

Investigating the Relationship between School Culture and Academic Enthusiasm with Academic Hope and Motivation in High School Students

Sophia Khaneghahi¹, Sajad Sefatgol², Malihe Siyasar^{3*}

Assistant Professor, Department of Psychology, Zahedan Branch, Islamic Azad University, Zahedan, Iran¹

PhD Student, Educational Psychology, Faculty of Humanities, Islamic Azad University, Zahedan Branch, Iran^{2,3}

smaliheh7@gmail.com



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Abstract

Purpose: The aim of this study was to investigate the relationship between school culture and academic enthusiasm with academic hope and motivation in high school students.

Research methodology: The present study is applied in terms of purpose and is among the descriptive studies of correlation type. The statistical population includes all high school students in Zahak city, whose number in the academic year 2021-2022 is 1324 people. Using Morgan table and Cochran's formula, 297 students were selected by statistical random sampling as a statistical sample. To prevent statistical sample loss and better adequacy, a sample of 320 questionnaires was distributed by multi-stage random cluster sampling method.

Results: The results of the analysis showed that there is a positive and significant relationship between academic motivation and students' academic enthusiasm. The intensity of this relationship is very strong and academic motivation has the power to predict academic enthusiasm. There is no significant relationship between school culture and academic motivation and school culture does not have the power to predict academic motivation.

Limitations: What should be considered by school parents is to pay attention to creating a correct and flexible culture in school, because each student spends more than half of his time in school and is exposed to school relationships and culture, and these relationships over time.

Contribution: Among the limitations of the research are the lack of sufficient scientific content around the research variables, the lack of cooperation of some schools in the implementation of the questionnaire and the limitation in the generalizability of the results of this research.

Keywords: school culture, academic hope, academic self-concept, students

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1. Introduction

In the education system, students are the most important element of that system, and all planning and policy-making and provision of facilities in education leads to students, because preparing students

and creating competencies. It is necessary for them to enter the society of which they are the builder, the ultimate goal of education, and the more attention is paid to students' issues and problems, the stronger the future structure of society will be ([Naderi Beldaji, 2002](#)). According to the theory of ecological systems, indirect factors such as school culture and learning environment can have a strong effect on students' beliefs and behaviors ([Burke, 2011](#)). Military school culture is one of the norms, meanings and values that are shared between members of a school, including students, teachers and other staff ([Purkey, 1990](#)). The basic characteristic of culture is its very high stability; So that it is very resistant to the effects of the environment and rarely changes. This feature causes the culture to have a strong and wide-ranging and to some extent equal effect on different groups of students entering a school ([et al. Hofstede, 2010](#)). School culture can have a positive effect on meeting students' easy psychological needs if it provides social support to students. School culture must have characteristics that can distinguish that school from other schools while creating a common ground between the fundamental assumptions, values, and norms of the students ([Higgins' Alessandro, & Sath, 1998](#)). School culture is divided into four dimensions in terms of the type of social support. The first dimension is student relations, which refers to how students relate to each other. The second dimension is the student-teacher relationship, which refers to the quality and manner of student-teacher interactions. Third, normative expectations that refer to the extent to which students comply with school rules, and fourth, educational opportunity, which refers to how educational opportunities and facilities are provided at school ([Ibid, 2017](#)). A positive school culture improves school efficiency and productivity. In schools with negative cultures, there is no sense of commitment to the school's mission. In schools with a strong professional culture, students share sustainable academic and improvement norms. In these schools, a culture of problem-solving collaboration, planning, and decision-making for information acquisition is strengthened ([Dheda, Gumbo, Maartens, Dooley, et al, 2017](#)).

Successful academic achievement during the elementary school years is critical for a positive academic developmental trajectory through the subsequent school years ([Chase, Hilliard, Geldhof, Warren, & Lerner, 2014](#)). Students' academic failure may yield many negative consequences across the life-course, including internalizing and externalizing problems ([W. Zhang, L. Zhang, Chen, Ji, & Deater-Deckard, 2019](#)), as well as decreased long-term educational attainment and fewer lifelong developmental opportunities. Given the importance of academic achievement in the early school period, researchers have identified a wide array of factors that operate to increase students' academic achievement, such as school engagement ([Lei, Cui, & Zhou, 2018](#)) and global hope ([Marques, Gallagher, & Lopez, 2017](#)). Serving as an important psychological strength, research supports that hope is essential for those striving to overcome obstacles ([Munoz, Quinton, Worley, & Hellman, 2019](#)), and it links to greater academic achievement both concurrently and longitudinally ([Dixson, 2017](#)). Furthermore, hope theory has suggested a reciprocal process in which hope and goal attainment reinforce each other over time. the bulk of the existing research has only focused on the direct effect of hope on academic achievement, without paying attention to possible reciprocal relations or addressing the key potential processes that may account for the association ([Marques et al., 2017](#)).

The word “revolution” comes from the Latin word “*revolucio*,” which means “turning about.” According to the [Encyclopedia Americana International \(1979, p.445\)](#), a revolution is defined as an effort, whether successful or not, to transfer power from one class or group to another in a country. As a last resort, revolution is the most radical yet essential societal choice. The revolutionary ideology aims to awaken people's consciousness. Man's ability to comprehend, master, and shape his environment is also aided by it. Academic passion is a multidimensional structure that consists of various behavioral, cognitive, and motivational components ([Martin, 2008, p. 269](#); [Martin and Lim, 2010](#)). Academic enthusiasm refers to the amount of energy that a learner spends to do their academic work and also the amount of effectiveness and efficiency achieved ([Naami and Piriaei, 2012](#)); Academic enthusiasm also leads to effective participation in school activities, participation in classroom activities, adaptation to school culture, and appropriate relationships with teachers and other students ([Shaaria, Yssof, Ghazalic, Osmann, Dzahir, 2014](#)). Academic enthusiasm is linked to students' success strategies because it increases academic optimism and acts as a strong predictor of

enthusiasm in school activities. The positive effects of academic motivation on students' involvement in academic activities and increasing their academic effort and achievement and the factors affecting them necessitate the need to study it ([Salmela-Aro, Tolvanen, & Nurmi, \(2009\)](#)). Academic enthusiasm also includes student attitudes toward school and the ability to meet performance expectations. Academic enthusiasm is one of the types of enthusiasm and is defined as the amount of energy that a learner spends to do their academic work, as well as the degree of effectiveness and efficiency achieved. Academic motivation is commonly used as a motivational structure that reflects the learner's commitment to education. Students who are eager to study pay more attention to the issues and topics they are learning to avoid, avoid inappropriate and undesirable behaviors, and perform better on tests. Student enthusiasm in the classroom is an important goal of education in general and in homework in particular ([Ibid, 2017](#)). In addition to studying this desire, it is a prominent predictor of student academic success in the short and long term. Academic enthusiasm leads to social, cognitive growth and academic achievement. Students are more eager, have more academic satisfaction and graduate more, so the concept of academic motivation is very valuable and important not only because of its value as an educational goal, but also because of its logical relationship with educational outcomes ([Ghadampour et al. , 2016](#)). School culture also plays an important role in academic achievement ([Jamal-Hanjani., Wilson,McGranahan, Veeriah ,et al 2017](#)). In recent years, research on student motivation has been at the center of learning and teaching research ([Andrei, Patricia, Valentina, 2014](#)); Because academic motivation is one of the important factors that strongly affect academic achievement and performance ([McCoach, Siegle, 2003](#)). Motivation refers to the underlying causes of behavior ([Giunta & et.al, 2013](#)). In the definition of motivation, Laver sees it as a set of beliefs, attitudes, values, interests, and actions that are all interrelated. Different approaches to motivation, he argues, can focus on cognitive behaviors and non-cognitive aspects, or both ([Levy, Campbell, 2008](#)). Motivation theory (Snyder, 2000) states that goal-related experiences in childhood form a general motivation in a person that guides beliefs and behaviors in different life situations. Motivation and academic hope of students Activates to create multiple paths and affects the motivation to achieve the desired results. Combining pathways and agency thinking promotes interactive behaviors. Then, when a desired outcome is reached, the process in which success builds on success becomes a positive feedback loop, with such positive experiences raising levels of overall hope ([Andrei, Patricia, Valentina, 2014](#)). In general, what is considered is the importance of motivation as a factor that is used to predict outcomes such as psychological well-being, effective performance, creative problem solving and deep and conceptual learning ([Deci, Ryan, 2008](#)). Of course, it should be noted that in turn, considering the motivation to motivate, direct and perpetuate student behavior in the process of education and training is of particular importance, so researchers who have worked in this field, the need Attention to motivation in education has been noted because of its effective association with new learning ([Snyder, 2002](#)); Therefore, without motivation to study and learn, the possibility of success will be less ([Abbaszadeh, Alizadeh, Kohey, Alipoor, 2014](#)). Many theories of academic failure are also based on the assumption that students do not have academic motivation. They will not have a good academic performance, while a large annual budget is spent by the government and families on the education of adolescents and young people, and academic failure means they are wasted ([Van Houtte, 2005](#)). At the same time, academic failure has many psychological and social consequences for the individual, family and society. According to the above, academic motivation has a major role in academic achievement, student achievement, and reduction of high-risk behaviors in schools. Promoting school culture as an organization is very, very important and will lead to the excellence of the organization and increase the innovation and efficiency of organizations. If this is considered in the education system, it will have many positive effects on strengthening teaching-learning and increasing motivation to continue education. Acquiring knowledge will strengthen the mind and increase positive thinking. Therefore, given that students spend a lot of time in school and will also be responsible in various areas in the future, so the school culture in learners because of its impact on mental health and the process of basic education and Needs careful evaluation. Given that students today must have the necessary enthusiasm and motivation to study in school, it is important to identify and study the factors that affect it. On the other hand, the study of previous research in this field reveals the lack of research in this field and necessitates the need for research in this field. Therefore, paying attention to this issue is sensitive and it is necessary to address this issue. Therefore, in the present study, we seek to answer the question

that what is the relationship between school culture and academic motivation with academic hope and motivation in high school students?

Research background

At home and abroad, research has been conducted around the variables of the present study, some of which are mentioned below:

The results of data analysis of [Zahed Babalan et al. \(2017\)](#) show that quality of life both directly and indirectly through academic self-concept affects academic achievement. Academic self-concept also directly affects academic motivation. The best way to predict academic motivation has been to track the quality of life at school towards academic motivation. Therefore, it can be concluded that the quality of school life and academic self-concept are important variables related to students' education.

The results of [Mikaeli et al. \(2017\)](#) showed that classroom atmosphere has a direct effect on self-efficacy, academic motivation, self-efficacy on hope, self-efficacy on academic motivation and hope on academic motivation. It was not just the perception of the classroom atmosphere that made sense of hope; As a result, these factors can adequately explain students' academic motivation. Accordingly, students' motivation and performance can probably be enhanced by promoting academic hope and self-efficacy.

The results of [Qalavandi et al.'s \(2013\)](#) analysis showed that in the relationship between school culture and academic alienation, basic psychological needs play a mediating role. Basic psychological needs also have a significant negative effect on academic alienation. The effect of school culture on basic psychological needs is also positive and significant. In general, the test model had a good fit and explained 60% of the changes in academic alienation.

The results of [Teimouri & et.al \(2020\)](#) showed that students with learning disabilities had significantly lower levels of hope, academic achievement motivation and academic self-concept than students without learning disabilities. Low levels of hope, academic achievement motivation, and academic self-concept in students with learning disabilities may have adverse psychological, behavioral, and academic consequences. Therefore, psychological interventions and educational strategies to increase the level of hope, motivation for academic achievement and academic self-concept in these students seem necessary. And academic self-concept among students with learning disabilities may have adverse psychological, behavioral, and academic consequences. Therefore, psychological interventions and educational strategies to increase the level of hope, motivation for academic achievement and academic self-concept in these students seem necessary. And academic self-concept among students with learning disabilities may have adverse psychological, behavioral, and academic consequences. Therefore, psychological interventions and educational strategies to increase the level of hope, motivation for academic achievement and academic self-concept in these students seem necessary.

The results of research by [Chen, Huebner & Tian, \(2020\)](#) showed that hope and academic achievement are interrelated. Bootstrap analysis of indirect effects showed that academic hope and achievement reciprocally increase over time through behavioral participation.

The results of [Marques, Gallagher, & Lopez \(2017\)](#) showed that there is a stronger relationship between hope and academic achievement for elementary, middle and high school students than undergraduate and graduate students. Given the strong evidence that hope predicts academic achievement, the findings suggest that future research should examine whether interventions that increase hope may have secondary positive effects on student achievement.

2. Research Methodology

The present study is applied in terms of purpose and is among the descriptive correlational research. The statistical population includes all high school students in Zahak city, (Zahak city is one of the cities of Sistan and Baluchestan province in Iran) whose number in the academic year 2021-2022 is 1324 people. Using Morgan table and Cochran's formula, 297 students were selected by statistical

random sampling as a statistical sample. To prevent statistical sample loss and better adequacy, a sample of 320 questionnaires was distributed by multi-stage random cluster sampling method. Among the schools of Zahak city, 6 schools were randomly selected and then 3 disciplines of mathematics, physics, experimental sciences and humanities were selected from the disciplines taught in secondary schools and 2 classes from each discipline were considered and research questionnaires were considered. They replied. After removing 23 of the distorted questionnaires, 297 questionnaires were entered into the analysis process.

In the present study, a questionnaire was used to collect information and measure the variables of school culture, enthusiasm and hope, which are as follows:

1. School culture questionnaire

The school culture questionnaire was designed and developed by Alexander & Sade (1988) to assess school culture. This questionnaire has 25 questions and 4 components. In [Gholami, et al \(2013\)](#) research, this questionnaire has been reduced to 18 questions and 3 components of student relations, student-teacher relations and educational opportunities. Be patient and think about doing something.) Measures school culture.

Table 1. Distribution of school culture questionnaire questions

Questionnaire dimensions	Number of questions	NO.
Student relations	4 questions	1 to 4
Student-teacher relations	6 questions	5 to 10
Educational opportunities	8 questions	11 to 18

Source: Research Results

Validity and reliability of the questionnaire

Validity or validity deals with the question of how much a measuring instrument measures what we think ([Sarmad et al., 2011](#)). In his project [Gholami et al. \(2013\)](#), the content, form and criterion validity of this questionnaire has been evaluated as appropriate. Reliability or reliability of a tool is its degree of stability in measuring everything that is measured, that is, how much the measuring tool gives the same results in the same conditions ([Sarmad et al., 2011](#)). Cronbach's alpha coefficient calculated in the study of [Gholami et al. \(2013\)](#) for this questionnaire was estimated above 0.7.

Table 2. Reliability coefficient of school culture questionnaire

Questionnaire and its dimensions	Reliability coefficient (Cronbach's alpha)
Student relations	0.79
Student-teacher relations	0.78
Educational opportunities	0.86
School culture	0.89

Source: Research Results

2. Academic enthusiasm questionnaire

The Academic Enthusiasm Scale was developed by Frederick, Blockmanfield, Paris (2004) and has 15 items; Measures three subscales of behavioral, emotional and cognitive among students.

Questionnaire grading method

Questions 1, 2, 3, 4 are related to the behavioral passion subscale and questions 5, 6, 7, 8, 9, 10 are related to emotional passion and questions 11, 12, 13, 14, 15 are related to the cognitive passion subscale. Be. The answer of each item has a score of one to five, which includes (very low = 1 to very high = 5). It is noteworthy that the total score was the desired scale of academic motivation.

Validity and reliability of the questionnaire

To determine the reliability of this scale, first the scale of academic motivation was distributed and completed among 200 students of different fields of medical sciences. After calculating the Cronbach's alpha reliability coefficient, 0.66 was obtained. Frederick et al. Reported the reliability coefficient of this scale as 0.86 (Frederick et al., 2004). The reliability of the questionnaire in [Abbasi et al.'s \(2015\)](#) study was 0.66 by Cronbach's alpha method. Also in the present study, the reliability of Cronbach's alpha method for the whole questionnaire was 0.86.

3. Academic Hope Questionnaire

The Harter Standard Motivational Questionnaire consists of 33 items and its purpose is to assess academic motivation among students. This tool is a modified form of the [Harter scale \(1981, 1980\)](#) as a tool for measuring academic motivation. As mentioned, Harter's main scale measures academic motivation with bipolar questions, one end of which is intrinsic motivation and the other end is external motivation, and the subject's answer to the subject of each question can only be one of external reasons or Include the inside. Because both internal and external motivations play a role in many academic subjects, [Lepers et al. \(2005\)](#) transformed the Harter scale into a standard scale, with each question being just one of the reasons for internal and external motivation. Considers. This questionnaire is based on the Likert scale.

Validity and reliability of the questionnaire

The reliability of a tool is the degree to which it is stable in measuring everything it measures, that is, how well the measuring tool achieves the same results under the same conditions. The reliability of this questionnaire was obtained by [Zahiri and Rajabi \(2009\)](#) with Cronbach's alpha test using the above SPSS software, which is as follows:

Table 3. Reliability coefficient of academic hope questionnaire

Variable name	Cronbach's alpha
educational motivation	0.92

Source: Research Results

3. Results and Discussions

In this section, first, the demographic characteristics of the statistical sample of the research are described, then the data obtained from the research tool (questionnaire) are described.

Table 4. Demographic characteristics of statistical samples of research by gender and field of study

Field of Study	Girl		Boy		total	
	percentage	Frequency	percentage	Frequency	percentage	Frequency
Experimental	16/83	50	15/82	47	32/65	97
Math	15/15	45	16/83	50	31/98	95
human	21/88	65	13/46	40	100%	105

Source: Research Results

In the following, the statistical indicators of mean and standard deviation, minimum and maximum research variables (school culture, academic motivation, academic hope and motivation) are presented separately in their dimensions in Tables 5 to 7.

Table 5. Descriptive statistics related to school culture

School culture		
N	Valid	297
	Missing	2
Mean		
		52.9158
Std. Deviation		
		9.94085
Minimum		
		33.00
Maximum		
		85.00

Source: Research Results

Table 6. Descriptive statistics related to Academic enthusiasm

Academic enthusiasm		
N	Valid	297
	Missing	2
Mean		
		48.8956
Std. Deviation		
		9.60464
Minimum		
		31.00
Maximum		
		92.00

Source: Research Results

Table 7. Descriptive statistics on academic motivation and hope

academic motivation and hope		
N	Valid	296
	Missing	3
Mean		
		112.6486
Std. Deviation		
		18.42451
Minimum		
		79.00
Maximum		
		161.00

Source: Research Results

According to the results of the table (5,6,7), the highest average is related to the variable of academic motivation and hope (112.6486) and the lowest average is related to the variable of academic motivation (48.8956).

Then, according to the data obtained from the research tool, first, using Bartlett sample size adequacy test, the sample volume adequacy hypothesis was tested and then using Pearson correlation test and multiple linear regression, the research hypotheses were tested.

Hypothesis 1: There is a positive and significant relationship between school culture and academic motivation in high school students.

Table 8. Correlation coefficient between school culture and academic enthusiasm

		school culture	academic enthusiasm
school	Pearson Correlation	1	.282**

culture	Sig. (2-tailed)		.000
	N	297	297
academic enthusiasm	Pearson Correlation	.282**	1
	Sig. (2-tailed)	.000	
	N	297	297

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

Source: Research Results

As you can see, the correlation matrix for these two variables is presented in Table (8). According to the above figure, the value of r correlation between the two variables of school culture and students' academic enthusiasm is equal to .282, which is also statistically significant ($P = 0.000$). So there is a positive and significant relationship between school culture and students' academic motivation. The intensity of this relationship is very strong.

Table 9. Coefficients of multiple linear regression analysis of school culture and academic motivation

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	38.631	2.880		13.411	.000
	academic enthusiasm	.292	.058	.282	5.054	.000

a. Dependent Variable: school culture

Source: Research Results

Table 9. shows the coefficients of the multiple linear regression model to examine the significance of the effect of each of the predictor variables (school culture) on the criterion variable (academic motivation). According to the obtained significant levels, it is concluded that school culture has the power to predict academic motivation ($P \leq 0.05$).

Hypothesis 2: There is a positive and significant relationship between school culture and academic motivation in high school students.

Table 10. correlation coefficient between school culture and academic motivation

		school culture	academic motivation
school culture	Pearson Correlation	1	.087
	Sig. (2-tailed)		.136
	N	297	296
academic motivation	Pearson Correlation	.087	1
	Sig. (2-tailed)	.136	
	N	296	296

Source: Research Results

As you can see, the correlation matrix for these two variables is presented in Table (10). According to the above figure, the value of r correlation between the two variables of school culture and students' academic motivation is equal to .087, which is more than 0.05, so there is no significant relationship between school culture and academic motivation ($P = 0.136$)

Table 11. Multiple linear regression analysis coefficients of school culture and academic motivation

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	47.699	3.568		13.367	.000
	academic motivation	.047	.031	.087	1.497	.136

a. Dependent Variable: school culture

Source: Research Results

In Table 11, the coefficients of the multiple linear regression model are given to examine the significance of the effect of each of the predictor variables (school culture) on the criterion variable (academic motivation). According to the obtained significant levels, it is concluded that school culture does not have the power to predict academic motivation ($P > 0.05$).

Hypothesis 3: There is a positive and significant relationship between academic enthusiasm and academic motivation in high school students.

Table 12. correlation coefficient between academic enthusiasm and academic motivation

		academic motivation	academic enthusiasm
academic motivation	Pearson Correlation	1	.269**
	Sig. (2-tailed)		.000
	N	296	296
academic enthusiasm	Pearson Correlation	.269**	1
	Sig. (2-tailed)	.000	
	N	296	297

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

Source: Research Results

As you can see, the correlation matrix for these two variables is presented in Table (12). According to the above figure, the value of r correlation between the two variables of academic motivation and students' academic enthusiasm is equal to .269 **, which is a statistical level; It is also significant ($P = 0.000$). Therefore, there is a positive and significant relationship between students' academic motivation and academic enthusiasm. The intensity of this relationship is very strong.

Table 13. Multiple linear regression analysis coefficients of academic motivation and academic enthusiasm

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	87.469	5.361		16.316	.000
	academic enthusiasm	.515	.108	.269	4.787	.000

a. Dependent Variable: academic motivation

Source: Research Results

In Table 13, the coefficients of the multiple linear regression model are given to examine the significance of the effect of each of the predictor variables (academic motivation) on the criterion variable (academic enthusiasm). According to the obtained significant levels, it is concluded that academic motivation has the power to predict academic motivation ($P \leq 0.05$).

5. Conclusion

The aim of this study was to investigate the relationship between school culture and academic enthusiasm with academic hope and motivation in high school students. The results of statistical analysis showed that there is a positive and significant relationship between academic enthusiasm and students' academic motivation. The intensity of this relationship is very strong and academic motivation has the power to predict academic enthusiasm. There is no significant relationship between school culture and academic motivation and school culture does not have the power to predict academic motivation. There is a positive and significant relationship between school culture and students' academic enthusiasm. The intensity of this relationship is very strong. School culture has the power to predict academic enthusiasm. Findings of this research with the research of [Zahed Babalan et al. \(2017\)](#), [Mikaeli et al. \(2015\)](#), [Qalavandi et al. \(2013\)](#), [Marques & et.al \(2017\)](#), [Teimouri & et.al \(2020\)](#), [Chen, Huebner & Tian, \(2020\)](#) There is an alignment relationship. Experts consider culture as a relatively stable structure of the environment that is somewhat resistant to change. Therefore, in order to apply the research results, we must pay special attention to the role of school principals. Given the strong impact of culture on student motivation in school, it is necessary for principals to evaluate the existing culture in school. If the school culture emphasizes cooperation and collaboration between students and teachers. Managers need to take action to preserve and strengthen this type of culture. These measures can include strengthening cooperation between students, less emphasis on competition, and creating a space for constructive comments by teachers and students. If the school culture has less emphasis on cooperation and collaboration, in addition to taking the above measures, principals should try to build and strengthen trust between themselves and other teachers and students. In fact, trust gives the person a sense of acceptance as a constructive member in the organization. This, in addition to creating positive emotions towards the organization, causes the person to have a good and sincere cooperation with the organization ([Qalavandi et al., 2013](#)). Students with academic lack of motivation do not have a specific goal and do not expect events to change. Increasing feelings of inadequacy and lack of control over events, poor adjustment in education, feelings of high stress, poor mental health, and poor concentration ([Vallerand, Blais, Briere & Pelletier, 1989](#)) are characteristics of people with academic apathy that lead to lack of Students become interested in academic activities. In addition, academic lack of motivation leads to a feeling of inability to complete an activity successfully ([Bandura, 1986](#)) and leads people to think that they can not achieve the desired result in performing an activity ([Seligman, 1975](#)). In this case, learners do not value academic activities and their desire to study decreases ([Ryan, & Deci, 2000](#)) when the student feels that he or she has the ability to work hard to advance the curriculum and He has no education, does not find educational activities interesting and motivating, and his desire to study decreases. If the learner sees homework as a set of repetitive and tedious behaviors, his / her cognitive and emotional arousal will decrease, the student's curiosity will not be satisfied, and the result will be a strong decrease as one of the dimensions of academic motivation. Also, if the learner finds that his / her academic assignments do not have any challenges and initiatives to provide a basis for his / her competencies and abilities, he / she will be discouraged and will not be willing to engage in academic activities ([Hidi, & Harackiewicz, 2000](#)). Therefore, in explaining the above findings, it can be said that school culture as an external factor has no role in students' academic motivation but was recognized as an influential factor on academic motivation. Academic motivation is also a factor influencing students' desire to learn. Therefore, what should be considered by school parents is to pay attention to creating a correct and flexible culture in school, because each student spends more than half of his time in school and is exposed to school relationships and culture, and these relationships over time. It creates in the student a desire to attend school and a desire to learn. Therefore, it is suggested that conditions be provided that students' perception of school culture is at a very high level in order to lead to more success and, consequently, their motivation, which increases their academic enthusiasm. It is also suggested that future research be conducted on the role of positive self-concept in increasing the efficiency and

effectiveness of research. Among the limitations of the research are the absence of sufficient scientific content around the research variables, the lack of cooperation of some schools in the implementation of the questionnaire and the limitation in the generalizability of the results of this research.

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