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Abstract:

The study aimed to identify the level of achievement motivation among secondary school students study the achievement motivation among these students in the light of several variables. The sample of the study consisted of (500) male and female secondary school students in Gaza, half of whom are males and the other half are females. The study followed the descriptive approach, and the study used the psychological and social adjustment scale and the achievement motivation scale as study tools. The study reached several results, namely: the level of achievement motivation among secondary school students in Gaza is characterized by high. Achievement motivation among secondary school students in Gaza is attributed to the student's family type in favor of the student with an extended family. The study recommended the need to pay attention to the promotion and development of self-management among students, which works to enhance and develop their skills and self-abilities in dealing with their goals and aspirations according to the characteristics and tendencies of students. The researcher suggested studying the relationship between the components and characteristics of personality and academic excellence among secondary school students.

Keywords: *Motivation; Secondary School; Students.*

Introduction

Individuals who have a high motivation for achievement work harder than others and achieve more successes in their lives and in various life situations. When comparing these individuals with those who are at their level of mental ability but who have low achievement motivation, it was found that the first group scores better in the speed test in completing math and verbal tasks and in solving problems, they get better school and university marks, and they make more clear progress in the society. Those who are high in achievement motivation are realistic in seizing opportunities unlike those who are low in achievement motivation, who either accept a simple reality, or aspire to a reality much greater than their ability to achieve (Santrock, 2003). There are differences between those with low and high achievement motivation. The results of research in this field have shown that people with high motivation are more successful in school, and get promotions in their jobs and more successes in managing their businesses than people with low motivation. Likewise, people with high motivation tend to choose tasks of medium difficulty and challenge and avoid very easy tasks because there is no element of challenge in them. They also avoid very difficult tasks, perhaps because they are more likely to fail. Another distinguishing characteristic of people with high motivation is that they have a strong desire to obtain feedback on their performance; accordingly, they prefer tasks and jobs in which rewards are based on individual achievement, and they do not wish to work in which all employees' salaries are equal (Alawneh, 2004).

Psychological and social compatibility is one of the things that most affect the course of the individual during his interaction with the various environmental elements. As the individual, when he suffers from poor psychological and social compatibility in the environment, appears to have problems and disorders that make him under pressure that results in violence and loss of self-confidence, until it reaches isolation and absence, and it may lead to hatred of people and the job he works in, withdrawal and reason for the incompatibility is all that resulted from psychological disorders, and the inability to face situations inside and outside work. With regard to society and relationships, and accordingly, interest in personal growth and psychological and social compatibility is one of the most important goals of education and social, family-oriented, educational and community organizations seek to research for those who have problems with their compatibility, and then help them overcome and confront these problems (Al-Mutairi & Khalid, 2020).

Importance of study:

The importance of this study appears theoretically as follows:

- Presenting a theoretical framework dealing with psychological and social compatibility.
- Discussing the importance of psychological and social compatibility among students and clarifying its importance in academic life and its positive effects.
- The study seeks to discuss the topic of achievement motivation, its positive effects, and ways to develop it.
- The practical aspect of importance is represented in:
- The results of the current study benefit educational counselors. They are provided with some indicators that are useful in counseling and treatment programs that raise their level of psychological and social compatibility, and achievement motivation among secondary school students.
- The results of the current study may benefit researchers and those interested, as the study is considered an enrichment of the Palestinian and Arab libraries, which opens horizons for future studies.

Study Problem:

Human responses and reactions vary according to the forces that drive and urge humans to do so, and these responses are controlled by internal or external forces, which are known as motivation; it affects on behavior, learning, thinking, creativity, opinions, and perception. In the educational field, motivation is one of the basic concepts in educational psychology, and researchers in education and psychology have considered it one of the factors responsible for the difference of learners in terms of their school performance and levels of academic activity. Knowing that contributes greatly to the success of the educational process and the success of the learner (Al-Ghanim & Al-Khawaldah, 2018). This study is set to answer the main question, which is:

What is the level of achievement motivation among secondary school students in Gaza?

There is one next question which is:

- Are there statistically significant differences in achievement motivation among secondary school students in Gaza due to the following variables: student type, academic grade, student family type, student academic achievement, economic status of the student's family?

Study Objectives:

This study aims to achieve the following objectives:

- Exposing the level of achievement motivation among secondary school students in Gaza.
- Determining the statistically significant differences in the level of achievement motivation among secondary school students in Gaza according to the variables (student type, student family type, student academic achievement).

Terminology of Study:

1. Achievement Motivation:

Achievement motivation means "the individual's ability to achieve things that others see as difficult, to control the physical and social environment, to control thoughts, to handle them well and to organize them, to perform quickly, to be independent, to overcome obstacles, to achieve standards of excellence, to excel oneself, to compete with others, to be superior to them, and to be proud of themselves." and appreciation for the successful exercise of ability (Abdel Aziz, R. , 1994).

The researcher defines it procedurally: it is the degree obtained by secondary school students (the study sample) on the achievement motivation scale used in the current study.

2. Secondary School Students:

The researcher defines them procedurally as: students of the first, second and third grades of secondary school in the schools of the Directorate of Education in Gaza-Palestine.

Motivation

Definition of Motivation:

Motivation is a term that appeared in 1980 in England and America in the field of education, especially in the field of educational psychology, and means desire, intent, will, voluntary action, the desire that precedes action and behavior and determines it is called the driving force or stimulus. (Abdul-Fadil, 39, 2010) Human motivation is of particular importance in educational psychology and requires studying human behavior and identifying the motives that provoke and determine it (Al-Tal, 2005).

The motives are the energies that draw for the organism its goals and objectives to achieve internal balance or prepare for it the best possible adaptation to the external environment (Abu Soso, 2003). Human motivation is considered to be strongly linked to the behavior of the individual, which gave it great importance among the topics of psychology. Much of human behavior can be interpreted in the light of the individual's motivation and willingness to perform certain actions dependent on the quality of motivation (Falah, 1, 2002). The issue of motives concerns every individual in order to know how to deal with jealousy, and it concerns everyone who supervises the direction of a group and motivates it to work (Abu Huwaij, 119, 2002). Motivation is the main engine of humans' behavior, and it is an internal state linked to the feelings of the individual that provokes their behavior and works on the continuity and direction of this behavior. Towards achieving a specific goal, the study of motivation increases the individual's understanding of himself, others and those around him because our knowledge of ourselves increases a lot if we know the different motives that drive us or push us to perform different types of behavior.

Motivation means an internal stimulation that moves the learner to exploit his maximum potential in any educational situation in which he participates and aims to satisfy his motives for knowledge (Abdul Hamid, Al-Nuaiman, 2010).

There are many definitions of motivation, including:

Abu Huwaij (2004) defines it as the latent energy in a living organism that pushes it to take a certain behavior in the outside world, and this energy is what defines the living organism's goals and objectives to achieve the best possible adaptation to its external environment. Abdel-Khaleq (2006) defined it as: a state of excitement or alertness within the organic organism that leads to behavior seeking a goal, and this state results from a need and works to move, direct and activate the behavior.

Al-Rimawi (2004) added that it is: a process or a series of operations that stimulate, maintain, and eventually stop goal-oriented behavior. Young (2006) also defined it as: an activity directed towards a goal, such as searching for food or security (Al-Samarati, 2006). According to Othman, Ahmed (2005), Ibrahim defined them as: the

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factors driving behavior and stimulating mental activity and movement. Ben Yunus (2004) defined it as: a set of psychological causes that explain human behavior in terms of its beginning, direction, and activity. Touq (2003) and Abu Hatab and Sadiq (200) agreed that it is: internal states or that drive behavior and direct it towards achieving a specific goal or purpose and maintain its continuity until that goal is achieved. Abu Moali (2004) and Abu Soso (2003) also agreed that it is: the latent energy in a living organism that pushes it to behave in a certain way in the outside world, and this energy is what defines the living organism's goals and objectives to achieve the best possible adaptation in its external environment. Motivation is an internal state or an innate or acquired internal readiness, conscious or subconscious, organic, social or psychological, that stimulates behavior, whether mentally or kinetic and leads it to an emotional goal (Al-Issawy, 2005). The researcher adopted the definition of motivation as: a state of tension or imbalance that occurs in the human being due to internal or external factors and provokes a certain behavior and directs him towards achieving a specific goal.

Classification of motives: as mentioned by (Abdul Hamid & Al-Naimat 2010).

Motives can be classified into:
1. Internal and external motives
Internal motives:
It originates from within the individual and includes:
A. innate motives:
It refers to a group of biological needs and instincts that are born with the organism and do not need to be learned. They represent all the general needs that exist among all members of the same sex.
B. Motives for survival.
Like the motives of hunger and thirst.
2. motives for preserving the species
Such as maternal motives and sex motives.
3. Security and safety motives.
Such as the love of knowledge, exploration, the love of possession, achievement, etc.

External motives: they are called secondary or acquired motives, as they are learned through the interaction of the individual with the environment and the various social conditions in which he lives according to the processes of reinforcement and punishment that society delays. These motives include a group of psychological needs such as the need for belonging, friendship, control, superiority, appreciation and social acceptance and other

motives that arise through the process of socialization. (Abdul Hamid & Al-Naimat, 2010).

Motivational Characteristics:

Motivation is characterized by the following characteristics (Abu Jalala & Olaymat, 2001):
1. It begins with a change in the activity of the organism, and this may include some physiological changes that are associated with primary motives such as hunger motives or sex motives.
2. Motivation is characterized by an effective state of arousal arising from this change, and this arousal is what directs the behavior of the individual and a specific direction that achieves the reduction of the state of tension arising from the presence of motives, and the state of arousal continues as long as the motives are not satisfied.
3. Motivation is gained from the cumulative experiences of the individual, which confirms the importance of reward and punishment in bringing about a change in the learner's behavior, and modifying, building or abolishing it.
4. The motives do not work in isolation from other motives, as the motives for learning may be to satisfy the parents, it may be social acceptance (Abu Jalala, 2005).

Components of motivation:

The components of motivation represent a major position in all that psychology has presented, and this is due to the fact that every behavior has a motivation behind it, that is, a certain motivation behind it, Achievement, ambition, enthusiasm, and determination to achieve the desired goals and perseverance (Abu Awad, 2009).

Ben Saleh (2009) mentions: Motivation consists of the interaction of a mixture of discriminatory and complementary components at the same time in terms of type for all people, but they are different in their degrees or levels, and these components are:
Internal Thematic Component:

It includes cognitive, emotional and physiological components together.

External objective component includes the physical components (physical, chemical, biological and social component).

Accordingly, motivation is the product of a mixture of these components together, which differ from one person to another according to the reaction products in the degrees of these components mentioned above.

The Importance of Motivation:

The importance of motivation stems from some considerations, the topic of motivation is related to most, if not all, topics in psychology. It is closely related, for example, to perception, memory, and thinking.

All people of all ages and cultural and social levels are interested in motivation to explain the nature of the relationships that bind them to others (Al-Dahry, 2008).

Jabal (2003) added that the human motivation has reached its goals because behavior naturally seeks to achieve the ultimate goal of achieving balance, reducing tension, stability, and realizing the latent and disturbing energy of man.

Motivation assists people within living organisms to learn how to harmonize and adapt with themselves and the environment because achieving motives and satisfying its subject leads to the removal of anxiety and tension, which leads to harmony.

The motives lead to the acquisition of experiences and knowledge and the development and promotion of behavior because the organism seeks to satisfy its motives as it diversifies its methods and behavior. Thus this leads to the acquisition of new experiences and knowledge that work to develop the current behavior. Directing motives to the right direction achieves emotional and realistic balance in confronting problems, and the balance of motives and emotions is the basis for good human compatibility.

Achievement Motivation:

Motivation is a fundamental pillar in the occurrence of learning among students. The teacher uses his competence and experience in controlling his class to provide a positive psychological and social environment, and to build human relationships within the classroom that greatly affect the process of communication and classroom interaction, and to increase students' motivation to learn, as it enhances interaction and participation in achieving educational goals within the classroom, in addition to that friendly relations between the teacher and students allow a degree of mutual respect between them, in turn, helps in developing the child's personality in an integrated and proper manner (Al-Marhoon & Kalan, 2019).

The drive for achievement is the desire to do well and succeed in that work, and this desire as one of the pioneers working in this field describes is characterized by ambition, enjoyment of competitive situations, an unbridled desire to work independently, to face and solve problems, a preference for tasks which involve medium risk instead of that tasks which involve only a little risk, or a very high risk, and the motive of achievement. Achievement is considered one of the motives specific to humans, perhaps to the exclusion of other living beings, which can be called striving towards excellence. People differ in levels of acceptance and orientation towards achievement as there are those who see the need to tackle difficult tasks and reach excellence, and there are other people who are satisfied with the least amount of success (Qatami & Adass, 2002).

The achievement motive is one of the human motives, perhaps to the exclusion of other living beings, which can be called the pursuit of distinction and superiority. people differ in their acceptable level of this motivation, there are those who see the need to tackle difficult tasks and reach excellence, and there are other people who are satisfied with the least amount of success. Achievement motivation is usually measured with certain tests; the most famous of which is the subject understanding test (TA T), which requires people to respond to thirty pictures, each of which carries more than one explanation, analyzes their answers and extracts the level of achievement of the respondent from them. Achievement motivation can also be measured through written materials (such as articles and books) without the need for a vague image, as in the case of (T A T).

Motivation for learning is a distinct state of general motivation and refers to an internal state of the learner that pushes him to pay attention to the educational situation and turn to it with directed activity to continue with it until learning is achieved. In spite of this, the task of providing motivation towards learning and increasing the achievement is not placed on the shoulders of the school only, but it is a task shared by both the school and the home together and some other social institutions. Achievement motivation and achievement are closely related to socialization practices. The results of studies indicated that children who were characterized by high motivation for achievement have mothers who emphasized the importance of the child's independence at home; while those who were characterized by low motivation for achievement, it was found that their mothers did not encourage their independence (Qatami & Adass, 2002).

Previous Studies:

- **Yakhlef and Batoul (2018)** have written a research paper that is titled in: learning motivation among Qatar University students and its relationship to some variables. The aim of the research is to identify the level of learning motivation among Qatar University students and its relationship to some variables such as: gender, nationality, academic level, assessment, specialization, and the nature of the course. It also aims to determine the extent to which learning motivation is related to the cognitive learning strategies employed by students. To achieve the research objectives, a field study was conducted on a representative sample of the Qatar University community, consisting of 870 male and female students from various colleges of the university, both Qataris and non-Qataris. The study used the learning motivation scale. University students as a research tool prepared by researcher Regina as Wheeling Jesuit University after the researchers Arabized it, modified it, and applied it to the survey sample. Motives of strength - acceptance of peers - fear of failure and finally learning strategies. The validity and reliability of the measurement tool has been confirmed before it is applied. The study reached many results, the most important of which are (a) that the level of motivation among Qatar University students is relatively high, as a large percentage of these students enjoy internal motivation towards learning (achievement motivation), and that Qatar University students have motivation for mastery albeit at a lower level of achievement motivation. These students tend to use appropriate learning strategies, especially metacognitive self-regulation skills, especially for females. Internal motives, (d) the results of the post-study of the one-dimensional also showed that the older students in the university are more specific and experienced in defining tasks related to their educational affairs, using metacognitive strategies, (e) that there are differences between students with a general grade (A) and students Those with a general grade in favor of students with a general grade (A), as they are more able to acquire educational experiences, undertake difficult and complex tasks, research and achievement, compared to students with a general grade (A). Dharin, who have significantly lower rates of proficiency goals, and that students with low grades are more affected by parents' decisions and adherence to the judgments they issue, and their follow-up to the instructions of professors at the university, and strive to obtain high grades in order to achieve the desired expectations from them, (f) that students who Have a high level of internal motivation (mastery goals) Use strategies required to achieve academic goals.

- **Abdullah (2015),** entitled: The level of self-confidence and achievement motivation among secondary school students in Khartoum state .The aim of the study was to know the general feature of self-confidence and achievement motivation among students of the second level in the secondary stage in Khartoum State, and to know the differences in the level of self-confidence and achievement motivation between academically gifted and ordinary students. The study also aimed to know the relationship between achievement motivation and self-confidence among the sample members. outstanding and ordinary students, of whom are males, and females. The study reached results stating that the level of self-confidence and achievement motivation is high among all sample members. the sample.

- **Rawnaq Al-Taj Ahmed Mohamed (2014).** The study aimed to identify the relationship of achievement motivation with academic achievement among students of the College of Education at the Sudan University of Science and Technology. The study used the descriptive correlational approach. The sample size was (n=100) students (n=42) males and (n=58) females in the second, third and fourth academic year, then the selection of the stratified random sample, and to collect information from the sample members, the study used the achievement scale prepared by Anwar Ali Al-Barawi and Khatim Ismail Al-Sahar (modification and development of the study). The study used the one-sample package to measure the trait - Pearson's test of correlation t.test for the two independent samples to process the information. There are no statistically significant differences in achievement motivation among students of the Faculty of Education at the University of Sudan due to the gender variable. It also found statistically significant differences in achievement motivation among students of the

Faculty of Education at the University of Sudan due to the variable of the academic level in favor of the second level students.

- **Moein, Wael and Hussein, Zahra (2010)** study entitled: Self-concept and its relationship to achievement motivation among gifted and non-gifted students in the light of some variables. The aim of the study was to investigate the bilateral correlation between self-concept and achievement motivation among gifted and non-gifted students. Irbid city, and the results of the study concluded that the arithmetic means of the answers of gifted and non-gifted students on the self-concept scale and the achievement motivation scale were close. other. There is a presence in the level of achievement motivation among both male and female students, and that male and female students have the same motivation in terms of strength and degree and its impact on performance.

Study Method and Procedures

Study Approach:

In the current study, the researcher used the descriptive correlational approach.

Study Population:

The study community means all individuals, persons, or things that are the subject of the study problem. The original community of the current study included all secondary school students in the directorates of northern Gaza, and the number of students reached (40982) male and female students and (24) secondary schools.

The study sample:

It is a group of individuals taken from the original study community for study, and its characteristics are almost the same as those of the original community, and it is two samples:

The Survey Sample:

The researcher applied the study tools on an exploratory sample consisting of (50) secondary school students. It was chosen randomly from the subject of the study, to answer the current study's criteria, which are: (psychological and social compatibility, achievement motivation), in order to calculate its psychometric characteristics (honesty and stability).

Basic Sample:

The sample of the study consisted of (n=500) male and female secondary school students 2022/2023, who were selected using the random stratified sampling method from the original population of the study.

Table (1): Statistical characteristics of the study sample

Variables	Characteristics	Number	Percentage
Gender	Male	250	50%
	feminine	250	50%
Family Type	Nuclear	265	53%
	Extended	235	47%
	69 or less	110	22%
	70 - 79	258	51.6%
The Last Academic Achievement rate of the Student	80-89	88	17.6%
	90 and over	44	8.8%

Study Tools:

The study used the following tools to reach its results and achieve its objectives:

Achievement Motivation Scale:

The scale was prepared by Abdul Aziz Muhammad (2016). The scale aimed to provide a tool for measuring the achievement motivation of secondary school students, by presenting the scale phrases in order to determine the characteristics of students who enjoy achievement motivation at the secondary stage.

Scale Building Steps:

By reviewing the scientific and theoretical alphabets and some studies and standards that dealt with the dimensions of achievement motivation, such as the study of:

- The preliminary version of the scale was prepared in the light of what was seen and the availability of the preparer's topics related to the degree and some of the tools that were prepared to measure the achievement motivation of secondary school students.

- Directing an open questionnaire that was applied to a sample of secondary school students, classes (first - second - third) in order to verify the appropriateness of the scale for their ages and abilities.
- In light of this, the initial formulation of the scale was prepared, consisting of (50) phrases revolving around the most important aspects of motivation for achievement among secondary school students.
- The expressions of the scale were formulated taking into account the instructions that show how to answer these expressions, where the language of the expressions is clear and understandable and far from overlapping, and that it is related to the subject of the study for which it was developed.
- The scale was applied to a sample of high school students, bearing in mind that it is similar to the total sample of the study. The aim of the initial experiment was to ensure the

- clarity of the scale, understand its expressions, and ensure the validity of the scale.
- The scale phrases were formulated to include (50) phrases; Then the scale was presented to a group of arbitrators from faculty members specialized in the field of educational psychology, mental health, curricula and teaching methods, in order to ensure the suitability of the phrases for the purpose for which the measurement was developed and the extent of clarity of the phrases and the appropriateness of their formulation.
- In the light of the opinions of the arbitrators, some modifications were made to the scale to prepare it in its final form. Some phrases have been deleted and replaced with other phrases, and the wording of some phrases has been modified, so that the phrases are in an appropriate form and wording for the respondents.

Table (2): shows the content of the achievement motivation scale for high school students in its final form.

The phrases that were deleted	The phrases that were merged and modified
18, 24, 23, 21Merge (2, 15), Merge	(19, 6)Amendment (7, 9, 13)

In light of what was deleted, merged, and modified, the scale became in its final form components of (19) phrases.

1. Validity of the Scale:

The validity of the scale was confirmed by the following methods:

A. The validity of the arbitrators. The researcher made some of the scale on (7) arbitrators who are specialists in educational psychology, health, psychology, curricula and teaching methods at the College of Education, with the aim of knowing the extent of agreement among them that the expressions of the scale are related to the goal for which the scale was developed, and accordingly the amendments that he approved were taken into account. Gentlemen of the arbitrators.

2. Validity of Internal Consistency:

The validity of the achievement motivation scale for high school students is calculated by means

of internal consistency, by calculating the validity of the items, that is, the correlation coefficient of the phrase score with the total score of the scale. All correlation coefficients were at the level of (.010) and reliable.

3. Scale Constancy:

The researcher calculated the stability of the scale in more than one way:

A. Test-retest method:

The researcher applied a measure of motivation for achievement among secondary school students on a sample of (50) students, which represents the total percentage of the study. Then the measure was re-applied on the same group after about two weeks. The researcher calculated the correlation coefficients between the students' grades in the first application and their grades in the second application It is shown in Table (3).

Table (3): shows the correlation coefficients between students' scores in the first and second applications, the total scale, and the level of significance.

	Correlation coefficients	level of significance
Total Score	0.83	0.01

It is clear from Table (3) that the stability coefficients in the re-test method and the scale as a

whole are (.830), which is a statistically significant stability coefficient at the level (.010), which

confirms that the scale has a high stability coefficient.

B. Calculating stability using Cronbach's alpha stability coefficient and split half method:

The researcher calculated the stability of the scale using Cronbach's alpha coefficient for the overall scale, then divided the phrases into two halves: the odd phrases versus the even phrases, and the researcher relied on the equality of the phrases in each of the two parts as shown in Table (4).

Table (4): Stability coefficient of achievement motivation scale for high school students using Cronbach's alpha method and midterm segmentation.

	Stability Coefficient using Cronbach's Alpha Method	Stability Coefficient by Partial Half Method	
		Spearman - Brown	Jetman
	0.83		
The Total Score for the Scale		0.75	0.75

It is clear from Table (4) that the stability coefficients using Cronbach's alpha method for the overall scale (.830), which is a statistically significant stability coefficient, confirms that the scale expressions showed high stability and statistical significance at the level (.010).

It is also clear that the stability coefficient in the half-partition method for the total scale using the Gutman and Spearman-Brown equation is statistically significant and confirms that all expressions showed high stability and statistical significance.

Presentation and discussion of the results of the study

Presentation and discussion of the result of the first hypothesis:
The text of the assignment: "The achievement motivation of secondary school students in Gaza is high."

To identify the characteristic of achievement motivation among secondary school students in northern Gaza, the researcher calculated the arithmetic mean, standard deviation, and relative weight of the study sample scores on the study tool. This is illustrated by Table (5):

Table (5): shows the arithmetic mean, standard deviation, and the result of the t-test for one sample on the study tool (n = 500).

Variable	Number	Mean	Standard Deviation	Degrees of Freedom	T. Value	Level of Significance	Conclusion
Achievement Motivation among Secondary School Students	500	2.484	0.045	499	1.554	0.05	High Degree

The result in Table (5) showed that the average response of the respondents from secondary school students to the achievement motivation scale was (2.484), which indicates the degree of inclination towards answering "b" (always) according to the scale's correction key on the statements that indicate the possession of this trait. The standard deviation score is (0.045), and in view of the t-value (1.554) below the level of significance (0.05), the result indicates that the hypothesis is fulfilled, which is that secondary school students in northern Gaza enjoy a high degree of achievement motivation, with statistical significance.

The result of this study agreed with the findings of the Yakhlef and Batoul study (2018), which confirmed that the level of motivation among Qatar University students is relatively high, as a large percentage of these students have an internal motivation towards learning (achievement motivation), and that Qatar University students have a strong motivation For mastery, albeit at a lower level than achievement motivation, and these students tend to use appropriate learning strategies,

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especially metacognitive self-regulation skills, especially for females.

It also agreed with the result of Abdullah (2015) study, which stated that the level of self-confidence and achievement motivation is high among all sample members. Correlation between self-confidence and achievement motivation among sample members.

It also agreed with the result of the study of Rawnaq Al-Taj Ahmed Mohamed (2014), which indicated that achievement motivation is high among students of the Faculty of Education at the Sudan University of Science and Technology. Which also confirmed that there are no statistically significant differences in achievement motivation among students of the Faculty of Education at the University of Sudan due to the gender variable.

The result also agreed with the result of Lumsden, (1994) study, which showed that people with high motivation are more successful in study, get promotions in their jobs and achieve success in managing their business than people with low motivation. High motivation tend to choose medium-difficulty and challenging tasks, and they avoid very easy tasks because there is no element of challenge in them, and they also avoid very difficult tasks, perhaps because of the high probability of failure in them, and their high motivation indicates a strong desire to obtain feedback on their performance, They prefer tasks and jobs in which rewards are based on individual achievement.

The researcher believes that the result of this hypothesis is consistent with what McClelland indicated, which assumes that motivation is nothing but a strong emotional bond based on the extent to which we expect our responses when dealing with certain goals, on the basis of our previous experiences. McClelland confirmed that previous learning and the situation that includes an increase Or a decrease in pleasure or pain in relation to the current situation plays a role in the motivation for achievement, and confirms that the strength of the motivation for achievement varies according to the activities and the nature of the challenge, so it follows that we take into account personal factors and environmental factors as a whole when we explain the strength of the achievement motivation (Khalifa & Abdullah, 2011).

Presentation and discussion of the result of the second hypothesis:

The text of the hypothesis: There are no statistically significant differences in achievement motivation among secondary school students in Gaza due to the following variables: student type, student's family type, student's academic achievement.

1. Verifying the existence of statistically significant differences in the level of achievement motivation among secondary school students in Gaza according to the student's type variable:

Table (6): The result of the (t) test to indicate the differences between the averages of the two samples of male and female students.

Variables	Sample size	mean	Standard deviation	T. Value	Conclusion
Male Students	250	2.11	0.31	1.78	There are statistically significant differences
Femal Students	250	2.37	0.25		
Total	500				

It is clear from Table (6) that the value of (t) is a statistically significant value under the level of significance (0.01), and the result confirms the rejection of the null hypothesis and the acceptance of the alternative hypothesis, which acknowledges the existence of statistically significant differences between the two variables under study, and to know the direction of the differences, it is noted The arithmetic mean of the degree of achievement motivation among female students was (2.37), which is greater than the value of the level of achievement motivation among male students, which is (2.11), which means that the differences

tend in favor of female students, and the result means: The degree and amount of achievement motivation among female students is greater among male students.

The result of the study differed with the result of the study of Rawnaq Al-Taj Ahmed Mohamed (2014), which indicated that there were no statistically significant differences in achievement motivation among students of the Faculty of Education at the University of Sudan due to the gender variable, and that achievement motivation was high among students of the Faculty of Education at the Sudan University of Science and Technology. The results of the study also differed

with the findings of Moein, Wael and Hussein, Zahra (2010), which confirmed the existence of statistically significant differences in favor of gifted students between the correlations of each of the self-concept scale on the one hand and the achievement motivation scale on the other hand. The study also confirmed that there are no differences in the level of achievement motivation between male and female students, and that male and female students have the same motivation in terms of strength and degree and its impact on performance.

The result agreed with the result of the study of Hormuz and Habib (1989), which confirmed that females are more motivated than males, and that students in the scientific stream are more motivated than students in the literary stream.

It also agreed with the result of the Robinson (2001) study, which found that there were statistically significant differences between male and female students in achievement motivation in favor of female students, and that there was a statistically significant correlation between the socio-economic level and achievement motivation among primary school students. It also agreed with the result of Robinson (2001) study, indicating that there are statistically significant differences between male and female students in achievement motivation in favor of female students, and the existence of a statistically significant correlation between the socio-economic level and achievement motivation among primary school students.

2. Verifying the existence of statistically significant differences in the level of achievement motivation among secondary school students in Gaza according to the variable of the student's family type (nuclear - extended):

Table (7): The result of the (t) test to indicate the differences between the mean of two samples

Variables	Sample size	mean	Standard deviation	T. Value	Conclusion
extended	265	2.82	0.31	2.22	There are statistically significant differences in favor of students with extended families
nuclear	235	2.47	0.25		
Total	500				

It is evident from Table (7) that the value of (T) is a function at the level of (0.05), which indicates that there are statistically significant differences in the achievement motivation of high school students due to the type of the student's family (extended – nuclear) in favor of students with extended families. Looking at the arithmetic averages of the two samples, it becomes clear that the arithmetic mean of the sample of students with an extended family is greater than the arithmetic mean of a sample of students with a nuclear family (2.47), and this confirms that the differences tend in favor of the sample of students with an extended family. The conclusion of the result is: There are statistically significant differences in the level of achievement motivation among students in northern Gaza due to the type of the student's family in favor of students with extended families.

The result agreed with the result of Dennis, (2005) study, which concluded that the direct effect on the general GPA of students is the personal/functional motivation, and the failure of colleagues to help each other, which leads to a decrease in the GPA of students. The study also confirmed that there are no significant differences in achievement motivation between both male and female graduates. The study attributed this to the great awareness enjoyed by all the society surrounding the sample, which is reflected in all members of society, especially students for information. And that students surrounded by a larger social environment are characterized by a greater level of motivation for achievement compared to others with a small social environment, and are considered more healthy psychologically and socially.

3. Verifying the existence of statistically significant differences in the level of achievement motivation among high school students in Gaza, according to the student's academic achievement variable:

To verify the validity of this hypothesis, the researcher used Analysis of Variance (Anova) to measure the significance of statistical differences.

Table (8): shows the arithmetic mean, standard deviation, and the value of (q) and its statistical significance * Statistically significant at the level of significance (0.05)

Source of Variance	Sum of the Squares of the Deviations	Degrees of Freedom	Mean of the Deviations	Value of (F)	Level of Significance
Between groups	0.353	4	0.118	1.378	0.0259
Within groups	4.781	496	0.085		
	5.133	500			

We note from Table (8) that the value of (q) is equal to (1.378), with a degree of freedom (496), and a probability value (0.00814), which is a statistically significant value compared to the moral value (0.05), which indicates that there are differences in the level of achievement motivation among secondary school students in Gaza.

To find out the direction of the differences and detail the difference in the level of motivation, the researcher used the significance of the differences using the LSD test.

Table (9): shows the results of one-way analysis of variance to indicate differences in achievement motivation among secondary school students due to academic achievement.

Academic achievement	mean differences	level of significance
69 or less	−. 07600	0.691
	−. 14767	0.359
	−. 07837	0.585
70-79	.07600	0.691
	−. 07167	0.656
	−. 00237	0.987
80-89	.14767	0.359
	.07167	0.656
	. 06930	0.489*
over 90	.07837	0.585
	.00237	0.987
	−.06930	0.489

We find that there is a significant difference between the averages of the third groups (69 and less) and the fourth (higher than 90), and that the average difference = 0.06930 and the level of significance = 0.045, which is less than the level of significance 0.05, and thus the difference is in favor of the fourth group (90 and above).

The result agreed with what was reached by the study of Babiker, Hadeel (2010), which indicated the impact of motivation elements on academic achievement, as it found a negative relationship between anxiety and academic achievement. The motivation of the learner did not participate in raising the degree of his academic achievement, and this indicates the absence of the role of parents and the school in providing the student during his upbringing with positive motives that contribute to raising his academic achievement rates. Appropriate means that take into account the level and tendencies of students with a variety of teaching and educational methods.

The result also agreed with the result of the study of Hormuz and Habib, the results of the study showed that there is a positive relationship between the motivation of academic achievement and academic achievement among the members of the research sample, which indicates that the greater the motivation of academic achievement, the greater the academic achievement among students, and the results also showed that females are more motivated than Males, and that students of the scientific stream are more motivated than students of the literary stream. It also agreed with the result of Robinson study, which confirmed the existence of a statistically significant correlation between achievement and academic achievement, in addition to the presence of statistically significant differences between male and female students in achievement motivation in favor of female students, and the existence of a statistically significant

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correlation between the socio-economic level and achievement motivation for students.

Motivation is one of the most important variables that researchers linked to the academic achievement is called achievement motivation, as individuals with a high need for achievement believe that success comes in hard work and that failure comes from not working, and those who are highly motivated set goals. As for the lack of motivation leads to a decrease in academic achievement, the people with weak motivation are irresponsible people who do not adhere to I bring them back and run away from school and feel failure and frustration. They are not keen on studying, that students differ in the methods and methods of responding to the educational and school systems, that confirms the need for motivation in explaining individual differences in academic achievement among students, and thus we find that some of them may be distinguished by high academic achievement, although their actual ability may be low, and on the contrary, we find others with high intelligence may have low academic achievement, so the achievement The study is due to factors, including: high or low motivation towards achievement, as there is a strong correlation and relationship between motivation for achievement and performance (www.pdffactory.com).

The results of this study agreed with the findings of the Yakhlef and Batoul study (2018), which confirmed that there are differences between students with a general grade (A) and students with a general grade (Monther) in favor of students with a general grade (A), as they are more able to acquire educational experiences, undertaking difficult and complex tasks, research and achievement, compared to alert students who have significantly lower proficiency goals rates, and that students with low grades are more affected by parents' decisions and adherence to the judgments they issue, and their follow-up to the instructions of professors at the university, and strive to obtain high grades In order to achieve the desired expectations from them, and that students who have a high level of internal motivation (mastery goals) use the required strategies to achieve academic goals.

Conclusion of the study:

After the results of the study were presented and discussed in the previous semester, the researcher presented in this chapter a summary of the findings of the study, and made several recommendations based on those results, and several proposals to complement the current study project, and the following is detailed:

First: Study Results:
1. The level of achievement motivation among secondary school students in Gaza is high.
2. There are statistically significant differences in achievement motivation among secondary school students in Gaza due to the type of student in favor of female students.
3. There are statistically significant differences in the level of psychological and social adjustment among secondary school students in Gaza due to the student's family type in favor of the extended family student.
4. There are statistically significant differences in the level of psychological and social adjustment among secondary school students in Gaza due to the student's academic achievement in favor of students with high academic achievement (90 and above).

Second: Study Recommendations:

In light of the results of the current study, the researcher can present a set of recommendations, which are a summary of what researchers and scholars can benefit from:
1. The need to pay attention to the promotion and development of self-management among students, which works to enhance and develop their skills and self-abilities in dealing with their goals and aspirations, according to the characteristics, characteristics and inclinations enjoyed by students.
2. Interest in enhancing and developing emotional intelligence among students, which works to enhance and develop their skills and abilities in dealing with the pressures, challenges and conflicts that they face in daily life.

Third: Study Suggestions:

As a complement to the current study, the researcher recommends the following:
1. Studying the relationship between components and characteristics of personality and academic excellence among high school students.
2. Studying the relationship between emotional intelligence and social maturity in scholastic achievement motivation.

3. Studying the role of the type of school administration in developing the personality of the student during adolescence.

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