

THE RELATIONSHIP BETWEEN PUPILS MOTIVATION AND THEIR SCHOOL RESULTS FROM PERSPECTIVE OF PRIMARY SCHOOL MANAGERS IN JORDAN

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Abstract

The aim of this study was to identify the relationship of academic achievement of students at the primary stage in Jordan from the viewpoint of school managers, in addition of recognizing the relationship between motivation and academic accomplishment of students at the primary stage in Jordan. For realizing that, the researcher applied a questionnaire on a study sample which consisting of 60 managers where 30 director and 30 headmistress distributed according to the gender. The results of study indicated that there are significant differences at $\alpha = 0.05$ between mathematical mean of the sample and hypothesis average. The results showed that high correlation between motivation and achievement that affected significantly on academic achievement from the perspective of the research sample.

The study recommends to make available an learning programs which raise the motivation between students, through the preparation of school tests, which match the student's needs and do more investigation in this field.

KEYWORDS: Academic achievement, Motivation, Elementary stage.

1. INTRODUCTION

The education is a methodological process organized and developed in the school. It is based on the achievement of the educational objectives through the relationship between the teacher (the one who teaches) and pupil (the one who learns) that it suppose to have different points of view [1] The learning and the assimilation of the knowledge's in any educational system depends on by the its efficacy and stability [2].

In the actual institutions of education, teachers communicate to the pupils the most important knowledge's information, because these are basic for their skills formation, for their intellectual development, for their formation of culture and in the same time it has the role of helping pupils to solve the school and social problems. These knowledge's have an integral formed which point

the social, physical and cognitive development for good abilities and maxim potential [3].

The contemporary provocations proved the necessity of completing the pupil's education using modern methods that can induce to them a new mode of thinking, considering the future society's solicitations. That's why the primary teachers must have many essential knowledge's, in the same time they have to be creative, they must give up to the conventional methods of teaching and of course they must prepare the new generations to be able adapting themselves to the permanent changing's and social evolution [4].

Motivation is one of the most important conditions that the achievement of the educative purpose depends on. The didactic activity which is determined by a high level of motivation, it's easy to be identified in some situations and very difficult in others. The motivated teachers from the primary education are distinguished by the permanent documentation using the best methods of teaching in harmony to psychosocial development of pupils even through their motivation and their good school results [5].

The researches on this subject indicate the fact that the motivated persons are more successful in their school activity and at their workplaces too so that they can develop different affairs. Persons with a low motivation are easy to be identified because of the fact that they never chose difficult tasks in contradistinction to the motivated persons who dare to aspire and chose tasks with a medium and high difficulty, who wait for feedback concerning the task achievement's mode [6].

The motivation is one of the most important factors that makes the pupil to assimilate the knowledge, guiding his attention to the important activities concerning daily behavior, stimulating them to the perseverance and an efficient work. In the period of compulsory education, the motivation stimulates the pupil for the extra school activities and that's why the success of motivation is one of the most important educational objective [7].

The pupils mode of thinking, their reasons, the presence of their believes, principles; the mode of evaluating and teaching which needs much more a mechanical learning without developing a criticized thinking, the capacity of training themselves and solving the daily problems, all of these have an fundamental impact both for teachers and pupils [8].

The school success is the result of many factors that have a directly connection with motivational aspect, the environment conditions, the ingenuity, the healthy, the psychological security, native capacities, aptitudes and acquired abilities [9].

Following the success of the school, the primary school during the student can predict in other stages of education [10].

Pupils who aspire at an important level of education and performance are attracted by that activities with a high motivation and difficult levels. That's

why we suggest to us to study the relationship between motivation and the school results, trying to answer the following two questions:

1. What is the principals expectation from the managers of Jordanian primary education regarding the relationship between motivation and the pupils school results?

What is the relationship between motivation and school achievement of the pupils from the Jordanian primary education?

2. OBJECTIVES OF THE STUDY

Your strict adherence to the format and style specifications described in this section is required to maintain uniformity of appearance throughout the Proceedings.

1. **2.1.** The knowledge of the Relationship between motivation and school achievement of the pupils from Jordanian primary education, from the principals' perspective.
2. The identification of the Relationship between motivation and school success of the pupils from the Jordanian primary school.

We consider that our investigations steps are important and justified because the stage of the primary education is essential for the future pupils evolution and the education is essential both person and society. That's why it's important that official factors, the principals' school in our case, to build and have influence over the achievement education. Of course we don't pretend that the study is a vast one because of the limits caused by the sample's size (a sample represented by the fundamental principles of the government), the limitation to the Jordanian space includes only the basic education' institutes in Jordanian government and the research doesn't have a longitudinal character ,it is just developed in the second semester of the 2012/2013 year of university.

3. THE METHOD OF INVESTIGATION

To be able to realize the study's objectives we used the descriptive analytics method and the questionnaire as an investigation instrument.

3.1 THE STUDY'S POPULATION

The study's population was formed from all principals and managers of the basic public school in the North part of the Jordan, starting from the first grade till the fourth, since 2012/2013, counting 2270, 732 are principals and 1538 are directress. The sample was chosen in an aleatory way and it counted 30 principals and 30 directress. After we have tested the validity and reliability

of the questionnaire, we used the Liker's dial of measurement and we noted as followed: 5 for the very motivated; 4 for enough motivated, 3 for moderate motivated; 2 for low motivated and 1 for a very low grade of motivation.

Table 1. Variable, category and sample size description

Variable	Category	Frequency
Gender	Masculin	30
	Feminin	30
Experience	Less than 5 years	11
	From 6 to 10 years	22
	More than 10 years	27
The environment	Urban	27
	Rural	23
Studies	Licence	9
	Master	32
	Doctorate	19
Total		60

We made questionnaires from six different domains as follows: the teachers performance, the school and material resources, social relationships, the social and economic ordinance of the family and the administrative domain. The questionnaire contains very difficult questions and questions that give to the person the possibility of formulating free answers'.

Also we gave seven questions for obtaining the determined answers' from the principals. The questionnaires were applied in the 2012/2013 in Jordan.

3.2 DATA ANALYSIS

We used (T-test) to determine the statistic significations' and the correlation coefficient for data processing and the demonstration of the theories.

3.3. THE INVESTIGATION'S LIMITS

We applied these investigations for the Jordanian primary education's principals in 2012/2013. We consider that this scientific measure has an important potential and it worth's to be investigated in the future regarding the fact that the primary education is the first step in the personality's development

of every pupil. The qualities and the school results of pupils influenced a consistent number of actors-teachers, principals, inspectors and parents in community.

The limits are divided in:

1. Temporal limits –we applied this research in 2012/2013.
2. Spatial limits –we applied this research in Jordan.

4. RESULTS AND DISCUSSION

For the realization of the first objective that refers to the identification of the relationship between motivation and the pupils achievement school from primary education, we calculated the arithmetical mean which is 198.7 standard deviation 15.23 and the hypothesis value which is 174. We also used (T-test) to notice if we can find significant differences and to know if this difference is real as follows Table 2.

We also conclude that their significant difference between means at the 0.05 level and at the 59 liberty grade and the difference is real Table 2. All of these prove that the principals who answers' to the questionnaires believed that the motivation influences the schools results of the pupils.

Table 2. The relationship between standard deviations, means, and T values

Individuals number	Arithmetical mean	Hypothesis value	Standard deviations	Final value (T)	
				calculated	tabular
60	198.70	174	15.23	12.56	2.000

We furthermore used the Pearson correlation's coefficient between grades to realized the second objective that regards to the identification of the correlation between motivation and the school achievement of the pupils from Jordanian primary education Table 3.

Table 3. Pearson correlation's coefficient between motivation and scores achievement of Jordanian pupils

The significance level (α)	The tabular value	The calculated value	The number of the sample
0.05	0.250	0.379	60

A relationship between the motivation grade and school results of a pupils sample from the primary stage was 0.379 which is bigger than the tabular value 0.250 and the significance level at 0.05 Table 3. All these data proved the

existence of a high level of correlation between motivation and school results at the studied sample.

CONCLUSION

The overall findings of this study revealed that the motivation factor is very important for the complete personal evolution of the person. In the Jordanian primary education we found some inclinations, skills of the pupil and we tried to build good beliefs, reasons according to his personal needs and the society's solicitations for a better world. Every pupil has the chance to become a stable and happy adult. For that why we need good motivated teachers. However the research is very important in building the relationship between pupils motivation and their school scores.

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