

33. Wilke, R. (2000). "The effect of active learning on college students' achievement, motivation, and self-efficacy in a human physiology course for non-majors". *Dissertation Abstracts International*, V. 61, 11A, AA19992936
34. Zanolini, M & Usui, C. (2002). "Domain-specific self-concept and achievement motivation: the transition from primary to low middle school". *Educational Psychology*. 22, N. 2, 261-289
35. Zamanpour, H. (2000). "The mediation roles of performance –avoidance goals pursuit and procrastination in the heretical model of achievement motivation". *Dissertation Abstracts International*, V. 39-01, AAIMQ52375

21. Martin, J. (2007). Research and theory in achievement motivation University of Victoria. www.educ.uvic.ca/eplsfaculty/martinjoan.
22. Martin, G & Pear, J. (2003). Behavior modification: What it is and how to do it. New Jersey: Prentice Hall.
23. McClelland, D. (1985). Human Motivation. Glenview: Scott Foreman
24. Mccneely, C. (1996). "Student achievement and teacher motivation in elementary schools". Dissertation Abstracts International, V. 57-06A, AA19635760.
25. Morris, E. (1985). "The relationship between selected principal activities, teacher motivation, student motivation, and student achievement". Dissertation Abstracts International, V. 47-01A, AA18606070
26. Nicholls, J & Duda, J. (1992). "Dimensions of achievement motivation school word and sport". Journal of Educational Psychology, V.84, 122-154
27. Thompson, T. (1995). "Self-worth protection in achievement motivation: Performance effects and attribution behavior". Journal of Educational Psychology, V. 87, 598-610
28. Rabideau, S. (2007). Effects of achievement motivation on behavior. www.personalityresearch.org/papers/rabideau.html
29. Richardson, J. (1994). "Selected aspects of teacher motivation and student achievement in selected Georgia Schools". Dissertation Abstracts International, V. 45-09A, AA18427566
30. Wang, T. (1992). "The effects of achievement motivation goal acceptance, and task performance and goal difficulty on task performance". Dissertation Abstracts International, V. 57- 12A, AA42758979
31. Weiner, B. (1986). An attribution theory of motivation and emotion. New York: Springer-Verlag
32. Winfield, S & Eccles, H. (2000). "Expectancy-value theory of achievement motivation". Contemporary Educational Psychology, V.25, 68-81

11. Fernandez, F. (1997). "Fifth and seventh grades' beliefs about practices for motivating students in math and reading". *Dissertation Abstracts International*, V. 58-04A, AA19729376
12. Harackiewicz, J. (1996). "Approach and avoidance achievement goals and intrinsic motivation: A mediation analysis". *Journal of Personality and Social Psychology*, V. 70, 461-475
13. Helm, M. (1994). "Relationship among teachers' satisfaction / dissatisfaction levels, teacher motivation and student achievement". *Dissertation Abstracts International*, V. 45-11A, AA18502169
14. Garskof, M. (1984). "Motivating teachers with no financial incentives: The relationship of compensatory-time jobs and the need to achieve to the job satisfaction of high school teachers in New York City". *Dissertation Abstracts International*, V.45-07A, AA18421481
15. Gawel, J. (2007). Hertzberg's theory of motivation and Mallow's hierarchy of needs. <http://chiron.valdosta.edu/whuitt/files/herzberg>.
16. Gibbs, Y. (1996). "Selected aspects of principal influenced teacher motivation and student achievement". *Dissertation Abstracts International*, V. 57-12A, AA18706906
17. Christopher, J. (2004). "The relationship of achievement motivation to entrepreneurial behavior: A meta-analysis". *Human Performance*, V. 17, N.1, 95-117
18. Graham, W. (1991). "A review of attribution theory in achievement contexts. *Educational Psychology Review*, V.3, N. 1, 5-39
19. Lehto, A & Elliot, A. (1997). "Predictors and consequences of achievement goals in the college classroom: Maintaining interest and making the grade". *Journal of Personality and Social Psychology*, V. 73, 1284-1295
20. McGregor, H. (1999). "Test anxiety and the hierarchical model of approach and avoidance achievement motivation". *Journal of Personality and Social Psychology*, V. 76, 628-644

References:

1. Abuser, R. (1995). "Self esteem and achievement motivation as determination of students' approaches to studying". *Studying Studies in Higher Education*, V. 20, N. 2, 19-26
2. Aycock, P. (2003). "The Mississippi student achievement improvement act and the no child left behind act: Leadership and teacher motivation". *Dissertation Abstracts International*, V. 64, 09A, AA13103678
3. Brenan, A. (2007). Enhancing students' motivation.
www.soencouragement.org/enhancing-students-motivation.htm
4. Bernstein, J & Maier, G. (2005). "Implicit and self –attributed motives to achieve: Two separate but interacting needs". *Journal of Personality and Social Psychology*, V. 89, 205-222
5. Butler, R. (1999). "Information seeking and achievement motivation in middle childhood and adolescence: The role of conceptions of ability". *Developmental Psychology*, V.35, 146-163
6. Cherry, J. (2007). Attribution theory (Weiner).
<http://tip.psychology.org/weiner.html>
7. Coffman, J. (2001). "A cross – cultural investigation of achievement motivation". *Dissertation Abstracts International*, V. 61-12B, AA19998942
8. Daniels, D & Kalkman, H. (2001). "Young children's perspectives on learning and teacher practices in different classroom contexts: Implications for motivation". *Early Education and Development*, V.12, N. 2, 253-273
9. Eliza, V. (1987). "Motivation and achievement in adolescence: A multiple goals perspective". *Educational Psychology*, V.79, 4907
10. Elliot, A & Sheldon, K. (1997). "Avoidance achievement motivation: A personal goals' analysis". *Journal of Personality and Social Psychology*, V. 73, 171-185

hereinafter variables; the researcher found that there have been no statistical differences between English language teachers' achievement motivation and others': teaching stage, experience and the number of sessions. The researcher, based upon the discussion of the results, recommends further studies in this domain.

Recommendations

Based on the study results and discussion, the researcher would like to recommend the following:

- ◆ Providing a relevant social and economical circumstance for teachers, so as to increase the achievement motivation level.
- ◆ Overcoming the educational and professional problems which face English language teachers, so as to facilitate their professional practicing.
- ◆ In order to make the study more applicable the researcher recommends others specialists and researchers to make more studies in this domain.

This result partially agrees with some studies: Goffman, 2001; Wilke, 2000; Zamanpour, 2000, whose results showed low level achievement motivation on people. It also disagrees with many of previous studies: Christopher, 2004; Aycock, 2003; Mcneely, 1996; Gibbs, 1996; Helm, 1994; Richardson, 1994; Garskof, 1984, whose results showed a high level on people's achievement motivation.

2. Discussion of the results of the second and the third questions, which are focused in asking about the statistical significant differences between means of achievement motivation among the English language teachers schools due to variables of gender and educational qualified, results shows that there are statistical significant differences in favor of females and MA teachers respectively.

The researcher can interrupt these results to the reason of the females' discrimination in the capacity of toleration and capacity of facing various problems. Also teachers who have the capacity in undertaking of responsibility and facing problems in addition to the high aspiration level. All of these factors positively affect the height of achievement motivation Level.

3. Discussion of the results of the fourth, the fifth and the sixth questions, which are focused in asking about the statistical significant differences in means of achievement motivation among the English language teachers schools due to the variables of teaching stage, experience, and number of sessions, show that there are no statistical significant differences in achievement motivation due to this variables.

These results can interrupt to similarities of the cultural, economic, social, and political circumstances among the population of the study, and the educational and professional problems which face them.

Conclusion:

Consequently, the study at hand aimed at investigating the level of English language teachers' achievement motivation in Tulkarm region in the light of certain questioned variables; teaching grade, experience, the number of sessions, educational qualification and gender. The researcher, after getting done with his deep research, concluded that the general level of English language teachers' achievement motivation is moderate. Hence, due to the

Discussion of results:

The purpose of the present study is to investigate the level of English language teachers' achievement motivation in the light of these variables: gender, educational qualification, teaching stage, experience, and number of sessions. *Results are interpreted and discussed in the light of the previous studies and theoretical framework according to its questions as follows:*

1. Discussion of the results of first question: Which are interested in asking about the level of English language teachers' achievement motivation, and the results show that the general level for English language teachers' achievement motivation was moderate. Also teachers showed a very high level on item (13), which is related to the absence of rivalry in the immediate life; and this is an evidence of the low of teachers achievement motivation.

Also, teachers showed a high level at the items (9) and (11) which are related to free time and incapacity on undertaking of responsibility at work. Whereas teachers show a low level on items (1, 23, and 10) which is related to practice which show frustration and lowering of motivation in achievement and work.

The lowering of the Palestinian teachers' achievement motivation level can be interpreted to the depression of the widespread political, social and economic circumstances in this region, and the effect of these factors on teachers' motivation. The researcher can illustrate these circumstances as:

The teachers' financial conditions and the teacher's feeling of injustice when they compare their income with the others'.

The teachers' feeling that they have not observed esteem which negatively affect on their performance at work.

Teachers' are ignorance of the importance of the functional development because of nonexistence of promotion chances.

The state of the educational process in Palestine characterized by the rising of the student's number inside the class and the lack of the technical instruments.

Table (9)

Achievement motivation among the English language teachers schools
due to experience variable

Source of variance	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	30.70	4	7.68	2.14	0.093
Within Groups	298.81	88	3.39		
Total	329.51	92	-		

Table (9) above shows that there are no statistical significant differences in means of achievement motivation among the English language teacher's schools due to experience variable.

Results of the Sixth Question: Are there significant statistical differences ($\alpha= 0.01$) in means of achievement motivation among the English language teachers in Tulkarm schools due to number of sessions variable?

Table (10)

Achievement motivation among the English language teachers schools
due to the number of sessions variable

Number of sessions	No	Mean	SD
Less than 5	38	4.36	0.90
6 -10	43	3.29	0.88
More than 10	12	3.21	0.97
Sum	93	3.62	0.92

Results in table (10) show that there are differences in the means of achievement motivation among the English language teachers' schools due to number of session's variable, so the (ANOVA) test is used to examine the differences between this means as follows in table (11):

Table (11)

Achievement motivation among the English language teacher's schools
due to number of session's variable

Source of variance	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	9.44	2	4.72	1.33	0.471
Within Groups	320.07	90	3.56		
Total	329.51	92	-		

Table (11) above shows that there are no statistical significant differences in means of achievement motivation among the English language teachers schools due to number of sessions variable.

Results in table (6) shows that differences for MA teachers,

Results of the Fourth Question: Are there significant statistical differences ($\alpha= 0.01$) in means of achievement motivation among the English language teachers in Tulkarm schools due to teaching stage variable?

Table (7)

Achievement motivation among the English language teachers due to teaching stage variable

teaching stage	No	Mean	SD	t	Sig.
Basic	48	3.71	0.91	0.951	0.786
Secondary	45	3.52	0.94		

Table (7) shows that there are no statistical significant differences in means of achievement motivation among the English language teachers due to teaching stage variable.

Results of the Fifth Question: Are there significant statistical differences ($\alpha= 0.01$) in means of achievement motivation among the English language teachers in Tulkarm schools due to experience variable?

To answer this question, the following results were analyzed in table (8)

Table (8)

Achievement motivation among the English language teachers schools
due to experience variable

Experience	No	Mean	SD
Less than 5	17	4.46	0.95
6-10	20	3.83	0.99
11-15	31	3.62	0.87
16-20	17	3.34	0.89
More than 20	8	2.93	0.87
Sum	93	3.62	0.92

Results in table (8) show that there are differences in the means of achievement motivation among the English language teacher's schools due to experience variable, so the (ANOVA) test is used to examine the differences between this means as follows in table (9):

Table (4)

Achievement motivation among the English language teachers schools
due to educational qualification variable

educational qualified	No	Mean	SD
Diploma	34	3.16	0.84
BA	48	3.11	0.91
MA	11	4.55	1.04
Sum	93	3.62	0.92

Results in table (4) show that there are differences in the means of achievement motivation among the English language teachers' schools due to educational qualification. The (ANOVA) test is used to examine the differences between this means as follows in table (5):

Table (5)

Achievement motivation among the English language teacher's schools
due to educational qualification variable

Source of variance	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	17.56	2	17.20	4.96	0.009*
Within Groups	311.95	90	3.47	-	-
Total	329.51	92	-	-	-

*sig. at ($\alpha= 0.01$)

Table (5) shows that there are statistical significant differences in means of achievement motivation among the English language teachers' schools due to educational qualifications variable. To know the direction of these differences the (SDL) Post Hoc test is used, table (6) below shows the result of the Post Hoc test:

Table (6)

Achievement motivation among the English language teacher's schools
due to educational qualification variable

Educational qualification	Diploma	BA	MA
Diploma		0.812	0.003*
BA			0.001*
MA			

*sig. at ($\alpha= 0.01$)

No in question	Items	No.	Mean	%	Rank
16	I don't prefer to have responsibilities regarding others.	23	3.22	64.4	Low
19	I try to do my best in my work even if I'm not observed	24	3.18	63.6	Low
4	I am interested in my previous achievement and I am not interested in the future objectives.	25	3.12	62.4	Low
1	I think that success in work and life is based basically on luck.	26	3.11	62.2	Low
28	I feel bored when I watch cultural programs and scientific seminars.	27	3.03	60.6	Low
10	I feel that I'm a hard worker and persistent in my work as a teacher.	28	3.01	60.2	Low
Total			3.62	72.4	moderate

Results show that the teachers' responses on the items of the achievement motivation scales were moderate with a mean of (3.62) and a percentage of (72.4%). It is obvious that the teachers' responses were very high on item (13) with a mean of (4.57) and a percentage of (91.4%) , high on items (11 and 9), moderate on items (7, 14, 20, 24, 17, 15, 3, 5, 26, 23, 12, 2, 22 and 27), but the responses were low on items (6, 25, 8, 21, 18, 16, 19, 4, 1, 28 and 10).

Results of the Second Question: Are there significant statistical differences ($\alpha=0.01$) in means of achievement motivation among the English language teachers in Tulkarm schools due to gender variable?

Table (3)

Achievement motivation among the English language teachers due to gender variable

Gender	No	Mean	SD	t	Sig.
Males	47	3.55	0.89	3.44	0.043*
Females	46	3.69	0.91		

*sig. at ($\alpha= 0.05$)

Table (3) above shows that there are statistical significant differences in means of achievement motivation among the English language teachers due to gender variable in favor of females.

Results of the Third Question: Are there significant statistical differences ($\alpha= 0.01$) in means of achievement motivation among the English language teachers in Tulkarm schools due to educational qualification variable?

Table (2)

No in question	Items	No.	Mean	%	Rank
13	We don't have the chance of rivalry in our immediate life.	1	4.57	91.4	V. high
11	Many days pass without doing or achieving anything.	2	4.31	86.2	High
9	I often avoid difficult responsibilities in my work.	3	4.14	82.8	High
7	I have a strong desire to improve my functional status.	4	3.99	79.8	moderate
14	I feel very happy when practicing my work.	5	3.97	79.4	moderate
20	It's not necessary to understand everything.	6	3.96	79.2	moderate
24	I always like to make changes and modifications for the way and method in my work.	7	3.95	79.0	moderate
17	I don't like practicing the routine work.	8	3.91	78.2	moderate
15	I can do the same work for a long time without any boredom.	9	3.89	77.8	moderate
3	I'm satisfied with my immediate salary.	10	3.81	76.2	moderate
5	I try to do my work with persistence and determination.	11	3.79	75.8	moderate
26	I can't tolerate the difficulties which face me in my work as a teacher	12	3.76	75.2	moderate
23	I don't mind if I spent my time and effort for success and distinction in my work.	13	3.75	75.0	moderate
12	I don't think that my work in the future is based on luck and chance.	14	3.69	73.8	moderate
2	I usually spend a long time in preparing for my work.	15	3.66	73.2	moderate
22	I feel frustrated when problems face me while I'm practicing my work.	16	3.61	72.2	moderate
27	I feel with pride and honor in my work as a teacher.	17	3.51	70.2	moderate
6	I easily forget my work when I'm in a holiday.	18	3.47	69.4	Low
25	I try to make things in their time but not delaying them to another time	19	3.41	68.2	Low
8	I feel lazy while practicing my work.	20	3.34	66.8	Low
21	I feel with enjoyment when I read extra books which benefit me in my work as a teacher.	21	3.27	65.4	Low
18	I think that challenges and competition with classmates in the teaching domain are useless	22	3.23	64.6	Low

validity. The level of (86.7%) inter- validity agreement was reached for the questionnaire, which indicated that the questionnaire validity was adequate acceptable.

Reliability of the instrument:

To test the evidence for the reliability of the questionnaire, the internal consistency was used with a Cronbach alpha formula. Accordingly, the reliability coefficient was (0.84) which fits the purpose of the study.

D. Procedures:

The study took place within the period of second semester of the school year 2006/ 2007, questionnaires were presented by the researcher individually to (93) teachers from Tulkarm region who randomly assigned.

The subjects were asked to answer each item; the collected data were statistically analyzed by using of SPSS.

Statistical Analysis:

The statistical Package for Social Sciences (SPSS) computer program was used for statistical treatment of the data.

To answer the questions of the study different techniques are used:

- ◆ Means, standard deviations, and percentages, Independent T-test, One Way ANOVA, (SDL) Post Hoc test, Cornbach Alpha Formula.

Results of the study:

To analyze the findings, the researcher used the following ranks for analysis and interpretation:

- ◆ (90% and more): very high, (80% - 89.9%): high, (70% - 70.9%): moderate, (60% - 69.9%): low, (less than 60%): very low.

Level of achievement motivation among the English language teachers in Tulkarm schools?

Variables	level	No.	Percentage %
Experience	Less than 5	17	18.28
	6-10	20	21.51
	11-15	31	33.33
	16-20	17	18.28
	More than 20	8	8.60
Number of sessions or classes	Less than 5	38	40.86
	6-10	43	46.24
	More than 10	12	12.90
Total		93	100

C. Instrument:

The researcher conducted a questionnaire in order to determine the level of English language teachers' achievement motivation, The questionnaire consists of (28) items, the items of the questionnaire were divided into two sections: positive items consisted of (15) item (2, 3, 4, 5, 7, 10, 12, 14, 16, 19, 21, 23, 24, 25, and 27), and negative ones consisted of (13) item (1, 6, 8, 9, 11, 13, 15, 17, 18, 20, 22, 26, and 28).

The subjects responded on the questionnaire items on a 5- point Likert scale (5=strongly agree; 4=agree; 3= undecided; 2= disagree; 1= strongly disagree) for the positive items, and (5= strongly disagree; 4= disagree; 3= undecided; 2= agree; 1= strongly agree) for negative items. The questionnaire scores ranged on (28 – 140), high scores indicate the high level of achievement motivation, while low scores indicate low level of achievement motivation.

Validity of the instrument:

To ensure the questionnaire validity: content validity, the questionnaire was judged by five referees (three from Education Department and two from the English Department at An-Najah University and Al- Quads Open University) were asked for their comments regarding its suitability, appropriateness, and

and student achievement. The analysis of covariance data revealed a positive statistically significant relationship existed between changes in the student's achievement scores and changes in reading and math subtest scores.

The purpose of Garskof (1984) examined the possible relationship between the job satisfaction of high school teachers and the no financial incentive of status pay, privilege pay, and power, as operational by the holding of a compensatory-time job. This study also examined the possible relationship of the need to achievement to the holding of a comp-time job and the job satisfaction of high school teachers. The results failed to support the high positive correlation between holding a comp-time job and satisfaction with supervision for teachers with a high need to achieve.

Methodology:

A. Population:

The population of the study was limited to English language teachers from government schools in Tulkarm region. This population consisted of (227) teachers (114 males, and 113 females).

B. Sample:

The sample of the study consists of (93) English language teachers from government schools in Tulkarm were randomly chosen. The subject of the study is distributed regarding to independent variables as shown in table (1):

Table (1)

Sample distribution according independent variables

Variables	level	No.	Percentage %
Gender	Males	47	50.54
	Females	46	49.46
Educational Qualification	Diploma	34	36.56
	BA	48	51.61
	MA	11	11.83
Teaching stage	Basic	48	51.61
	Secondary	45	48.39

and was significantly more self-efficacious than students in the control group. But there were no significant differences in achievement motivation.

Fernandez (1997) examined the attitudes towards various practices of (102) 5th grade students, (107) 7th grade students and teachers. The results showed that few other significant relations were found between those variables and students' views of practices, also the relationship between students and teachers can therefore reveal areas of agreement that can be built upon to design motivational programs that both students and teachers believe will help students.

McNealy (1996) examined the differences in selected aspects of teacher motivation between schools with a recent history of high student achievement and those with a recent history of low student achievement. The findings of this study show that teachers in schools with lower student achievement test scores were more highly motivated to improve student achievement than teachers in schools with higher student achievement test scores.

The purpose of Gibbs (1996) determined the significance of differences in aspects of teacher motivation scores for schools that were grouped by student achievement motivation. The Teachers' Motivation Diagnostic Questionnaire was used to measure teacher achievement motivation. The results of this study indicate that research which link teacher motivation and student achievement may be contradictory.

Helm (1994) utilized the Job Episodes Questionnaire designed to measure the frequency with which the sample teachers experienced feelings of satisfaction with motivation and dissatisfaction with his hygiene. Findings showed that a supporting for the two-factors nature of the motivation-hygiene theory with positive relationships shown between teachers' scores on the motivators' portion of their achievement motivation to perform, but not with the hygiene.

Richardson (1994) examined the linkages between four aspects of 4th grade teachers' achievement motivations and the achievement of 4th grade students. Results showed that those schools with higher levels of teacher achievement motivation also showed higher achievement test scores,

Morris (1985) determined if a significant relationship existed between pre-designed principal activities and teacher motivation, student motivation,

Literature Review:

Christopher (2004) studied the relationship of achievement motivation to entrepreneurial behavior. Results showed that achievement motivation was significantly correlated with both choice of an entrepreneurial career and entrepreneurial performance.

Aycock (2003) examined the relationship between school leadership style, either initiating structure or consideration, and work motivation of elementary teachers to meet the standards of the Mississippi Student achievement improvement. There were (340) teachers who completed study questionnaire and the findings indicated that there is a significant relationship between extrinsic motivation, intrinsic motivation and general satisfaction and principals' leadership behaviors consideration and initiating structure.

A cross-cultural investigation of Coffman (2001) was designed for examining the relation of cultural values to parenting style and achievement motivation. Ethnic comparisons revealed significant differences in grades, achievement motivation, and experiences with parents. The results indicated that self-construction did not influence the relation between parental control and achievement motivation for Asian-, Latino-, or Euro Americans. For all groups, parental control was negatively related to achievement motivation.

Daniels & Kalama (2001) investigated primary students' perceptions of teacher practices and learning in learner centered and non-learner –centered classroom contexts. Results found that primary students valued similar characteristics in teachers regardless of classroom context or grade level.

According to the traditional hierarchical model of approach and avoidance achievement motivation, the Zamanpour (2000) study purpose was to extend the existing research on avoidance forms of achievement motivation to examine. The results obtained from a series of multiple regression analyses indicated that both performance-avoidance goal pursuit and procrastination mediated effects of fear of failure on graded performance, however their mediation process resulted in different achievement outcomes.

Wilkes (2000) investigated the effects active learning strategies had on college students' achievement motivation, and self–efficacy. Factorial analyses indicated the treatment group acquired significantly more content knowledge

- ◆ Are there significant statistical differences ($\alpha=0.01$) in means of achievement motivation among the English language teachers in Tulkarm schools due to teaching stage variable?
- ◆ Are there significant statistical differences ($\alpha=0.01$) in means of achievement motivation among the English language teachers in Tulkarm schools due to experience variable?
- ◆ Are there significant statistical differences ($\alpha=0.01$) in means of achievement motivation among the English language teachers in Tulkarm schools due to number of sessions variable?

The Significance of the Study:

The recent study aims to investigate the level of achievement motivation, in light of some variables: Gender, educational qualified, teaching stage, experience, and number of sessions, among English language teachers from government schools in Tulkarm region

Definition of terms:

- ***Achievement motivation:*** Teachers' aptitude to have the role of responsibility which is entrusted him, and attempt to achieve educational objective effectively and overcome the challenges and difficulties which face him in reaching the level of vocational success.
- ***Internal motivation:*** internal motivation refers to motivation that comes from inside an individual rather than from any external or outside rewards, such as money or grades.
- ***External motivation:*** refers to motivation that comes from outside an individual. The motivating factors are external, or outside, rewards such as money or grades. These rewards provide satisfaction and pleasure that the task itself may not provide.

Limitations of the study:

This study anticipates the following limitations:

- ◆ The results and conclusions may not be generalized to other scientific concepts.
- ◆ The results may not be generalized to teachers in other regions.
- ◆ The study was limited to the instruments which are used to measure the teachers' achievement motivation.
- ◆ Study time and place dimensions.

- ◆ Achievement motivation is considered as a compound nature which consists of many factors such as: idealism in work, rivalry and seriousness, diligence, aspiration, sacrificing in order to work and surpass desire for distinction and capacity to overcome challenges and difficult tasks.
- ◆ People are different in their level of achievement motivation, and this is due to many factors: Internal which is related to person's ability, readiness and self derives. External this is related to task's difficulties and work's skills which are followed with the chance and lucky for success in doing these tasks.
- ◆ Social upbringing and parents' care and their methods in education which are considered as basic factors to motivate achievement motivation for their sons.

Statement of the problem:

According to the researchers' knowledge, a few studies are conducted on teachers' achievement motivation, and because of the importance of this topic especially for teachers; to give them some useful information about their important psychological traits and their personality to practice teaching effectively, and adjust to vocational status, the researcher tried to make a study on this subject hoping to be reinforcing to these studies in psychology and education in Palestine.

This study aims to investigate the level of achievement motivation, in the light of some variables: Gender, educational qualified, teaching stage, experience, and number of sessions, among English language teachers from government schools in Tulkarm region.

Research questions:

This study aims to answer the following questions:

- ◆ What is the level of achievement motivation among the English language teachers in Tulkarm schools?
- ◆ Are there significant statistical differences ($\alpha=0.01$) in means of achievement motivation among the English language teachers in Tulkarm schools due to gender variable?
- ◆ Are there significant statistical differences ($\alpha=0.01$) in means of achievement motivation among the English language teachers in Tulkarm schools due to educational qualification variable?

were strong determiners of job satisfaction: achievement, recognition, the work itself, responsibility, and advancement. These motivators (satisfiers) were associated with long-term positive effects in job performance while the hygiene factors (dissatisfies) consistently produced only short-term changes in job attitudes and performance, which quickly fell back to its previous level (Gawel, 2007)

7. Weiner's Theory:

Weiner focused his attribution theory on achievement by identifying ability, effort, task difficulty, and luck as the most important factors affecting attributions for achievement. Attributions are classified along three causal dimensions: focus of control, stability, and controllability. The focus of control dimension has two poles: internal versus external focus of control. The stability dimension captures whether causes change over time or not. For instance, ability can be classified as a stable, internal cause, and effort classified as unstable and internal. Controllability contrasts causes one can control, such as skill efficacy, from causes one cannot control, such as aptitude, mood, others' actions, and luck (Weiner, 1986).

Weiner's theory has been widely applied in education, law, clinical psychology, and the mental health domain. Attribution theory assumes that people, attribute causes of actions to behavior. A person seeking to understand why another person did something may attribute one or more causes to that behavior. A three –stage process underlies an attribution: 1. The person must perceive or observe the behavior, 2. Then the person must believe that the behavior was intentionally performed, and 3. Then the people must determine if they believe the other people were forced to perform the behavior (in which case the cause is attributed to the situation) or not (in which case the cause is attributed to the other people) (Cherry, 2007).

Review of Theories:

It is manifested from the previous theories of achievement motivation that motivation has a group of features which are:

- ◆ Achievement motivation is one of the personality variables in which the success of a person in his profession or study depends strongly on it, so it is an important and effective factor in raising competence and productivity of a person.

This theory believes that people want to achieve and experience levels of aspiration. The concept of these levels say that people like to succeed at the highest possible level with avoidance the possibility of failure. People increase the need for achievement when they experience success, so if they experience success their need for achievement will be strengthened (Brennen, 2007).

4. Nicholls's Theory:

Nicholls was interested in the personal awareness process for capacity, effort and difficulties of work in achievement, so he defined the achievement behavior as the behavior which is directed to indicate or promotes the person's high capacity and to avoid the promotion of low capacity. Nicholls distinguished between two concepts of achievement motivation: Task involvement and ego involvement (Nicholles & Duda, 1992).

5. Self-Worth Theory:

Self-worth theory states that in certain situations students stand to gain by not trying deliberately holding effort. If poor performance is threaten to a person's sense of self-esteem, this lack of effort is likely to occur. This theory states that one way to avoid threat to self-esteem is by withdrawing effort. This allows failure to be attributed to lack of effort rather than low ability which reduces overall risk to the value of one's self-esteem. When poor performance is likely to reflect poor ability, a situation of high threat is created to the individual's intellect. On the other hand, if an excuse allows poor performance to be attributed to a factor underrated to ability, the threat to self-esteem and one's intellect is much lower (Thompson, 1995).

6. Hertzberg's Theory:

Hertzberg is constructed two dimensional paradigms of factors affecting people's attitudes about work. He concluded that such factors as company policy, supervision, interpersonal relation, working conditions, and salary are hygiene factors rather than motivators. According to the theory, the absence of hygiene factors can create job dissatisfaction, but their presence does not motivate or create satisfaction.

In contrast, Hertzberg determined data which the motivators were elements to enriched a person's job; he found five factors in particular that

theoretical attitudes emerged trying to illustrate this motive. *The researcher presents some of these theories briefly:*

1. Murray's Theory:

Murray considered that the need for achievement forms is one of the important motives for humans; *He determined that the achievement motivation as:*

- ◆ Internal which occurs in doing something for enjoyment.
- ◆ External, which occurs in doing something to obtain an award or to avoid punishment (Abouserie, 1995).

2. Hider's Theory:

Hider's theory concentrates on the attribution of causal concept and its effect on the achievement behavior and motivation. *Four theoretical constructs were identified from experimental findings on aspects of attribution theory* (Brennen, 2007; Graham, 1991; Weiner, 1986):

- ◆ Teachers should refrain from providing unsolicited help during performance of easy tasks because low achievers perceive this behavior as a cue to their low ability. This in turn lessens their effort in performing a task.
- ◆ Students' initial desire of efficacy to perform well can motivate them to act in ways that enhance performance.
- ◆ Students involved in self-regulated learning are closely tied to students' efficacy beliefs about their capability to perform classroom tasks and their beliefs that, these classrooms tasks are interesting and worth learning.
- ◆ Students' prior academic self-concept influences to a great extent their subsequent academic achievement.

3. Atkinson's Theory:

Atkinson sees that achievement motivation consists of three points: motive strength, possibility of a person's success, and the value of motive itself. *Atkinson puts the aspects of achievement motivation according to its strength or weakness* (Wig field & Eccles, 2000):

- ◆ Perseverance and determination to reach the objectives goals.
- ◆ Competition with others.
- ◆ This is made regarding to excellence and goodness in performance criterion.

our needs, desires, and ambition in life. While, Martin & Pear, (2003) defined achievement motivation as a desire for significant accomplishment for mastering skills or ideas for control, and rapidly attaining a high standard.

Many studies and researches indicate that achievement motivation is one of the most important motives which direct one's behavior to achieve success and superiority, many researches showed that if one has a high achievement motivation he will learn or respond and his creation will be quicker than one who has a low achievement motivation (McGregor, 1999; Lento & Elliot, 1997; Elliot & Sheldon, 1997; Harackiewicz, 1996; Thompson, 1995).

As has been noticed, the most important aspects of achievement motivation are the following:

The tendency to achieve success and avoid failure.

Having the responsibility to solve private and public problems.

The tendency to put specific objectives and achieve them in the best way.

The tendency to persistence and challenge in behavior.

Looking at the future with optimism and without wasting time.

The tendency to precede planning for work and using its skill carefully.

Preferring roles that lead to distinct and surpass.

Choosing experts not friends to share work.

Through the previous definition of achievement motivation The present study assumes the following definition for this concept: Teachers' aptitude to have the role of responsibility which is entrusted him, and attempt to achieve educational objective effectively and overcome the challenges and difficulties which face him in reaching the level of vocational success.

Achievement Motivation Theory:

Researchers and studies on achievement motivation focused on the cognitive factors and attribution factors which are highly affect many of the

Introduction and theoretical background:

The achievement motivation is considered one of the important aspects in the human motives' system, in which the researchers of social psychology and personality were concerned in for a long time (McClelland, 1985).

The term achievement motivation in psychology refers to Alfred Adler who showed that achievement motivation is a compensational motive which is derived from the childhood experiences (Wang, 1992). Also Murray considered that the need for motivation one of the important motives to human beings, and he was the first one who presents this concept accurately considering it as an important constituent of the personal constituents (Weiner, 1986).

In the 60s of the previous century a lot of studies and research were presented to ask about the dimensions, elements of this concept and the quality of its determination (Martin, 2007). McClelland (1985) defined it as the readiness which is characterized by proportional stability to reach success and achievement, and this readiness stay inside the person until it is stimulated by some stimulation in definite situations, and he considers that the achievement behavior reflects the feeling of the fear of failure or hope of success.

Furthermore, Kinchella and Glucksberg say that achievement motivation includes the desire to do a difficult work, facing the high criteria and surpass others (Zanobini & Usui, 2002). Also Elizor (1987) classified achievement as follows:

- ◆ Behavior modality (cognitive, emotional, and instrumental).
- ◆ Type of confrontation (self confrontation and problem confrontation).
- ◆ Time perspective (before, through and after achieving the task).

There is no doubt that achievement motivation is considered one of the most important subjects in motivational psychology because the need for achievement motivation is one of the criteria which are related to the progress of society (Butler, 1999). Rabideau (2007) defined achievement motivation as the need for success or the attainment of excellence. But Bronstein & Maier (2005) say that the achievement motivation is based on reaching all of our aspirations in life, and refers to the dynamics of our behavior which includes

Abstract:

The purpose of this study is to investigate the level of English Language teachers' achievement motivation in Tulkarm region in the light of these variables: gender, educational qualification, teaching grade, experience, and the number of sessions. To achieve this purpose, the researcher constructed a questionnaire which was distributed to a sample consisted of (93) teachers (47 males, and 46 females).

Results showed the following:

1. The general level of the English teachers' achievement motivation is moderate.
2. There was statistical significant difference between English language teachers' achievement motivation due to the variables: gender and educational qualification, in favor of females and who hold MA degrees.
3. There was no statistical significant difference between English language teachers' achievement motivation due to these variables: teaching stage, experience, and the number of sessions. The researcher recommends supplying the relevant social and economic circumstances for teachers, so as to increase the achievement motivation level, try to overcome the educational and professional problems which face the English language teachers and encourage other specialists and researchers to make more studies in this domain.

ملخص:

هدفت الدراسة الحالية إلى التعرف إلى مستوى دافعية الإنجاز لدى معلمي اللغة الإنجليزية معلماً، طولكرم في ضوء متغيرات: الجنس، والمؤهل العلمي، ومرحلة التعليم، والخبرة، وعدد دورات التأهيل. لتحقيق هذا الغرض تم تطبيق أداة الدراسة على عينة مكونة من (٩٣) معلماً ومعلمة (٤٧ معلماً، ٤٦ معلمة).

وقد أظهرت النتائج الآتية:

١. أن المستوى العام لدافعية الإنجاز لدى معلمي اللغة الإنجليزية كان متوسطاً.
٢. وجود فروق دالة إحصائياً بين متوسطات معلمي اللغة الإنجليزية في مستوى الدافعية للإنجاز تعزى لمتغيرات: الجنس والمؤهل العلمي وذلك لصالح المعلمات والمعلمين ذوي حملة درجة الماجستير.
٣. عدم وجود فروق دالة إحصائياً بين متوسطات معلمي اللغة الإنجليزية في مستوى الدافعية للإنجاز تعزى لمتغيرات: مرحلة التعليم، والخبرة، وعدد الدورة التأهيلية. يوصي الباحث بتوفير ظروف اقتصادية واجتماعية مناسبة للمعلمين من أجل زيادة مستوى دافعية التحصيل والولوج في ايجاد حلول منطقية للمشكلات التعليمية والمهني التي تواجه المعلمين، وفي محصلة البحث يوصي الباحث باجراء مزيداً من الدراسات و الابحاث في هذا المجال.

**English Teachers ' Achievement Motivation
In The light of Some Variables
in Tulkarm Government Schools**

Ayman Awad Amin Mahmoud*

* Instructor, English Department, The Arab American University, Jenin.