

The effectiveness of a training program based on the habits of the mind and its effect on raising The level of achievement motivation among middle school students

Prepared by



A.Prof.Dr. Futtaim starch Hijab Al-Sebaei

aldoktor_2014@yahoo.com

Professor of School Psychology

Umm Al-Qura University and Princess Nora bint Abdul Rahman

Abstract

The goal of current research is to detect the effectiveness a training program to the habits of mind and its impact in raising the level of achievement motivation among students of the second grade preparatory. It adopts an experimental method and uses the T researcher Ba test matrices of successive (John Ravn) Arabization of Fuad Abu Hatab and others. The motivation scale of the completion of phase medium and training program ((preparation of the researcher of) is also used. The research sample includes (120) students from the second grade average. The chronological age of students in the sample ranges between (10/13 to 01/14) years old, with a standard deviation of (25.31). The research has reached the following conclusions: there are statistical functional differences between the average grades of the experimental group in the two measurements (tribal - dimensional) in the motivation scale For achievement and its dimensions in favor of the post-measurement; the existence of statistically significant differences between the mean scores of the experimental group students and the mean scores of the control group students in the scale of motivation to achievement and its dimensions in the post measurement For the experimental group; and-the non - existence of statistically significant differences between the mean scores of students in the experimental group in the measurements (dimensional , and trace j)of motivation for the completion of the scale and dimensions. The researcher recommends the following: drawing the attention of those in the educational process to the habits of mind, developing and building a list of strategies for them to develop motivation achievement of the students and train them to use habits of mind which are useful in improving the level of education and life .

Key words: Habits of Mind - Achievement Motivation

Problem of the Study

This indicates that teachers in the classroom use traditional methods that are not appropriate for teaching Led to the low level of pupils in some aspects of learning, lack of social and psychological compatibility and low self-image, and lower their achievement actual. (Aronson & et.al,2008: 34)

The researcher believes that the research problem stems from the widespread use of traditional methods in education, and neglecting the use of modern strategies, and methods methods, such as habits of mind that have been proven successful.

Research problem

What is the effectiveness of a training program based on the habits of the mind and its effect on raising the level of achievement motivation among second-grade middle school students?

Objectives of the Study.

1. Detecting the effectiveness of a training program based on the habits of the mind and its effect on raising the level of achievement motivation among second-grade middle school students.
2. Identify the effectiveness of a training program based on the habits of the mind and its effect on raising the level of achievement motivation among second-grade middle school students (the study sample) after the implementation of the program of study used.

The importance of the study:

1. Paying attention to the habits of the mind to give students the ability to actualize, create and imagine, innovate and analyze ideas.
2. Paying attention to and developing the habits of the mind and building strategies based on them to develop the motivation for achievement for second-grade intermediate students (males - females).
3. Training students to use the habits of mind which help in improving their education and life.
4. There are no Arab and foreign studies and research - within the limits of what the researcher has seen - that combined the variables of the study.

Procedural concepts of the study:

Training program

A set of activities that is planned, ongoing and targeted

Habits of Mind

It is a set of skills, attitudes, and values that enable an individual to build preferences from smart performances or behaviors

Perseverance:

The ability to persistence, commitment and continuing to perform the task until its completion

Processing impulsivity

The individual has the ability to envision the task before starting it and provide responses

Think flexibly

The ability of the individual to change the angle of thinking and the art of processing information in a way unlike the way it was previously adopted

Thinking in thinking: (metacognition):

The individual's awareness of his ability to determine what he knows and what he does not know, and how to obtain knowledge

Fight for accuracy

Concentration and attention in performing tasks, reviewing them and evaluating them on a continuous basis to achieve the-grades and standards set.

Questioning and posing problems

It is the skill to formulate and pose various and in-depth questions that contribute in finding creative solutions to problems.

Creativity - Imagination - Innovation

Reshaping attitudes in the mind in a different way, examining alternative possibilities from several angles, taking risks, and being open to criticism.

Controlling the environment

The student's ability to plan work and make decisions to keep pace with the environment in a way that suits him, his capabilities, and capabilities.

Limits of the study:

Objective determinants

Identify the effectiveness of a training program based on the habits of the mind and its effect on developing achievement motivation among second-grade middle school students

Spatial determinants

The study was applied to the students of two schools (Yazid bin Othman) and (Marwan bin Muhammad) in Riyadh

Temporal determinants

Study tools were applied in the first semester of 2019/2020

Human determinants

This study was restricted to second-year middle school pupils in (Yazid bin Othman), (Marwan bin Muhammad

Results of the Study

1. There are statistically significant differences between the mean scores of the experimental group students in the two measures (pre-post) on the measure of motivation to achievement and its dimensions.
2. The existence of statistically significant differences between the mean scores of the experimental group students and the mean scores of the control group students on the measure of motivation to achievement and its dimensions
3. There are no statistically significant differences between the mean scores of the experimental group students in the measurements (post-tracer) on the measure of motivation for achievement and its dimensions

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