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CORRELATION BETWEEN MOTIVATION AND SOCIODEMOGRAPHIC CHARACTERISTICS IN MIDDLE SCHOOL STUDENTS FROM MOROCCO

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Abstract

Self-esteem is one of the most fundamental dimensions of the personality of human person, it is a discreet, intangible, complex phenomenon, of which we are not always aware. The aim of our study was to establish the profile of exhaustion and stress among a group of nurses at Idriss Hospital (in the case of patients with meningitis). In total, nearly 600,000 students participated in this study. For middle school students, the Kingdom displays a score of 384 points (the average is 500 points), for maths, and remains among the last in the 2015 ranking, where it precedes South Africa (372) and Saudi Arabia (368), the last in the ranking. In science, same story: Morocco is below the expected average, with a score of 393 points (at secondary school). (Men, 2016). The results indicate that 39.62% of caregivers in the tested group, compared to 25.58% in the control group, exhibited a high level of emotional exhaustion. On the other hand, 41.51% of caregivers in the tested group, compared to 32.56% in the control group, exhibited a high level of depersonalization. However, women in the tested group showed a stress rate of 89.09% compared to 30.77% in the control group. The most influential factors are the health status of the nurses, along with their seniority and workload. Faced with this alarming situation, authorities must intensify their efforts to address this public health issue.

Keywords: Motivation - Middle School Students - Decision Making - Cognitive Engagement - Kenitra - Morocco.

1. INTRODUCTION

Most reports concerning education and training in Morocco have focused on numerous factors which cause the results of Moroccan students to be very poor and the rate of failure and school dropouts to be too high, we are talking about decline in level, thus studies have shown that a large part of Moroccan students in middle school are weak in scientific subjects, in particular SVT and mathematics.

“Our students have lower marks at math and science” This is what the latest international study “Trends in Mathematics and Science Study” (TIMSS) 2015 reveals. This survey carried out by the International Association for the Evaluation of Educational Achievement was carried out in 56 countries besides Morocco. It assesses scientific skills at 2 age levels: Grade 4 (4th year of primary school, i.e. CM1) and Grade 8 (2nd year of secondary school). In total, nearly 600,000 students participated in this study.

For middle school students, the Kingdom displays a score of 384 points (the average is 500 points), for Maths, and remains among the last in the 2015 ranking, where it precedes South Africa (372) and Saudi Arabia (368), the last in the ranking.

In science, same story: Morocco is below the expected average, with a score of 393 points (at secondary school).

It should be noted that the success rate of students in the third year of secondary school is 40% nationally with an average success rate of less than 10/20 for most

regions, which demonstrates that the level of students is rather catastrophic, likewise there is a very large part who are ready to leave school at the slightest opportunity, which means that the rate of school failure and dropout is too high.

The Ministry of Education has specified several factors which may be at the origin of these results, most of which are external factors such as educational programs, the social and intellectual level of parents and the monitoring they give to their children. , the teachers (who are the first suspects),

Other psychological factors could influence the student's learning, the development of their personality and the improvement of their intellectual level such as motivation and self-esteem which we will try to address in our research.

Motivation plays a very important role in learning. We can indeed think that motivated students, with a real interest in the material covered in class, will become more engaged in learning. You still have to be sufficiently confident in your abilities.

According to the research carried out, the image we have of ourselves influences the objectives we set, the strategies used for learning, and therefore has an impact on performance. Good self-esteem can only improve the child's motivation (OECD (2003)).

Self-esteem, although one of the most fundamental dimensions of our personality, is a discreet, intangible, complex phenomenon, of which we are not always aware. This personal value is necessary for everyone in order to build themselves and find their place in our society, within education, it is the basis of learning, motivation and perseverance.

Learning is a complex process that is influenced by a range of factors. On the one hand, these are individual characteristics such as intelligence, aptitude, age, personality, learning styles, cognitive styles, learning strategies and, finally, motivation [1,2]. On the other hand, characteristics external to the learner, such as the school itself [3,4].

Therefore, if we wish to help young people learn, it is important to understand what really lies under the term "motivation at school", given that students spend at least 1000 hours at school during the school year at a rate of 30 hours per week (minimum) for 34 weeks which constitute the school year.

In our study we will evaluate motivation among college students from a rural and urban environment, make a comparison between the two environments, verify the correlation between motivation and the results of students in scientific subjects (Life and Health Sciences). Earth and math) and study its impact on these results. [2,3].

2. MATERIALS AND METHODS

2.1 Study Area

The study was conducted at

2.2 Description

The motivation scale was translated into Arabic then developed and validated at Alazhar University (Palestine) by a committee of 5 doctors of psychology (see appendix) Ref. This scale contains 40 items to which subjects are asked to respond using a 5-point evaluation: strongly disagree (1pt); somewhat disagree (2pts); hesitant

(3pts); somewhat agree (4pts); totally agree (5pts). It is designed to evaluate 4 dimensions or rather determinants of academic motivation:

- Participation
- Efficiency or cognitive engagement.
- Attention to school activities.
- Decision making or responsibility.

There are 10 items for each dimension.

Table 1: Distribution of dimension rating intervals.

Dimension	Number of items	Quotation interval
Participation	10	10 - 50
Efficiency or cognitive engagement	10	10 - 50
Attention to school activities	10	10 - 50
Decision making or responsibility	10	10 - 50
Total	40	40 - 200

This scale was submitted to a committee of experts at Azhar University in Gaza and was validated by Palestinian doctors (see appendix 2) with a Crombach alpha of 0.829.

(0.851 for dimension 1; 0.839 for dimension 2; 0.848 for dimension 3

0.965 For dimension 4) and a correlation coefficient for the test retest is 0.895.

2.3 Motivation assessment

To make the evaluation, simply add the scores, but taking into consideration that there are inverse items and whose scores will also be reversed, so there will be: completely disagree (5pt); somewhat disagree (4pts); hesitant (3pts); somewhat agree (2pts); completely agree (1pts).

The following table presents the items according to the dimensions as well as the inverse items.

Table 2: Distribution of items according to dimensions ((*) inverse items).

Decision making	Attention to school activities	Participation	Cognitive engagement
4	3	2	1*
8*	7	6	5
12	11	10*	9
16	15*	14*	13
20	19	18	17
24	23	22	21
28	27*	26	25*
32	31*	30	29
36	35	34	33
40*	39	38*	37

The rating is included between 40 and 200 and can be transformed into a percentage.

Scores less than 101 (50%) indicate that the subject is amotivated (absence of motivation).

A score between 101(50%) and 125(62.5%): low motivation.

A score between 125 (62.5%) and 150 (75%): average motivation.

A score above 150 (75%): strong motivation.

2.4 Statistical Analysis

The collected data is entered into Excel and after filtering and coding, it is reported on an SPSS platform. Qualitative variables are expressed in percentages, while quantitative variables are expressed as mean ± standard error. The chi-square test of independence is applied to search for a link between qualitative variables at a 5% error level.

3. RESULTS

3.1 Distribution of motivation types in studied population

Students with low or average motivation (extrinsic type) constitute a percentage of 70% of the population studied.

Students with strong or intrinsic motivation constitute 10% of the population studied.

Students with amotivation constitute 20% of the population studied. So, it is the type of extrinsic motivation that is the most dominant.

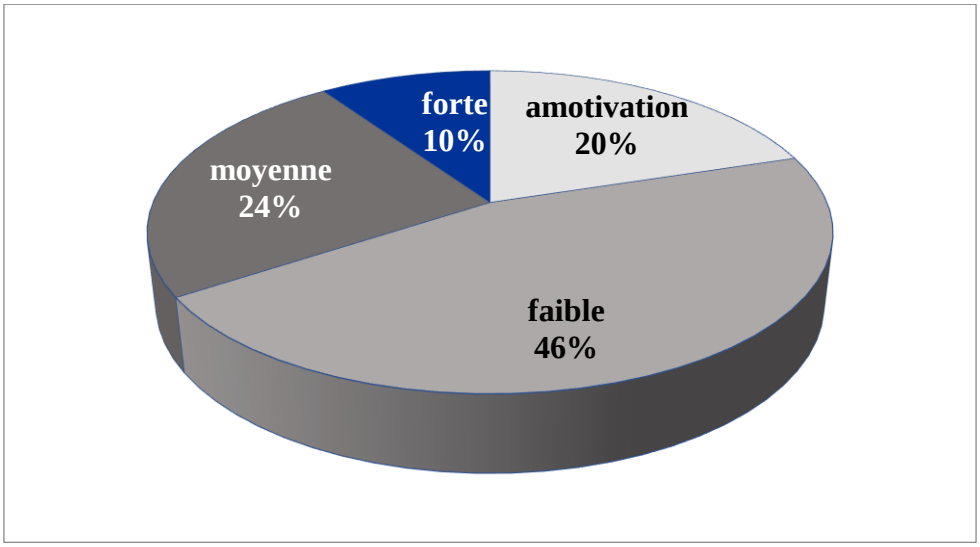

Figure 1: Distribution of types of motivation in the studied population.

Table 3: mean and standard deviation of motivation of the entire sample.

	1st year				3rd year					
	Boy		Girl		Boy		Girl			
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Rural	121,82	8.58	139,80	7.80	126,85	8.75	137	14.05	131,37	12.34
Urban	138,80	5.52	151,57	11.83	121,03	10.45	136,52	13.81	136,98	15.46
Mean	130,31	11.10	145,68	11.79	123,94	10.05	136,76	13.79	134,51	14.42

The average M=134.51 (67.26%) with a standard deviation of 14.42 which places the population in average motivation (extrinsic).

According to the dimensions determined by the scale, the results are as shown in table 4.

Table 4: mean and standard deviation of motivation dimensions.

	Mean	SD	Percentage	Rang
Participation	34.00	4.76	68%	2
Efficiency or cognitive engagement	33.68	5.34	67.37%	3
Attention to school activities	34.20	5.7	68.4%	1
Decision making or responsibility	32.47	4.22	64.95%	4
Total	134.51	14.42	67.26%	

The average motivation among girls in the 1AC in an urban area is (151.57), it is higher than that of the other group, it exceeds 150 so they present a very motivated profile.

3.2 Distribution of students according to gender

In general, the average motivation of girls is much greater than that of boys, so we can say that girls are more motivated than boys (Figure 2). Comparison of the mean of the different types of motivation by the T test showed that there is a significant difference between boys and girls (in favor of girls) with p = 0.000 and t = -3.751 (table 5).

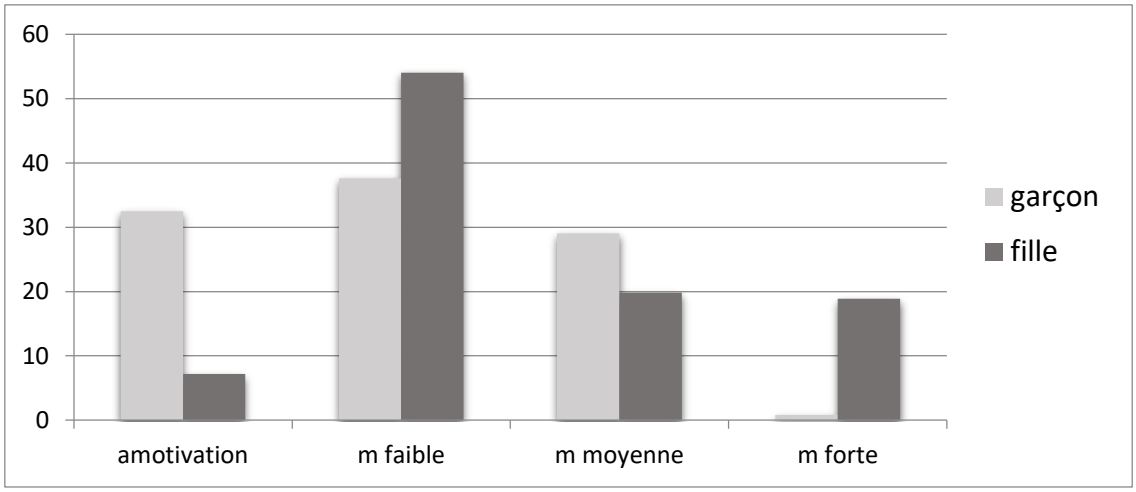

Figure 2: Distribution of types of motivation by gender.

Table 5: mean and standard deviation of motivation by gender.

	Mean	SD	T	P-value
Boys	127.12	10.25	-3,751	0.000
Girls	141.22	13.21		

3.3 Distribution of students according to origin

The average motivation in urban areas is slightly higher than that in rural areas (Figure 3). The comparison of the average of the different types of motivation by the T test showed that there is a significant difference between students from urban areas and those from rural areas (in favor of students from urban areas) with p =0.000 and t =6.843.

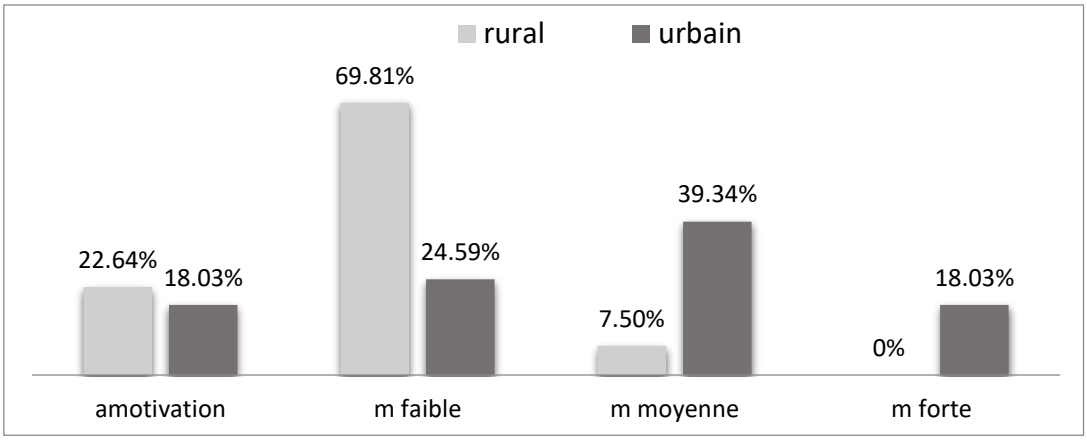

Figure 3: Distribution of types of motivation according to rural-urban origin.

Table 6: mean and standard deviation of motivation according to origin.

	Mean	SD	t	P-value
Rural	131.37	12.34	6,843	0.000
Urban	136.98	15.46		

3.4 Distribution of students according to age

The comparison of the different types of motivation by the T test showed that there is a significant difference between the students of the first year and those of the third year with p less than 0.01 and t = 8.771 (Table 7).

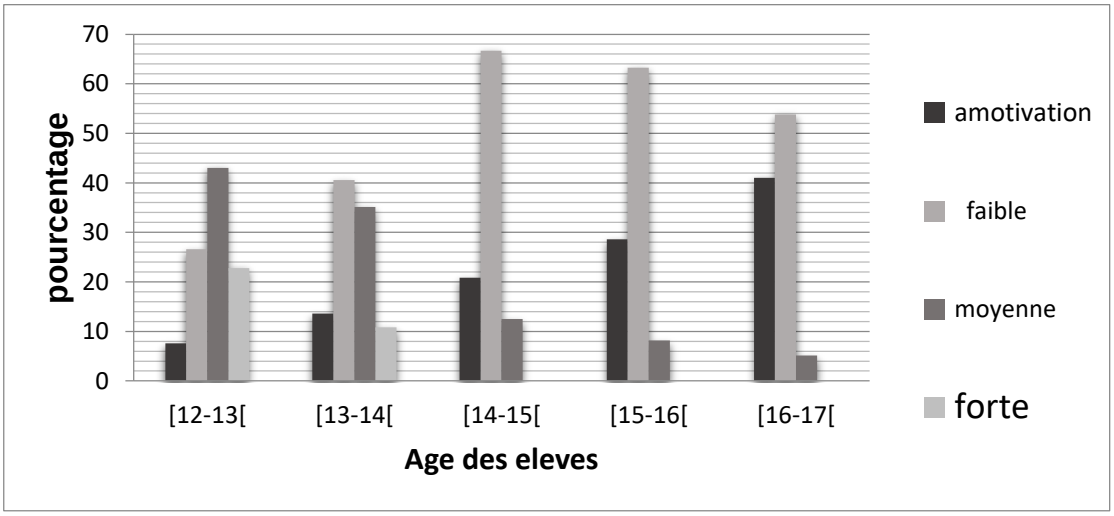

Figure 4: Distribution of types of motivation according to rural-urban origin.

Table 7: Distribution of types of motivations according to rural-urban origin.

		Age of students					Total
		[12-13[	[13-14[	[14-15[	[15-16[	[16-17[	
motivation	amotivation	6	5	5	14	16	46
	Low	21	15	16	31	21	104
	Medium	34	13	3	4	2	56
	High	18	4	0	0	0	22
Total		79	37	24	49	39	228

3.5 Distribution of students according to level study

In general, the average motivation of 1st year students is higher than that of 3rd year students. For the 3rd year it is the low type of motivation which dominates while for the first years it is the average type which dominates, we can say that the students of the first year are more motivated than those of the third year (Figure 5). The comparison of the different types of motivation by the T test showed that there is a significant difference between the students of the first year and those of the third year with p less than 0.01 and t = 8.771 (Table 8).

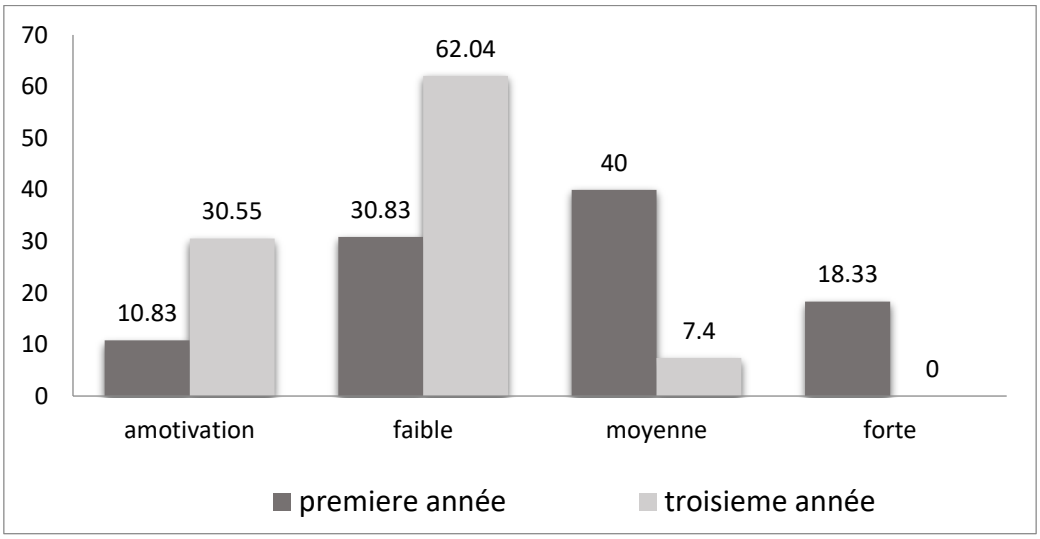

Figure 5: Distribution of types of motivation according to level of study.

Table 8: mean and standard deviation of motivation according to school level.

	Mean	SD	t	P-value
1st year	138.78	13.90	8.771	0.000
3rd year	129.76	13.54		

4. DISCUSSION

Descriptive analyzes of student scores on the academic motivation scale indicate, on average, a fairly good level of motivation for the entire population studied. the observed scores show that the results of middle school students are acceptable. Indeed, although the authors of the scale have not established a cut-off point allowing a distinction to be made during the evaluation between good or bad academic motivation, in fact these results agree with numerous studies which have been carried out in neighboring countries such as Algeria. According to gender, there is an observation that girls are generally more interested in school than boys, as previous studies have shown [5-7], our results go in the same direction since girls have higher scores than boys. According to age, our results show that motivation decreases with age and the rate of amotivation increases, which agrees with numerous studies such as that of Jérémie Scellos 2014 and with numerous studies that have been carried out in several Arab countries such as Algeria, Jordan and Palestine [8-13]. Depending on the environment, our results show that students from urban areas are slightly more motivated than those from rural areas, even if this environment is considered by the Ministry of National Education to be a suburban environment given the economic and social conditions that characterize the majority of families. So, there is a slight social and economic difference between the students [14-19]. These results appear normal

given the advantages that the urban environment presents for students compared to the rural environment, especially with regard to the means of distraction and the nature of the environment in general [20-28]. Different studies in animal models have shown the sex dimorphism inbehavior and physiological responses [29-37]. According to the level of study, the students of the first year are more motivated than those of the 3rd year given that it is their first year in college and that they are discovering a new universe for them. This drop in motivation may be due, among certain students, to a progressive objectification of their skills following better self-knowledge which would have an impact on their feeling of competence in learning (Wigfield, Eccles, Yoon, Harold, Arbreton, Freedman-Doan, & Blumenfeld, 1997). We can also attribute this drop in motivation to a progressive transaction from childhood to adolescence [38-42].

5. CONCLUSION

The correlation between exhaustion, stress, and working in contagious disease services among nurses is a topic of crucial importance in the field of health. The nurses working in these services face specific challenges that can have a significant impact on their physical and mental health. Exhaustion and stress are commonly experienced issues among healthcare professionals, especially among those treating contagious illnesses. These conditions can lead to a decrease in the quality of care provided, an increased risk of medical errors, and a decrease in job satisfaction. It is therefore imperative to implement support and stress management measures to prevent these harmful consequences. In light of this situation, healthcare industry leaders must address this issue of professional burnout to ensure high quality care and efficient performance.

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