THE EFFECT OF SCHOOL ENVIRONMENT ON ACHIEVEMENT MOTIVATION AMONG HIGH SCHOOL STUDENTS IN ISRAEL

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Abstract: *The school environment is a crucial factor in shaping students' motivation to achieve academic achievement, as it directly affects students' academic performance and psychological well-being. This study aims to explore the influence of the physical, social, and psychological elements of the school environment on achievement motivation among high school students in Israel. A descriptive approach was used based on a questionnaire distributed to a sample of 150 randomly selected students. The results show that the relationships between teachers and students, the physical organization of school facilities, and the use of modern technology are among the most prominent factors influencing students' motivation. The study recommends promoting positive interaction between students and teachers and developing school infrastructure to provide a stimulating learning environment.*

Keywords: *motivation, performance, psychological well-being, psychological elements, descriptive approach, stimulating learning environment.*

Introduction

The school environment is an integrated system in which physical, social and psychological dimensions intertwine to shape the academic and social experience of students. This environment is more than just a place for learning; it provides a framework that enhances the interaction between students, their peers and their teachers, making it a fundamental axis in determining their level of motivation for academic achievement. The role of school education in ensuring the socialization of children and adolescents in each civil society is well known (Lazarov, 2016). According to (Zahran Sana, 2013) the school is not only an educational institution, but rather a dynamic system influenced by internal and external factors that contribute to the development of the student's personality and increasing his self-esteem. A good school environment plays a fundamental role

in improving the well-being of students, which contributes to improving their academic achievements and achieving psychological and social balance.

In the Israeli context, the educational environment is characterized by a multiplicity of cultures and communities, which creates unique challenges and opportunities. Schools differ between those serving Jewish, Arab and religious communities, each of which has its own cultural and social characteristics that affect the educational climate. This diversity reflects the need for a precise and detailed understanding of the factors that contribute to building a stimulating school environment. (Salah Mohammed, 2019) indicates that the disparity between school environments may lead to significant differences in students' motivation, which necessitates analyzing the different dimensions of these environments to provide effective strategies that enhance educational outcomes.

The secondary education stage is one of the most important educational stages characterized by major psychological and social transformations. During this stage, which extends between the ages of 15 and 18, students face challenges related to balancing academic requirements and developing their personal and social identity. According to (Bassam Suleiman, 2013), the social and psychological pressures at this stage greatly affect students' motivation and level of engagement in the educational process. Therefore, the school environment becomes a crucial element in providing the necessary support to help students successfully overcome these challenges.

This study aims to explore the relationship between the school environment and academic achievement motivation among high school students in Israel. The study is based on analyzing the role of various factors, including the quality of social relationships between teachers and students, the design of school infrastructure, the psychological climate in classrooms, and the role of technology in enhancing educational interaction. (Fatima al-Zahra, 2017) indicates that these factors do not work in isolation from each other, but rather complement each other to form a stimulating school environment that supports the realization of students' full academic potential.

The study relied on a descriptive analytical approach using a questionnaire directed to a sample of 150 male and female students randomly selected from diverse high schools. This design reflects the cultural and demographic diversity in Israel to ensure comprehensive and applicable results. According to (Al-Fadhli et al., 2016), analyzing the data derived from this sample can

provide valuable insights into the challenges facing schools and possible opportunities for improving learning environments.

The study aims to achieve three main points: First, to analyze the relationship between the physical, social, and psychological factors of the school environment and achievement motivation. Second, to evaluate the role of the quality of relationships between teachers and students in improving students' engagement in academic activities. Third, to provide evidence-based recommendations for schools and decision-makers to develop policies that support the construction of inclusive and comfortable learning environments. (Lamia Naji, 2019) indicates that achieving these goals can contribute to improving academic performance and overall student well-being.

Through this study, the researcher seeks to fill the gaps in the current literature on the impact of the school environment on student motivation in the Israeli context. Although there are many studies that have addressed the impact of the school environment in general, there is a clear lack of studies targeting this culturally and socially diverse context. According to (Phosphus, 2013), providing practical, implementable insights can contribute to designing effective educational programs that enhance student engagement and motivate them to achieve greater academic achievement.

Finally, the study highlights the importance of thinking about the school environment as an integrated system in which various factors interact to shape the student experience. By exploring these factors and analyzing their impact, recommendations can be made to improve educational policies and ensure an optimal educational experience for students. This study reflects a commitment to improving secondary education in Israel by providing informed insights that support the development of school environments that enhance students' motivation towards achieving their full potential.

The Role of the School Environment in Enhancing Motivation for Academic Achievement

The school environment is a fundamental factor in shaping students' behavior and determining their level of motivation towards learning. The school is an integrated ecosystem that includes several dimensions, including the physical environment, social relationships, the

psychological dimension, and the use of technology. Each of these dimensions contributes directly or indirectly to enhancing students' engagement and achievement of academic goals. Through this study, we explore the impact of these dimensions on students' motivation for academic achievement. The analysis focuses on providing a deep understanding of the environmental factors that enhance academic success, which contributes to formulating recommendations for improving the learning environment.

The study is based on a critical analysis of available scientific sources, with a focus on the context of secondary education in Israel. This context is characterized by wide cultural and social diversity that makes the school environment both a challenge and an opportunity for motivating students. The main goal is to analyze influential factors such as classroom organization, relationships between students and teachers, and psychological support provided, in addition to the increasing role of technology in education.

1. The Impact of the Physical Environment on Students' Motivation

The physical environment plays a fundamental role in shaping students' daily experience in schools. According to (Al-Batina, 2016), the good organization of school facilities enhances interaction and engagement in the educational process. This includes designing classrooms to be equipped with natural lighting and comfortable seating that helps raise students' level of concentration. Studies show that well-organized classrooms increase students' level of engagement in academic activities, which contributes to improving their academic results.

School libraries are also an important factor in supporting independent learning and promoting critical thinking. (Earthman, 2017) explains that libraries provide an environment rich in resources such as books, magazines, and digital resources, which motivates students to research and explore. Moreover, science laboratories contribute to students' practical application of theoretical concepts, which enhances their understanding and develops their problem-solving skills. These equipped environments encourage students to actively interact with the study materials and increase their motivation.

In addition, the use of technology in classrooms is a major turning point in the learning experience. According to (Al-Fadhli et al., 2016), technology such as interactive screens and educational software opens up new horizons for interaction between students and teachers. These

tools provide opportunities for a personalized and innovative learning experience, which enhances student engagement and increases their motivation. Thus, the advanced physical environment contributes to creating a comprehensive learning environment that supports students' achievement of their academic potential.

Finally, the aesthetic and organizational aspects of the school, such as the presence of green spaces and comfortable designs, contribute to improving the learning experience. According to (Fisher, 2018), these elements enhance students' sense of psychological comfort and increase their belonging to the school environment. The more stimulating and comfortable the school environment is, the greater the chance of students achieving higher academic success.

2. Social relations and their impact on motivation

Social relations within the school play a pivotal role in enhancing students' motivation to achieve academic success. (Lamia Naji, 2019) indicates that positive relationships between teachers and students are a crucial factor in enhancing students' self-confidence and academic commitment. When students feel valued and supported by their teachers, they are more likely to participate actively in educational activities and pursue their academic goals.

In addition, relationships among students themselves are an important aspect of the social environment. Al-Hadairi (2013) indicates that having positive social networks among students enhances their ability to face academic and social challenges. Friends who provide support and assistance help boost self-confidence and increase students' motivation. In contrast, negative relationships such as bullying or exclusion negatively affect students' academic and psychological experience.

The general school culture and climate play a major role in shaping social relationships. Phosphus (2013) asserts that a school environment that promotes cooperation and mutual respect among all parties contributes to creating a supportive climate. This climate helps students feel safe and belonging, which enhances their level of academic engagement.

Finally, school policies that encourage positive social relationships are important. According to (Hamadneh, Shahab, 2015), setting clear rules that encourage cooperation and mutual respect can contribute to improving the social environment within the school. This

approach not only enhances student motivation but also contributes to creating an inclusive school culture.

3. Psychological dimension and its role in enhancing achievement

The psychological dimension is one of the most important factors influencing students' academic experience. (Judges, Ahmed, 2016) indicate that a positive psychological climate enhances students' sense of self-confidence and belonging, which increases their motivation towards learning. When students feel that they are in a supportive environment, they are more prepared to interact with academic activities and face challenges with confidence.

Studies confirm that the psychological support provided by teachers plays a pivotal role in reducing the stress and anxiety that students may face during their studies. According to (Phosphus, 2013), building relationships based on trust and respect between teachers and students contributes to improving students' academic performance. This type of relationship encourages students to speak openly about their concerns and work with their teachers to solve problems.

Programs aimed at supporting mental and social health are considered effective tools in improving the psychological environment of schools. According to (Earthman, 2017), programs such as psychological guidance and counseling sessions provide students with the necessary tools to deal with academic and social challenges, which enhances their ability to succeed academically.

Finally, Fatima al-Zahra (2017) points out that continuous assessment of the psychological climate within the school can help improve the learning experience for students. By identifying areas that need improvement, schools can implement sustainable strategies that enhance students' well-being and motivation to achieve their academic goals.

4. Technology and its role in enhancing motivation

With the development of technology, digital education tools have become an integral part of the educational process. (Bassam Suleiman, 2013) indicates that the use of technology in classrooms can transform the learning experience into an interactive and engaging experience. Tools such as interactive screens, educational applications, and virtual simulations contribute to engaging students and enhancing their understanding of academic materials.

In addition, technology provides opportunities for self-learning, as students can access various educational resources online. (Al-Fadhli et al., 2016) indicate that technology helps build students' critical thinking and problem-solving skills, as it provides them with an interactive learning environment that enables them to explore academic materials in innovative ways.

Technology not only enhances students' motivation, but also contributes to improving the quality of education as a whole. According to (Fatima al-Zahra, 2017), effectively integrating technology into the educational process can create a comprehensive learning environment that supports students' academic and personal development. Therefore, schools should seek to provide the necessary infrastructure to use technology effectively.

Current Conclusions

The study reveals that the school environment is a multidimensional factor that directly and indirectly affects achievement motivation. (Zahran Sana, 2013) explains that the school environment is a vital means of motivating students, as the quality of school facilities design plays a fundamental role in determining the extent of students' comprehension and engagement in the educational process. Well-equipped classrooms, advanced laboratories, and resource-rich libraries are not just physical elements, but motivational tools that influence student interaction and active learning.

Moreover, the importance of positive social relationships between students and their teachers is evident. (Phosphus, 2013) indicates that relationships built on trust and respect can create a supportive school climate that enhances students' belonging and desire to achieve academic success. This view is supported by (Hattie, 2009) who explains in his study that the quality of relationships within the school can have a greater impact on students' motivation than material means or even educational curricula.

In addition, psychological support plays a pivotal role in enhancing motivation, especially during critical stages of adolescence. Fatima al-Zahra (2017) indicates that the psychosocial programs offered by schools help students overcome personal and academic challenges, which leads to improving their academic performance. Bronfenbrenner shows in his theory of ecological systems that the school environment works as a "microsystem" within a broader context, meaning

that its impact is not limited to the school day but extends to affect students' perceptions and their ability to face life challenges.

The impact of technology in enhancing students' motivation cannot be ignored. Al-Fadhli et al. (2016) indicate that technology is not only an educational tool, but a means of engaging students in innovative and personalized ways. Smart devices, interactive software, and virtual tools are redefining the educational process and making it more attractive to students. In contrast, Postman (1993) believes that over-reliance on technology can be a challenge if it is not used in a balanced manner, which calls for designing technological strategies based on achieving clear educational goals.

Considering all these factors, it can be said that the school environment is not just an educational context but a multidimensional factor that includes human interaction, physical design, and psychological and technical support. The study calls for thinking about the school environment as an integrated system that must be addressed from multiple angles to improve the students' experience and push them towards achieving their academic and practical potential.

Conclusion

In light of the comprehensive analysis of the factors affecting students' motivation, it becomes clear that improving the school environment is a prerequisite for achieving academic achievement and enhancing students' well-being. Studies indicate that a school that provides equipped facilities, promotes positive interaction between students and teachers, and provides appropriate psychosocial support creates an environment that motivates students to interact with the educational process.

The study recommends the need to design policies that support the creation of inclusive and comfortable school environments. Emphasis should be placed on designing classrooms that are characterized by creativity and flexibility, in line with the diverse needs of students. In addition, positive social relations within the school should be encouraged by organizing interactive activities and programs that enhance cooperation between students and teachers. (Hattie, 2009) supports this view, indicating that human interaction is the cornerstone of building student motivation.

On the other hand, psychological support should be an integral part of educational policies. (Fatima al-Zahra, 2017) indicates that providing psychosocial guidance programs helps students overcome personal and academic obstacles, which enhances their ability to succeed. This includes providing specialized psychological counselors and creating early intervention programs for students who are experiencing difficulties.

Finally, the study emphasizes the importance of integrating technology in a balanced and effective manner into the educational process. While technology offers tremendous opportunities to improve learning, its overuse without a clear strategy can lead to counterproductive results. Therefore, educational policies should focus on integrating technological tools in a way that supports educational goals and enhances the learning experience.

Overall, the study highlights the need for a comprehensive approach to improving the school environment, where physical, social, psychological, and technological aspects are addressed in an integrated manner. By implementing these recommendations, schools can contribute to a significant improvement in the academic performance and overall well-being of students in Israel, paving the way for a more advanced and inclusive society.

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