

Perceptions of school life for middle school students according to the variables of motivation for achievement and support lessons

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Abstract

This study aims to know the perceptions of school life for middle school students according to the variables of motivation for achievement (low, high), and support lessons (studying, not studying). We are looking to find out whether there are differences in perceptions of school life according to the variables of motivation for achievement and receiving support lessons.

To conduct this study, we relied on the descriptive approach (causal, comparative), where the field study was applied to a proportional, stratified random sample, consisting of 99 male and female students, relying on two questionnaires, the Perceptions of School Life Questionnaire, and the Achievement Motivation Questionnaire by Abdul Latif Khalifa (2006). The data obtained from the field were processed, relying on the Statistical Package for the Social Sciences (SPSS23) program.

The following results were reached:

- There are statistically significant differences in perceptions of school life due to the variable of motivation for achievement.
- There are no statistically significant differences in perceptions of school life due to the variable of receiving support lessons.

Keywords: perceptions; school life; Achievement motivation; support lessons; Intermediate education.

1. **Research Issue :**

Education is widely recognized as a cornerstone of society, serving as a conduit for self-improvement and a key driver of societal progress and advancement. It involves nurturing individuals, eliminating illiteracy and ignorance, and has been a fixture since ancient times. Initially, knowledge was imparted through personal guidance due to the absence of writing. However, with cultural evolution, formal educational institutions like schools emerged, whether public or private. Schools encompass students, teachers, administrative staff, and counselors, each playing a distinct role. Regarded as a secondary community after the family, schools offer a wealth of knowledge and experiences that benefit individuals both presently and in the future across various aspects of life. Furthermore, education shapes future generations and fosters community cultural development .

Perceptions of school life vary among individuals and are influenced by the quality of student life within the educational institution, including the presence or absence of private tutoring. These perceptions may be associated with various aspects of school life, such as the school environment encompassing internal elements like school facilities (library, theater, courtyard, playground, etc.), the level of respect between students and staff, particularly teachers who directly engage with students, classroom design, cultural and athletic activities, and other factors. All these elements contribute to the overall school experience, which is an integral part of public life characterized by its dynamic nature, necessitating adaptability and responsiveness to economic, social, cognitive, and technological changes in society. Schools serve as a crucial environment for personal growth, preparing individuals to effectively navigate and embrace societal transformations. The strategies for managing school life differ from one student to another .

Recently, a new trend has emerged where students seek additional academic support beyond their regular classroom instruction. This trend reflects families' dedication to their children's future success and academic achievement. They view these support sessions as a valuable tool to help their children reach their educational goals and enhance their performance. It is important to note that academic support is not limited to struggling students but is beneficial for all students, irrespective of their current academic level .

The remarkable and perplexing proliferation of support classes in the last decade mirrors the educational system's failure and the ongoing reforms ensnared in a devourer's cage. Looking back, the previous generation did not avail themselves of support lessons, yet they excelled academically. However, with the advent of reforms, the prevalence of support classes surged dramatically (Ibrahim Baghdad, 3). Students' motivation for achievement can vary depending on their perspective on school life and its demands .

The dimensions of school life mentioned earlier can foster motivation and serve as a catalyst for behaviors that contribute to achievement. The essence of school life plays a crucial role in motivating individuals to strive for success, influenced by factors like teacher-student interactions and teaching methodologies. Motivation, an internal driving force, compels individuals to pursue specific goals they deem essential. It is a key element in the realm of human motivations that researchers in social psychology and personality studies have extensively explored, along with those focusing on academic accomplishments (Al-Arfawi, 2009, 8). Recent years have witnessed a significant focus on investigating

achievement motivation and its effects on classroom learning and overall academic performance. School life and achievement motivation are intricately connected, influencing each other. Perceptions of school life are shaped by various factors, including parental involvement, which impacts students' views of school. Motivation, being observable only through its effects, plays a pivotal role in students' attitudes towards school .

Our study sought to address the inquiry :

- Do students' perceptions of school life vary based on their level of motivation (high or low) ?
- Do students' perceptions of school life vary based on whether they receive support lessons or not ?

2. Research hypotheses :

- Statistically significant differences exist in perceptions of school life based on the variable of achievement motivation .
- Statistically significant differences exist in perceptions of school life based on the variable of receiving support lessons .

3. The Significance of Studying :

• According to the researchers' understanding, there was a lack of studies connecting changes in "perceptions of school life, motivation to achieve, and receiving support lessons." This study aimed to illuminate the relationship between these variables. The significance of this subject lies in its inherent nature and the variables it encompasses, particularly the impact of school life perceptions on a student's adjustment and academic self-esteem .

- Perceptions of school life impact students in terms of their components and dimensions, thus counselors must consider them .

4. Study Objectives :

- Identifying perceptions of school life .
- Determine if variances exist in perceptions of school life based on the motivation for achievement variable .
- Determine if variances exist in perceptions of school life based on the variable of receiving support lessons .

5. Study definitions :

a. Terminological Definitions :

• Support lessons are defined by Tawfiq Salam as educational efforts made by teachers for the benefit of students. These efforts take place outside of regular school hours and are compensated for at an agreed-upon financial rate per hour, course, or month (Ahmed, 2012, 141)

Support lessons are educational sessions provided outside regular study settings, either individually or in groups, typically conducted in private institutions or teachers' residences, often compensated for their services .

b. Procedural descriptions :

• Perceptions of school life encompass the beliefs and attitudes formed by students about their school environment. These perceptions can enhance their adaptability within the school setting and are reflected in various aspects such as the school environment, curricula,

and administration. This study assesses these perceptions through a questionnaire to gauge the student's experience of school life .

- Achievement motivation is the drive to excel and succeed, recognized as a crucial element of academic success due to its strong emphasis on ambition and persistence. It serves as a catalyst for learning, encouraging students to focus, actively listen, and strive to comprehend lessons with great attentiveness. This motivation is assessed through the grades achieved on the Abdul Latif Muhammad Khalifa scale (2006) .

6. Approach to Study :

The descriptive, causal-comparative approach was chosen for its appropriateness in our study focusing on perceptions of school life concerning motivation for achievement and support lessons .

Preliminary investigation :

a. Survey study protocols :

Prior to commencing the foundational study, an exploratory study was carried out to lay the groundwork for the subsequent basic study. This was done following the identification of the target sample, comprising middle school students across three levels: second, third, and fourth year. Specifically, the sample included an average of 33 male and female students from the second year, 35 male and female students from the third year, and 31 male and female students from the fourth year .

The tool was distributed to the students during pedagogical classes fifteen minutes before dismissal, and it was noted that the students responded adeptly to all items of the scale .

b. Validity of research instruments :

- The initial step involved designing a questionnaire based on a review of prior studies concerning school life and aligned with the study hypotheses. Multiple hypotheses were considered, necessitating accurate data collection. The structured questionnaire was user-friendly for respondents and facilitated data analysis. The questionnaire, comprising 49 items, was developed under the guidance of the supervising professor, incorporating feedback from experts .

- **Correcting the school life scale :**

Table No. 01 displays the approved correction method for the School Life Questionnaire.

never	sometimes	always	Alternati
1	2	3	Class

- The second scale utilized was the achievement motivation scale developed by Abdul Latif Muhammad Khalifa in 2006. It comprises 50 items categorized into five dimensions .

The initial dimension assesses the sense of responsibility and comprises ten units: (1,6,11,16,21,26,31,36,41,46) .

The second dimension measures the pursuit of excellence and ambition and includes ten testimonials: (2, 7, 12, 17, 22, 27, 32, 27, 42, 47) .

The third dimension assesses perseverance and comprises ten units: (3, 8, 13, 18, 23, 28, 33, 38, 43, 48) .

The fourth dimension assesses the significance of time and comprises ten units: (4, 9, 14, 19, 24, 29, 34, 39, 44, 49) .

The fifth dimension encompasses future planning and consists of ten units: (5, 10, 15, 20, 25, 30, 35, 40, 45, 50) .

Table No. 02 illustrates the correction method utilized for the Achievement Motivation Questionnaire.

many	Average	somewhat	no	Alternatives
4	3	2	1	Class

- If the statement is negative, and vice versa if the statement is positive .

Validity and reliability of the School Life Questionnaire scale: 2-3-2

- Calculation: Validity was determined through the internal consistency method .

Internal consistency validity refers to the alignment of each questionnaire paragraph with its respective field. It was assessed by computing correlation coefficients between questionnaire paragraphs and the field's total score, as depicted in the table below :

Table No. 03 displays the correlation coefficients between each item's score and the score of its corresponding dimension from the School Life Questionnaire dimensions.

Curricula		Administration		Cultural and athletic pursuits		classroom		School environment	
Correlation Coefficient	Paragraph	Correlation Coefficient	Paragraph	Correlation Coefficient	Paragraph	Correlation Coefficient	Paragraph	Correlation Coefficient	Paragraph
0.19	05	**0.50	04	**0.61	03	**0.60	01	**0.53	02
**0.47	08	0.17	07	**0.50	06	**0.75	12	**0.73	11
**0.54	09	**0.50	10	*0.37	13	*0.42	14	**0.51	16
**0.57	14	**0.75	18	**0.59	15	**0.66	23	**0.28	20
0.34	19	**0.66	24	0.23	17	**0.47	26	*0.39	22
**0.64	21	**0.58	41	**0.74	34	**0.45	29	0.20	27
**0.77	25			**0.63	37	**0.47	33	**0.77	31
*0.40	28			**0.61	45	**0.70	35	*0.45	36
**0.54	30			*0.43	46	**0.53	42	**0.61	39
0.31	32			*0.36	48	**0.72	44	**0.79	43
**0.51	38					*0.43	47		
						**0.72	49		

(*)denotes a significance level of 0.05, while (**) signifies a significance level of 0.01 .

The correlation coefficient values for most scale items range between 0.17 and 0.79, as shown in the previous tables. These values are statistically significant, with significance

levels ranging from 0.05 to 0.01. This suggests that the scale's statements demonstrate a high level of reliability suitable for the study .

Table No. 04 displays the correlation coefficients between each dimension of the scale, as well as with the total score .

Curricula	Administration	Cultural and athletic pursuits	classroom	School environment	
0,76**	0,62**	0,84**	0,90**	0,80**	Aggregate score

The table clearly shows that the correlation coefficients between each dimension and its corresponding total score in the School Life Scale range from 0.62 to 0.90. These values are statistically significant at a level of 0.01, indicating a high level of reliability in the scale dimensions for the study .

Reliability: The Stability of the School Life Scale :

- **Reliability of the school life scale utilizing the stratified alpha method :**

The tool's stability was verified through the stratified alpha method utilizing the SPSS23 software, yielding the subsequent results :

Table No. (05) displays the reliability coefficient of the achievement motivation scale utilizing the stratified alpha method .

The formula	Coefficient of Stability	variance	Label	The size
Standardized	0.74	15.53	School environment	Dimension1
Standardized	0.85	31.12	classroom	Dimension2
Standardized	0.69	14.46	Cultural and athletic pursuits	Dimension3
Standardized	0.50	6.23	Administration	Dimension4
Standardized	0.66	16.05	Curricula	Dimension5
Stratification	0.91	265.03	Comprehensive magnitude	

Prepared by the researchers using the results from the SPSS23 software .

The table indicates that the reliability coefficients for the scale and its dimensions have reached acceptable levels. The overall scale demonstrated an acceptable reliability coefficient of 65%, indicating the stability of individuals' scores on the scale .

Validity and reliability of the achievement motivation scale (questionnaire) 2-3-3 :

• **Honesty:** Honesty was assessed using the internal consistency method, as illustrated in the table below :

Table No. 06 displays the correlation coefficients between each item's score and its corresponding dimension score .

Curricula		Administration		Cultural and athletic pursuits		classroom		School environment	
Correlation Coefficient	Paragraph	Correlation Coefficient	Paragraph	Correlation Coefficient	Paragraph	Correlation Coefficient	Paragraph	Correlation Coefficient	Paragraph
**0.64	41	**0.57	31	0.22	21	**0.76	11	**0.66	01
**0.52	42	**0.55	32	**0.53	22	**0.62	12	**0.57	02
**0.82	43	**0.84	33	**0.58	23	*0.39	13	**0.32	03
**0.76	44	**0.42	34	**0.58	24	**0.64	14	**0.43	04
**0.70	45	**0.66	35	**0.72	25	**0.66	15	**0.66	05
**0.50	46	**0.72	36	**0.38	26	**0.61	16	**0.75	06
**0.60	47	**0.65	37	**0.74	27	**0.79	17	**0.73	07
0.41	48	**0.55	38	**0.51	28	**0.74	18	0.66	08
**0.73	49	**0.47	39	**0.78	29	**0.70	19	**0.54	09
**0.50	50	**0.52	40	**0.66	30	**0.71	20	**0.44	10
**0.64	41	**0.57	31	0.22	21	**0.76	11	**0.66	01
**0.52	42	**0.55	32	**0.53	22	**0.62	12	**0.57	02

(*)denotes a significance level of 0.05, while (**) signifies a significance level of 0.01 .

The correlation coefficient values for most scale items range between 0.22 and 0.84, as shown in the previous tables. These values are statistically significant, with significance levels ranging from 0.05 to 0.01. This suggests that the statements in the scale exhibit a high level of validity, making them reliable for the study .

Table No. 07 displays the correlation coefficients between each dimension of the scale, as well as with the total score .

Future Planning	Recognizing the significance of time	perseverance	Pursuing excellence	Responsibility	
**0.90	**0.90	**0.92	**0.92	**0.90	Aggregate score

The table clearly shows that the correlation coefficients between each dimension and its corresponding total score in the achievement motivation scale range from 0.90 to 0.92. These values are statistically significant at a level of 0.01, indicating a high level of reliability in the scale's dimensions for use in the study .

Reliability: The stability of the achievement motivation scale .

The stability of the achievement motivation scale utilizing the stratified alpha method :

The tool's stability was verified through the stratified alpha method utilizing the SPSS23 software, yielding the subsequent results :

Table No. (08) displays the reliability coefficient of the achievement motivation scale utilizing the stratified alpha method .

The formula	Coefficient of Stability	variance	Label	The size
Alpha standard	0.77	31.88	Responsibility	Dimension1
Alpha standard	0.86	40.30	Pursuing excellence	Dimension2
Alpha standard	0.78	27.77	perseverance	Dimension3
Alpha standard	0.79	35.32	Recognizing the significance of time	Dimension4
Alpha standard	0.82	37.07	Future Planning	Dimension5
Stratification	0.95	711.77	Comprehensive scale	

Prepared by the researchers using the results from the SPSS23 software .

The table indicates that the reliability coefficients for the scale and its dimensions have reached commendable levels. The overall scale demonstrated a reliability coefficient of 65%, signifying the stability of individuals' ratings across the scale .

7. Fundamental research :

a. Fundamental study sample and its characteristics :

The research was carried out on a random, stratified, proportional sample, consisting of 99 male and female students from the second, third, and fourth educational levels of intermediate education .

b. Statistical methodologies employed in the research :

After gathering and verifying the questionnaires for analysis, they were coded and assigned specific numbers. Subsequently, the data underwent statistical processing utilizing the statistical package (SPSS). This process involved calculating and extracting the arithmetic means and standard deviations for both measures, followed by conducting a T-test for two independent samples .

8. Study results viewing :

a. Presentation of the initial hypothesis test results :

The initial hypothesis suggests that there exist statistically significant variances in middle school students' perceptions of school life based on the motivation variable (low/high) .

The hypothesis underwent testing through a t-test for two independent samples, utilizing the Statistical Package for the Social Sciences (SPSS25) software. The outcomes are presented in the subsequent table :

Table No. 10: T value and its statistical significance

Distinguishing between low and high motivation students in their perceptions of school life

indication T	Freedom Degree	Statistical significance	Critical value	deviation Standard	SMA	number Individuals	
Statistically meaningful	52	0.00	4.65	11,73	95,26	27	low
				14,10	111,67	27	high

Table No. (10) reveals that the mean for low achievement motivation students is 95.26 with a standard deviation of 11.73, whereas high motivation students have a mean of 111.67 with a standard deviation of 14.10. This discrepancy is statistically significant at the 0.01 level. The genders within the groups are considered homogeneous, as indicated by a T value of 4.65 with 52 degrees of freedom, also statistically significant. Consequently, the research hypothesis, suggesting significant differences in school life perceptions among middle school students based on motivation levels (low/high), is accepted .

b. Presentation of the outcomes from the second hypothesis test :

The second hypothesis posits that there are no statistically significant differences among students' perceptions of school life based on whether they receive support lessons (studying, not studying) .

The hypothesis underwent testing through a T-test for two independent samples, utilizing the Statistical Package for the Social Sciences (SPSS23) software. The outcomes are presented in the subsequent table :

Table No. 11 displays the T value and statistical significance for the variances between individuals who receive support lessons and those who do not in their academic journey .

Importance level	Probability assessment Say	Critical value	Deviation Standard	SMA	Quantity of people	Lesson support	
Insignificant	0.30	1.04	15,880	107,38	40	He studies .	Academic Environment
			15,022	104,08	59	He abstains from studying .	

Table No. (11) analysis reveals no statistically significant disparities in students' perceptions of their school life based on receiving support lessons. The mean for students receiving support is (107.38) with a standard deviation of (15.88), while those not receiving support have a mean of (104.08) and a standard deviation of (15.02). The "T" value of (1.04) with a probability value of (0.30) exceeds (0.05), indicating no statistical significance. Consequently, the hypothesis is rejected. Previous research demonstrates

significant differences in school life perceptions between students receiving and not receiving support lessons .

9. Analysis of the study findings :

Discussion of the results of testing the initial hypothesis: examining statistically significant variances at the 0.05 level in perceptions of school life based on the motivation for achievement variable .

The outcomes derived from employing a t-test for two independent samples revealed statistically significant variances in middle school students' perceptions of school life based on their motivation for achievement (low, high). Middle school students with high motivation exhibited favorable perceptions. This indicates that various components and aspects within school life (dimensions) contributed to students' high levels of achievement motivation and the cultivation of positive perceptions. Notably, the school administration's attentiveness to students, including supporting their goals, addressing specific issues, and preparing them for current and future endeavors, plays a pivotal role in fostering their personal growth through continuous monitoring and guidance, aiding in their school adaptation and academic alignment. This student-centric approach represents a recent development in school management. Furthermore, the school administration offers emotional assistance to students as part of its responsibilities, alongside creating a nurturing educational setting that fosters positive student perceptions of the administration. Schooling plays a crucial role in fostering self-assurance, collaboration, enthusiasm, and a strong drive for achievement among students .

Curricula play a crucial role in the educational process by serving as a rich source of information, knowledge, and positive values for students. They significantly influence students' motivation, personality development, critical thinking abilities, and self-confidence. By offering diverse materials and activities, curricula cater to the varied needs of students, allowing them to explore and enhance their skills and interests. This, in turn, fosters intellectual growth, encourages analytical thinking, and nurtures the ability to make informed decisions. Furthermore, curricula provide a structured framework for learning, facilitating academic progress and success. Through collaborative projects and activities, curricula promote teamwork, communication, problem-solving, and leadership skills. By creating a conducive learning environment that emphasizes cooperation and interaction among students, curricula also contribute to the development of human values and morals. A well-designed curriculum not only enhances students' academic knowledge and skills but also boosts their self-confidence and sense of accomplishment. When students find clarity and ease in their school curricula, it positively shapes their perception of school and aids in their overall personality development. The presence of motivating factors, such as high ambition levels, drives individuals to strive for excellence and fuels their determination to achieve success. This intrinsic motivation instills a sense of responsibility, perseverance, and a strong drive for accomplishment in students .

The school's cultural and sports activities foster cooperation and social interaction among students, promoting teamwork, communication, cooperation, and problem-solving skills that benefit them in daily life and future endeavors. Sports activities promote physical movement, enhance fitness and overall health, strengthen muscles, improve cardiovascular and respiratory capacity, reduce stress, and boost students' well-being. Cultural activities

stimulate innovation, creativity, and mental skills, shaping positive perceptions of the school. Musical, artistic, and literary activities nurture students' creative and expressive abilities. Cultural activities boost self-confidence, cultural and social awareness, and moral development. These activities offer a platform to instill values such as justice, cooperation, discipline, and respect, shaping students' positive attitudes towards school. Strengthening and developing their personalities, students are motivated to excel, driven by their enthusiasm for participation, leading to heightened performance levels .

The school environment plays a crucial role in shaping social relationships among students, teachers, and administrative staff. These relationships impact the learning process, social interactions, and foster a sense of community and collaboration within the school. Additionally, the school environment influences the development of school culture, shared values, and beliefs among members of the school community. School culture can shape students' attitudes, behavior, and adherence to school regulations and values. Moreover, the school setting provides a platform for organizing a variety of events and activities like sports, arts, student clubs, and competitions. These activities help enhance social and leadership skills, nurture students' personalities, and uncover their diverse talents and interests. Furthermore, the school environment is designed to be a safe and secure space for students, incorporating safety measures, guidelines, and maintaining a healthy and clean atmosphere to ensure students' comfort and create a conducive learning environment for personal growth. Ultimately, the school environment significantly impacts school life, fostering positive learning experiences, academic achievements, and molding students' characters. Active student participation in school activities, decision-making, and group projects enhances their sense of belonging, fosters positive perceptions of the school environment, and boosts motivation levels .

The study hall serves as a conducive and engaging learning environment for students, equipped with essential educational resources to facilitate effective information absorption. It fosters student interaction and collaboration through strategically arranged furniture, promoting positive social relationships and teamwork skills. Emphasis is placed on enhancing students' organizational and time management skills with the use of tables, timetables, calendars, and organizers. Clear behavioral guidelines are established to cultivate discipline, adherence to school rules, and personal responsibility. Encouraging creativity and critical thinking, the study hall is pivotal in shaping the learning atmosphere, concentration levels, and student engagement. Facilitating social interaction, students can exchange ideas, collaborate, and strengthen their sense of belonging to the school community. A positive and interactive environment between teachers and students can significantly impact students' perceptions of school life, fostering motivation and a spirit of interaction. Factors such as high ambition levels drive individuals to strive for excellence, instilling a sense of responsibility, perseverance, and achievement motivation, ultimately shaping positive school perceptions .

Khaled Shannoun's study confirmed a correlation between motivation for achievement and the level of ambition among university students. These findings align with Boujalal and Dardouk's study, which also demonstrated a link between ambition level and motivation for achievement. The research highlighted that high ambition is always accompanied by a corresponding level of motivation, emphasizing the importance of ambition and motivation

in attaining success and excellence. It underscores the significance of being driven by a desire to succeed in reaching one's goals .

Academic adaptation can significantly impact achievement motivation as they share a close relationship and mutually influence each other. Possessing academic adaptation skills enables students to adjust to the learning environment and academic demands, boosting their self-assurance and satisfaction levels. This, in turn, positively influences their drive for academic success. When students feel confident in overcoming academic challenges, they are more inclined to work diligently towards achieving their academic goals. Strong achievement motivation can enhance students' academic adjustment, making them better equipped to tackle academic hurdles and strive for success. Furthermore, academic adjustment and achievement motivation can synergistically support each other. Proficient adaptation to academic requirements enhances self-confidence, a key factor in driving achievement motivation. Individuals with high self-confidence are more motivated for success as they understand their capabilities, set goals accordingly, and pursue them with determination. Conversely, individuals with low confidence levels may lack motivation, struggle to recognize their abilities, and remain hesitant due to fear of failure. This fear often confines them to their comfort zone, hindering personal growth and new experiences .

The Wiza Partner study confirmed a robust, positive correlation between self-confidence and the drive to learn. Individuals with high self-confidence exhibit greater motivation to learn, displaying perseverance, independence, and self-assurance, in contrast to those with low motivation who lack confidence .

Discussing the outcomes of the second hypothesis: it posits that there exist statistically significant variances in perceptions of school life based on the receipt of support lessons. These findings suggest that this hypothesis is not supported, as it exceeds the significance threshold of 0.05 .

The absence of differences in school life perceptions among middle school students, regardless of receiving support lessons, suggests that such lessons do not distinctly influence these perceptions. Various factors beyond support lessons play a role in shaping positive school life perceptions among middle school students. Noteworthy is the positive outlook on school life observed in scenarios where students either receive or do not receive support lessons. A pivotal factor influencing students' school perspectives is parental involvement, encompassing support in lesson comprehension, homework completion, and problem-solving skills development. Effective communication is vital when students share their school-related concerns, with parents demonstrating care and actively seeking solutions to foster positive attitudes and perceptions towards school life. Furthermore, fostering a supportive environment through encouragement, such as promoting exploration of interests, engaging in extracurricular activities, and setting and achieving goals, consistently contributes to enhancing the school experience .

Conversely, a student's peer group can significantly influence their school experience. Interacting with high-achieving and industrious peers can inspire a student to strive for excellence, while the opposite scenario can have a detrimental effect. This interaction plays a crucial role in shaping perceptions of school life. The sense of belonging to a group of like-minded individuals in the classroom fosters self-assurance, security, and acceptance. Moreover, the teaching methods employed by educators, their supportiveness, and the

overall school administration all impact students' perceptions of their academic environment. A well-structured school environment, competent teachers, and a curriculum tailored to meet students' needs are essential factors in fostering a positive learning experience. Students seek educational materials that offer academic value and practical benefits, which collectively influence how middle school students perceive their school life .

The psychological well-being of students significantly influences their perceptions of school life and contributes to creating a conducive and supportive environment. This fosters harmony, adaptability, and peace of mind, shaping a favorable view of the school. The educational curriculum plays a crucial role in students' mental and psychological development, aiding them in achieving their goals and cultivating a positive outlook on school life. Additionally, the overall ambiance of the school also influences students' attitudes towards their educational experience .

Overall Summary :

Upon completion of this study, which aimed to investigate potential variances in middle school students' perceptions of school life based on motivation for achievement and participation in support lessons, we anticipate that this research will serve as a significant contribution to social, psychological, and educational studies .

Through presenting, analyzing, and interpreting the results, we have determined variations in perceptions of school life based on the motivation for achievement. Conversely, perceptions of school life do not differ concerning receiving support lessons. It is evident that motivation to achieve is a key factor influencing students' perceptions of their school life .

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