

Impact of Guidance Program on Self Regard and Motivation for Academic Achievement among Nursing Students at Assiut University

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Abstract: Academic motivation is crucial to a student's academic success at any age. Guidance programs foster positive attitude towards school learning and work and hence, improve academic achievement.

Aim: This study aimed to evaluate the effectiveness of an academic intervention guidance program on nursing students with low self regard and / or poor academic achievement motivation.

Subjects and method: A pre experimental design one group pretest post test was used for this study. This study was conducted at Faculty of Nursing- Assiut University. A quota sample of 610 undergraduate nursing students from all study years who were assessed for self regard and academic achievement motivation as a pre test. Then the program was implemented on 59 students who had both low or moderate self regard and academic achievement. Three tools were used for this study: sociodemographic, self regard and academic achievement motivation scale. The program was implemented from March 2014 to May 2014 (second semester of the academic year 2013/2014).

Results: Mean age of studied students was 19.98 ± 1.059 . Statistically significant relations were found between either students' self regard or academic achievement motivation and all socio demographic characteristics of studied students at pre and post program. Both self regard and academic achievement motivation had significantly improved after implementation of the program (P- value, ≤ 0.001 and ≤ 0.0001 , respectively).

Conclusion: The guidance program had a great effect on improving low and moderate self regard and academic achievement motivation.

Recommendation: Further research should be done to evaluate the effect of such program on students' self regard and academic achievement motivation on long run.

Keywords: self regard, academic achievement motivation, guidance program and nursing students.

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I. Introduction

The underachievement of youth living in poverty is a persistent issue for educators, researchers, and policy makers [1]; [2]. Some researchers are paying increased attention to individual and school-based factors that appear to foster academic achievement in students at risk for school failure [3]; [4].

Motivational theorists and researchers (e.g., [5], [6], [7] have identified a number of processes that can foster or undermine motivation in educational and work-based contexts. According to expectancy value theory [7], achievement beliefs (e.g., self-perceptions of competence) and behaviors (e.g., persistence) are determined jointly by the expectancy students have for success and the subjective value they place on succeeding. The challenge for educators lies in helping students understand that a given set of activities will yield valued outcomes that are attainable.

Self regard is regarded as one of the multiple indices that ensures life success and psychological health of the people. Self regard is defined as a form of self-acceptance, self-appreciation and self-respect [8]. Some of social repercussions have a lowering effect of self regard and are the core of this research is educational failure and anxiety. [9], [10]. However, high self-esteem is related to academic achievement and career success [9], [10].

Many theories of underachievement are based on the assumption that students who are not motivated will not perform well. Adolescents' self-expectancy for success and the subjective value they place on an academic task have also been proposed as two factors that most directly predict academic performance and choice, [11]. In this expectancy-value model, self-expectancy is defined as adolescents' beliefs about how successfully they will perform an upcoming task. Subjective task value or achievement value is defined as how a task meets the different needs of individuals. Such value is determined by factors such as the importance of

doing well on the task, the intrinsic enjoyment value of the task, the usefulness of the task, and the cost of performing the task.

Academic motivation is crucial to a student's academic success at any age. Because students form self-concepts, values, and beliefs about their abilities at a young age, the development of early academic motivation has significant implications for later academic careers. A great deal of research has found that students high in academic motivation are more likely to have increased levels of academic achievement and have lower dropout rates. [12].

At this point, the significance of early academic motivation to future academic success should be clear. However, different types of academic motivation have different implications for academic achievement. If a student has high levels of academic motivation, knowing whether that student is extrinsically or intrinsically motivated may be important in making predictions about that students' academic career. As discussed earlier, individuals who are intrinsically motivated to learn do so for the pleasure of learning, rather than for external reward [13]. In contrast, those who are extrinsically motivated to learn, are motivated to learn for external rewards that learning will bring [13].

Guidance programs for secondary school students are designed to address the physical, emotional, social and academic difficulties of adolescence. By resolving physical, emotional, social and academic difficulties of the students and by helping students understand their learning strengths and weaknesses, their study habits can be improved. Better study habits and study skills lead to better achievement scores. The guidance programs promote academic, educational, personal, social and career development. Guidance programs foster positive attitude towards school learning and work and hence, improve academic achievement [12].

A study was conducted by Hudesman et al., 1986[14], to compare the impact of structured and non-directive counseling styles on academic performance of high-risk students. Results indicated that students in structured counseling condition had higher Grade Point Averages (GPAs) than those in non-directive counseling condition at the end of semester. [15]. also examined the positive effects of counseling on students' communication patterns, study habits and academic achievement. The secondary school guidance program should be a part of the total school program and complement learning in the classroom. It should be child centered, preventive and developmental.

The guidance program should aim at maximizing the students' potential by encouraging their social, emotional and personal growth at each stage of their development. [16] considered guidance necessary to help the pupil with specific problems like lack of relationship between ability and achievement deficiency in one or several study subjects, faulty study habits, defective methods of learning and poor motivation. [17] reported that for better student achievement, it is necessary to aid pupils make progress in their education by removing their difficulties and developing good study skills. Hence guidance programs must include this aspect of student aid. Guidance plays a vital role in removing the educational, personal, social, mental, emotional and other similar problems of the students.

Significance of the study

Our society undermined the nursing image which was negatively reflected on nursing students' self regard which on turn has its effect on academic achievement motivation. [18] studied perception of physicians, nurses and employees toward nursing image as a profession at Assiut University Hospital and stated that nurses had negative view toward nursing image.

The main author has a great deal on academic guidance of the students which enabled her to apply this program on students hence, the importance to document this effect by research. It has an obvious effect on students, so the researcher decided to test the effect of this program on students by research.

Aim of the work:

This study aimed to:

- Assess self regard and academic achievement motivation for all nursing students.
- Evaluate the effectiveness of an academic intervention guidance program on nursing students with low self regard and / or poor academic achievement motivation.

II. Subjects And Method:

2.1 Research design:

A pre experimental design one group pretest post test was used for this study.

2.2 Setting: This study was conducted at Faculty of Nursing- Assiut University.

2.3 Subjects: A quota sample composed of 610 undergraduate nursing students from all study years who were assessed for self regard and academic achievement motivation as a pre test. Then the program was implemented on 59 students who had both low or moderate self regard and academic achievement.

2.4 Tools of the study:

Three tools were utilized for this study:

Tool I: Socio-demographic data of the students which comprised of age, residence, academic year, parent's education and occupation, parents' living status and students' relation to parents.

Tool II: Self regard scale which was developed by [19]. It is a 20-item three point likert scale ranges from almost (3), sometimes (2) and rarely (1).

Tool III: academic achievement motivation scale by [20]. The scale is a 20 –item self report questionnaire with a three point likert scale response format ranges from not applicable (1) to applicable (3). The score was reversed in negative items and then summing the response values in the rest of the scale. The total score of either self regard scale or academic achievement motivation scale was 60. The score is classified into three levels; low self regard = 36 , moderate self regard = 37- 44 and high self regard= 45 or over. Both scales were given to students in an Arabic form.

The content validity of the questionnaire was assessed by a jury of 5 experts in the related field; the content validity index was 0.83 and 0.80 for both self regard and academic achievement motivation scales, respectively. Reliability was assessed using Cronbach α test to measure the internal consistency which yielded 0.85 and 0.82 for self regard and academic achievement motivation scales, respectively.

2.5 Pilot study

Before embarking on the actual study, a pilot study was carried out on 10 % of the sample (60 students) to assess the tools for clarity, reliability and applicability. According to the results of the pilot study, necessary modification was carried out (clarifying the item of "relation with father and mother in tool I) and these students were excluded from the study subjects.

2.6 Method of data collection:

2.6.1 Preparation phase

An official permission was obtained from the dean of the Faculty of Nursing for data collection after explaining the purpose of the study. Approval of nursing ethical committee in the faculty was obtained, and written consent was obtained from the students before data collection and confidentiality was considered.

The academic program has been specially designed for students in Arabic language. Thorough review of the up-to-date literature relevant to the study subject was done prior to the development of an interview questionnaire. The researchers prepared the program and tools of the study during the first semester of the academic year 2013/ 2014.

2.6.2 Planning phase

General and specific objectives were developed and explained for students prior implementation of the program.

II.6.3 Strategy

Brain storming, discussion and demonstration, handout and posters were used as teaching strategies.

II.6.4 Implementation

Data were collected from 610 nursing students from the first to the fourth year, they were distributed as follows: (146, 207, 176, and 81, from 1st, 2nd, 3rd, and 4th year nursing students, respectively). They were assessed for self regard and academic achievement motivation. From all (59) students had either poor or moderate self regard and academic achievement motivation, the rest of students had high either self regard or academic achievement motivation. The intervention program was conducted on (50) students (9, 19, 14, and 8 from 1st , 2nd , 3rd , and 4th year nursing students, respectively) who attended the first session and completed the program and (9) students were absent in the first session so, they were excluded from the study.

Implementation of the academic program was carried out through 5 weeks. It was impossible for all students to attend an educational session simultaneously. So, they were divided into 6 groups; a group for each academic year and 2nd year students were divided into 3 groups because their number was huge. The duration of a session was about 2 hours; the whole program content (Different methods to increase sense of self, the art of studying and exam stress) were covered within three days. The researcher asked students to implement what they said and asked them about the result during the following session. The program was implemented from March 2014 to May 2014 (second semester of the academic year 2013/2014).

2.6.5 Evaluation

This was based on findings of post test of self regard and academic achievement motivation levels after implementation of the program.

2.7. Limitation of the study:

Students with low self regard and academic achievement motivation were small in number so, the researchers decided to implement the program for students with low and moderate self regard and those with poor and moderate academic achievement motivation.

2.8. Analysis of Data

Personal computer (Pc) was used to store and analyze data and, to produce graphic presentation for some important results. Statistical package for the social science (SPSS version 17) was used for statistical analysis of data, as it contains the tests of significance given in standard statistical books. Frequency and Percentage were calculated, Chi square was used for comparison of quantitative data. Correlation coefficient (r) was used to study the correlation between two quantitative variables. [20]

III. Results

Table (1): Socio-Demographic Characteristics Of Studied Students

Item	Number	%
Academic year:	9	18
First	19	38
Second	14	28
Third	8	16
Fourth		
Mean age: 19.98 ± 1.059		
Residence:		
Rural	28	56
Urban	22	44
Mother's education		
Illiterate or read and write	19	38
Basic education:	13	26
Secondary education	11	22
University or higher	7	14
Mother's working condition:		
House wife	38	76
Working mother	12	24
Father's education		
Illiterate or read and write	10	20
Basic education:	11	22
Secondary education	15	30
University or higher	14	28
Father's work:		
Farmer	11	22
Handcraft	6	12
Employee	30	60
Other	3	6
Student's current living state:		
With their parents	37	74
Campus	13	26

Table (1) showed that mean age of students was (19.98 ± 1.059). More than half of them live in rural area (56%). About two thirds of their mothers were illiterate or read and write. More than three quarters of students' mothers were housewives. 30% of students' fathers were graduated from secondary education and 60% of them were employee.

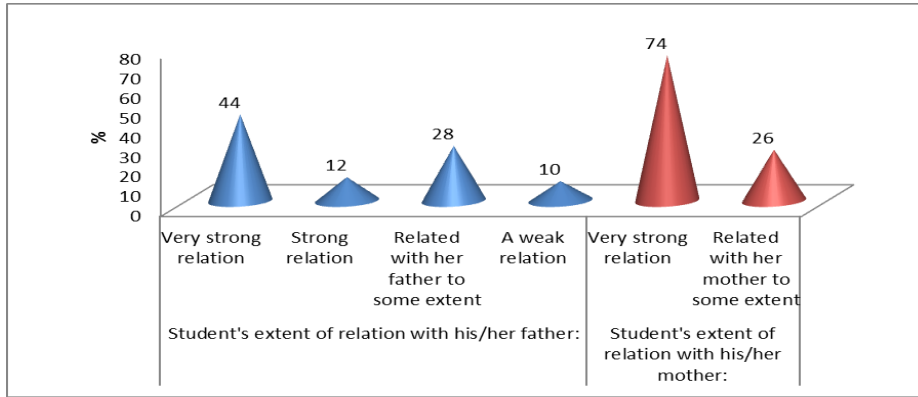


Figure (1): Percent Distribution Of Students' Relation To Their Parents.

Figure (1): illustrated that less than half of students had very strong relation with their fathers (44%) compared to more than one quarter of them related to their fathers to some extent (28%). As regards students' relation to their mothers; nearly three quarters of them (74%) had very strong relation compared to nearly one quarter (26%) related to their mothers to some extent.

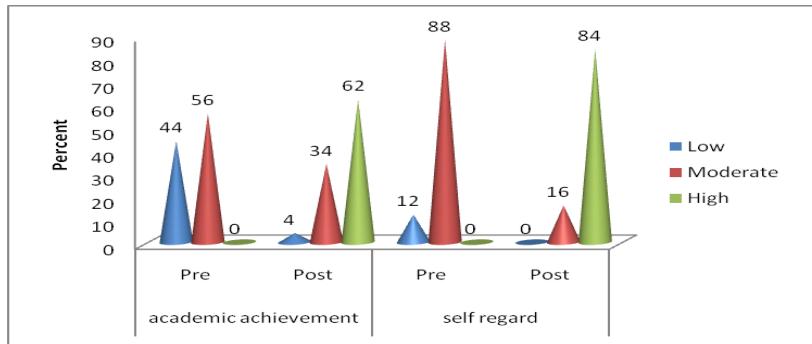


Figure (2): Percentage Distribution Of Academic Achievement Motivation And Self Regard Levels Before And After Program Implementation

Figure (2): demonstrated a significant decrease of low academic achievement motivation after the program from 44% to only 4%. While there is no one had high academic achievement motivation pre program which significantly increased to 62% after program implementation (p - value ≤ 0.001). Self regard had significantly improved after implementation of the program with low self regard decreased from 12% to no one after program implantation while, the majority of students had high self regard after program implantation compared to no one after program implantation (p - value ≤ 0.0001).

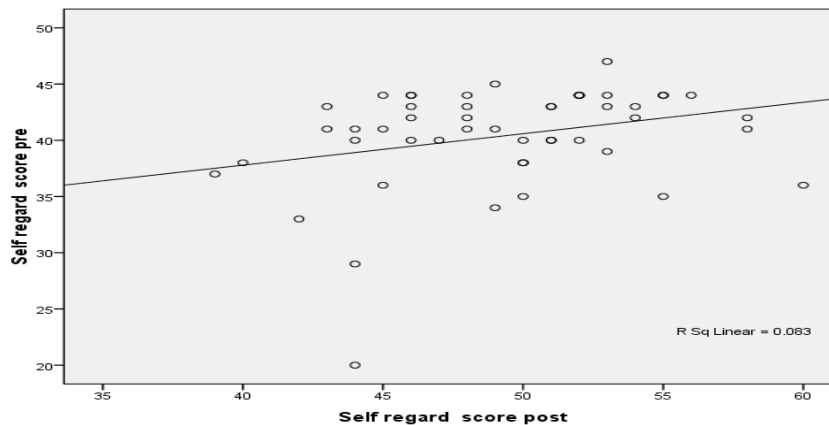


Figure (3): Relation Between Self Regard Scores At Pre And Post Program Implementation

This figure shows that, there is no significant correlation between self regard scores at pre and post program implementation ($r= 0.083$).

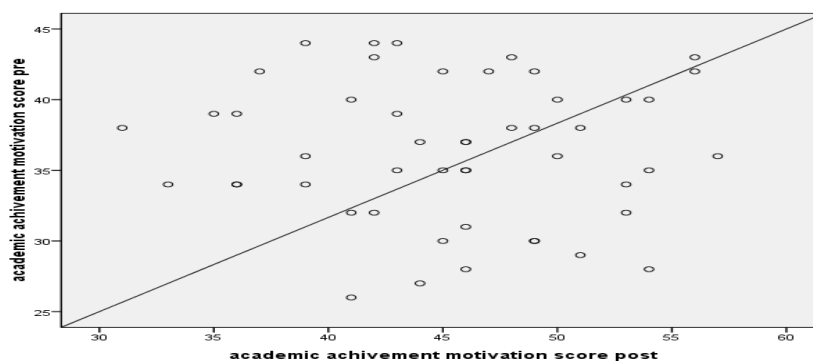


Figure (4): Relation Between Academic Achievement Motivation Scores At Pre And Post Program Implementation

This figure shows there is no significant correlation between academic achievement motivation scores at pre and post program implementation $r= 0.083$.

Table (2): Relation Between Self Regard And Socio Demographic Characteristics Of Studied Students At Pre And Post Program

Items	Self regard pre program		Self regard post program		Chi square	p- value
	Low	Moderate	Moderate	High		
Academic year:						
First	(16.7)	18.2	17.6	18.2	9.27	0.01*
Second	(50)	36.4	58.8	27.3	13.38	0.001*
Third	(33.3)	27.3	23.5	30.3	16.0	0.000*
Fourth	(0.0)	18.2	0	24.2	16.0	0.000*
Residence:						
Rural	50	56.8	50	57.1	42.21	0.000*
Urban	50	43.1	50	42.9	30.78	0.000*
Mother's education:						
Illiterate or read and write	50	32	40	37.1	20.55	0.000*
Basic education:	50	20	53.3	14.3	8.22	0.01*
Secondary education	0.0	22	0	31.4	22.0	0.000*
University or higher	0.0	14	6.7	17.2	10.50	0.001*
Mother's working condition:						
House wife	15.8	84.2	70.6	77.4	55.79	0.0000*
Working mother	0.0	100	29.4	22.6	17.14	0.000*
Father's education:						
Illiterate or read and write	33.3	18.1	23.5	19.3	16.44	0.000*
Basic education:	50	18.1	17.6	22.6	15.60	0.000*
Secondary education	0.0	34	23.5	32.2	3.33	0.01*
University or higher	16.7	29.5	35.3	25.8	21.07	0.000*
Father's work:						
Farmer	9.1	90.9	11.7	22.6	18.36	0.000*
Handcraft	16.7	83.3	5.9	16.1	12.0	0.002*
Employee	13.3	83.7	64.7	57.6	27.20	0.000*
Other	0.0	100	17.6	0.0	3.0	0.08

*2 low post?

Table (2) illustrated that, there were statistically significant relations between students' self regard and all socio demographic characteristics of studied students at pre and post program.

Table (3): Relation Between Academic Achievement Motivation And Socio Demographic Characteristics Of Studied Students At Pre And Post Program

Items	academic achievement motivation pre program		Academic achievement motivation post program		Chi square	p- value
	Low	Moderate	moderate	High		
Academic year:						
First	9.1	25	16.7	16.1	6.93	0.03*
Second	45.5	32.1	47.1	35.5	21.06	0.000*
Third	27.3	28.6	29.4	25.8	12.26	0.002*
Fourth	18.2	14.3	5.9	22.6	12.8	0.002*
Residence:						
Rural	72.7	42.8	52.9	54.8	28.3	0.000*
Urban	27.3	57.1	47.1	45.2	22.67	0.000*
Mother's education:						
Illiterate or read and write	36.4	39.3	35.3	41.9	22.47	0.000*

Basic education:	22.7	28.6	35.3	16.1	6.57	0.04*
Secondary education	27.3	17.8	11.8	29.1	16.29	0.000*
University or higher	13.6	14.3	17.6	12.9	7.14	0.03*
Mother's working condition:						
House wife	81.8	71.4	70.6	77.4	38.8	0.0000*
Working mother	18.2	28.6	29.4	22.6	11.69	0.003*
Father's education:						
Illiterate or read and write	31.8	10.7	23.5	19.3	13.14	0.001*
Basic education:	18.2	25	17.6	22.6	10.40	0.006*
Secondary education	27.3	32.1	23.5	32.2	15.49	0.000*
University or higher	22.7	32.1	35.3	25.8	13.6	0.001*
Father's work:						
Farmer	27.3	17.8	12.5	33.3	10.29	0.006*
Handcraft	13.6	10.7	00	20	9.0	0.01*
Employee	50	67.8	75	40	32.13	0.000*
Other	9.1	3.6	12.5	6.7	3.00	0.08

***2 low post?**

Table (3) shows that there were statistically significant relations between students' academic achievement motivation and all socio demographic characteristics of studied students at pre and post program.

Table (4): Relation Between Self Regard And Social Characteristics Of Studied Students At Pre And Post Program

Items	Self regard pre		Self regard post		Chi square	P- Value
	Low	moderate	Moderate	High		
Student's current living state:						
With their parents	83.3	72.7	90.9	69.2	43.52	0.0000*
Campus	16.7	23.3	9.1	30.8	22.31	0.0000*
Student's extent of relation with his/her father						
Very strong relation	50	43.2	62.5	40.5	28.17	0.0000*
Strong relation	0.0	13.6	0.0	13.6	12.0	0.0000*
Related with her father to some extent	33.3	27.3	37.5	26.2	18.40	0.0001*
A weak relation	0.0#	5#	0.0	19.4	13.0	0.0001*
Student's extent of relation with his/her mother						
Very strong relation	66.6	75	62.5	76.2	56.63	0.0004*
Related with her mother to some extent	33.3	25	37.5	23.8	16.57	0.0002*

3 father's death (2 low self regard and one moderate self regard pre program implementation)

This table reveals significant relations between self regard and all items of social characteristics at pre and post program implementation with increased percentage of the studied students with high self regard after implementation of the program.

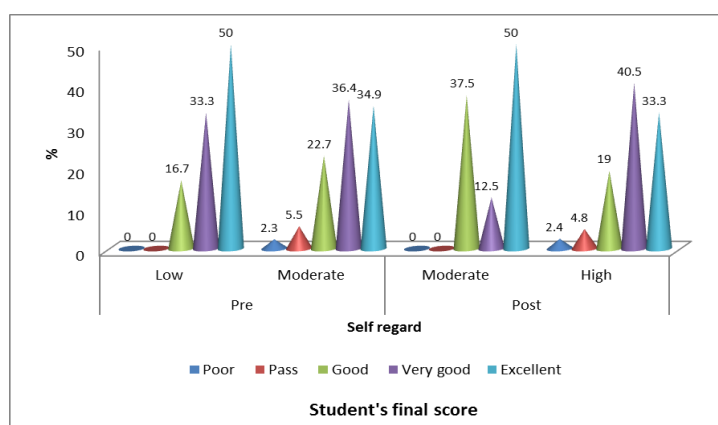


Figure (5): Relation Between Self Regard And Students' Final Score At Pre And Post Program Implementation

This figure illustrates relation between self regard and students' final score at pre and post program implementation. It is clear that at pre program, 50% of students with low self regard had excellent final score and 36.4% of those with moderate self regard had very good score. While at post program implementation, it

was found that, 50% of students with moderate self regard had excellent final score and 40.5% of those with high self regard had very good score.

Table (5): Relation Between Academic Achievement Motivation And Socio-Demographic Characteristics Of Studied Students At Pre And Post Program Implementation

Items	Academic achievement motivation pre		Academic achievement motivation post		Chi square	P- Value
	Low	Moderate	Moderate	high		
Student's current living state:						
With their parents	70.4	78.3	76.5	71	36.57	0.0000*
Campus	29.6	21.7	23.5	29	17.11	0.0002*
Student's extent of relation with his/her father						
Very strong relation	45	48.1	66.7	40.0	21.39	0.0000*
Strong relation	15	11.1	0.0	16.7	9.00	0.01*
Related with her father to some extent	35	25.9	26.7	30	14.32	0.002*
A weak relation	5#	14.8#	6.7	13.3	6.8	0.03*
Student's extent of relation with his/her mother						
Very strong relation	63.6	82.2	64.7	25	40.5	0.000*
Related with her mother to some extent	36.4	17.8	35.3	19.3	11.54	0.003*

This table reveals significant relations between academic achievement motivation and all items of social characteristics at pre and post program implementation with increased percentage of the studied students with high academic achievement motivation after implementation of the program.

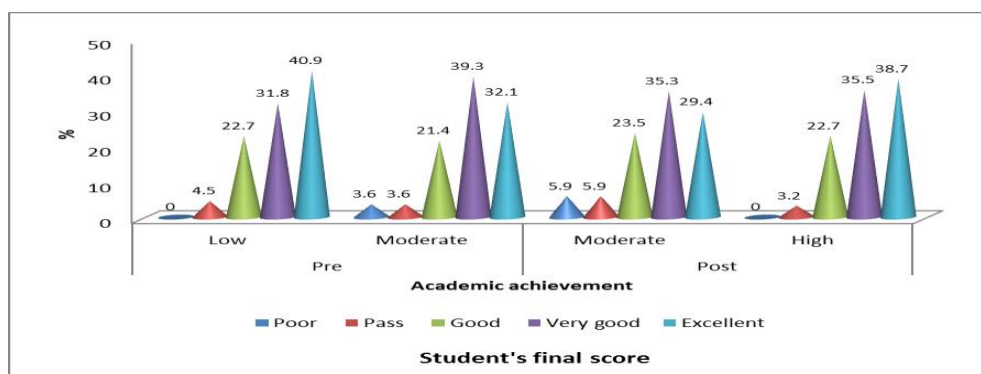


Figure (6): Relation Between Academic Achievement And Students' Final Score At Pre And Post Program Implementation

It is clear from this figure, that at pre program, 40.9% of students with low academic achievement had excellent final score and 39.3% of those with moderate academic achievement had very good score. While at post program implementation, it was found that, 35.3% of students with moderate academic achievement had very good final score and 38.7% of those with high academic achievement had excellent score. (p-value 0.002, 0.0002 and 0.0001, respectively).

IV. Discussion

The current study examined the effect of guidance program on self regard and academic achievement motivation of the faculty of nursing students at Assiut University. This study has a positive effect on increasing self regard and academic achievement motivation which significantly increased after the program implementation as shown in "Fig 2".

This is in agreement with [22], who found that secondary school student's academic achievement motivation has increased after implementation of the program. Also, the present study revealed a significant improvement in self regard after program implementation.

This is in agreement with [23], who found a positive correlation between perceived social and academic support and level of self regard. Improving the level of social and academic support for students would encourage an increase in self regard, likely leading to higher achievement [24]. This may be explained by the fact that students increase their self confidence, feel more satisfied, like to do their best to succeed after encouraging and supporting them by their academic staff.

This study found that, there was no significant correlation between either academic achievement motivation or self regard before and after implementing the program which can be explained that the academic guidance program has an effect on academic achievement motivation and self regard regardless their scores of academic achievement motivation and self regard before program implementation.

The present study found that the percent of improvement in academic achievement motivation and self regard after implementing the program was slightly higher among second and third academic year students. This

can be explained that first year students are in the period of transition from high school to university which is a major life change to many adolescents and are source of stressor and strain for those students which adversely affect their self regard and academic achievement motivation. Moreover, fourth year students study four nursing subjects that make students overloaded with their requirements hence decreasing their self regard which has a passive impact on academic achievement motivation.

Regarding the effect of residence on both academic achievement motivation and self regard, the higher percentage of students with high academic achievement motivation and self regard were found among those of rural areas. This could be attributed to that, students of rural areas have strong support system which always encourage and motivate students to achieve better. Moreover, rural students have less recreational facilities compared to those of urban areas. So, they spend most of their time studying.

The higher percentage of students' fathers who have high self regard and academic achievement motivation after implementation of the program were graduated from secondary education, and were employed. So, they are looking forward to have better and highly educated sons. The current study found that, students who live with their parents had significantly higher percentage of high self regard and academic achievement motivation than those who live in campus ($p < 0.0001$) after program implementation. This is in same line with [25],[26], who reported that difficulties of handling stressors associated with the transition of students from home to the university may lead to decreased academic performance and increased psychological distress among them.

The current study revealed that, students who have very strong relations with their parents had high self regard and academic achievement motivation after program implementation as shown in "Table 5". This could be explained that strong relation of students to their parents allow them to cope with academic stressors successfully and achieve better than those who are not strongly related with their parents and this is reflected positively on self regard.

V. Conclusion

The present study concluded that the guidance program had a great effect on improving low and moderate self regard and academic achievement motivation.

VI. Recommendations

- Further research should be done to evaluate the effect of such program on students' self regard and academic achievement motivation on long run.
- The researchers should supply the academic guidance unit personnel in the faculty with the results of this research who should apply this program to students on a regular basis

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