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Predicting Achievement Motivation based on the Classroom Psychosocial Climate and Quality of School Life in Female High School Students

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This study aimed to predict the motivation for academic achievement in female second-year high school students in Bandar Abbas, Iran, based on the psycho-social climate of the class and the quality of school life. Using a descriptive and correlational research design, data were collected from 189 female students using the Hermans Achievement Motivation Questionnaire, the Psychosocial Class Climate Questionnaire, and the Quality of School Life Questionnaire. Results showed that home, school, and classroom environments play a significant role in motivating progress and hard work towards achieving goals. Enhancing the quality of these environments can improve students' motivation. The study also found that 20% of students' achievement motivation can be explained by the class psychosocial climate and the quality of school life. The study concludes that improving the classroom and school environment can strengthen students' desire to learn and achieve academic success. This research can inform effective interventions and policies to improve the quality of education and enhance students' motivation for academic achievement.

Keywords
achievement motivation, psycho-social climate class, quality of life school, students

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Introduction

The achievement motivation is the desire to achieve valuable goals in the path of life, which often depends on the individual's effort and personal ability. This can be one of the most important issues in life for progress, which requires knowing yourself and your abilities. Achievement motivation is an internal desire of a person that originates spontaneously from a person's psychological needs and probably does not change with external rewards and encouragements (Hermans, 1970). Anderman (2020) believes that if a person has a correct understanding of his abilities, will try to a certain extent and achieve success, which increases the motivation to progress and achieve valuable goals.

Many cognitive, psycho-social, and emotional factors affect the academic progress and motivation of students, one of the most important of which is the psycho-social atmosphere of the class. McClelland (1971) is one of the most important people who brought up the issue of achievement motivation. According to him, the desire to progress makes one feel efficient and choose risky situations to achieve their lofty goals. Subathra (2017) believes that each person's belief has a great impact on his success and choice in life. In other words, the beliefs and opinions that each person chooses for himself early in life become important for him. He concentrates all his efforts to achieve them and generally feels less tired. Therefore, it can be said that the motivation to progress is the most important motivation of a human being in the path of life so this desire provides the necessary energy to progress and be placed in better situations in life.

The psycho-social atmosphere of the classroom is one of the most important components and elements of the school, which, in addition to the amount of learning, can guide and direct students' self-efficacy, opinions, values, and norms in a certain direction. Therefore, it can be said that the school environment can play a significant role in determining the future path of students. Research has shown that the psycho-social climate has a significant effect on satisfaction with academic performance, self-efficacy, and the desire to progress in school (Davis, 2003). Other researchers, including Gibson (2011), showed that students' perception of the classroom atmosphere can be an important and effective factor in academic motivation, learning strategies, and progress motivation. Therefore, the school environment can play an essential role in improving creativity, increasing efforts to reach the goal, planning, and a hopeful look at the future of students.

Quality of life is a kind of evaluation and perception of a person's living conditions, the cultural, social, and military context of communication values related to goals, wishes, desires, standards,

expectations, and personal interests (Karsheki et al., 2013). The results of O'Neill et al.'s research (2011) showed that the type of experiences that students gain in school causes them to feel positive or negative, and these experiences show the perception and world of students during their life and interaction in school. Gives. The results of the research conducted by Ming-T and Axel (2013) showed that there is a significant positive relationship between the quality of life in school and the motivation for academic progress. Therefore, when school life causes students to feel and create satisfaction, it affects their attitude towards school, learning, progress motivation, and the quality of life of students in general.

The review of past literature and research shows that the psycho-social atmosphere of the class and the quality of life in the school play a significant role in motivating the progress of students. Since students are considered the most important social assets of society, therefore, examining the issues of this field can be considered one of the most important research projects in the field of humanities. Therefore, the present study aims to investigate and study the role of the psycho-social atmosphere of the class and the quality of school life in the motivation to progress in female secondary school students.

Materials and Methods

The current research design is a description of multiple correlation and regression, which in statistical models, regression analysis or correlation analysis is a statistical process to estimate relationships between variables. Its statistical population includes all female students in the second year of high school in Bandar Abbas, who were studying in one of the schools in Bandar Abbas in the academic year 2021-2022. The sample size was estimated to be 181 people based on Morgan's table and Cochran's formula, which is considered 189 people for more certainty. The sample people were selected using a simple random sampling method.

The tools used in this research are:

Hermans Achievement Motivation Test (AMT): is a pencil-paper questionnaire that is used to measure progress. Hermens (1977) based on the theoretical foundations of the need for progress and by examining the background of research related to the subject of the need for progress, prepared and compiled the said questionnaire. The initial questionnaire had 29 items based on 10 characteristics that distinguish people with high achievement motivation from people with low achievement motivation as follows. The motivation and level of aspiration, great effort in facing

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the tasks or the level of this questionnaire is based on 9 characteristics and compiled in the form of incomplete sentences with four options. The used questionnaire has 29 items and is in the form of four options, the range of scores is from 29 to 116. A high score indicates high achievement motivation and a low score indicates low motivation. The creator of the questionnaire used content validity to calculate the validity and reported its reliability through the correlation coefficient of each question with progressive behaviors in the range of 0.30 to 0.57. Hermans used Cronbach's alpha test method to calculate the reliability of the academic achievement motivation test. The reliability coefficient calculated for the questionnaire was 0.84. Using the retest method in the main study, the questionnaire was obtained again after three weeks, 0.84. The reliability of this tool using Cronbach's alpha was 0.89 in the present study.

Frazier et al.'s Class Psychosocial Climate (1995): This questionnaire was designed and validated by Frazier et al. And (never) it is provided that the subject determines his answer by putting a mark in front of the desired option. This scale includes four dimensions with subscales of friction, dependence, discipline, and competition. This scale has been validated by Hossein Chari and Khayer (2008) in Iran. The reliability of the test in the preliminary stage was 0.68 through retesting and 0.81 internal consistency was obtained using the Kuder-Richardson method. The validity of the test was examined through content validity and construct validity. In order to check the content validity according to experts, the convergent correlation method, group differences, and factor analysis were used to check the construct validity, and for this purpose, the socio-emotional atmosphere questionnaire was correlated with Cooper Smith's self-esteem test and the correlation coefficient of the relationship between two variables through Pearson correlation 0.62 Was obtained. In the present study, its reliability was obtained using Cronbach's alpha of 0.87.

Questionnaire of Quality of School Life (QSL): Williams and Batten (1981) This questionnaire has 39 five-level items designed and compiled by Williams and Batten (1981). The questionnaire of quality of life at school, which includes 39 items to examine the quality of life of students at school, and has seven subscales (general satisfaction, negative emotions, relationship with the teacher, opportunity, progress, adventure, social cohesion). In Iran, this questionnaire was standardized by Soltanishal et al. (2010) and its convergent validity was calculated and confirmed through correlation with self-administered general questionnaires and adolescent adjustment scale. Also, the reliability of the questionnaire was obtained using Cronbach's alpha of 0.85. In this research, reliability was obtained through Cronbach's alpha of 0.83.

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Results

Including correlation and multiple regression were used to infer data. After collecting the data, they were analyzed by SPSS 27 software. Table 1 shows the number, minimum, maximum, mean, and standard deviation of research variables

Table 1. Descriptive findings of research variables

Variables	Mean	SD	Min	Max
AMT	91.02	8.1	42	112
SCQ	51.5	3.2	29	54
QSL	129.1	9.7	47	141
friction	11.09	1.6	5	11
Solidarity	13.1	2.3	6	13
Task Orientation	8.09	1.9	11	11
Competition	12.3	6.1	7	21
opportunity	21.2	5.1	9	32
adventure	23.5	6.3	11	19
General satisfaction	17/3	5.4	6	17
negative feelings	16.3	4.1	6	10
Social integration	34.9	3.9	12	35

Table 2. Correlation matrix table of research variables

Variables correlation	1	2	3	4	5	6	7	8	9	10	11	12
1. Achievement motivation	1	.004	.077	-.065	.070	.062	-.016	.028	.122	-.110	.093	.021
Sig. (2-tailed)		.954	.293	.372	.335	.397	.832	.705	.095	.132	.202	.778
N	189	189	189	189	189	189	189	189	189	189	189	189
2.Class Psychosocial Climate	.004	1	.195**	-.132	-.166*	.163*	.214**	.212**	-.150*	-.216**	-.175*	-.128
Sig. (2-tailed)	.954		.007	.070	.023	.025	.003	.003	.040	.003	.016	.079
N	189	189	189	189	189	189	189	189	189	189	189	189
3. quality of school life	.077	.195**	1	-.164*	-.101	.404**	.368**	.436**	-.079	-.132	.132	-.272**
Sig. (2-tailed)	.293	.007		.024	.167	.000	.000	.000	.283	.069	.070	.000
N	189	189	189	189	189	189	189	189	189	189	189	189
4. Friction	-.065	-.132	-.164*	1	.585**	-.370**	-.310**	-.385**	.239**	.183*	.163*	.391**
Sig. (2-tailed)	.372	.070	.024		.000	.000	.000	.000	.001	.012	.025	.000
N	189	189	189	189	189	189	189	189	189	189	189	189
5. Solidarity	.070	-.166*	-.101	.585**	1	-.374**	-.243**	-.351**	.122	.241**	.221**	.281**
Sig. (2-tailed)	.335	.023	.167	.000		.000	.001	.000	.094	.001	.002	.000
N	189	189	189	189	189	189	189	189	189	189	189	189
6. Task Orientation	.062	.163*	.404**	-.370**	-.374**	1	.570**	.894**	-.197**	-.284**	-.158*	-.394**
Sig. (2-tailed)	.397	.025	.000	.000	.000		.000	.000	.006	.000	.030	.000
N	189	189	189	189	189	189	189	189	189	189	189	189
7. competition	-.016	.214**	.368**	-.310**	-.243**	.570**	1	.878**	-.306**	-.202**	-.050	-.509**
Sig. (2-tailed)	.832	.003	.000	.000	.001	.000		.000	.000	.005	.491	.000
N	189	189	189	189	189	189	189	189	189	189	189	189
8. Opportunity	.028	.212**	.436**	-.385**	-.351**	.894**	.878**	1	-.282**	-.276**	-.120	-.507**
Sig. (2-tailed)	.705	.003	.000	.000	.000	.000	.000		.000	.000	.100	.000
N	189	189	189	189	189	189	189	189	189	189	189	189
9. Adventure	.122	-.150*	-.079	.239**	.122	-.197**	-.306**	-.282**	1	.024	.224**	.294**
Sig. (2-tailed)	.095	.040	.283	.001	.094	.006	.000	.000		.744	.002	.000

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N	189	189	189	189	189	189	189	189	189	189	189	189
10. General satisfaction	-.110	-.216**	-.132	.183*	.241**	-.284**	-.202**	-.276**	.024	1	.390**	.270**
Sig. (2-tailed)	.132	.003	.069	.012	.001	.000	.005	.000	.744		.000	.000
N	189	189	189	189	189	189	189	189	189	189	189	189
11. negative feelings	.093	-.175*	.132	.163*	.221**	-.158*	-.050	-.120	.224**	.390**	1	.016
Sig. (2-tailed)	.202	.016	.070	.025	.002	.030	.491	.100	.002	.000		.832
N	189	189	189	189	189	189	189	189	189	189	189	189
12. Social integration	.021	-.128	-.272**	.391**	.281**	-.394**	-.509**	-.507**	.294**	.270**	.016	1
Sig. (2-tailed)	.778	.079	.000	.000	.000	.000	.000	.000	.000	.000	.832	
N	189	189	189	189	189	189	189	189	189	189	189	189

**Correlation is significant at the 0.01 level (2-tailed), *Correlation is significant at the 0.05 level (2-tailed).

The correlation coefficient of all variables (motivation achievement with the class psycho-social climate and quality of life with the components are listed in Table 2. One-sample Kolmogorov-Smirnov test was used to check the normality of the research variables: achievement motivation, psycho-social atmosphere of the class and quality of school life.

Table 3. Kolmogorov Smirnov Test (KST) results to check the normality of data distribution

Variables	Z Kolmogorov Smirnov	Sig
Achievement motivation	0.731	0.27
Class Psychosocial Climate	0.675	0.71
quality of school life	0.693	0.69

According to Table 3, the results show that the assumption of normality for the research variables is confirmed (P≤0.05). Therefore, parametric tests (Pearson's correlation coefficient and multivariate regression) can be used to analyze research hypotheses.

Table 4. Regression model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.445[a]	.198	.189	29.60102	.198	22.976	2	186	.000	1.650

a. Predictors: (Constant), quality of school life, Class Psychosocial Climate
b. Dependent Variable: Achievement motivation

According to table 4 and based on the adjusted R^2 value, 19.8% of the explained variance changes in students' progress motivation in secondary schools of Bandar Abbas city is explained by (the quality of school life and psycho-social climate of class and school). Based on the results of the simultaneous regression, it showed that the predictor variable (psycho-social atmosphere of the class) significantly explains the motivation of middle school students in Bandar Abbas city (P < 0.000 and Beta = 0.385). Also, the quality of school life is a direct and meaningful explanation of

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the motivation for the progress of high school female students in Bandar Abbas city (P < 0.000 and Beta = 0.215). According to the analysis of the obtained data, it was found that the psycho-social atmosphere of the class and the quality of school life significantly explain the motivation of secondary school students in Bandar Abbas (P<0.000, R^2=198, N = 189).

Discussion

The current research was conducted with the aim of investigating and studying the role of the environment outside the family, including the school environment and the psycho-social atmosphere of the classroom in order to predict the motivation of academic achievement of female students in the second year of high school. The obtained data showed that in addition to the emotional atmosphere of the family, the psycho-social atmosphere of the class and the atmosphere of the school can play an effective role in the emergence of motivation for progress, effort, and planning to achieve long-term and medium-term goals in students.

The results of this research with the results of Karesheki et al.'s research (2013); Ming-T and Eccel (2013); Yoon and Jarvinen (2016); Lyndon et al. (2017) and Cetin (2018) are consistent. The results of the research conducted in this field show that the quality of life in the school causes a positive perception of the school due to creating a pleasant feeling and overall satisfaction; So that this attitude will lead to the formation of positive experiences in the general life of students. On the other hand, this attitude plays an effective and constructive role in students' relationships with teachers, classmates, and the school environment, which makes them interested in learning, teaching, studying, and striving for progress. Also, the research of Aliyev and Tunc (2015) showed that the quality of life of students in school has an effective relationship with their interpretation and perception of the school, academic success, choice of future goals, and motivation to progress. In addition, the quality of life at school increases the sense of responsibility and commitment towards doing one's duty in learning lessons, doing school assignments accurately and correctly, and having enthusiasm for learning plays an important role (Petričević et al., 2022). Therefore, the quality of school life due to the increase in the sense of belonging to the school and participation in their affairs can create a high motivation to learn course materials, a positive attitude towards school, and a close relationship with classmates, and provide a desire to progress in the path of life. The research of Corpuz et al. (2021) shows that the quality of life in school and the motivation to progress in life have a positive and meaningful relationship; Because the school environment

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and the conditions governing it can increase the enthusiasm for life, learning and the motivation to progress in the path of life through the impact on the cognitive, behavioral, emotional and social dimensions. The results of the research show that the school environment is one of the most important influencing factors in shaping their mood, attitude, and outlook toward life and the future, and if this environment is able to meet the basic and psychological needs of students in This course will provide a good opportunity to try and progress in order to trust yourself and the environment.

Another part of the results of this research showed that the psycho-social atmosphere of the school plays an important role in motivating the progress of teenage students and their hope for the future. The results of this section are also with the research of Yavari et al. (2014); Mazloumian et al. (2016); Hashemi Cheliche et al., (2017); Dorman et al. (2006), Azarboueh and Nastiezaie (2022) and Kreps et al. (2022) are consistent and similar. The results of research conducted in this field show that the psycho-social atmosphere in the classroom if it is based on cohesion, solidarity, and empathy, can increase the desire to learn and the motivation to progress in students by creating an emotional-psychological atmosphere. But if the atmosphere is full of competition, friction, and conflict, it reduces the enthusiasm for learning and the motivation to progress in students and destroys their efforts to succeed. Striving for success, having enthusiasm for learning, discipline, and motivation to progress in life can be formed under the influence of the psycho-social atmosphere of the classroom.

Therefore, a favorable classroom atmosphere can create a positive perception and expectation in students, which increases academic and social motivation and strengthens positive beliefs about their own abilities, the environment, and the future. Hatef and Yousefi (2018) found that the psycho-social atmosphere of the class and the satisfaction of basic psychological needs in the school can play an effective role in creating a good feeling for students and strengthening their efforts to succeed. Therefore, the student's satisfaction with the psycho-social atmosphere of the class in terms of mental, emotional, and subjective can provide a useful experience for the mental and cognitive evaluation of the students of school life and evoke a good feeling of learning. Such a heartwarming atmosphere can strengthen the spirit of effort and hope for progress. Therefore, an atmosphere full of peace, happiness, pleasantness, hope, and pleasantness can reflect positive emotions in the classroom and reduce worry, anxiety, suffering, sadness, helplessness, and

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aggression. Based on this, students who experience a positive atmosphere in the classroom will have better satisfaction and motivation to try and progress in life.

This research, like other humanities research, has limitations, such as being limited to one gender and region, which makes its validation to other groups cautious. Also, it is suggested to enrich the school environment and classroom life of the students to be full of emotions and enthusiasm, so as to provide a rich environment of interpersonal emotional relationships and the desire for progress, effort, and learning in knowledge. increase students.

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Data availability statement

The original contributions presented in the study are included in the article/supplementary material, further inquiries can be directed to the corresponding author.

Author contributions

AJ contributed to the study conception and design, material preparation, data collection and analysis. All authors contributed to the article and approved the submitted version.

Ethics statement

The studies involving human participants were reviewed and approved by ethics committee University of Hormozgan.

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Conflict of interest

The author declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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