABLES**

Master's Thesis

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“The Perceptions of Basic School Students on their Achievement Motivation in terms of Several Variables”

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DECLARATION

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Sanaria Abdulrahman SEDEEQ

04.12.2017



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Sincerely

Sanaria Abdulrahman SEDEEQ

Elazığ, 2017

ABSTRACT

Master Thesis

Basic School Students' Perceptions of Their Achievement Motivation in Terms of Several Variables

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The main aim of this study is to determine fourth and eighth grade students' perceptions of achievement motivation in terms of gender, grade level and schools' socioeconomic status variables. The sample of study consists of 450 students male and female in the fourth stage, and 450 students, male and female in the eighth stage. The students were selected from the 30 basic schools in the three different socioeconomic status (high, middle, low) in the center of Erbil City in Iraq. The total numbers of students are 900. The research is based on descriptive model. As the data collection tool 'achievement motivation scale' was used to determine the perceptions of the students of their achievement motivation. The number of the items of the 'achievement motivation scale' consists of 37 items and 5 subscales. The subscales were named as ambition and perseverance, competition, quality of performance, attaining success and appreciation and self-control. In addition, for the data analysis based on the spss program, so finally the study reached the result of perceptions of students (fourth and eighth) stages of basic schools for achievement motivation, shows that the students have achievement for motivation. In addition, the difference between male and female in the motivation for achievement, there is no difference between them. Moreover, the difference in the stages of academic study shows that the level of motivation for achievement in the eighth stage is more than a fourth stage of basic schools. On the other hand, the difference in the socioeconomic status there is difference among students. The students in the high socioeconomic status schools, their motivation for achievement is higher than the students in the middle and low socioeconomic status.

Key Words: Basic School, Basic School Students, Achievement Motivation.

ÖZET

Yüksek Lisans Tezi

İlköğretim Öğrencilerinin Çeşitli Değişkenler Açısından Başarı Motivasyonlarına İlişkin Görüşleri

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Bu araştırmanın temel amacı ilköğretim dördüncü ve beşinci sınıf öğrencilerinin başarı motivasyonuna ilişkin görüşlerini cinsiyet, sınıf düzeyi ve öğrenim gördükleri okulun sosyo-ekonomik düzeyi değişkenleri açısından belirlemektir. Araştırmaya dördüncü sınıf düzeyinde 450 öğrenci, sekizinci sınıf düzeyinde de 450 öğrenci olmak üzere toplam 900 öğrenci dahil edilmiştir. Öğrenciler Irak'ın Erbil şehrinde iyi, orta ve alt biçiminde sınıflara üç ayrı sosyo-ekonomik düzeye sahip 30 okuldan seçilmişlerdir. Çalışmada toplam 900 öğrenci bulunmaktadır. Araştırma betimsel niteliktedir. Veri toplama aracı olarak öğrencilerin başarı motivasyonlarına ilişkin görüşlerini belirlemek amacıyla 'Başarı Motivasyonu Ölçeği' kullanılmıştır. Başarı motivasyon ölçeği 37 maddeden ve beş alt boyuttan oluşmaktadır. Bu alt ölçekler istek ve azim, rekabet, performansta nitelik, başarı ve beğeni elde etme ve kendini kontrol olarak adlandırılmıştır. Araştırma ile hem dördüncü hem de beşinci sınıf öğrencilerinin başarı motivasyonlarına sahip oldukları belirlenmiştir. Ayrıca, başarı motivasyonuna ilişkin erkek ve kız öğrencilerin görüşleri arasında anlamlı bir farklılık bulunmamıştır. Araştırma bulguları sekizinci sınıf öğrencilerinin dördüncü sınıf öğrencilerine göre daha yüksek başarı motivasyonuna sahip olduklarını ortaya koymuştur. Okulların sosyo-ekonomik düzeyi açısından da öğrenci görüşleri farklılaşmıştır. İyi sosyo-ekonomik düzeye sahip okullarda öğrenim gören öğrencilerin başarı motivasyonları orta ve alt sosyo-ekonomik düzeye sahip okullarda öğrenim gören öğrencilerinkinden daha yüksek çıkmıştır.

Anahtar Kelimeler: İlköğretim okulu, İlköğretim öğrencileri, Başarı motivasyonu

TABLE OF CONTENTS

CONFIRMATION	I
DECLARATION	II
ACKNOWLEDGMENT	III
ABSTRACT	IV
ÖZET	V
TABLE OF CONTENTS	VI
LIST OF FIGURES	VIII
LIST OF TABLES	IX

CHAPTER ONE	1
I. INTRODUCTION	1
1.1. Research Problem	1
1.2. Significant of Research	7
1.3. The Aim of the Research	15
1.4. Research Limit	17
1.5. Definition of Terms	17
CHAPTER TWO	19
II. THEORETICAL FRAMEWORK AND LITERRATURE REVIEW	19
2.1. Theoretical Framework	19
2.1.1. The Concept of Motivation	19
2.1.2. Some Concepts Associated with Motivation	19
2.1.3. Types of Motivation	21
2.1.4. Motivation Functions	22
2.1.5. Characteristic of Motivation	22
2.1.6. Achievement Motivation Concept	23
2.1.7. Factors Affecting the Motivation for Achievement	24
2.1.8. Types of Achievement Motivation	26
2.1.9. Components of Motivation for Achievement	26
2.1.10. Characteristics of the Individual Accomplished	27
2.1.11. Measure of Achievement Motivation	29
2.1.12. Learning and Achievement Motivation	32

2.1.13. Achievement Motivation Theories	33
2.2. Literature Review	40
CHAPTER THREE.....	44
III. RESEARCH METHODOLOGY	44
3.1. Methodology of Research	44
3.2. Procedure of Research	45
3.2.1. Research Population	45
3.2.2. Research Sample.....	45
3.2.3. Reasons for Selecting the Sample of Research by Researcher	46
3.2.4. Data Collection Tool.....	46
3.2.5. Validity of Achievement Motivation Scale	47
3.2.6. Reliability of Achievement Motivation Scale	49
3.2.7. Statistically Procedures to Analyze the Data.....	49
CHAPTER FOUR.....	50
IV. FINDINGS AND DISCUSS RESULTS	50
4.1. Finding the Results	50
4.2. Discussions	75
4.3. Conclusion	77
4.4. Recommendations.....	79
REFERENCES.....	80
APPENDIX.....	89
App. 1. Achievement Motivation Scale.....	89
App 2. Permit Document	91
App. 3. Ethical Board Committee.....	92
App. 4. Originality Report	93
CURRICULUM VITAE.....	95

LIST OF FIGURES

Figure 1.1. The General Model of the Motivation Process, as Illustrated in the Following Figure, Contains a Set of Elements that Enable us to predict to a Large Extent the Type and Degree of Behavior.	2
Figure 2.1. Hierarchy needs according to the theory of Maslow	37



LIST OF TABLES

Table 2.1. The Two Main Types of Individuals in the Motivation for Achievement....	35
Table 3.1. Population of Research and Number of Schools in City Center of Erbil	45
Table 3.2. Number of Subscales and Items of Achievement Motivation Scale.....	47
Table 3.3. Correlation of the Items with the Overall Degree.....	48
Table 4.1. Mean and Standard Deviation of Male and Female Student's Ambition and Perseverance	50
Table 4.2. Independent Sample Test of Male and Female Student's Ambition and Perseverance	51
Table 4.3. Mean and Standard Deviation of Fourth and Eighth Grade Student's Ambition and Perseverance	51
Table 4.4. Independent Sample Test of Fourth and Eighth Grade Student's Ambition and Perseverance.....	52
Table 4.5. Mean and Standard Deviation of Three Different Socioeconomic Status Student's Ambition and Perseverance	52
Table 4.6. Test of Homogeneity of Variances for Ambition and Perseverance Subscale	53
Table 4.7. One-Way Anova for Ambition and Perseverance Subscale	53
Table 4.8. Dependent Variable: Ambition and Perseverance	53
Table 4.9. Mean and Standard Deviation of Male and Female Student's Competition.	54
Table 4.10. Independent Sample Test of Male and Female Student's Competition.....	55
Table 4.11. Mean and Standard Deviation of Fourth and Eighth Grade Student's Competition.....	55
Table 4.12. Independent Sample Test of Fourth and Eighth Grade Student's Competition.....	56
Table 4.13. Mean and Standard Deviation of Three Different Socioeconomic Status Student's Competition	56
Table 4.14. Test of Homogeneity of Variances for Competition Subscale	57
Table 4.15. One-Way Anova for Competition Subscale.....	57
Table 4.16. Dependent Variable: Competition	57

Table 4.17. Mean and Standard Deviation of Male and Female Student's Quality of Performance	58
Table 4.18. Independent Sample Test of Male and Female Student's Quality of Performance	59
Table 4.19. Mean and Standard Deviation of Fourth and Eighth Grade Student's Quality of Performance	59
Table 4.20. Independent Sample Test of Fourth and Eighth Grade Student's Quality of Performance	60
Table 4.21. Mean and Standard Deviation of Three Different Socioeconomic Status Student's Quality of Performance.....	60
Table 4.22. Test of Homogeneity of Variances for Quality of Performance Subscale..	61
Table 4.23. One-Way Anova for Quality of Performance Subscale.....	61
Table 4.24. Dependent Variable: Quality of Performance.....	61
Table 4.25. Mean and Standard Deviation of Male and Female Student's Attaining Success and Appreciation	63
Table 4.26. Independent sample test of Male and Female Student's Attaining Success and Appreciation	63
Table 4.27. Mean and Standard Deviation of Fourth and Eighth Grade Student's Attaining Success and Appreciation	64
Table 4.28. Independent Sample Test of Fourth and Eighth Grade Student's Attaining Success and Appreciation	64
Table 4.29. Mean and Standard Deviation of Three Different Socioeconomic Status Student is Attaining Success and Appreciation	65
Table 4.30. Test of Homogeneity of Variances for Attaining Success and Appreciation Subscale	65
Table 4.31. One-Way Anova for Attaining Success and Appreciation Subscale	65
Table 4.32. Dependent variable: Attaining Success and Appreciation	66
Table 4.33. Mean and Standard Deviation of Male and Female Student's Self-Control.....	67
Table 4.34. Independent Sample Test of Male and Female Student's Self-Control.....	67
Table 4.35. Mean and Standard Deviation of Fourth and Eighth Grade Student's Self-Control	68

Table 4.36. Independent Sample Test of Fourth and Eighth Grade Student's Self-Control	68
Table 4.37. Mean and Standard Deviation of Three Different Socioeconomic Status Student's Self-Control	69
Table 4.38. Test of Homogeneity of Variances for Self-Control Subscale	69
Table 4.39. One-Way Anova for Self-Control Subscale.....	69
Table 4.40. Dependent Variable: Self-Control	70
Table 4.41. Mean and Standard Deviation of Male and Female Student's Achievement Motivation	71
Table 4.42. Independent Sample Test of Male and Female Student's Achievement Motivation.....	71
Table 4.43. Mean and Standard Deviation of Fourth and Eighth Grade Student's Achievement Motivation	72
Table 4.44. Independent Sample Test of Fourth and Eighth Grade student's Achievement Motivation	72
Table 4.45. Mean and Standard Deviation of Three Different Socioeconomic Status Student's Achievement Motivation	73
Table 4.46. Test of Homogeneity of Variances for Achievement Motivation Scale	73
Table 4.47. One-Way Anova for Achievement Motivation Scale	73
Table 4.48. Dependent Variable: Achievement Motivation	74

CHAPTER ONE

I. INTRODUCTION

1.1. Research Problem

Motivation has attracted the attention of a large number of psychologists and educators, as one of the factors that influence the most that confront man and impose a certain behavior on it, its relationship to activity, effectiveness, and the direction of behavior. Motivation refers to the Latin origin of the word Mover. The motivation is an internal process that directs an individual's activity towards a goal in his/ her environment. In addition, that any activity by the individual does not start or does not continue without a motive. It is not hard to find all learners (students) driven by a high degree or equal, and this should be known parents and educators in the field of education where they always want to find the student interested in the study, tend to it, and consider it something important must be done by the student (Sharqawi, 1991, p.253).

In such a view of teachers towards the students what makes the student feel frustrated or dissatisfied with the school, so much that he/ she wants to leave it completely and does not complete his/ her education. This has made the attention to the motives, identify, and how to raise them is very important for the success of the educational process (Gbabari, 2008, p.34).

The scientists emphasize that any human behavior must be motivated by motivations and orientation (Hamid, 1996, p.132). The motives are one of the characteristics of human behavior. They are known as internal forces or energies that direct, coordinate between the actions of the individual, and his/ her behavior, while responding to the attitudes and environmental influences surrounding them. These energies are desires, needs, and, expectations that seek to satisfy and achieve. In addition, the strength of the motivation and unity increases whenever the degree of satisfying the needs less than required. In other words, the motivation of the person

follows from it and drives it to behave in a particular direction and with specific force (Udayli, 1983, p.7).

The need for food or hunger motivate people to make different responses to trying to get food. People may work for long periods to get food, and once the person has reached the goal, he/she feels satisfies the need for food. However, that does not last long, but for a certain period of time and then returns to try again to gain food.

A person's sense of thirst motivates, led person has to drink, and the feeling of coldness leads them to warmth, as well as a person's sense of the harm they motivate to avoid harm in various ways. It means that human life is full of needs and motives that effect on behavior. It cannot survive without satisfying those needs or motives. The motivation is internal physical and psychological states that raise behavior in certain conditions and continue until the end of a certain goal. It raises the activity and determines the direction to achieve a specific goal, as the motivation is the process of excitation, the movement of behavior or work, and the promotion of activity (Mtarana, 2013).

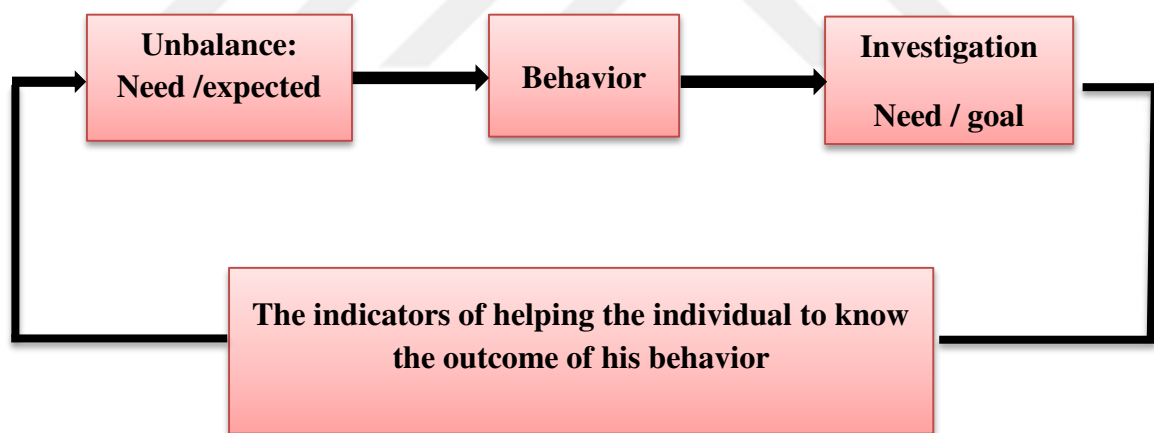


Figure 0.1. The General Model of the Motivation Process, as Illustrated in the Following Figure, Contains a Set of Elements that Enable us to predict to a Large Extent the Type and Degree of Behavior.

The figure shows that if there is a need or goal in the individual, that need is motivated by a behavior in which he/she tries to achieve that need. Through the interaction with the environment to reach its goal, it reaches indicators that determine its

next steps. For example, an individual who joins a job and has a strong need to achieve job security, if the individual achieves it as a result of his/her responsibilities, directs his/her behavior toward another goal, such as belonging to a particular group, gaining respect, and respect for others, or reaching the highest positions.

The theories of motivation have developed somewhat different views on motivation, focusing on different concepts. Overall, different views on motivation have led to three different conclusions:

1. The motivation analysis should focus on factors that trigger or move brain activity.
2. Motivation is a practical or procedural orientation, which concerns choice, direction, and objectives.
3. Motivation is also concerned with how the behavior begins, continues or stops, and the quality of the self-response found in the individual during the process (Askar, 2005, p.71).

The existence of motivation in the individual is an essential factor in the process of learning; therefore, the best educational positions are to create the motivation of learners, where the lessons provide different experiences that raise their current motivation. Modern education has incorporated this fundamental aspect, which is the importance of a clear presence that motivates pupils to learn. Therefore, they are interested in allowing students to actively participate in the selection of subjects and problems that affect important aspects of their lives. They also involve them in determining the methods of work, study, and reach them to achieve the purposes (Ghabari, 2008, p.34).

Motivation is the attribute that “moves” us to do or not do something (Gredler, 2001). According to Harter (1981), a child has an intrinsic orientation when lecture room studying decided through inside pursuits such as mastery, curiosity, and alternative for mission, a child has an extrinsic orientation when lecture room is assessed via external pursuits such as instructor approval and/or grades (Harter, 1981, p.300-312).

Many younger children start college with a thirst for gaining knowledge. They enthusiastically and apparently are seeking novel or difficult assignment. It may be concluded then that young children start college intrinsically encouraged. Whilst

studying motivation, it is miles beneficial to differentiate between two primary orientations: Intrinsic (or Mastery) as opposed to Extrinsic (or performance) orientation (Goldberg, 1994). Intrinsic motivational styles were related to high-perceived capacity and manage the sensible undertaking analysis, planning, and the notion that attempt increases one is potential and manipulate (Fincham & Cain, 1986, p.301-333). An extrinsic orientation toward learning is signified by means of a concern with outside reasons for operating, including the judgment of others concerning one's performance, grades, or some predicted reward (Goldberg, 1994). Entwisle and her colleagues have observed that intrinsic motivation for younger kids tends to be very excessive (Entwisle, Alexander, Cadigan, & Pallas, 1986, p.587-613). Goldberg (1994) states intrinsic motivation attenuated through the usage of extrinsic rewards and, tends to exchange or decrease because the age of the child increases. Kassin & Lepper (1984) have proven that if children given outside justification for conducting a hobby they enjoy, they will infer that they participated due to that extrinsic reason, and in the destiny, they will have a tendency not to take part in the hobby whilst a reward is not present. Harter (1981) states that youngster's intrinsic motivation for studying diminishes as they begin to adapt to the incentive structure of our basic colleges (e.g. Grades, reward, & grievance). Motivation is an important factor in the ability of the learner to achieve, because it is related to the learner. Student's directs his/her attention to some activities that affect their behavior and urges them to work and persevere effectively (Hela, 2000, p.232).

One of the most common and used classifications. Were the motives are categorized into two categories:

-The first category: includes physiological motives, called physiological or primary motives. These motives are hunger, thirst motivation, and maternal motivation.

-The second category: It includes the social motives, which the individual acquires from the environment and the cultural framework in which they lives. In addition, are affected by the psychological context of the individual. Sometimes referred to as psychological motives. Examples of these motives are the motivation for achievement, the drive for independence, the desire for control, the motive for possession, and the motive for curiosity (Marx, 1976).

Through this division, it emerges that the motivation for achievement is one of the psychological and social factors that are influenced by many cultures, social factors,

and by the social psychological context in which the individual lives in it. The individual's motivation for achievement reflects the social trends that govern life.

Motivation for achievement is one of the important aspects of the human motivation system, which was studied by researchers in the field of social psychology and personal research, as well as those interested in academic achievement and performed in the framework of educational psychology. In general, the motivation for achievement was given greater attention than other social motives. McClelland points out that motivation of achievement is the formation default means the sense of performance related to the achievement of standards of excellence. This feeling reflects two main components: the desire for success and the fear of failure, as the individual tries to do well and to strive for success and superiority over others (McClelland, 1985, p.16).

Herman's identified the aspects of motivation for achievement in ten aspects: the level of ambition, risk-taking behavior, social mobility, perseverance, competition, stress of work or task, perception of time, appreciation, direction of the future, and behavior of achievement (Herman's,1970, p.54).

Through the viewpoint of the subject in above, we can say that achievement motivation is the willingness of the individual to assume responsibility, the desire for urgency to perform good work and success, and that the motivation for achievement involves a set of basic elements:

1. The willingness of the individual to achieve a good work with a sense of responsibility.
2. The pursuit of achieving excellence and success, according to the goals.
3. Perseverance to overcome the obstacles and problems that may face the individual in his/her journey towards achieving the goals.
4. Feeling the importance of time and the need to respect.
5. High ambition that would enhance the desire for success.

The motivation for achievement is not one of the prerequisites for learning. It is necessary to maintain the learner's interest. The number of researches had reached that motivation has not only increased the desire to increase production, but also increases the ability to produce. In addition, the strong motivation often leads to attention and

delay the emergence of fatigue results from that production (Bahi and Shalaby, 1999, p. 27)

Studies conducted in the field have shown that the motivation for achievement varies from community to community, according to the type of culture or community that prevails in society.

Moreover, gender differences are one of the main aspects that occupied the interest of researchers in the scientific field, in addition to examining the relationship of motivation for achievement at the level of performance in general and the level of academic achievement in particular.

Several studies have focused on studying gender differences in the motivation for achievement and the veracity of Horner's hypothesis that the fear of success is a hindrance to high achievement in women. Among these studies, the Brown and others study, where these researchers re-studied Horner and did not show the results of their study a difference in the response of both males and females (Meahr, 1974, p.29).

Melikian et al. (1971) examined motivation for achievement across cultures in four developing countries: Turkey, Brazil, Saudi Arabia and Afghanistan, and the university students are males in the first three countries, and male and female in the State of Afghanistan. These four countries were compared to other British university students. Through the comparing the five countries in the motivation of achievement, they were ranked highest in Afghanistan (male or female), followed by Brazil, Saudi Arabia, Turkey, and finally the British. The results showed that males are more motivated to achieve than females (Melikian, et al, 1971, p.183-184).

McClelland (1983) found male students had significantly higher achievement motivation. Asmus (1986) observed that female music students made more inner and stable attributions than adult males. A nearby study conducted by way of Norbaiti (1987) determined that female students showed better inner locus of manipulate than men (Norbaiti 1987, p.262-278).

Its miles crucial for each father, mother, and educators to apprehend why promoting and inspiring achievement motivation from an early age are imperative. It is far a constant striving pressure of a person to attain success to sure prefer of excellence in the competing state of affairs. The scholars shape self-idea, values and beliefs about their competencies at a young age at school. The improvement of early academic

success, motivation has significant implications for later academic careers. A brilliant deal of studies has located that scholars with excessive achievement motivation are more likely to have extended degrees of academic achievement and have decreased dropout prices.

Consequently, the investigator feels that raising of achievement motivation of the high school students may fit an extended way in enhancing the academic achievement. This is why; the existing take a look at endeavored to observe the achievement motivation of tribal and non-tribal students (Sarangi, 2015).

Through this topic and the viewpoint of the researcher about achievement motivation from students. After visiting, seeking for gaining information, and the studying about student's achievement motivation in basic schools. I noticed that achievement motivation is low among the students, and I noticed that have a different between children and teenager's achievement motivation. I think that, there are several reasons for and influenced that such as age, uses of methods of teaching, economic, and community situation of a pupil's life.

The research problem is appeared that how the basic school students perceives on their achievement motivation in the fourth and eight stages, and includes both phases (children and teenager) in the Kurdish community. Also is the level of achievement motivation from students varies a according to the gender, age, and socioeconomic status variables?

1.2. Significant of Research

Human life a series of age cycles are regularly followed, according to court years, from start to finish. The first of these life cycles is childhood. Childhood has own nature, which is characterized by weakness, and the dependence of the young on adults in providing, and sustaining the requirements of life. The child at this stage cannot grow in his/her own, so it was necessary for them to exist and to continue their life and healthy development, that the adults around them do all their needs special care (Hinde, 2000). Alekseeva stated, "Children make up the segment of society" (Alekseeva, 2007, p.6).

Childhood is one of the most important stage of individual growth. In view of the importance of this stage and educational implications, define the basic features of the human personality, as one of the priorities of the research is to pay attention to everything that achieves adaptation and healthy growth of the child. especially in a more difficult time, when the child is subjected to various forms of abuse, practices, and attacks that affect his/her personality and affect his/her healthy development. Where the School Psychological analysis believes that the first years of life of the individual is of great importance in shaping the personality of the individual and the formation of habits and tendencies. Freud adds that the behavior of the person and mental disorders that may suffer in adolescence and the majority of the return to the methods of education wrong in the first five years of child's life (Abdul-Ghafoor, Ibrahim, 1999).

Taking care of children is part of preparing them as they are sophisticated and inescapable as well as being a requirement humanly and inevitable. A child is very importance to the existence of every community. The more society advances in the field of civilization, the greater the interest in their children, and increased the kinds of care provided to children that whenever they treatment improved the human being. Particularly, there was an indication to show the family community that has influential decisive in shaping the personality of the child. Bandura's theory in (1969) this supports the importance role of parental treatment ways in the upbringing of children and the formation of personalities through stylistic observation and example model (Abu Alien, 1997, p.341).

Rogers (1969) states that the family is the primary social cell in society. Children are born from the very first moments of their childhood in the environment. In which they practice their human relationships. In addition, through the family, satisfy the needs of the biological, psychological, and enjoy the warmth of caring, love, passion, and security. The family also plays an active role in laying the seeds of the child's mental and social development in the first critical years of his life. The emotional relationships that arise between children and their parents, and laying the foundation for his expectations and responses, after through his social relations with those around him (Hetherington & Paker, 1978, p.417).

The interaction between parents and children is associated with cultural surroundings(Keshavarz& Baharudin, 2000, p.66-73). Parenting methods are a

construct, which is a psychological standard strategy that parents use on their child rearing. The caliber of parenting could be more important than the number of time spent because of the child for example a parent can spend time that is entire their child, yet the parent might be participating in an alternative task, and not showing sufficient interest towards that child. Parenting styles are the representation of exactly how parents react and need for their children, parenting practice are particular behaviors, while parenting designs represent wider patterns of parenting methods (Spera, 2005, p.125-146).

Many of the aspects of compatibility and bad compatibility that we observe in the behavior of the child can be traced back to the way parents treat their children in the family. A child who grows up in a family dominated by an atmosphere of love and tenderness feels desirable, loved, grows his/her emotional life properly, security that would enable it to face the outside world in a positive manner. A child living in a family where his /her parents' behavior is volatile or domineering generates a sense of internal hostility towards the parents. This animosity cannot be expressed for fear of punishment, which weakens themselves and ability to agree properly with peers (Mouly, 1982, p.149).

There are also many studies of the most important results that the ill-treatment of children and their neglect dispel the happiness of children. Where they show some psychological problems such as severe nightmares repeated, urination, high levels of anxiety, and depression. In addition, decline of IQ, increase-learning difficulties, poor school performance for children, poor academic achievement, and weak motivation for achievement (Oates, 1996).

Consider the motivation is one of the basic conditions upon which the goal of the learning process, depends in any of the various areas, both in achieving information and knowledge or in solving the problems, and all the behaviors that are subject to the training factors (Sharqawi, 1991, p.253).

Although the role of motivation to learn is not less than the role of intelligence and mental abilities in it if not more, the interest in that role began recently and was directed to research and study the role of motivation in human education and especially the role motivation for achievement (Zayat, 1996, P.449). The importance of motivation is evident in mental processes, whether in attention, perception, thinking, imagination

and memory, as motivation increases the use of information through problems and creativity in people (Nuthin, 1980).

In addition, that motivation from the educational side as a means that can be used to achieve certain educational goals towards learning effectively, by counting one of the factors determining the ability of demand for achievement (Garge & Berliner, 1979, p.23).

The term achievement motivation in psychology refers to Alfred Adler who showed that achievement motivation is a computational motive, which derived from the childhood stories (Wang, 1992).

McClelland has taken into consideration achievement motivation as a learned motive, resulting from rewards or punishment of precise behavior. Specifically, achievement motivation is a force in which via behavior must involve competition, with a popular of excellence, and if a success, produce a fine impact or, if unsuccessful, a poor effect, and that dad and mom who educate impartial mastery, an experience of competition, and praise such behavior are giving their youngsters achievement training. McClelland concluded that a few children have a need to attain or achieve and others do not. (Castenell, 1980).

Moreover, Kinchella and Glucksberg say that achievement motivation includes the choice to do a difficult work, facing the high criteria and surpass others (Zanobini & Usui, 2002, p.261-289). In addition, Elizor (1987) classified achievement as follows:

- Behavior modality (cognitive, emotional, and instrumental).
- Type of confrontation (self-confrontation and problem confrontation).
- Time perspective (before, through and after achieving the task).

In addition, achievement motivation is one sort of motivation that enables to decide how and why humans have behaved in a certain manner. It investigates what gives a few humans “force” and a few do not. This has led to investigate and to the improvement of achievement motivation theory, in huge phrases achievement motivation represents a construct in expertise an individual’s motivation to work tough on tasks, offer innovative solutions to problems, examine chance, and to control uncertainty (Ziegler et al, 2010, p.31).

The motivation of achievement is an important motivation as it leads the individual and directs him to how to decrease the tension of his needs, to develop

successive plans to achieve its objectives and, to implement these plans in a way that allows more than others to calm the urgency of the needs.

The motivation of achievement is important to the individual because it expresses his/her desire to perform difficult tasks, his/her ability to deal with ideas in an organized and objective manner. As well as his/her ability to overcome the obstacles, he/she faces and achieve a high level in the fields of life with increasing self-esteem, competition and superiority among others. It is also important in achieving the psychological compatibility of individuals, because the individual high achievement is more receptive to itself and the most sought to achieve, and this is reflected on the group that deals with it and this brings him social harmony normal <https://karayassinenews.blogspot.com>.

McClelland pointed out that the important role played by the motivation to achieve in raising the level of individual performance, productivity in various fields, activities. In addition, economic growth in any society is the result of the motivation for achievement among its members. The growth and decline of economic growth is associated with high and low level of motivation. In addition, show the importance of the study of achievement motivation of the teacher that achievement is one of the results of teaching and being an educational goal, the teacher who achieves a high achievement in his/her work, raising the pupil's motivation. Also generating certain interests makes him acceptable behavior and cognitive activities, mobility, and emotional success. The teacher was enthusiastic and active in teaching reflected positively on the interaction of students with him; it means a teacher with a strong motivation for achievement becomes a helper for student achievement (Mc Clelland, 1961, p.26).

The motivation for achievement during school years is one of the important motivations that guide an individual's behavior towards acceptance or avoidance of intolerance in situations that require supremacy, so it is not surprising that the motivation for achievement becomes a dominant force in the pupil's life. High achievers are described as being inclined to make serious attempts to achieve a great deal of success in many different contexts (Zedan, 1997, p.229). During the college 12 months, motivational dispositions ought to be broaden no longer best in terms of quantity, but additionally in terms of quality, particularly by way of being restructured in choose of inner motivation. Which has the most super impact on the first-class of studying and

prepares the ground for continued motivation for learning as a lifelong endeavor to extend one's own information. In step with Hrabal (1979), a child in college is subject to great assessment, which determines the extent of his capabilities via comparing him to other youngsters. The child is hence forced into a function of a good, average or underachieving scholar, which ultimately affects his motivation. This routine revels in of success and failure consequences within the improvement of "academic achievement desires", which, however, do not have to be in complete settlement with the student's trendy achievement orientation. Nevertheless, correct identification of the student's stage of well-known achievement motivation is critical while intervention regarding instructional success orientation is needed.

A large number of studies have shown that those with a strong motivation for achievement learn responses faster and better than those with low motivation. However, it cannot be ruled out that individuals with a strong motivation for achievement are better performers spontaneously in every business; they may not excel at routines that do not involve something of a challenge. It is imperative that the motivation for their achievement be stimulated (Ghamdi, 2009, p.120).

McClelland said that there had been some of the variables that influenced a person is potential to partake in achievement motivation, they consist of the issue of a project, the opposition (rewards) and what he coined as entrepreneurship. Those three major influences determined whether a person would take on a challenge (whether or not it is schoolwork, a carrying pastime or a piece situation, and determined how a hit the man or woman would be at finishing this venture. This will, as (Ziegler, Schmukle, Egloff & Buhner, 2010, p. 15-21) comment relies upon in the conduct of the man or woman, whether their fear of failure/achievement signs could move them to finish and achieve completing the challenge. This theory was one of the predominant motives that success, motivation developed, to decide how and why these variables influenced a person's behavior.

Trying human to gain and achieve related to the several aspects and it has a specific impact on human's motivation, may show each of significant of them.

A man's worth is no greater than the worth of his ambitions. —Marcus Aurelius
Ambition is the personality characteristic most closely linked with career success (Judge& Mueller, 2012; Hogan & Holland, 2003; Hogan & Premuzic, 2015). Ambitious

people seem competitive, assertive, achievement oriented, confident, and upwardly mobile (Hansson, Hogan, Johnson, Schroeder, 1983). In addition, ambitious people are more successful in life: they achieve higher levels of education, (Judge & Mueller, 2012; Kern, Friedman, Martin, Reynolds, & Luong, 2009; Heijde, 2006). Moreover, ambition is a striving for some kind of achievement or distinction, and involves, first the desire for achievement, and second the motivation and determination to strive for its attainment even in the face of adversity and failure. To be ambitious is to achieve first not for the sake of the achievement itself (which is to be high reaching) but for the sake of distinguishing ourselves from other people. In addition, ambition is the driving force behind individual and organizational achievement, with the power to motivate you to be the best you can be; but it varies so much from one person to the next (Burton, 2014).

Ours is a competitive society, competition is extolled because, it promotes full use of one's skills, ensures that blessings and burdens are greater fairly allotted, dispels apathy, stagnation, and ends in better standards (wealthy & DeVitis, 1992, p.3). In lots of Western industrialized societies, competitions promote as a preferred approach in diverse domains: financial system, the workplace, sports, training, and own family relations. Competition permits us satisfy the need to win, and gives the opportunity or purpose for enhancing our performance, and competition motivates us to place forth-greater effort, which can result in excessive tiers of performance. Opposition performs a vital function in educational fulfillment as it often spurs students to pursue excellence, and academic competition is superb while it demanding situations, students to paintings harder on their studies and facilitates them get excited about academic content (Elleson, 1983; Rich & DeVitis, 1992).

Alschuler *et al.* (1970) recommended that performance is a critical criterion for school, organizational results and success, and described performance as an individual-degree variable, or something a single character does. Similarly, he advised that advanced school overall performance have been related to the development of achievement motivation skill. A hit school overall performance may be attributed to the need to gain excellence, the capacity to set realistic goals, the abilities to conform oneself after failure and the obligation to work consistently to obtain achievement.

We are all able to attaining any aim and any level of fulfillment that we want. Every one of us is proficient with unlimited capacity, but only a few people stay up to our fullest potential. However, if you want to reach your ability, you want a strong motivation to achieve success. Not anything might ever been achieved without motivation. In truth, motivation is the rising pressure to your lifestyles that fuels your zeal to gain your desires. We are able to require having a clear imaginative and prescient, assignment, objective, and the right strategies to gain our desires via self-motivation. In an effort to open the doors of possibility and achievement, we want to take charge of these dynamics, which need to be accompanied with the aid of right execution, implementation, and regular utilization.

To get motivates we should have perception in our abilities, and capability and then conceive our ideas and create a vision that could lead us to our goal. However, our self -confidence degree must be constant, which indeed is a critical and important element of life.

Subsequent thing that we have to do is delineates our goals that could be workable in a rational sequential way that certainly describe the stairs we can attain to build up self-motivation to realize our desires. We should set some time to research your goals, and maintain an eye fixed on our progress with a purpose to discover as to what extent we are accomplishing your goals <http://www.chamundaswamiji.com>.

Self-control is a cognitive technique this is necessary for regulating one's behavior to gain particular goals (DeLisi, 2014). In addition, do not forget as a capacity that normally supports setting appropriate desires and achieving them successes. Tested lowering achievement motivation and lowering strength of mind is a result of declining instructional rigor in the schools (Gergen, 1991).

The concept of self-control Rotter (1966) refers to how an individual perceives events in his/her life or perceives of self-control factors in the environment. The individual who attributes his achievements and actions to what is happening to them was negative or positive to his personal ability it falls under the category of internal control. In addition, the internal control is to attribute the individual's success and failure of internal sources such as his/her effort and the ability he/she possesses. External control is to attribute the individual's success and failure to external sources

such as luck, difficulty of examination, teacher, mental state or other environmental conditions (Rotter, 1966, p24, 34-76).

Through the above, the importance of research is illustrated by the following data:

1. Significant of child & childhood stage in the individual life at society.
2. Important of family in the care and looking after the child.
3. Important of motivation in the individual life.
4. Important of achievement motivation in the child life and school.
5. Important of each of (ambition and perseverance, competition, quality of performance, attaining success and appreciation, self-control) subscales together in the making achievement motivation from the child.

1.3. The Aim of the Research

The main aim of this study is to determine fourth and eighth grade students' perceptions of achievement motivation in terms of gender, grade level and schools' socioeconomic status variables.

In the direction of general aim, following sub aims were determined:

1. What are the perceptions of the students of ambition and perseverance subscale and is there a statistically significant difference between the opinions of the students on ambition and perseverance subscale in terms of
 - a) Gender
 - b) Grade level and
 - c) School's socioeconomic status variables?
2. What are the perceptions of the students of competition subscale and is there a statistically significant difference between the opinions of the students on competition subscale in terms of
 - a) Gender
 - b) Grade level and
 - c) School's socioeconomic status variables?

3. What are the perceptions of the students of the quality of performance subscale and is there a statistically significant difference between the opinions of the students on the quality of performance subscale in terms of
 - a) Gender
 - b) Grade level and
 - c) School's socioeconomic status variables?
4. What are the perceptions of the students of the attaining success and appreciation subscale and is there a statistically significant difference between the opinions of the students on attaining success and appreciation subscale in terms of
 - a) Gender
 - b) Grade level and
 - c) School's socioeconomic status variables?
5. What are the perceptions of the students of self-control subscale and is there a statistically significant difference between the opinions of the students on self-control subscale in terms of
 - a) Gender
 - b) Grade level and
 - c) School's socioeconomic status variables?
6. What are the perceptions of the students of achievement motivation and is there a statistically significant difference between the opinions of the students on achievement motivation in terms of
 - a) Gender
 - b) Grade level and
 - c) School's socioeconomic status variables?

1.4. Research Limit

This study performed and carry out with the students of fourth and eighth grades of basic schools in central of Erbil city \North of Iraq in the school year (2017-2016).

1.5. Definition of Terms

Motivation

Maslow (1954) defined motivation as a fixed, continuous, variable, composite, and general property that exerted influence in all conditions and status of the organism.

Udayli (1983) defined motivation as one of the characteristics of human behavior and it is the strongest internal psychological energies that direct and coordinate the actions of the individual and his/her behavior while responding to the attitudes and environmental influences surrounding him/her. These energies are the desires, needs, and expectations that seek to satisfy and achieve them.

Feather (1990) defined the motivation is that it is a personal readiness, which may have an innate basis, and the product or outcome of early learning processes, to approach or move away from stimuli.

Pinder (1998) defined motivation to work in general as a set of internal and external forces that elicit work-related behavior and determine its shape, direction, intensity, and duration.

Motivation is the method by using which someone wants and chooses to act in a particular way (Maund, 2001, p.440).

Achievement Motivation

Achievement motivation is to have an effect on in reference to evaluate performance in which competition with a widespread of excellence changed into paramount (McClelland, Atkinson, Clark, & Lowell, 1953, p.76-77).

Atkinson (1964) defined achievement motivation is that the compound trio of motive power and the extent of the probability of success of the individual, and the emitter itself as it represents a value for him.

Achievement motivation defined because the striving for growth or hold as high as viable, one's own abilities in all activities wherein a popular of excellence is idea to use and wherein the execution of such activities can, therefore both be successful or fail (Heckhausen, 1967, p. 4-5).

Haji (1996) defines achievement Motivation as an acquired motivation from the environment and includes a set of forces (cognitive, emotional, and behavioral) that directs the individual toward achieving the goal, work hard, the make effort, and develop appropriate plans that are consistent with the capacity.

McClelland described and defined like Zogby that the motivation for achievement as "a relatively constant personal readiness that determines the extent to which an individual seeks and persevere to achieve a satisfactory success, in situations that include evaluating the success of performance through the specific level for excellence" (Zogby, 2005, p. 47).

The Basic School Stage

The basic school is a unified education provided by the state. The period is nine-year education is based on providing the basic educational needs of children of the age of continuing information, knowledge and skills, and developing trends and values that enable learners to develop their education to meet the challenges of education and training according to their preferences and readiness. Their capabilities are aimed at this comprehensive community development, the conditions of the current and future aspirations. <https://alhadidi.files.wordpress.com>

CHAPTER TWO

II. THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1. Theoretical Framework

2.1.1. The Concept of Motivation

The motivation is the power, the basic energy to push the person, and make the individual gaining the specific aim, so this energy influence the human behavior. The human beings try to get the targets and it is the meaning of the life. Through the motivations, we can explain the human behaviors. The performance of an individual and his willingness to perform certain tasks depends on the quality of his motives. Therefore, the difference in the behavior of individuals in terms of quantity and quality in one case or in different behavior of the individual in different situations may be due to the underlying motivation. Motivation and influence of two sensory events, the cognitive function that guides behavior, and the function of awakening or arousal that supplies the individual's energy (Hebb &Thompson, 1954, p.532-561).

2.1.2. Some Concepts Associated with Motivation

It is important to introduce the concept of motivation, to distinguish between this concept and other concepts that are related to it, such as need, drive, incentive, habit, emotion, and value

- **Need:** The need to sense the organism to be missing a certain thing, and uses the concept of need to indicate the simple state of the organism to reach it as a result of deprivation of a certain thing if found to deserve saturation. Therefore, the need is the starting point to stimulate the motivation of the organism, which stimulates him and drives him in the direction that satisfies them (Abdullah, 1990, p421).

- **Drive:** The drive refers to the internal motivational processes that pull some of the treatments of a particular stimulus, and thus lead to behavior (Marx, 1976). In

addition, some would argue between the concept of drive and the concept of motivation on the basis that each reflects the general state of tension because of feeling in needs. There is a distinction between these two concepts, on the basis that the concept of the drive is less general than the concept of motivation, where the concept of motivation is used to express biological and social needs, while the concept of drive is limited to expressing biological needs only. In general, motivation and drive point to need after being translated into a psychological state that prompts the individual to behave in the direction of being satisfied (Hussein, 1988, p.78).

- **Incentive:** defines Vinacke the incentive is that it refers to external environmental stimuli that help to stimulate the motivation of individuals whether it is founded on physiological or social dimensions, and drive and financial rewards stand as examples of these incentive. After success or fame, for example, the incentive for motivation to achieve, and in light of that the need arises in the organism because of deprivation of something. It follows that the motivation that mobilizes the organism's energy is created and directs behavior in order to reach the incentive (Abdallah, 1990, p. 422).

- **Habit:** Korman pointed out that the concept of habit has been included as a fundamental variable in the construction of the theory of expectation-value by some researchers such as (Atkinson & Berch), because of the importance of this concept in giving qualitative value, qualitative expectation, and in the individual's choice of behavior can be achieved.

The use of both the concept of emotion and the concept of motivation has developed, and although there is a difference between them, habitually refers to the strength of behavioral tendencies, which grow because of reinforcement processes, and based on behavioral possibilities. The motivation is based on the actual degree of energy involved, thus, motivation can be considered an effective type of habit. The difference in habits or behavior may be small or limited among individuals, While the drivers increase the scope of this variable, where oscillation in the cases of motivation to change behavior through similar situations. If the student studies his or her lessons during the course of the study, we can speak in this case about the existence of a habit behind which a strong motive is the pursuit of success and excellence. If the student reads during the disabled and after the emergence of results, we are in this case talking

about the existence of a habit formed by the student, which is usually reading (Korman, 1974).

- **Emotion:** researchers often confuse the concept of emotion with the concept of motivation. Some researchers consider motivation as a result of emotions, while others consider that certain motivations can produce certain emotions.

Emotions are a form of puzzling emotion. It includes fear, hatred, and anger, as well as happiness, joy, and arousal. Emotional situations are seen as less rational in comparison to motivation, but they also involve cognitive processes. Cognitive assessment can determine the nature of emotional experience. Emotions can be seen as factors that change in cognitive processes. Therefore, the precise distinction between motives and emotions cannot be achieved in all cases. Emotions sometimes act as motivation in generating responses (Jung, 1978, p.4).

- **Value:** there is a common confusion among some researchers in using both value and motivation, and consider values as one of the most comprehensive aspects of the concept of motivation and values may be used interchangeably with motivation (Khalifa, 2000, p. 82).

We conclude from the above that motivation is a concept associated with the concepts mentioned above, as drive and motivation express a state of internal tension because of the individual's feeling of need, and to activation of motivation, we need external drive. Emotion may also be an incentive, emotion may be the result of motivation while the latter may be the cause of generating certain emotional responses, and motivation is associated with the concept of habit as its fluctuation leads to changes in the behavior of individuals.

2.1.3. Types of Motivation

There are several categories of motives, including the following:

- **Primary motives:** the organism must satisfy some physical needs in order to survive. Examples of such needs are the need for oxygen, food and drink. These initial physiological needs lead to physiological motives, which are excitatory and alert actions that aim to achieve the goals that satisfy these needs.

- **Secondary motives:** These motives are acquired or motivated by socialization. The satisfaction of this kind of motivation depends on communicating with others and interacting with them. The social motives satisfy the needs associated with the feelings of love, acceptance, approval, and respect, although these needs are not innate, they are among the defining determinants of behavior (Dwidar, 1999, p.301-306).

2.1.4. Motivation Functions

The specialists in this field agree that motivation has different functions, which can be divided into three basic stages (Touk and others, 2002, p.214).

- The movement and activation of the behavior after it is in a stage of stability or relative balance, the motives move the behavior or be the same signs of organically to satisfy some of the basic needs.
- The behavior is oriented towards a particular point of view. The motives in this sense are optional. That it helps the individual to choose the means to saturate the needs by putting him in contact with some important stimuli.
- Preserving the sustainability of the behavior as long as the person is driven by the need remains, the motives in addition to the movement of behavior, and works to maintain it to satisfy the need.

2.1.5. Characteristic of Motivation

The motivation has many characteristics, including the following:

- **Guiding behavior:** Motives do not give the energy necessary to do the behavior, but rather the last direction towards the desired goal.
- **Intensity of behavior:** This property is important because whenever the intensity of the behavior is strong, there is an urgency to do it in order to reach the goal.
- **Determination of the continuity of behavior:** The motives affect the duration of the behavior and the continuation of it whenever the stronger the left behavior continues to reach its goal (Abu- Huij, 2009, p.159).

2.1.6. Achievement Motivation Concept

Achievement motivation is the expectancy of locating propitiation in mastery of hard and challenging performances, whereas within the discipline of schooling particularly it stands for the pursuit of excellence (Singh, 2011, p.165).

Achievement motivation is personal, inner, and psychological pressure, allowing people to follow work, and ultimately gain their dreams. Helmreich & Spence (1978) performed an issue evaluation and argued that achievement motivation consists of four elements, i.e. Mastery of needs, work orientation, opposition, and private unconcern. After further research, they discovered that the interplay of the first three factors is the key motive that contributes to high-quality performance of people. It is especially related to personal achievements (Spence & Helmreich, 1983).

1. **Mastery of desires:** An individual prefers jobs, which might be hard, intellectually traumatic, and concept-orientated. She or he enjoys playing leadership position in businesses and is in a position to complete tasks already commenced.
2. **Work orientation:** An individual takes a proactive mindset towards work and loves what she or he does. She or he obtains feeling of delight from work and pursues self-consciousness and boom.
3. **Opposition:** A person hopes for victory and has the choice to win over others.
4. **Nonpublic unconcern:** A character is now thinking about carefully in mind success or stellar overall performance to be the reason of being rejected via others. In other words, there may be no worry of fulfillment.

Sparrow (1998) located that motivations have an influence on the formation of psychological contracts. Motivations encompass meaningful work, task safety, and a feel of achievement, promotional channels, and possibilities.

Over time, behavioral scientists have observed that some humans have an intense desire to accomplish something, at the same time, as others may not seem that involved approximately their achievements. This phenomenon has attracted many discussions and debates. Scientists have observed that humans with an excessive level

of achievement motivation show off sure characteristics. Achievement motivation is the tendency to undertake for fulfillment and to pick out intention orientated fulfillment or failure activities.

Due to the fact that what went for achievement vary from one scholar to some other, it can help in planning activities to understand in which students stands which college students, as an example, have excessive achievement needs which might be low in achievement and which appears in the main influenced by a need to avoid failure. People that are greater distinctly encouraged to attain are probable to respond well to hard assignments, strict grading corrective feedback, new or uncommon issues and the threat to attempt once more. However, less hard assignments, easy reinforcement for achievement, small steps for every project, lenient grading and protections from embarrassment are in all likelihood extra success techniques for the ones students who are very keen to avoid failure (Singh, 2011, p.163-165).

2.1.7. Factors Affecting the Motivation for Achievement

People with high achievement motivation are expected to a percept of the things they are doing or are likely to achieve, compared to those who have a low achievement , so due to the intervention of several factors:

1. Environmental Challenge

McClelland follows the word say that the process of measuring motivation for achievement is based on how individuals are challenged and consulted to motivate them to achieve, and also goes on to show that people exhibit a high motivation to being achieved when treated in an unusual way or when we are victims of social intolerance. The situation turns to achievement to compensate for the inferiority imposed on them, and the response to such a challenge depends on McClelland.

At the initial level of motivation for achievement in the group, if the motivation is high, the response is strong, but if the motivation is low, the reaction of the group tends to be a kind of withdrawal and retreat. In accordance with this assumption. The challenge is determining the strength of the response, if the motivation of achievement is at a high level. If the challenge of the environment is moderate, the response is very

strong. If the environmental challenge is too large or too small, the response is some less.

The degree of environmental challenge is an essential factor influencing the degree of achievement motivation. However, their effectiveness is affected by many of the initial levels of motivation for achievement, some groups in a country respond more strongly and others less forcefully to the same challenge. The difference in this response is the cause of the first level of motivation for achievement in each group.

2. Family

The family takes different forms in different cultures. Family problems in which one parent is absent from the family and maybe it is one of the important family problems in achievement. This explanation has been confirmed in McClelland's numerous studies in the United States of America and in many countries of the world, where children are always low-achievers if their families are disintegrating due to divorce, death or absence of one parent. The arrangement of the child in the family may also play an important role in determining the level of achievement motivation. So that the eldest child in the family can be said to have a high motivation for achievement because parents can prepare and direct him to high levels, and they can be more caring and compassionate with one child than with many children.

3. Methods of Socialization

Most researchers agree with the field of motivation to achieve that the methods followed by the parents in the upbringing of the child are an important factor in the emergence of the attribute of motivation to achieve and determine the level of it, and thus the motivation of achievement is one of the characteristics acquired in the personality.

Many studies have shown that the early training of children for independence, self-reliance, and mastering of their specific skills generates a high motivation for achievement. If parents do not motivate this training the child, so that the parents may force the child to independence, is a burden on them, and may force them to very early independence in life. In many families of the social class medium, which expects

achievement and independence quite late, and are not considered an ideal model for the production of high achievement motivation (Zltini, 2008, p.180-181).

2.1.8. Types of Achievement Motivation

Veruz distinguished two types of motivation for achievement: self- achievement motivation and social achievement motivation:

- **Self-achievement motivation:** It is intended to apply internal or personal standards in achievement situations (Farakh, Teem, 2000, p.177).
- **Social- achievement motivation:** is subject to criteria drawn by others and measured in the light of these criteria, that is, it is subject to the standards of the community and begins this type of motivation achieved by the formation of primary school age (Ubaydi, 2004, p.331).

2.1.9. Components of Motivation for Achievement

Ozil identifies the motivational components of achievement with three data: (Awitha, 1996, p.94)

- **Cognitive Motivation:** Which expresses the state of preoccupation with work means that the individual tries to satisfy his/her needs because he/she knows and understands. They discover new knowledge in the fact that he is assigned to perform his tasks with greater efficiency.
- **Self-Dedication:** In other words, the ego or the self is represented by the individual's desire for more reputation, and the position he achieves through his distinctive views, committed at the same time to recognize academic traditions, which leads to his sense of self-sufficiency and self-esteem.
- **The motive of Belonging:** It is the individual's quest for recognition and appreciation using his academic success and various performances. In addition, the role of parents as a primary source to satisfy the needs of the motive of belonging, and then the role of the various parties that deal with the

individual, depends on them in the composition of his personality, including various educational institutions.

What can be deduced, even if the individual components of motivation for achievement, must devote himself to work in order to successfully and achieve goals, as well as get rewards to discover new knowledge and continue to work seriously, in addition to the sense of recognition and appreciation from all parties such as parents and Educational institutions.

2.1.10. Characteristics of the Individual Accomplished

Individuals with high achievement motivation tend to make serious attempts to obtain a great deal of success in many different stands. In addition, are more inclined to reach solutions to situations that require solving the problem, continue to work, and diligence even in the absence of external pressure or control as found that they tend to occupy prestigious positions in the complex. Studies have examined the characteristics of those who are motivated by achievement, such as Weiner and Kukla (1970), and Franch & Thomas (1958) they found that individuals with higher achievement motivation are more resistant and the longer the perseverance than those with less achievement motivation when they fail to perform the tasks assigned to them.

The first group sees a failure because of their lack of effort over any other reason, and that a good level of success can be achieved with increased effort, meaning that the control center is internal. Moreover, high achievers of achievement are equally self-reliant, accountable, and more perseverance than low-achievers. In addition, researchers have found that individuals with high achievement motivation are characterized by perseverance, adventure, independence, self-confidence, sense of ability. They point out that individuals with high achievement motivation tend to be realistic in adventurous situations. They generally avoid getting into situations where they are sure to succeed, but they get a very small return. And they also avoid situations that are sure to a large extent their failure , Individuals with high achievement motivation and reasonable material return are also preferred, while individuals with low achievement motivation and high anxiety levels to easy jobs with small returns or to high-yielding jobs that require responsibilities beyond their capabilities.

The Murrays Opinion to Distinguish the Accomplish Person:

1. Gets a high degree of motivation for achievement.
2. Perform difficult things.
3. Fully agree or understand and deal with organizing things or individual ideas, do so quickly, and exploit what he/she could with it.
4. Overcome the obstacles whatever, to compete, and outperform others.
5. Make continuous efforts to accomplish what he/she is doing.
6. Working alone towards achieving a lofty goal.
7. He/she has the determination to win the competition.
8. Everything works well.
9. Strives to overcome boredom and fatigue.

Many psychologists agree that motivation for achievement is a dynamic feature of personality that is acquired in childhood and remains constant in the following stages of life, which is a two-dimensional feature that extends from **Motivation to Achieve Success** and **Motivation to Avoid Failure**.

The Person Who None Drives Motivation towards Success is:

1. Does not expect success in any work done.
2. Refuses to perform the work that feels that his ability to perform less than others or that requires effort and perseverance.
3. Avoids the work that requires skill and perseverance and accepts the easy and secure business success.
4. Sets himself simple goals, easy, and not costing effort.
5. Sometimes sets himself high levels of ambition fails (Mashan, 1993, p.115-117).

2.1.11. Measure of Achievement Motivation

1. Projective Styles

Murray states, "When a person tries to explain a complex social situation, he tends to reveal him, his needs, wishes, hopes, and fears as much as he does about the phenomenon in which his attention is focused. In the meantime, as long as he believes that they are merely explaining objective facts "(Faraj, 2000, p.601),

According to this principle in (1935), Murray and his colleague Morgan presented test understanding of the subject. Their research at the Psychiatric Clinic at Harvard University in the United States continued to appear in 1938 and was used extensively in clinical practice (Abu-Hutb & other. P.477).

However, the use of this technique in the field of motivation for achievement takes a more sophisticated dimension with McClelland and Atkinson's research, which tried to address various criticisms that led to the test of understanding the subject, especially those related to its degree of validity and reliability.

In this context, Rosenstein (1952) argues that the level of motivation for achievement is strongly related to the motivational effects of image allowances. In this context, Atkinson emphasizes the importance of awareness of those who measure motivation for achievement by testing the understanding of the subject is the problem of controlling the implications of the picture, and the need to take a sample of attitudes related to achievement or belonging to it. However, reaching this degree of plot seems difficult to achieve, but the testers did not clarify the rationale behind their selection of these images and, which means that the test of understanding of the subject still involves a relative lack of validity (Qashqosh & Mansoura, 1979, p.80).

McClelland tried to prove the validity of the test by finding a high degree of correlation fertility, with a number of theoretically assumed correlations. Numerous studies, including Lowell's (1952), (Iff,1962, p.40), French & Thomas study (1958) on the persistence of behavior, and the Mitchell study (1961) on the postponement of saturation, so it can be said that this test has the correlative and hence the truth associated with the test. On the other hand, the work of McClelland, Atkinson, and others who have contributed to a deeper understanding of the concept of motivation for

achievement have been credited with providing a degree of sincerity configuration to test the understanding of the topic (Qashqosh & Mansour, 1979, p.83-89).

As for reliability, McClelland found that the training to give degrees to the achievement motive could be learned, with the evaluators reaching an agreement in their estimates of approximately 0.09, which is a high level of reliability for the referees (Shamah, 1977, p.156). However, he did not receive a high degree of reliability in the way of repetition. Haber obtained reliability from 0.20 using the same images to 0.55 by using parallel images with high motivations of achievement, but McClelland cautioned that the test of understanding of the subject was the kind that leaves the first application with subversive effects for the second application.

Test Procedure and Grade Calculation:

McClelland et al, in (1949) published an article explaining on the use of the subject-understanding test in the measure of achievement motivation. They presented the subjects with a sample of the picture test (from 40 to 60 cards) and was asked to tell a story by answering several questions: What happens? What factors led to this position? What do you expect it to happen? The examiner is given four minutes to write a story by answering the previous questions for each story he/she writes, and the total score of all written stories represents the general indicator of an individual's need for achievement (Nuttin, 1963, p.29-30).

Several attempts have been made to invent other techniques to assist researchers in motivation for achievement, including the finding by Aronson (1956) that the analysis of the content of the drawings that are automatically expressed can be a significance of the level of motivation for achievement in individuals. The result of this analysis in terms of font, space and shape is linked to the degree of motivation for achievement, as measured by the test of understanding the subject. France also designed a test called the test of insight. The test consists of several items, each of which requires a verbal response by the examinee in interpreting a behavioral attitude. It includes the phrase or item. The researcher used the same system as McClelland and his colleagues, and developed a flexible system of correction that enables us to deduce the level of motivation for achievement and the motivation for belonging separately (Qashqosh &

Mansour, 1979, p.91). To enrich the field of measurement of motivation for achievement, influenced by the first tool in this area is to test the understanding of the subject. But it has encountered the same difficulties as this tool, so other scientists tried to build new tests to avoid these criticisms both in terms of validity and reliability, or in terms of ease of application and it is true, that from here the researchers turned to the pro-motivation approach to achievement.

2. Styles of Subjective or Objective Reporting

Smith (1973) designed a questionnaire to measure the motivation of achievement in adults, and was in the first form of 103 questions, to select the ten terms more able to distinguish between individuals in terms of achievement motivation, and then the researcher achieved the degree of validity and reliability of questionnaire in more than one way and obtained satisfactory results.

Lynn & Cassidy at (1989) designed a questionnaire to measure the motivation of achievement in adults. This test was made up of 102 items, from which they chose forty-nine and forty In the light of the results of their use of the global analysis technology, and provide adequate data on the validity and reliability of this tool (Cassidy & Lynn, 1989, p.303).

Although the methods of self-report in measuring the motivation to achieve, but it contains a number of negatives related to the extent of the validity of the tested during the answer. It was designed in such a way that the researcher can discover the purpose and therefore may be affected by the answer to this perception, in contrast to the projection methods that aim at the free repercussions that the subject is not aware of the target and therefore may not use the defense mechanisms clearly. It can be said that the researcher should not stand in the position of differentiation between methods of projection and methods of self-report in measuring achievement motivation, for as for any method of imperfections; it also has its advantages. Therefore, it is best to leave the researcher with the decision to use one method without the other according to the possibilities available to him when conducting the research and its purpose.

2.1.12. Learning and Achievement Motivation

Learning at Gilford is only a change in behavior resulting from excitation, and this change in behavior may be due to the effect of simple stimuli and may be the result of complex situations. There are basic conditions in the learning process and the factors influencing it, specific goals. Such as the importance of a motive, that drives the individual towards certain goals. It has been found that the motives play a lot in the field of education as they affect the performance of students in the field of educational achievement.

Many studies have shown that the motivation for achievement is a source of great change in the learner's achievement. The motive may change a failing student by making it superior. The lack of motivation may be the reason for the failure of an intelligent student (Tariri, 1988, p.555).

Atkinson found evidence that students with achievement motivation get high grades in school and respond to failure in a way that differs from low achievers.

-The researcher think that there are requirements to stimulate motivation for achievement among school students:

1. The circumstances that helped to raise the interest of the students in the subject of learning and to limit their attention to it.
2. Provide the appropriate conditions to maintain this attention and interest.
3. Informing them about the subject to be studied in advance.
4. Give the student the opportunity to freely express his ideas.
5. Ensure the active participation of students and the subject.
6. Linking the subject of learning topics of different lives.
7. Distance from the routine activities that cause boredom in the hearts of students.
8. Careful activities (intellectual and physical) fun.
9. Distance from the atmosphere of divergence and dissonance between the teacher and the student, create a healthy atmosphere of love, understanding, and dialogue.

10. The use of the teacher evidence and educational tools, stimuli, and questions, which motivates the curiosity of the student and helps to create a suitable learning environment.

2.1.13. Achievement Motivation Theories

1. McClelland Theory

McClelland's conception of motivation for achievement through his interpretation of the state of happiness or pleasure in the need for achievement. McClelland et al. (1953) points out that there is a link between previous hedges, positive events, and individual outcomes. If the initial achievement positions are positive for the individual, he/she tends to perform and engage in the behaviors that have been achieved, but if there is a kind of failure and some of the negative experience were created, it will create a motive to avoid failure. McClelland's theory simply suggests that under appropriate conditions, individuals will perform tasks and behaviors that have previously been supported. (Beck, 1978, p. 318).

Korman (1974) has made it clear that McClelland's conception of motivation for achievement is of great importance for two reasons:

The first reason: is that it gave us a theoretical basis in which to discuss and explain the growth of motivation for achievement in some individuals and the decline in others. Where outputs or outcomes of achievement are of great importance in terms of their positive or negative impact on individuals. In addition, the return was positive, and motivation increased, but if it is negative, motivation is reduced. Such a perception could measure the motivation of individuals to achieve, and predict individuals who perform well in the positions of achievement compared to others.

The second reason: is that McClelland uses experimental hypotheses to understand and explain the boom and fall of economic growth in relation to the need for achievement in some societies. The basic logic behind the side can be specified in the following:

1. There is a difference between individuals in achieving the achievement of satisfactory experiences for them.
2. Individuals with high need for achievement tend to work significantly in the following situations compared to individuals who are low in this need. Especially in:
 - Medium risk positions: Where the sentiment of achievement is limited in some cases or weak risk, it is also likely that the achievement will not occur in large risk situations.
 - Attitudes where knowledge of results or performance is available: As with the motivation to achieve, the person wants to know the possibilities and ability to accomplish.
 - The position in which the individual is responsible for his / her performance. The logic of this is that the person directed towards achievement wishes to assert his/her responsibility for the work.
3. Entrepreneur role to do what has a number of characteristics (as in 2a, b, and c), individuals with a high need for achievement are attracted to this role more than others (Korman, 1974, p.190).

2. Atkinson Theory

Atkinson founded theory in the light of both the theory of personality and experimental psychology and the development of a theory of achievement in the framework of revelation (expectation - value). In addition, assume the role of conflict between the need for achievement and the fear of failure. Atkinson shed light on the factors specific to the achievement of risk-based. The risk of achievement in the work is determined by four factors: two factors relating to the individual's and two factors that are related to the characteristics of the task or work to be achieved, as follows: (Atkinson, 1964).

1. Factors Related to Individualization

Atkinson believes that there are two types of individuals who work in the field of achievement orientation are:

- First type: Individuals with a Motivation Achieve Success (MS) greater than Motivation Achieve Failure (MAF).
- Second type: Individuals with a Motivation Avoid Failure (MS) compared to Motivation Success (MS) (Jung, 1978, p.143).

Both the level of need for achievement and the level of fear or anxiety interact, as follows:

Table 2.1. The Two Main Types of Individuals in the Motivation for Achievement

The pattern	Level of need for achievement	Level of anxiety of failure
The motivation for achievement and success is greater than the motivation to avoid failure MS>MAF	High	Low
The motivation to avoid failure is greater than the motivation for achievement and success MAF> MS	Low	High

2. Factors Related to the Characteristics of the Task

In the words of Atkinson, there are two positions or variable that relate the task must be taken into account are:

- The first factor: Probability of Success (PS) refers to the perceived difficulty of the task and it is one of the determinants of risk.
- The second factor: Task Incentive for Success (IS) refers to the internal or subjective interest of any task for a person and the performance of a task is influenced by the motivation to succeed. Atkinson been motivated to succeed in a task (IS) in relation to task difficulty and assumed that the motivation was high when task difficulty.

Atkinson summed up the relationship between the determinants of motivation for achievement in mathematical equations:

1. Tendency for Success. Refers to the motivation to enter or start the position of achievement. This tendency is determined by three factors:

- motive to achieve success
- probability of success
- the incentive value of success

Thus, the tendency to succeed is the result of the interaction of these factors and expressed by Atkinson equation:

The tendency to success = the motivation to achieve success x probability of success x the value of the motivation for success.

2. Tendency to Achieve Failure. Atkinson believes that individuals motivated by the tendency to avoid failure enter the situation, have feelings of concern, fear of failure and the tendency to avoid failure. Stop the motivation to succeed have negatively affected the entry into positions of achievement and performance of the individual in this stand. To the effects of failure and the result of three factors identified by Atkinson as follows:

- motive to avoid failure
- probability of failure
- incentive of failure

The tendency to avoid failure is the result of the interaction of the three preceding factors. Atkinson has expressed the following equation:

The tendency to avoid failure = the motivation to avoid failure x the probability of failure x the value of the cause of failure.

Resultant Achievement Motivation

To calculate motivation for achievement, general guidance we need appreciation of both:

- a. Tendency for success
- b. Tendency for avoid failure

The final tendency towards the position of achievement = the tendency to achieve success _ the tendency to avoid failure.

Since the TAF is always negative, the final tendency toward achievement is estimated as follows:

The outcome of the motivation for achievement = the tendency to achieve success + the tendency to avoid failure = (the motivation to succeed x probability of success x the value of the motivation for success) + (the tendency to avoid failure x the probability of failure x the value of the cause of failure (KHalifa, 2000, p.112-121).

3. A.Maslow Theory: Hierarchy of Needs

The theory of needs of Abraham Maslow is one of the most famous theories that discussed the motives of this theory. The individual's desire for his unsaturated needs serves to direct his behavior. These needs take on a hierarchical form whose base represents the most needful individual needs. The needs of the hierarchy cannot be used to motivate individuals and direct their behavior unless these needs are reasonably saturate. In this case, individual differences must be taken into account. Meaning that the level of adequacy of a need may vary from person to person.

The human needs gradient in the form of a pyramid are as follows:



Figure 2.1. Hierarchy needs according to the theory of Maslow

- Physiological needs: It is the need for eating, drinking, air, and sex.
- The need for safety: It is the need to feel safe, reassuring, stability, and beyond the threat to human safety, whether a physical or psychological threat.
- The need to belong: the need to have friends and be loved by others, and to exchange others with that passion.
- The need for self-esteem: the need for a person to feel the importance of himself, achievement, and that others respect him.
- The need for self-realization: It is the need to achieve him/herself, to benefit from his/her energies, abilities, talents, create, and determine in many of the work done (Bahi, 1999, p.90).

4. Attribution Theory

The background of the theory of attribution refers to the German social psychology "Heider" is based on his book in 1958 "The Psychology of Interpersonal Relation." Winer formulated the theory of attribution (1972-1986) to explain the effect of motivation on success and failure experiences, and explain the behavior and prediction in the areas of achievement. Where the theory is primarily based on understanding how individuals explain the reasons for their success, failure and, how this explanation affects their motivation to achieve later.

Winer explains the complete theory of causal attribution in three modes of motivation:

- Lack of motivation after failure.
- Increased motivation after failure.
- Increased motivation after success.

A theory can be summarized in the following points:

1. Winer has reached a causal analysis of success or failure that can be more useful than focusing on the needs, incentives or emotional features. In his view, the difference in the individual's perception of the reasons for success and failure is behind the motivation for his achievement, and here he opposite with Atkinson in the motto of

the miraculous behavior of the motivation; it is based on a cognitive base while it is based on an emotional basis.

2. Winer did not give importance to the causal causation of the motivation for achievement after success and only stated that the motivation increases after the position of success.

3. There is a difference in the reactions of failure, according to the level of need for achievement, it is found and thought that people with high needs of achievement, who attribute their failure in a task to external factors are not fixed and controllable are more motivated after the failure situations. People with low needs of achievement, who attribute their failure to internal, constant, and uncontrollable factors such as low power, for example, and fail to diminish their motivation in similar future situations.

4. The success from Winer is followed by a sense of pride and consequently increases the self-esteem of the individual, while failure because of unstable factors followed by a sense of guilt and anger from others. However, this does not diminish the appreciation of itself, and increases its performance in the following positions, but failure because of constant factors followed by feeling shame, and this leads to a decline in self-esteem (Bahi & SHalaby, 1999, p.56-57).

5. Kuakla Theory

Weiner founded the theory, explaining the motivation of achievement in a way different from Atkinson's, the output of the motivation for achievement has been equated with the concept of perceived ability, when you realize the ease of work, individuals with high motivation for achievement or who believe that their abilities are high will expect a simple effort to ensure success. Individuals with low motivation for achievement are expected to do more to ensure success, and it can be predicted that those with a high motivation for achievement will perform better than those who are low motivated when they realize the difficulty of working (Kaula, 1972, p. 166-178).

2.2. Literature Review

Healey (1974) studied the purpose of the research to identify and know the relationship between parental behavior as understood by children and academic achievement. The study sample consisted of 176 male students and 145 female students. In addition, used the following tools: the scale of describing the parental environment, school achievement test, anxiety scale for children.

The study reached the following conclusions:

- There is a positive correlation between the high achievement of males and parental warmth, as understood by children.
- There is a negative relationship between achievement and anxiety for both males and females.

In the study of Hartencia (1981), the aim was to know the effect of culture and national factors within the home on the achievement motivation of the children. As well as, study the relationship between the economic level and the motivation of achievement, and applied the study on a sample of 80 students 40 American, and 40 of Bahamian culture. The study reached the following results:

- There are differences of statistical significance across and within the two cultures in motivation for achievement.
- Achievement motivation is influenced by age, economic level.
- There is a relationship between achievement motivation and factors.

In the research of Foster (1983) that aimed at conducting an analytical study to compare white and blacks in urban households to determine the recognition of the effect parents' education, profession, family size, family climate, and economic level on achievement motivation, the results reached the following:

- There is no relationship between motivation and family size.
- There is a strong relationship between the prevailing climate, within the family, the extent of democracy, and motivation for achievement.
- There are no differences between different economic levels and motivation for achievement.
- White students are more motivated to achieve than black students.

Veroff & Smith (1985) studied age differences in some of the motives, and the study using the interview method, a sample of 960 males and 1304 females in America. The age range for the sample ranged from 21 years to more than 70 years. The study revealed there are no age differences in male achievement motivation. The motivation for achieving and belonging to females decreases with age, and attributed the both researchers to the differences between the genders in the life cycle.

Al-Tariri (1988) conducted a study to determine the relationship between the motivation for achievement and some academic and demographic variables, sample consists of 110 students from King Saud University were 55 males and, 55 females of different economic and social levels, and the measure of motivation for achievement for children and adults. The results reached the following:

- There are no statistically significant differences between groups of students with different specialties in terms of motivation for achievement.
- Those with a high motivation for achievement exceed those with low motivation for achievement.

The research of Tiwari (1990) aimed at identifying the achievement motivation of the sample members in view of their awareness of the level of their poverty. The sample consisted of 197 individuals belonging to any economic levels in India and concentrated in the villages of India. The results showed that all the members of the sample obtained low grades in achievement motivation, which can reflect the relationship between the economic level and the motivation for achievement.

Qutame (1994) conducted a study aimed at knowing the effect of gender and location of specialties and accomplishment on achievement motivation and relationship between secondary school students in Amman city. The study consisted of 709 secondary school students, the achievement motivation, and the point of control scales was used. In addition, found a positive correlation between the internal point of view and the motivation of achievement. As well as the existence of a positive correlation between high accomplishment and achievement motivation (Mjammi, 2006, p.56).

Randi (1996) conducted a study aimed at determining the level of motivation for achievement among secondary school students in Kuwait, and the degree of motivation varies according to a number of demographic variables. The sample included 502 male

and female students in third grade. The test of motivation for achievement for adults and children, and the study reached the following:

- There are no statistically significant differences in the level of motivation achievement according to the different areas of education, gender, education system, educational level of the mother, educational level of the father, number of brothers.
- There is no statistically significant relationship between achievement motivation and academic achievement among students of the two semesters and courses.

Safi (2000) studied the relationship between the quality of attribution of success, academic failure and achievement motivation. The study sample consisted of 200 students with 100 students with academic excellence and 100 students late from their study at the faculty of Education and Arabic Language College. The researcher used the measure of attribution of two types (success and failure of the study) prepared by the researcher, and test the motivation for achievement of the preparation of Herman's, and the results reached the following:

- The top students attributed their success and their academic superiority to the effort and then the ability, the subjects, the test, then the mood, the teacher, and luck. While the students attributed the late academic study failure to the teacher, then mood, luck followed by the ability, materials, study, and test finally the effort.
- The top student's achievers with high achievement motivation attributed their success to the ability, effort, materials, and testing, while student's late with low achievement motivation attributed their failure to mood, luck, and the teacher.

Atya (2002) conducted a study aimed at knowing the level of motivation for academic achievement among students in the secondary and high schools in Cairo. In addition, knowing about the influence of the ages between both genders in achievement motivation, the sample of the study consisted of 420 students from the secondary and high levels from of the public schools in Cairo Governorate. The study found that the level of achievement in secondary and high school students is higher than the mean of the scale. And that the differences between grades in the secondary and high stages is a

statistical significant in favor of higher grades, that is the motivation of academic achievement growing, according to the variables of age and the level of education in the high stage. The results also indicated that there are no statistically significant differences in the achievement motivation between genders.



CHAPTER THREE

III. RESEARCH METHODOLOGY

The third part consists of the methodology of research and procedure of research that includes population, sample of research, reasons of researcher for research sample, data collection tool, validity and reliability of the scale, and statistically procedures to analyze the data.

3.1. Methodology of Research

The research is based on descriptive model; it is one of the models uses in psychology and sociologies, and known by Malham as one of the methods of analyzing, scientific carry out organized for describing phenomena or specific problem, estimated through the collecting data, and real information about the specific problem. Also, classifying, analyzing it for preparing for the accurate study, and explains the result of research. This is done in the framework of validity, objectivity and non-discrimination through the following foundation and aspects: (Malham, 2005, p.370).

- Collecting data, information, and facts that describe the phenomenon or problem as a comprehensive and accurate description.
- Taking into account the appropriateness of the tools used in the collection of data and information of validity and objectivity in such a way as to ensure access to result.
- Data classification, interpretation, and analysis in accordance with the research aims.
- Test and determine of the sample in accordance with the aims of the research.

3.2. Procedure of Research

3.2.1. Research Population

The research population consists of the all students of registered in the fourth and eighth grades in the basic schools in Erbil – city center/ north of Iraq, in the year (2016-2017) their number are (27,692) both students males and females as shown in the table below No. 3.

Table 3.1. Population of Research and Number of Schools in City Center of Erbil

Geographical location	Number of Schools	Number of Males	Number of Females	Total
From city center to 30m	16	740	558	1298
From 30m to 60m	42	1434	1242	2676
From 60m to 100m	126	5338	6060	11398
From 100m to 120m	102	6238	6082	12320
Total	286	13750	13940	27692

3.2.2. Research Sample

If it is not possible to make a study with all members of society, we will may take a several person in this society for the research. This study consists of 900 students, male and female for both grades fourth and eighth in the city center of Erbil/ north of Iraq in the 30 basic schools. The sample of research divided over 450 students in fourth grade in 15 basic schools and 450 students from eighth grade in other 15 basic schools, whenever 3 schools are same and equal with fourth grade of basic schools. According to the system of Education in north of Iraq the grades in the basic school are one to nine. The semester and starting date is same for all of them, but they are studying in two different time one to sex they are studying together in one school at morning time, AM, but grades of seven, eighth, and nine are studying in the afternoon time, PM, or otherwise. The reason is smaller the size of school building and separate the gender with each other in the seven, eighth, and nine grades of basic schools, as well as the name of schools will be changes in both morning times, and afternoon time in the same building it different. A fewer number of schools were big and all the grades from one to nine

studies together in one time and in one place. The researcher noticed that through study, just 3 schools among 30 schools were big and students study together from one to nine grades, and for distributing the school researcher, distributed in accordance to the socioeconomic level divided into 3 levels (high, middle, and low). Then participating of students as a sample of study for both grades in each school, 30 students take part as a sample of research, it means 5 schools, plus 30 students, equal 150 students in the high socioeconomic status. Another five schools with 150 students in the middle socioeconomic status, and five schools with 150 students in the lower socioeconomic status. The total number of students are 450 students in each grade, and the result of two grades is 900 students.

3.2.3. Reasons for Selecting the Sample of Research by Researcher

- The ability and possibility of the fourth grade students in basic school on reading, writing, their perception of the achievement motivation, and answer the items of scale in an easy way from the grades that precede it.
- Fourth grade of basic schools is considered as a childhood grade in which the students seek to reach the ambitions, learning, achievement, and gain in the environment.
- The eighth grade of basic schools is regarded as the beginning of adolescence because, it shows the many physiological changes which are affected by its behavior and distinguish it from other grades.

3.2.4. Data Collection Tool

In this research, researcher used the quantitative model for collecting data on participants, and the researcher offered the achievement motivation scale for participants that include students in fourth and eighth grades of basic schools.

Achievement Motivation Scale

For the measuring achievement motivation, the researcher depend on the scale of Sine Ahmed Ali and Ban Sabah Yahiya, (2017) it is mentioned in the Appendix No. (1) The total of items are 37 items, the scale divided into 5 subscales and each subscale consists of a number of items, and the answer consists of three alternatives (every time, some time, never) for applying and statistically of study is No. (3) For (every time), No. (2) For (some time) and No. (1) For (never) as a mentioned below in table No. 3.2.

Table 3.2. Number of Subscales and Items of Achievement Motivation Scale

Achievement Motivation Scale		
No.	Subscales	No. of items
1	Ambition and perseverance	8
2	Competition	6
3	Quality of performance	9
4	Attaining success and appreciation	7
5	Self- control	7
Total		37

3.2.5. Validity of Achievement Motivation Scale

In order to achieve this, the researcher calculated items with the overall degree of the scale by answering the sample of the statistical analysis of 300 students. Pearson correlation coefficient used to measure the correlation of the items with the overall degree. The results showed that all the items of the scale seriously correlated with the total degree of the scale and table 3.3 explains this:

Table 3.3. Correlation of the Items with the Overall Degree

Item number	Pearson correlation coefficient	Level of significant
X1	0.242**	0.01
X2	0.353**	0.01
X3	0.419**	0.01
X4	0.346**	0.01
X5	0.374**	0.01
X6	0.331**	0.01
X7	0.300**	0.01
X8	0.372**	0.01
X9	0.438**	0.01
X10	0.255**	0.01
X11	0.356**	0.01
X12	0.321**	0.01
X13	0.266**	0.01
X14	0.267**	0.01
X15	0.447**	0.01
X16	0.409**	0.01
X17	0.497**	0.01
X18	0.400**	0.01
X19	0.361**	0.01
X20	0.445**	0.01
X21	0.429**	0.01
X22	0.401**	0.01
X23	0.433**	0.01
X24	0.312**	0.01
X25	0.520**	0.01
X26	0.278**	0.01
X27	0.501**	0.01
X28	0.324**	0.01
X29	0.263**	0.01
X30	0.374**	0.01
X31	0.348**	0.01
X32	0.406**	0.01
X33	0.347**	0.01
X34	0.506**	0.01
X35	0.402**	0.01
X36	0.377**	0.01
X37	0.308**	0.01

*Correlation is significant at the 0.05 level (2- tailed).

** Correlation is significant at the 0.01 level (2- tailed).

3.2.6. Reliability of Achievement Motivation Scale

The researcher used two methods for extracting the reliability of the achievement motivation scale, where the scale was applied to 300 students. Cronbach's Alpha reaching a reliability of (0.82), and the Spearman -Brown coefficient that reaching reliability of (0.70), it is a reliability that can be relied on to measure the current research objectives as confirmed by previous.

3.2.7. Statistically Procedures to Analyze the Data

To analyze the data following statistical procedures will be use:

1. Pearson correlation coefficient
2. Cronbach Alpha
3. Spearman -Brown coefficient
4. Mean
5. Standard Deviation
6. T. test
7. One – way Anova

CHAPTER FOUR

IV. FINDINGS AND DISCUSS RESULTS

This chapter will present the results of the study that the researcher gained it:

4.1. Finding the Results

Special Results for the First Aim

To achieve the first aim, which includes:

What are the perceptions of the students of ambition and perseverance subscale and is there a statistically significant difference between the opinions of the students on ambition and perseverance subscale in term of gender.

Then finding the mean and the standard deviation of the students (male and female) on the ambition and perseverance subscale. In order to know the ambition and perseverance of the students (male and female), the t-test was used to compare between the two means (male mean and female mean).

The male students obtained mean of (19.1007), a standard deviation of (2.94247), and female students at a mean of (19.2484) and a standard deviation of (2.71166).

Table 4.1. Mean and Standard Deviation of Male and Female Student's Ambition and Perseverance

Sub scale	Gender	Number	Mean	Standard deviation
Ambition and perseverance	male	417	19.1007	2.94247
	female	483	19.2484	2.71166

Table 4.2. Independent Sample Test of Male and Female Student's Ambition and Perseverance

Ambition and perseverance	Levene's Test for Equality Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig.(2-tailed)
Equal variance assumed	2.907	0.089	0.783-	898	0.434
Equal variance not assumed			0.779-	853.613	0.436

(*) The t-test value of the table with degree of freedom (898) at the level of 0.05= 1.96

This result indicates that there is no difference in the ambition and perseverance of the research sample according to the gender variable, because the t-test value (0.783) is less than the t-test value of (1.96) at the level of (0.05) and the degree of freedom (898).

What are the perceptions of the students of ambition and perseverance subscale and is there a statistically significant difference between the opinions of the students on ambition and perseverance subscale in term of grade level.

Then finding the mean and the standard deviation of the (fourth and eighth) grade students on the ambition and perseverance subscale. In order to know ambition and perseverance in the fourth and eighth grade students, the t-test was used to compare between the two means (fourth grade mean and eighth grade mean).

The students in the eighth grade obtained mean of (19.5156) and a standard deviation of (2.42683). The fourth grade students obtained mean of (18.8444) and a standard deviation of (3.13224).

Table 4.3. Mean and Standard Deviation of Fourth and Eighth Grade Student's Ambition and Perseverance

Sub scale	Grade	Number	Mean	Standard deviation
Ambition and perseverance	eight	450	19.5156	2.42683
	fourth	450	18.8444	3.13224

Table 4.4. Independent Sample Test of Fourth and Eighth Grade Student's Ambition and Perseverance

Ambition and perseverance	Levene's Test for Equality Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig.(2-tailed)
Equal variance assumed	36.227	0.000	3.593	898	0.000
variance not assumed			3.593	845.270	0.000

This result indicates that there is a difference in ambition and perseverance in the research sample according to the grade variable and in favor of the eighth grade, because the test value of (3.59) is bigger than the t-test value of (1.96) at the level of (0.05) and degree of freedom (898).

What are the perceptions of the students of ambition and perseverance sub scale and is there a statistically significant difference between the opinions of the students on ambition and perseverance subscale in term of school's socioeconomic status.

It has found the mean and the standard deviation of the student's level from the three different socioeconomic status (high, middle, low) on the ambition and perseverance subscale. In order to know the student's ambition in three different levels, the One-Way Anova was used to compare three means (High, middle, low).

The students at a high-level obtained a mean of (21.0400) and a standard deviation of (2.08155). Students at a middle-level obtained a mean of (19.3767) and a standard deviation of (1.94441). In addition, the students at low-level obtained mean of (17.1233) and a standard deviation (2.83695).

Table 4.5. Mean and Standard Deviation of Three Different Socioeconomic Status Student's Ambition and Perseverance

Sub scale	Socioeconomic Status	Number	Mean	Standard Deviation
Ambition and perseverance	high	300	21.0400	2.08155
	middle	300	19.3767	1.94441
	low	300	17.1233	2.83695
	total	900	19.1800	2.82032

Table 4.6. Test of Homogeneity of Variances for Ambition and Perseverance Subscale

Levene's Statistic	df1	df2	Sig.
27.832	2	897	0.000

Table 4.7. One-Way Anova for Ambition and Perseverance Subscale

Ambition and Perseverance	Sum of Squares	df	Mean Square	F	Sig
Between Groups	2318.447	2	1159.223	215.178	0.000
Within Groups	4832.393	897	5.387		
Total	7150.840	899			

This result indicates that there is a difference in ambitions and perseverance in the research sample according to the school's socioeconomic status variable, because the calculated F value of (215.178) is greater than the F value of (3) in table at (0.05) and the degree of freedom (897-2).

Since there is a statistically significant difference, Therefore, we have to compare the two dimensions. Since the value of the Levene's test indicates that there is no homogeneity between the three sample variations of the school's socioeconomic status (high, middle, low), we use (Dunnett's C) for distance comparisons, in order to know the significance of the statistical difference between each two means, as in the following table:

Table 4.8. Dependent Variable: Ambition and Perseverance (Dunnett's C)

(I) Status	(J) Status	Mean Differences (I-J)
high level	middle level	1.66333*
low level		3.91667*
middle level	high level	1.66333-*
low level		2.25333*
low level	high level	3.91667-*
middle level		2.25333-*

(*) The mean difference is significant at the 0.05 level

We have above three comparisons are (High- level*Middle- level , High- level*Low-level , Middle- level* Low- level). The existence of an asterisk (*) on the

value of the difference between the two means indicates that the difference is statistically significant, and above it is clear that there is a statistically significant difference in the three comparisons.

In addition, to know in favor of differences, we return to the means in the first table. The difference in the first comparison (High- level * Middle- level), the difference in favor of high -level because the mean of (21.0400) and is higher than the mean of the Middle- level is (19.3767). Moreover, the difference in the second comparison (High- level *Low- level), the difference in favor of high -level because the mean of (21.0400) and is higher than the mean of low-level is (17.1233). In addition, the difference in the (Middle-level *Low- level), the difference is in favor of middle-level because the mean of (19.3767) is higher than the mean of low- level is (17.1233).

Special Results for the Second Aim

To achieve the second aim, which includes:

What are the perceptions of the students of competition subscale and is there a statistically significant difference between the opinions of the students on competition subscale in term of gender.

Then finding the mean and the standard deviation of the students (male and female) on the competition subscale. In order to know the competition of the student (male and female), the t-test was used to compare between the two means (male mean and female mean).

The male students obtained mean of (14.2014), a standard deviation of (2.39745), and female students at a mean of (13.9793) and a standard deviation of (2.31439).

Table 4.9. Mean and Standard Deviation of Male and Female Student's Competition

Sub scale	Gender	Number	Mean	Standard Deviation
Competition	male	417	14.2014	2.39745
	female	483	13.9793	2.31439

Table 4.10. Independent Sample Test of Male and Female Student's Competition

Competition	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig.(2-tailed)
Equal variance assumed	2.374	0.124	1.412	898	0.158
Equal variance not assumed			1.409	869.120	0.159

This result indicates that there is no difference in the competition of the research sample according to the gender variable, because the t-test value (1.412) is less than the t-test value of (1.96) at the level of (0.05) and the degree of freedom (898).

What are the perceptions of the students of competition subscale and is there a statistically significant difference between the opinions of the students on competition subscale in term of grade level.

Then finding the mean and the standard deviation of the (fourth and eighth) grade students on the competition subscale. In order to know competition in the fourth and eighth grade students, the t-test was used to compare between the two means (fourth grade mean and eighth grade mean).

The students in the eighth grade obtained mean of (14.0267) and a standard deviation of (2.17174). The fourth grade students obtained mean of (14.1378) and a standard deviation of (2.52535).

Table 4.11. Mean and Standard Deviation of Fourth and Eighth Grade Student's Competition

Sub scale	Grade	Number	Mean	Standard Deviation
Competition	eight	450	14.0267	2.17174
	fourth	450	14.1378	2.52535

Table 4.12. Independent Sample Test of Fourth and Eighth Grade Student's Competition

Competition	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig.(2-tailed)
Equal variance assumed	11.383	0.001	0.708-	898	0.479
Equal variance not assumed			0.708-	878.312	0.479

This result indicates that there is no difference in the competition of the research sample according to the grade variable, because the t-test value (0.708) is less than the t-test value of (1.96) at the level of (0.05) and the degree of freedom (898).

What are the perceptions of the students of competition subscale and is there a statistically significant difference between the opinions of the students on competition subscale in term of school's socioeconomic status.

It has found the mean and the standard deviation of the student's level from the three different socioeconomic status (high, middle, low) on the competition subscale. In order to know the student's competition in three different levels, the One-Way Anova was used to compare three means (High, middle, low).

The students at a high-level obtained a mean of (15.2700) and a standard deviation of (2.13047). Students at a middle-level obtained a mean of (14.1233) and a standard deviation of (1.94956). In addition, the students at low-level obtained mean of (12.8533) and a standard deviation (2.32303).

Table 4.13. Mean and Standard Deviation of Three Different Socioeconomic Status Student's Competition

Sub scale	Socioeconomic Status	Number	Mean	Standard Deviation
Competition	high	300	15.2700	2.13047
	middle	300	14.1233	1.94956
	low	300	12.8533	2.32303
	total	900	14.0822	2.35454

Table 4.14. Test of Homogeneity of Variances for Competition Subscale

Levene's Statistic	df1	df2	Sig.
5.677	2	897	0.004

Table 4.15. One-Way Anova for Competition Subscale

Competition	Sum of Squares	df	Mean Square	F	Sig
Between Groups	876.802	2	438.401	95.747	0.000
Within Groups	4107.113	897	4.579		
Total	4983.916	899			

This result indicates that there is a difference in competition in the research sample according to the school's socioeconomic status variable, because the calculated F value of (95.747) is greater than the F value of (3) in table at (0.05) and the degree of freedom (897-2).

Since there is a statistically significant difference, Therefore, we have to compare the two dimensions. Since the value of the Levene's test indicates that there is no homogeneity between the three sample variations of the school's socioeconomic status (high, middle, low), we use (Dunnett's C) for distance comparisons, in order to know the significance of the statistical difference between each two means, as in the following table:

Table 4.16. Dependent Variable: Competition (Dunnett's C)

(I) Status	(J) Status	Mean Differences (I-J)
high level	middle level	1.14667*
low level		2.41667*
middle level	high level	1.14667-*
low level		1.27000*
low level	high level	2.41667-*
middle level		1.27000-*

(*) The mean difference is significant at the 0.05 level

We have above three comparisons are (High- level*Middle- level , High-level*Low-level , Middle- level* Low- level). The existence of an asterisk (*) on the

value of the difference between the two means indicates that the difference is statistically significant, and above it is clear that there is a statistically significant difference in the three comparisons. In addition, to know in favor of differences, we return to the means in the first table. The difference in the first comparison (High- level * Middle- level), the difference in favor of high -level because the mean of (15.2700) and is higher than the mean of the Middle- level is (14.1233). Moreover, the difference in the second comparison (High- level *Low- level), the difference in favor of high-level because the mean of (15.2700) and is higher than the mean of low- level is (12.8533). In addition, the difference in the (Middle-level *Low- level), the difference is in favor of middle- level because the mean of (14.1233) is higher than the mean of low-level is (12.8533).

Special Results for the Third Aim

To achieve the third aim, which includes:

What are the perceptions of the students of quality of performance subscale and is there a statistically significant difference between the opinions of the students on quality of performance subscale in term of gender.

Then finding the mean and the standard deviation of the students (male and female) on the quality of performance subscale. In order to know the quality of performance of the students (male and female), the t-test was used to compare between the two means (male mean and female mean).

The male students obtained mean of (20.7482), a standard deviation of (2.87586), and female students at a mean of (20.5921) and a standard deviation of (2.85495).

Table 4.17. Mean and Standard Deviation of Male and Female Student's Quality of Performance

Sub scale	Gender	Number	Mean	Standard Deviation
Quality of performance	male	417	20.7482	2.87586
	female	483	20.5921	2.85495

Table 4.18. Independent Sample Test of Male and Female Student's Quality of Performance

Quality of Performance	Levene's Test for Equality Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig.(2-tailed)
Equal variance assumed	0.132	0.716	0.815	898	0.415
Equal variance not assumed			0.815	877.063	0.416

This result indicates that there is no difference in the quality of performance of the research sample according to the gender variable, because the t-test value (0.815) is less than the t-test value of (1.96) at the level of (0.05) and the degree of freedom (898).

What are the perceptions of the students of quality of performance subscale and is there a statistically significant difference between the opinions of the students on quality of performance subscale in term of grade level.

Then finding the mean and the standard deviation of the (fourth and eighth) grade students on the quality of performance subscale. In order to know quality of performance in the fourth and eighth grade students, the t-test was used to compare between the two means (fourth grade mean and eighth grade mean).

The students in the eighth grade obtained mean of (20.6689) and a standard deviation of (2.67033). The fourth grade students obtained mean of (20.6600) and a standard deviation of (3.04860).

Table 4.19. Mean and Standard Deviation of Fourth and Eighth Grade Student's Quality of Performance

Sub scale	Grade	Number	Mean	Standard Deviation
Quality of performance	eight	450	20.6689	2.67033
	fourth	450	20.6600	3.04860

Table 4.20. Independent Sample Test of Fourth and Eighth Grade Student's Quality of Performance

Quality of Performance	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig.(2-tailed)
Equal variance assumed	8.600	0.003	0.047	898	0.963
Equal variance not assumed			0.047	882.688	0.963

This result indicates that there is no difference in the quality of performance of the research sample according to the grade level, because the t-test value (0.047) is less than the t-test value of (1.96) at the level of (0.05) and the degree of freedom (898).

What are the perceptions of the students of quality of performance subscale and is there a statistically significant difference between the opinions of the students on quality of performance subscale in term of school's socioeconomic status.

It has found the mean and the standard deviation of the student's level from the three different socioeconomic status (high, middle, low) on the quality of performance subscale. In order to know the student's quality of performance in three different levels, the One-Way Anova was used to compare three means (High, middle, low).

The students at a high-level obtained a mean of (21.6400) and a standard deviation of (2.78980). Students at a middle-level obtained a mean of (20.9067) and a standard deviation of (2.48836). In addition, the students at low-level obtained mean of (19.4467) and a standard deviation (2.86143).

Table 4.21. Mean and Standard Deviation of Three Different Socioeconomic Status Student's Quality of Performance

Sub scale	Socioeconomic Status	Number	Mean	Standard Deviation
Quality of performance	high	300	21.6400	2.78980
	middle	300	20.9067	2.48836
	low	300	19.4467	2.86143
	total	900	20.6644	2.86412

Table 4.22. Test of Homogeneity of Variances for Quality of Performance Subscale

Levene's Statistic	df1	df2	Sig.
3.421	2	897	0.033

Table 4.23. One-Way Anova for Quality of Performance Subscale

Quality of Performance	Sum of Squares	df	Mean Square	F	Sig
Between Groups	748.009	2	374.004	50.626	0.000
Within Groups	6626.653	897	7.388		
Total	7374.662	899			

This result indicates that there is a difference in quality of performance in the research sample according to the school's socioeconomic status variable, because the calculated F value of (50.626) is greater than the F value of (3) in table at (0.05) and the degree of freedom (897-2).

Since there is a statistically significant difference, Therefore, we have to compare the two dimensions. Since the value of the Levene's test indicates that there is no homogeneity between the three sample variations of the socioeconomic status (high, middle, low), we use (Dunnett's C) for distance comparisons, in order to know the significance of the statistical difference between each two means, as in the following table:

Table 4.24. Dependent Variable: Quality of Performance (Dunnett's C)

(I) Status	(J) Status	Mean Differences (I-J)
high level	middle level	0.73333*
low level		2.19333*
middle level	high level	0.73333-*
low level		1.460000*
low level	high level	2.19333-*
middle level		1.46000-*

(*) The mean difference is significant at the 0.05 level

We have above three comparisons are (High- level*Middle- level , High- level*Low-level , Middle- level* Low- level). The existence of an asterisk (*) on the value of the difference between the two means indicates that the difference is statistically significant, and above it is clear that there is a statistically significant difference in the three comparisons. In addition, to know in favor of differences, we return to the means in the first table. The difference in the first comparison (High- level * Middle- level), the difference in favor of high-level because the mean of (21.6400) and is higher than the mean of the middle- level is (20.9067). Moreover, the difference in the second comparison (High- level *Low- level), the difference in favor of high-level because the mean of (21.6400) and is higher than the mean of low-level is (19.4467). In addition, the difference in the (Middle-level *Low- level), the difference is in favor of middle-level because the mean of (20.9067) is higher than the mean of low-level is (19.4467).

Special Results for the fourth Aim

To achieve the fourth aim, which includes:

What are the perceptions of the students of attaining success and appreciation subscale and is there a statistically significant difference between the opinions of the students on attaining success and appreciation subscale in term of gender.

Then finding the mean and the standard deviation of the students (male and female) on the attaining success and appreciation subscale. In order to know the attaining success and appreciation of the students (male and female), the t-test was used to compare between the two means (male mean and female mean).

The male students obtained mean of (16.7266), a standard deviation of (2.33021), and female students at a mean of (16.7371) and a standard deviation of (2.32415).

Table 4.25. Mean and Standard Deviation of Male and Female Student's Attaining Success and Appreciation

Sub scale	Gender	Number	Mean	Standard Deviation
attaining success and appreciation	male	417	16.7266	2.33021
	female	483	16.7371	2.32415

Table 4.26. Independent sample test of Male and Female Student's Attaining Success and Appreciation

Attaining Success and Appreciation	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig.(2-tailed)
Equal variance assumed	0.096	0.757	0.067-	898	0.946
Equal variance not assumed			0.067-	878.284	0.947

This result indicates that there is no difference in the attaining success and appreciation of the research sample according to the gender variable, because the t-test value (0.067) is less than the t-test value of (1.96) at the level of (0.05) and the degree of freedom (898).

What are the perceptions of the students of attaining success and appreciation subscale and is there a statistically significant difference between the opinions of the students on attaining success and appreciation subscale in term of grade level.

Then finding the mean and the standard deviation of the (fourth and eighth) grade students on the attaining success and appreciation subscale. In order to know attaining success and appreciation in the fourth and eighth grade students, the t-test was used to compare between the two means (fourth grade mean and eighth grade mean).

The students in the eighth grade obtained mean of (17.0022) and a standard deviation of (2.18570). The fourth grade students obtained mean of (16.4622) and a standard deviation of (2.43026).

Table 4.27. Mean and Standard Deviation of Fourth and Eighth Grade Student's Attaining Success and Appreciation

Sub scale	Grade	Number	Mean	Standard Deviation
Attaining success and appreciation	eight	450	17.0022	2.18570
	fourth	450	16.4622	2.43026

Table 4.28. Independent Sample Test of Fourth and Eighth Grade Student's Attaining Success and Appreciation

Attaining Success and Appreciation	Levene's Test for Equality Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig.(2-tailed)
Equal variance assumed	7.594	0.006	3.505	898	0.000
Equal variance not assumed			3.505	888.084	0.000

This result indicates that there is a difference in attaining success and appreciation in the research sample according to the grade variable and in favor of the eighth stage, because the test value of (3.505) is bigger than the t-test value of (1.96) at the level of (0.05) and degree of freedom (898).

What are the perceptions of the students of attaining success and appreciation subscale and is there a statistically significant difference between the opinions of the students on attaining success and appreciation subscale in term of school's socioeconomic status.

It has found the mean and the standard deviation of the student's level from the three different socioeconomic status (high, middle, low) on the attaining success and appreciation subscale. In order to know the student's attaining success and appreciation in three different levels, the One-Way Anova was used to compare three means (High, middle, low).

The students at a high-level obtained a mean of (17.8400) and a standard deviation of (1.87245). Students at a middle-level obtained a mean of (16.8567) and a

standard deviation of (1.97885). In addition, the students at low-level obtained mean of (15.5000) and a standard deviation (2.46378).

Table 4.29. Mean and Standard Deviation of Three Different Socioeconomic Status Student is Attaining Success and Appreciation

Sub scale	Socioeconomic Status	Number	Mean	Standard Deviation
Attaining Success and Appreciation	high	300	17.8400	1.87245
	middle	300	16.8567	1.97885
	low	300	15.5000	2.46378
	total	900	16.7322	2.32567

Table 4.30. Test of Homogeneity of Variances for Attaining Success and Appreciation Subscale

Levene's Statistic	df1	df2	Sig.
19.551	2	897	0.000

Table 4.31.One-Way Anova for Attaining Success and Appreciation Subscale

Attaining Success and Appreciation	Sum of squares	df	Mean Square	F	Sig
Between Groups	828.309	2	414.154	92.088	0.000
Within Groups	4034.157	897	4.497		
Total	4862.466	899			

This result indicates that there is a difference in attaining success and appreciation in the research sample according to the schools socioeconomic status variable, because the calculated F value of (92.088) is greater than the F value of (3) in table at (0.05) and the degree of freedom (897-2).

Since there is a statistically significant difference, Therefore, we have to compare the two dimensions. Since the value of the Levene's test indicates that there is no homogeneity between the three sample variations of the socioeconomic status (high, middle, low), we use (Dunnett's C) for distance comparisons, in order to know the significance of the statistical difference between each two means, as in the following table:

Table 4.32. Dependent variable: Attaining Success and Appreciation (Dunnett's C)

(I) Status	(J) Status	Mean Differences (I-J)
high level	middle level	0.98333*
low level		2.34000*
middle level	high level	0.98333-*
low level		1.35667*
low level	high level	2.34000-*
middle level		1.35667-*

(*) The mean difference is significant at the 0.05 level

We have above three comparisons are (High- level*Middle- level , High- level*Low-level , Middle- level* Low- level). The existence of an asterisk (*) on the value of the difference between the two means indicates that the difference is statistically significant, and above it is clear that there is a statistically significant difference in the three comparisons. In addition, to know in favor of differences, we return to the means in the first table. The difference in the first comparison (High- level * Middle- level), the difference in favor of high-level because the mean of (17.8400) and is higher than the mean of the middle- level is (16.8567). Moreover, the difference in the second comparison (High- level *Low- level), the difference in favor of high-level because the mean of (17.8400) and is higher than the mean of low-level is (15.5000). In addition, the difference in the (Middle-level *Low- level), the difference is in favor of middle-level because the mean of (16.8567) is higher than the mean of low-level is (15.5000).

Special Results for the fifth Aim

To achieve the fifth aim, which includes:

What are the perceptions of the students of self-control subscale and is there a statistically significant difference between the opinions of the students on self-control subscale in term of gender.

Then finding the mean and the standard deviation of the students (male and female) on the self-control subscale. In order to know the self-control of the students (male and female), the t-test was used to compare between the two means (male mean and female mean).

The male students obtained mean of (15.4508), a standard deviation of (2.56794), and female students at a mean of (15.6749) and a standard deviation of (2.55803).

Table 4.33. Mean and Standard Deviation of Male and Female Student's Self-Control

Sub scale	Gender	Number	Mean	Standard Deviation
self-control	male	417	15.4508	2.56794
	female	483	15.6749	2.55803

Table 4.34. Independent Sample Test of Male and Female Student's Self-Control

Self-control	Levene's Test for Equality Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig.(2-tailed)
Equal variance assumed	0.000	0.999	1.308-	898	1.191
Equal variance not assumed			0.308-	877.959	1.191

This result indicates that there is no difference in the self-control of the research sample according to the gender variable, because the t-test value (1.308) is less than the t-test value of (1.96) at the level of (0.05) and the degree of freedom (898).

What are the perceptions of the students of self-control subscale and is there a statistically significant difference between the opinions of the students on self-control subscale in term of grade level.

Then finding the mean and the standard deviation of the (fourth and eighth) grade students on the self-control subscale. In order to know self-control in the fourth and eighth grade students, the t-test was used to compare between the two means (fourth grade mean and eighth grade mean).

The students in the eighth grade obtained mean of (15.9178) and a standard deviation of (2.45401). The fourth grade students obtained mean of (15.2244) and a standard deviation of (2.62604).

Table 4.35. Mean and Standard Deviation of Fourth and Eighth Grade Student's Self-Control

Sub scale	Grade	Number	Mean	Standard Deviation
Self-control	eight	450	15.9178	2.45401
	fourth	450	15.2244	2.62604

Table 4.36. Independent Sample Test of Fourth and Eighth Grade Student's Self-Control

Self-control	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig.(2-tailed)
Equal variance assumed	2.168	0.141	4.092	898	0.000
Equal variance not assumed			4.092	893.909	0.000

This result indicates that there is a difference in self-control in the research sample according to the grade variable and in favor of the eighth stage, because the test value of (4.092) is bigger than the t-test value of (1.96) at the level of (0.05) and degree of freedom (898).

What are the perceptions of the students of self-control subscale and is there a statistically significant difference between the opinions of the students on self-control subscale in term of school's socioeconomic status.

It has found the mean and the standard deviation of the student's level from the three different socioeconomic status (high, middle, low) on the self-control subscale. In order to know the student's self-control in three different levels, the One-Way Anova was used to compare three means (High, middle, low).

The students at a high-level obtained a mean of (15.9333) and a standard deviation of (2.78833). Students at a middle-level obtained a mean of (15.9300) and a

standard deviation of (2.23796). In addition, the students at low-level obtained mean of (14.8500) and a standard deviation (2.48894).

Table 4.37. Mean and Standard Deviation of Three Different Socioeconomic Status Student's Self-Control

Sub scale	Socioeconomic Status	Number	Mean	Standard Deviation
Self-control	high	300	15.9333	2.78833
	middle	300	15.9300	2.23796
	low	300	14.8500	2.48894
	total	900	15.5711	2.56364

Table 4.38. Test of Homogeneity of Variances for Self-Control Subscale

Levene's Statistic	df1	df2	Sig.
6.189	2	897	0.002

Table 4.39. One-Way Anova for Self-Control Subscale

Self-control	Sum of Squares	df	Mean Square	F	Sig
Between Groups	234.002	2	117.001	18.495	0.000
Within Groups	5674.447	897	6.326		
Total	5908.449	899			

This result indicates that there is a difference in self-control in the research sample according to the schools socioeconomic status variable, because the calculated F value of (18.495) is greater than the F value of (3) in table at (0.05) and the degree of freedom (897-2).

Since there is a statistically significant difference, Therefore, we have to compare the two dimensions. Since the value of the Levene's test indicates that there is no homogeneity between the three sample variations of the socioeconomic status (high, middle, low), we use (Dunnett's C) for distance comparisons, in order to know the significance of the statistical difference between each two means, as in the following table:

Table 4.40. Dependent Variable: Self-Control (Dunnett's C)

(I) Status	(J) Status	Mean Differences (I-J)
high level	middle level	0.00333
low level		1.08333*
middle level	high level	0.00333-
low level		1.08000*
low level	high level	1.08333-*
middle level		1.08000-*

We have above three comparisons are (High- level*Middle- level , High- level*Low- level , Middle- level* Low- level). The existence of an asterisk (*) on the value of the difference between the two means indicates that the difference is statistically significant, and above it is clear that there is a statistically significant difference in the two comparisons. In addition, to know in favor of differences, we return to the means in the first table. The difference in the second comparison (High- level *Low- level), the difference in favor of high-level because the mean of (15.9333) and is higher than the mean of low-level is (14.8500). In addition, the difference in the (Middle-level *Low- level), the difference is in favor of middle-level because the mean of (15.9300) is higher than the mean of low- level is (14.8500).

Special Results for the sixth Aim

To achieve the sixth aim, which includes:

What are the perceptions of the students of achievement motivation scale and is there a statistically significant difference between the opinions of the students on achievement motivation scale in term of gender.

Then finding the mean and the standard deviation of the students (male and female) on the achievement motivation scale. In order to know the achievement motivation of the students (male and female), the t-test was used to compare between the two means (male mean and female mean).

The male students obtained mean of (86.2278), a standard deviation of (9.54536), and female students at a mean of (86.2319) and a standard deviation of (9.08923).

Table 4.41. Mean and Standard Deviation of Male and Female Student's Achievement Motivation

Sub scale	Gender	Number	Mean	Standard Deviation
Achievement motivation	male	417	86.2278	9.54536
	female	483	86.2319	9.08923

Table 4.42. Independent Sample Test of Male and Female Student's Achievement Motivation

Achievement Motivation	Levene's Test for Equality Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig.(2-tailed)
Equal variance assumed	0.767	0.381	0.007-	898	0.995
Equal variance not assumed			0.007-	864.828	0.995

This result indicates that there is no difference in the achievement motivation of the research sample according to the gender variable, because the t-test value (0.007) is less than the t-test value of (1.96) at the level of (0.05) and the degree of freedom (898).

What are the perceptions of the students of achievement motivation scale and is there a statistically significant difference between the opinions of the students on achievement motivation scale in term of grade level.

Then finding the mean and the standard deviation of the (fourth and eighth) grade students on the achievement motivation scale. In order to know achievement motivation in the fourth and eighth grade students, the t-test was used to compare between the two means (fourth grade mean and eighth grade mean).

The students in the eighth grade obtained mean of (87.1311) and a standard deviation of (8.29405). The fourth grade students obtained mean of (85.3289) and a standard deviation of (10.13333).

Table 4.43. Mean and Standard Deviation of Fourth and Eighth Grade Student's Achievement Motivation

Sub scale	Grade	Number	Mean	Standard deviation
Achievement motivation	eight	450	87.1311	8.29405
	fourth	450	85.3289	10.13333

Table 4.44. Independent Sample Test of Fourth and Eighth Grade student's Achievement Motivation

Achievement Motivation	Levene's Test for Equality Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig.(2-tailed)
Equal variance assumed	18.908	0.000	2.920	898	0.004
Equal variance not assumed			2.920	864.236	0.004

This result indicates that there is a difference in achievement motivation in the research sample according to the grade variable and in favor of the eighth stage, because the test value of (2.920) is bigger than the t-test value of (1.96) at the level of (0.05) and degree of freedom (898).

What are the perceptions of the students of achievement motivation scale and is there a statistically significant difference between the opinions of the students on achievement motivation scale in term of school's socioeconomic status.

It has found the mean and the standard deviation of the student's level from the three different socioeconomic status (high, middle, low) on the achievement motivation scale. In order to know the student's achievement motivation in three different levels, the One-Way Anova was used to compare three means (High, middle, low).

The students at a high-level obtained a mean of (91.7233) and a standard deviation of (8.44301). Students at a middle-level obtained a mean of (87.1933) and a

standard deviation of (6.81843). In addition, the students at low-level obtained mean of (79.7733) and a standard deviation (8.31459).

Table 4.45. Mean and Standard Deviation of Three Different Socioeconomic Status Student's Achievement Motivation

Scale	Socioeconomic Status	Number	Mean	Standard Deviation
Achievement motivation	high	300	91.7233	8.44301
	middle	300	87.1933	6.81843
	low	300	79.7733	8.31459
	total	900	86.2300	9.29814

Table 4.46. Test of Homogeneity of Variances for Achievement Motivation Scale

Levene's Statistic	df1	df2	Sig.
5.786	2	897	0.003

Table 4.47. One-Way Anova for Achievement Motivation Scale

Achievement Motivation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	21837.980	2	10918.990	175.257	0.000
Within Groups	55885.410	897	62.303		
Total	77723.390	899			

This result indicates that there is a difference in achievement motivation in the research sample according to the schools socioeconomic status variable, because the calculated F value of (175.257) is greater than the F value of (3) in table at (0.05) and the degree of freedom (897-2).

Since there is a statistically significant difference, Therefore, we have to compare the two dimensions. Since the value of the Levene's test indicates that there is no homogeneity between the three sample variance of the socioeconomic status (high, middle, low), we use (Dunnett's C) for distance comparisons, in order to know the significance of the statistical difference between each two means, as in the following table:

Table 4.48. Dependent Variable: Achievement Motivation (Dunnett's C)

(I) Status	(J) Status	Mean Differences (I-J)
high level	middle level	4.53000*
low level		11.95000*
middle level	high level	4.53000-*
low level		7.42000*
low level	high level	11.95000-*
middle level		7.42000-*

We have above three comparisons are (High- level*Middle- level , High- level*Low-level , Middle- level* Low- level). The existence of an asterisk (*) on the value of the difference between the two means indicates that the difference is statistically significant, and above it is clear that there is a statistically significant difference in the three comparisons. In addition, to know in favor of differences, we return to the means in the first table. The difference in the first comparison (High- level * Middle- level), the difference in favor of high-level because the mean of (91.7233) and is higher than the mean of the middle- level is (87.1933). Moreover, the difference in the second comparison (High- level *Low- level), the difference in favor of high-level because the mean of (91.7233) and is higher than the mean of low-level is (79.7733). In addition, the difference in the (Middle-level *Low- level), the difference is in favor of middle-level because the mean of (87.1933) is higher than the mean of low-level is (79.7733).

4.2. Discussions

The Researcher in this study reached the results and conclude that in general, both stages of fourth and eighth of basic schools have the achievement motivation and in specific for each of (ambition and perseverance, competition, quality of performance, attaining success and appreciation, self-control) subscales. Therefore, this result refers that the schools and the home environment are helpful, supportive, and motivate the students. The family considering that is the essential and important basic for the upbringing, successes, and student's development. Pay attention and encourage to the family is very important, and positively influence the student to be increasing the self-confident of their ability, continue to attempt, and struggling. In addition, students motivate themselves to gain, achieving their aims, objective, solving the problems and, obstacle. The role of schools is not less than the role of family and parents, the school is taking care of to the science, academic, society of students and has a great role to guide the pupil's or children to the teenager stage.

The result of this study shows that in general, there is not different between (male and female) in the motivation for achievement. And motivation for each subscales because the modern family encourage the female like the male to academic excellence, work completely, and acceptable , this is to make the female attempt and struggling like male also, having a desire to success such as male.

The results of current study agree with the results of M. Horner (1968). It is explained that there is not different between the male and female in the achievement motivation because, the chance of learning process available for both gender and decrease differentiate for the male and female from the parents.

This result is opposite with the Healey (1974) study that referred to the statistically significant differences in motivation for achievement between the gender.

This study concludes that in general, there is different in motivation for achievement between both fourth and eighth stages. In addition, motivation for each of (ambition and perseverance, attaining success and appreciation, self-control) subscales. The motivation in the eighth stage is more for achievement in general and the subscales mentioned above. The reason is the age of them, that the eighth stage at earlier of teenagers, but the fourth stage at the childhood age.

It is obvious that the science improves that according to the increasing the age the situation will change the mental, body society, emotion, and these aspects make them to treating in a good way and see the environment. In addition, they try to gain their target in the life, success, controlling themselves, and patient opposite the problems and obstacle, it means the students endeavor for self- confidence and motivate themselves to achieve.

The results of this study agree with the result of Atya (2002) refers to the statistically significant differences in motivation for achievement among the ages and the favor for the elder one.

The results of this study show that there is not different in motivation for each of the competition, the quality of performance subscales. The main reason of have not the distinction is the responsibility of academic place or corporation, and schools that have a great role in providing skills and success the student learning and education. The curriculum of academic teaching it should appropriate to the students' level, ages. Moreover, students with increased age are trying to motivate themselves and learn a variety of skills. Therefore, the teacher should be helpful for increasing the ability of the students, encourage them, competition for the developing, and success according to the sequence of age grade. Because lack of chance make the students to be weak for gaining their objective in the life and academic aspects. None able be good producer. In addition, none quality with their production. Both the school and the home environment are responsible for the lack and weak of pupils and children.

This study shows in general, the difference in motivation for achievement and for ambition and perseverance, competition, attaining success and appreciation, quality of performance subscales among the students at the three different levels of schools socioeconomic status, (high socioeconomic status, middle socioeconomic status, low socioeconomic status).

The conclusion of this study shows that the students in higher socioeconomic status schools have the higher motivation for achievement in general and for the subscales mentioned above than the students in middle and low socioeconomic status. Except the self-control subscale the different just between (high and low) and (middle and low) socioeconomic status.

The reason of this difference is the economic and societal environment of students and the schools studying in, therefore the appropriate environment, full of love, support, motivation, and providing all material needs and teaching aids has a great role in levels of learning, intelligence of the students, and motivation for achievement. This point makes the student has more motivation for achievement in higher socioeconomic status than middle and low socioeconomic status. Except the self-control subscale just the difference between (high and low) and (middle and low) socioeconomic status. The reason is the strong personality, ability, and self-control of the student with the obstacles and problems.

This current study agree with the results of Hartencia (1981), says the motivation for achieving influenced by economic levels and it's opposite with the study of Foster (1983) and study of Tiwari (1990), says there is not different in the motivation to achieve with economy and society levels.

4.3. Conclusion

1. The conclusion of the Perceptions of students in fourth and eighth grades in basic schools for first subscale ambition and perseverance shows that the students are motivated for ambition and perseverance, but there is not different male and female. In addition, for the grade level, the eighth grade students have more motivation for ambition and perseverance than fourth grade of basic schools. In addition to, the students in the higher socioeconomic status schools have more motivation for ambition and perseverance than the students in the middle and low socioeconomic status.
2. The conclusion of the perceptions of students in fourth and eighth grades in basic schools for second subscale competition shows that the students are motivated for competition, but there is not different male and female and between two grades fourth and eighth. In addition, the students in the higher socioeconomic status schools have more motivation for competition than the students in the middle and low socioeconomic status.
3. The conclusion of the perceptions of students in fourth and eighth grades in basic schools for third subscale quality of performance shows that the

students are motivated for quality of performance, but there is not different male and female and between two grades fourth and eighth . In addition, the students in the higher socioeconomic status schools have more motivation for quality of performance than the students in the middle and low socioeconomic status.

4. The conclusion of the perceptions of students in fourth and eighth grades in basic schools for fourth subscale attaining success and appreciation shows that the students are motivated for attaining success and appreciation, but there is not different male and female. In addition, for the grade level, the eighth grade students have more motivation for attaining success and appreciation than fourth grade of basic schools. In addition to, the students in the higher socioeconomic status schools have more motivation for attaining success and appreciation than the students in the middle and low socioeconomic status.
5. The conclusion of the perceptions of students in fourth and eighth grades in basic schools for fifth subscale self-control shows that the students are motivated for self-control, but there is not different male and female. In addition, for the grade level, the eighth grade students have more self-control than fourth grade of basic schools. In addition to, the students in the higher socioeconomic status have more self-control than the students in the low socioeconomic status, and the students in the middle socioeconomic status schools have more self-control than the students in the low socioeconomic status.
6. The conclusion of the perceptions of students in fourth and eighth grades in basic schools for achievement motivation scale shows that the students are motivated for achievement, but there is not different male and female. In addition, for the grade level, the eighth grade students have more motivation for achievement than fourth grade of basic schools. In addition to, the students in the higher socioeconomic status schools have more motivation for achievement than the students in the middle and low socioeconomic status.

4.4. Recommendations

1. Pay attention to the life, age stages of the children, developing their mental and body. In addition, providing the appropriate environment, especially from the social, educational, and economic for increasing their ability, encourage them. This is the duty of both sides' family and academic place.
2. Attention by teachers with normal achievement, confidence in them, help them to accept themselves, and raise the motivation for achievement by various means.
3. Studying, observing the pupils desire in the early stages of academic study and through this, we can get benefit to guide them in a good way for the future.
4. Encourage the teenager through motivation and depending on themselves in the specific affairs.
5. Working to determine the children in the mentality, society, and emotional aspects by the measure and test of them to know their ability and individual differences.
6. Conducting further studies, researches on the motivation for achievement, and its relation to some other variables.

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APPENDIX

App. 1. Achievement Motivation Scale

No	Items	Every time	Some time	Never
First part: the ambition and perseverance				
1	I like the activities and the achievement of a successful business that requires training.			
2	I believe that success in business is a result of effort and perseverance.			
3	In general, I do not give in to failure.			
4	My ambition rises when I do a specific job or achieve a certain goal.			
5	I work hard and persevere to achieve success consistently.			
6	I have a continuous desire to work.			
7	I tend to work that requires skill and perseverance.			
8	I do not be negligent in the performance of my work.			
Second part: competition				
9	I the have ability and determination to win in the competition that evaluate by the teacher.			
10	I feel happy when I achieve works more than peers do.			
11	I feel happy for competitions between my colleagues and me.			
12	I want to be always superior to my colleagues.			
13	I Proud to achieve a task or new activity.			
14	I tend to the activities of collective competition.			
Third part: The quality of performance				
15	I do everything well, and organization.			
16	I treat things and the problems encountered during the achievement of activity very quickly.			
17	My performance is distinct from my colleagues.			
18	Set myself targets not easily.			
19	I have different answers with colleagues when she/he ask me a teacher.			
20	I use the steps or a particular sequence to reach my goals.			
21	It characterized my work to stand out from the work of my peers.			
22	My performance is new, not repetitive.			
23	I Complete my work without the help of others.			

No	Items	Every time	Some time	Never
Fourth part: attaining success and appreciation				
24	I like to work to achieve a certain goal.			
25	When I fail to perform a certain activity, I try again until I succeed.			
26	I do not feel bored of the activities was given to me.			
27	I expect my success in any work given to me.			
28	I like to encourage a teacher to me when performing a particular activity.			
29	I Feel proud of the achievement of the activity.			
30	I tend to attract the attention of others to me			
Fifth part: Self-control				
31	I overcome the obstacles that I face during the achievement of activities.			
32	I love the achievement of tasks and difficult activities requiring exertion.			
33	I do not feel discouraged and frustrated, even if I fail to perform the activity.			
34	I have great confidence in myself.			
35	Control my emotions while performing activities.			
36	Do not grieve if I fail in the performance of a particular job.			
37	I do not feel arrogant when my success in the activities.			

App 2. Permit Document

REPUBLIC OF TURKEY
FIRAT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES

28 July 2017

To Selahaddin University

College of Basic Education

Sanaria Sedeeq is a MA student at the Institute of Educational Sciences in Firat University. She applied since 2016, Spring semester. After finishing two semesters and passing all lectures, including her seminar work successfully, she has started her master thesis entitled **"The perceptions of basic school students of parental treatment methods on their achievement motivation"**. But she must submit graduation proposal and according to her master topic, she has to start practical part of her MA thesis in Erbil city, in Iraq. To do that, there should be an official report regarding ethical perspective signed and stamped by your committee.

She applied for your committee and received a report regarding ethical perspective. But during her studies, we she faced new changes and she had to include them into her thesis proposal. That's why she needs a new ethical report for her revised thesis proposal. The revised title of her thesis is **"The perceptions of basic school students of their achievement motivation in terms of several variables"**. We want you to submit a paper that says there is not a problem to administer the questionnaires from ethical perspective for the revised thesis proposal.

We kindly ask you to give her permission to start her thesis' practical part and submit the proposal. Then she will write her research in Firat University under supervision of Prof. Dr. Mehmet Nuri Gömleksiz, and she will graduate and take her graduation certificate from the division of Curriculum and Instruction at the Department of Educational Sciences of Institute of Educational Sciences at Firat University.


Prof. Dr. Ayşegül GÖKÇAN
Director of Institute of Educational Sciences

App. 3. Ethical Board Committee

KURDISTAN REGION GOVERNMENT IRAQ		
PRESIDENCY OF COUNCIL MINISTERS		
MINISTRY OF HIGH EDUCATION & SCIENTIFIC RESEARCH		
PRESIDENCY OF SALLAHADDIN UNIVERSITY \ Erbil		
College of Basic Education		
Kindergarten Department		
No. 821	Date : 6-8-2017	Kurdish Year : 2716
Scientific Committee Meeting		
Best Greeting.....		
After the Meeting of the Scientific Committee in the date 6-8-2017, time (10:30) for the purpose of the approval of Proposal of a Student of MA degree in Turkey (SANARIA ABDULRAHMAN SEDEEQ) under the Title (The perceptions of basic school students on their achievement motivation in terms of several variables) we are as a scientific committee ratify the proposal After the changing of the body and Title of proposal , and Agree with the practically process Apply of research in the north of Iraq - Erbil City , There is no problem to administer the questionnaires from ethical perspective.		
Best Regard.....		
Attach\\ Student's Proposal		
Official Seal		
Dr. Saza Husein Rasool	Dr. Salwa Ahmed Amin	Dr. Dyar Muhiadin Sadiq
Dr. Sina Ahmed Ali	Dr. Ban Sabah Yahia	
GEN.NO: 7553 NUMBER: 37		
Date: 8 / 8 / 2017		
Legal Translator Mr. (NAWZAD RAHMAN OMER) who is legally authorized and known by his ID card has presented himself before this office ,is the identical ,literal of the mentioned document ,after under legal oath, he testified that the translation text of this (document) is true, he signed and admitted before me ,I ratified it in writing on the above date.		
Notary Abdullah Khaleel Ismael 2017 8		

THE PERCEPTIONS OF BASIC SCHOOL STUDENTS ON THEIR ACHIEVEMENT MOTIVATION IN TERMS OF SEVERAL VARIABLES

Yazar Sanaria Sedeeq

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THE PERCEPTIONS OF BASIC SCHOOL STUDENTS ON THEIR ACHIEVEMENT MOTIVATION IN TERMS OF SEVERAL VARIABLES

ORIJINALLIK RAPORU

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İNTERNET
KAYNAKLARI

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YAYINLAR

% **6**

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Öğrenci Ödevi

<% **1**

CURRICULUM VITAE

Name: Sanaria Abdulrahman SEDEEQ
Place of Residence: Iraq, Erbil, Sarbastee Qt.
Gender: Female
Date of birth: 16 / 03 / 1992
Marital status: Single
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Email: sanaria92@hotmail.com
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EDUCATION & Certificates

2008 – 2009 : High School Certificate, Zozan High School
2012 – 2013 : B.A in Educational Psychology, Kindergarten Department,
Salahaddin University, College of Basic Education
2014 : Successfully finished a one- year language course (from
beginner to advance level) at Salahaddin University- Erbil

Personal Skills

- Good communication skills.
- Organized and punctual.
- Determined to meet targets.

Work Experience

- 2013 onwards, I work as an assistant researcher in College of Basic Education, Salahaddin University- Erbil.
- During that period, I also taught many practical modules in the department.
- I have attended many of the University lectures, seminars, and workshop run in the College since 2013.
- I visited several Kindergartens in my city, Erbil, during my final year in the University as part of the University requirements.

- I taught for about two months in a kindergarten in Erbil during my teaching placement as partial fulfilment for the degree of Bachelors.

Language skills

- Advanced Experience in using Windows XP, Windows 7.
- Advanced Experience in using Microsoft office, Word and power point.
- Intermediate Experience in Microsoft Excel.

Interests

Teaching, communication, professional development, and studying abroad.

