

نمذجة العلاقة السببية بين التحصيل في مبحث الرياضيات والدافعية للتعلم وقلق الاختبار لدى طلبة

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المُلخَص

هَدَفَتِ الدِّرَاسَةُ التَّعَرُّفَ إِلَى نَمْدَجَةِ العِلَاقَةِ السَّبْبِيَّةِ بَيْنَ التَّحْصِيلِ فِي مُبْحَثِ الرِّيَاضِيَّاتِ وَالدَّافِعِيَّةِ لِلتَّعْلَمِ وَقَلْقِ الإِخْتِبَارِ لَدَى طُلَّابَةِ الصَّفِّ العَاشِرِ الأَسَاسِيِّ فِي الأَرْدَنِ ، اعْتَمَدَ البَاحِثُ فِي دَرَاْسَتِهِ المَنْهَجَ الوَصْفِي الأَرْتِبَاطِيَّ ، وَقَامَ البَاحِثُ بِإِعْدَادِ إخْتِبَارٍ فِي مَادَّةِ الرِّيَاضِيَّاتِ لِلصَّفِّ العَاشِرِ وَتَطْوِيرِ مَقْيَاسَيْنِ قَلْقِ الإِخْتِبَارِ وَمَقْيَاسِ الدَّافِعِيَّةِ لِلتَّعْلَمِ وَطَبَّقَهُمْ عَلَى عَيِّنَةٍ الدِّرَاسَةِ الَّتِي تَكُونَتْ مِنْ (400) طَالِبًا وَطَالِبَةً مِنْ طُلَّابَةِ الصَّفِّ العَاشِرِ فِي مَدَارِسِ لُؤَاءِ الأُلُوَيْسِمَةِ ، وَقَدَّ شَكَّلَتْ العَيِّنَةُ (% 5.29) مِنْ مُجْتَمَعِ الدِّرَاسَةِ الَّتِي تَكُونُ مِنْ (7553) طَالِبًا وَطَالِبَةً حَسَبَ إِحْصَائِيَّاتِ قِسْمِ التَّخْطِيطِ فِي وَرَاةِ التَّرْبِيَّةِ وَالتَّعْلِيمِ ، وَتَمَّ اخْتِيَارُهُمْ بِالطَّرِيقَةِ العَشَوَائِيَّةِ العِنَقُودِيَّةِ ، وَقَدَّ أَظْهَرَتْ نَتَائِجُ الدِّرَاسَةِ أَنَّ مُسْتَوَى التَّحْصِيلِ فِي الرِّيَاضِيَّاتِ لَدَى طُلَّابَةِ الصَّفِّ العَاشِرِ فِي مُدِيرِيَّةِ تَرْبِيَّةِ لُؤَاءِ الأُلُوَيْسِمَةِ جَاءَ مُنْخَفِضًا ، وَأَنَّ مُؤَشِّرَاتِ مُطَابَقَةِ النَّمُودَجِ السَّبْبِيِّ النَّظَرِيِّ المُعَدَّلِ لِعِلَاقَةِ قَلْقِ الإِخْتِبَارِ وَالدَّافِعِيَّةِ لِلتَّحْصِيلِ فِي الرِّيَاضِيَّاتِ بَعْدَ حَذْفِ العِلَاقَاتِ غَيْرِ الدَّالَّةِ إِحْصَائِيًّا وَأَخِذَ بِمُؤَشِّرَاتِ التَّعْدِيلِ المُفْتَرَحَةِ قَدْ حَقَّقَتْ مَعَايِيرَهَا فَقَدْ بَلَغَتْ قِيَمَةُ مُؤَشِّرِ الجَذْرِ التَّرْبِيعِيِّ لِمُتَوَسِّطِ مُرْبَعَاتِ الخَطِّ التَّقْرِيبِيِّ (0.032) وَهُوَ النَّمُودَجُ السَّبْبِيُّ الأَمْتَلُ لِعِلَاقَةِ قَلْقِ الإِخْتِبَارِ وَالدَّافِعِيَّةِ لِلتَّعْلَمِ وَالتَّحْصِيلِ فِي الرِّيَاضِيَّاتِ ، وَأَظْهَرَتْ النَتَائِجُ أَنَّ الأَتَارَ المُبَاشِرَةَ لِقَلْقِ الإِخْتِبَارِ فِي أْبْعَادِ الدَّافِعِيَّةِ لِلتَّعْلَمِ (المُتَابِرَةِ وَالأَجْدِيَّةِ ، وَقِيَمَةِ وَقَائِدَةِ التَّعْلَمِ ، وَمَسْؤُولَةِ المُتَعْلَمِ ، وَالكِفَاءَةِ الدَّائِيَّةِ) ، وَأَنَّ الطُّلَّابَةَ ذَوِي المُسْتَوَى المُرْتَفِعِ مِنْ قَلْقِ الإِخْتِبَارِ لَدَيْهِمْ مُسْتَوَى مُنْخَفِضٌ مِنَ المُتَابِرَةِ وَالأَجْدِيَّةِ مِمَّا يُفَلُّ مِنْ مُسْتَوَى التَّحْصِيلِ فِي الرِّيَاضِيَّاتِ لَدَيْهِمْ ، فِي ضَوْءِ النَتَائِجِ الَّتِي تَمَّ التَّوَصُّلُ إِلَيْهَا أَوْصَتِ الدِّرَاسَةُ بِإِجْرَاءِ المُزِيدِ مِنَ الدِّرَاسَاتِ الَّتِي تَتَنَاوَلُ النَّمَاذِجَ التَّنْبُؤِيَّةَ فِي مَقَرَّاتِ دِرَاسِيَّةٍ أُخْرَى.

الكلمات المفتاحية: نمذجة العلاقة السببية، التحصيل، قلق الاختبار، الدافعية للتعلم.

**Modeling the Causal Relationship Between Achievement in Mathematics, learning
Motivation and Test Anxiety Among Tenth Grade Students.**

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Abstract

This study aimed to identify and model the causal relationship between achievement in mathematics, motivation to learn, and test anxiety among tenth grade students. In his study, the researcher adopted the analytical correlational approach. The prepared a mathematics test for the tenth grade and developed two scales: the test anxiety scale and the motivation to learn scale, and applied them to the study sample. Which consisted of (400) male and female students from the tenth grade in the schools of Al-Quwaisimah District. The sample constituted (5.29%) of the study population, which consisted of (7553) male and female students, according to the statistics of the Planning Department in the Ministry of Education. They were selected by cluster random method. The study results of showed that the level of achievement in mathematics among tenth grade students in the Directorate of Education of Al-Quwaisimah District was low, and that the indicators of matching the modified theoretical causal model of the relationship between test anxiety, motivation to learn, and achievement in mathematics after deleting the statistically non-significant relationships and taking into account the proposed modification indicators achieved their standards, as the value of the square root mean square error index was (0.032), which is the optimal causal model for the relationship between test anxiety, motivation to learn, and achievement in mathematics. The results showed that the direct effects of test anxiety on the dimensions of motivation to learn (perseverance, seriousness, value and benefit of learning, learner responsibility, self-efficacy) It came at a low level, and that students with a high level of test anxiety have a low level of perseverance and seriousness, which reduces their level of achievement in mathematics. In light of the results reached, the study recommended conducting more studies dealing with predictive models in other academic curricula. **Keywords:** causal relationship modeling, achievement test, anxiety, motivation to learn.