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**RESEARCH ARTICLE**

## **The Relationship between Responsibility and Academic Achievement among Secondary School Students in International Pioneers Academy Schools in Jordan**

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**ABSTRACT**

The study aimed to measure the relationship between responsibility in choice theory and academic achievement among secondary school students in Al-Rowad International Schools in Jordan. To achieve the goal of the study, the researchers used the descriptive, correlational approach and used the measure of responsibility and the measure of academic achievement. The study sample consisted of (50) male and female students. The sample was selected from secondary school classes randomly. The results of the study revealed that there is a direct relationship between responsibility and perceived academic achievement among high school students in Al-Rowad schools in Jordan, where the value of the correlation coefficient reached (0.808), which is a statistically significant value at the significance level (0.05). The study came out with several recommendations, the most prominent of which are: developing Activating guidance programs based on choice theory to improve responsible behavior to raise the level of achievement.

**KEYWORDS**

Responsibility, academic achievement, secondary school students.

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### **1. Introduction**

The academic achievement of students in all societies is considered a strong indicator of progress and cultural development, and the low level of achievement is one of the most important obstacles to building it in all areas of life, so attention was paid to it, especially at the secondary stage.

This is the stage that provides societies with qualified individuals capable of producing and providing needs. The secondary stage is one of the important stages in the lives of students and their families because the achievement result at this stage is considered for the student the beginning of a new path through which he takes a specific direction. This trend may fulfill his ambitions and dreams, and it may be an undesirable or unexpected trend. It is not only beyond the academic stage, but it has many other important aspects. Through it, a person's social role is determined, and the status that he will achieve, and it even has an impact on the individual's view of himself. Through achievement, the dream of the family is fulfilled, and the social status of the individual rises. Because of the importance of this matter, researchers must pay attention to this stage in particular and its relationship to achievement and search for ways that contribute to improving it, whether they are cognitive, psychological, or social methods. The subject of achievement is considered among the important topics addressed by many educational psychologists and specialists in the field of education due to its importance in the lives of students (Qatami, 2010).

This is because it is the result of all the various learning processes that occur that indicate his cognitive and mental activity. Achievement is the highest that a student achieves for himself in all stages of his previous academic life, sequentially from childhood to the advanced stages of his life at the level of science and knowledge (Khawaldeh, 2015). To ensure high achievement, students in the secondary stage, in particular, must have responsible behavior. Responsible behavior is the best attempt an

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individual makes to get what he wants to satisfy his needs. We are the ones who choose everything we do, and therefore, we must be responsible for what we choose. The basic wisdom in choice theory, which is necessary, is that What students learn in secondary school is that the only person you can control is yourself. In order for adults to feel comfortable and in harmony with themselves, they must immerse themselves in a meaningful activity, which will directly influence the choice of ineffective and self-destructive behaviors, and thus the students' focus will be on achievement outcomes through our promotion of responsible behavior (Al-Khafash, 2011).

### **1.1 The Study Problem.**

Through my work as a teacher and educational supervisor in Pioneer International Academy schools for more than ten years, I noticed with the eye of an interested researcher that many students face problems related to their responsible academic behavior, and in the secondary stage in particular, some students start out motivated to obtain the highest results that will provide them with the best opportunity. In university education, this motivation varies among them, which affects the level of achievement and failure of students. The low level of achievement is considered one of the important problems in Jordan. The results of the last secondary school exam in Jordan for the year 2022-2023 indicated that the failure rate of students reached 42,348 students out of 763,206 test takers, so the success rate reached 63.4% (Ministry of Education, 2015). This scientific observation motivated me, as a researcher, to research the relationship between responsible behavior and achievement. What is the level of responsibility among our students, and what are the possible ways to raise and develop it so that it has an impact on achievement?

### **1.1 Study Questions.**

This study came to answer the following main question: What is the relationship between responsibility and achievement among secondary school students in Al-Rowad schools?

From which the following sub-questions emerge:

1. What is the level of responsibility among high school students in Pioneer International Academy schools in Jordan?
2. What is the perceived level of academic achievement among high school students in Pioneer International Academy schools in Jordan?
3. Is there a statistically significant relationship between responsibility and perceived academic achievement among high school students in Al-Rowad Schools in Jordan?

## **2. Objectives of the Study**

The study aims to achieve the following:

1. Clarifying the relationship between responsibility and academic achievement.
2. What is the correlation and significance between the level of responsibility among secondary students in Al-Rowad schools and their level of academic achievement?

### **2.1 The Importance of Studying**

Theoretical importance:

- It appears through the study's attempt to improve the level of achievement at the secondary level.
- It is hoped that this study will help prepare students to face the challenges of the times by providing them with strategies that enhance responsible behavior.

Practical Importance:

- It can provide teachers, educational supervisors, principals, and counselors in all educational sectors in the Ministry of Education with information and modern methods for dealing with students.
- Benefiting from the results and recommendations of this study by expanding the scope of counseling services in schools and highlighting the importance of improving responsible behavior and its impact on improving the achievement of secondary school students.

### **2.2 Study limitations.**

1. Time limits: Academic year 2023/2024
2. Human limits: limited to a sample of secondary school students at Pioneer International Academy schools.

3- Spatial boundaries: Amman City, Pioneer International Academy schools, affiliated with the Directorate of Education in the private sector.

4. Objective limits: the relationship between the study variables (responsibility, academic achievement, gender, economic level, and parents' educational level).

### **2.3 Study limits.**

The results of the study will be determined by the psychometric properties of the study tools, such as validity and reliability.

### **2.4 Study Terms and their Procedural Definitions.**

Secondary stage: It is the academic stage in which the student is in the last grade of school, i.e. the second secondary school. According to the instructions of the Jordanian education system, the student passes this stage through a unified ministerial examination for all students prepared by the Ministry of Education (Ministry of Education website, 2015).

Responsibility: It is the essence of realistic guidance in the theory of choice, and it is the individual's ability to achieve his rights and needs in a way that does not deprive others of achieving their needs and rights. The responsible person is a self-independent person who is able to determine what he wants from life and seeks to satisfy all his needs in a responsible manner (Glasser, 1992). It is defined procedurally as the score the student obtains on the responsibility scale.

Academic achievement: It is what the student acquires in terms of knowledge, skills, thinking methods, and problem-solving abilities as a result of his exposure to specific experiences and studying specific courses (Bosahla and Farhawi, 2020).

It is defined procedurally as the score that the student obtains on the achievement scale.

### **2.5 Theoretical Framework**

Positive school experiences play an important role in students' lives in terms of their progress and emotional development. Socially, especially for adolescent students, including secondary school students, satisfaction with school life, which directly affects achievement, is linked to several things, the most important of which are: responsibility and good behavior in school, motivation to learn, self-efficacy and mental health, academic achievement, and even the student's relationship with his teachers and classmates (Woolfolk & Perry (2012).

The secondary stage in Jordan is part of the general education system, and it begins after the basic stage. This stage lasts for two years, and after passing the final exams at this stage, students are granted a high school certificate, which qualifies them to enroll in higher education at universities and colleges in Jordan, which affects their acceptance into universities and colleges (Ministry of Education, 2015).

Students at this stage face rapid and profound changes in all their physical, cognitive and emotional aspects, which require teachers to be aware of and satisfy the students' developmental needs. This is because students at this stage are more self-aware. The decline in teachers' confidence and their increased desire to control students at this stage leads students to difficulties in Adaptation to school life. This is due to the mismatch between what schools provide (control) and what adolescents need (independence, responsibility), and thus their achievement is affected (Eccles, 2004).

Responsibility: is the basic component and essence of reality therapy of the scientist Glaser's theory of choice, and it means that the individual is responsible for fully satisfying his needs, such as his need for love, respect, and self-worth, in a way that does not deprive others of their ability to satisfy their needs, and Glaser emphasizes the importance of the concept of responsibility in the students' discussion. They must be made to understand that they are responsible for meeting their needs and for all behaviors that lead them to success (Glasser, 1984).

Glaser emphasized that personality develops through the individual's attempts to satisfy his basic needs, and those who have the ability to satisfy their needs will be reflected in their growth, and they will enjoy responsibility and thus be closer to reality. According to Glaser, responsibility is one of the main components of behavior. He believes that behavior includes the following: Behavior = Right or wrong + Responsibility + Reality

Behavior is the most important compared to emotions because behavior is what can be changed. It is easy for the counselor to change his behavior, but it is difficult to control and change his feelings. Therefore, guidance in choice theory focuses on the process of helping to change actions and thoughts because they are subject to change. Thus, they will lead to a change in feelings. Responsibility is one of the most important goals of treatment within the theory of choice, helping the counselor be able to act in realistic ways that meet his basic needs, which ultimately leads him to form an identity of success, that is, leading him to responsible behavior, which is the goal of counseling (Al-Khafsh, 2011).

Glaser believes that a person chooses what he does, so he must be responsible for what he chooses. This does not mean that he should not be blamed or punished if he makes a mistake. The focus of responsibility is on the type of choice and how the choice was made, and responsibility is directly linked to the academic achievement of students.

The level of achievement is the skill acquired by students as a result of their study of a specific subject or a specific unit of study (Al-Qamsh, 2011). It is also known as the extent to which the student achieves the educational learning objectives as a result of his study of specific topics, the degree of acquisition that the student obtained at some stage, or the level of success that the student achieved. Achieved in a specific educational field or training field (Younis, 2020)

Attention must be paid to studying the level of academic achievement because it is one of the most important educational problems that may lead to the waste of human resources and for which it is difficult for societies to find an alternative. Therefore, achievement is one of the topics that has occupied educational scholars and psychologists and one of the most important topics that has captured the attention of parents because their children's academic future and the determination of their profession in life depend on it (Ali, 2019).

### **2.5 Academic achievement is divided into several types:**

**Low achievement:** This is poor academic achievement, where students' performance is below the normal level compared to the rest of their colleagues, so the percentage of benefit from the curriculum is weak.

**Average achievement:** It is the achievement in which the grade obtained by students expresses half of the potential they possess, the extent to which they benefit from the curriculum, and the degree of their retention of information is average (Haddah, 2013).

**High achievement:** Students' achievement is higher than the average of their colleagues at the same level, and the same department and all abilities are used, which ensures that students obtain the highest academic performance, such that it is at the highest peak of the standard deviation (Ben Youssef, 2008). There are several factors that affect academic achievement because achievement is essentially a complex process in which several things intersect, including the degree of responsibility, motivation, intelligence, and test anxiety. There are external factors related to the economic and social level and even the cultural environment of the student related to his parents, including psychological factors such as intelligence and self-esteem (Fitraya, 2020).

Therefore, teachers and schools must perform their psychological, educational, and social functions to the fullest extent. If the education system, with its components, teachers and schools, are positive, supportive, and responsive, they maintain the best standards of responsible behavior and academic work. Students' satisfaction will be high, and this will motivate them to learn. Thus, achievement will rise, which will form a strong bond between the teacher and the learner. Conversely, motivation will decrease, and the student will disengage from school (Collins & Steinberg, 2006). At the end of this context, I point out, as a researcher, confirming the conclusions of psychologists and educators that self-learning must be one of the components of the educational and pedagogical system in the twenty-first century. To face this requirement, students need more than just information included in the study curricula. They need to learn Self-reliance so that they can rely on themselves and acquire and analyze knowledge, and this requires us to reinforce the concept of responsible behavior (Al-Habashi and Abdel Moati, 2012).

### **2.6 Previous Studies.**

The study (Kourosh. A. Shahrzad. E. Hamzeh. A. Hadi. P. 2011), which aimed to explore the relationship between academic motivation and academic achievement among students at the University of Tehran, a method of studying cross-sectional correlation, asked 252 students from the university to fill out a motivation questionnaire. Academic, which measured 8 aspects of motivation, consists of 43 items. Data analysis indicated that there is a positive and significant correlation between academic motivation and academic achievement.

The study by Smadi and Al-Baqawi (2015) aimed to reveal the level of social responsibility among secondary school students in Hail and to verify the degree of difference according to (marital status, educational level, average family income, area of residence). The study sample included 1,026 secondary school students. In public education schools for boys. The study concluded that the social responsibility of the participants in the study sample of secondary school students in the Hail region was within the average level. The study revealed that there were statistically significant differences between the average grades of each of the students in favor of those whose family monthly income was higher. There were statistically significant differences between the average scores of students on the social responsibility scale among the group of students in favor of those whose fathers and mothers had intermediate and university levels of education compared to those whose fathers and mothers had primary education and in favor of those whose fathers and mothers had university education levels compared to those whose fathers and mothers had intermediate and secondary education, and the presence of Statistically significant differences in favor of students who belong to a family with two parents living together compared to those who belong to a family with two separate parents.

**3. Study Method and Procedures.**

**3.1 Study Approach**

The study used the descriptive, correlational approach due to its suitability to the nature of the study, as this approach is concerned with providing an accurate description of the phenomena to be studied by collecting data and describing the method used in the research, and helps in organizing the data and finding the correlation and its amount between the variables of the study.

**3.2 Study population.**

The study population consisted of all secondary school students at Al-Rowad International Schools in Amman, numbering one hundred and forty male and female students during the second semester of the 2023/2024 academic year.

**3.3 The Study Sample.**

The study sample consisted of (50) male and female students, who were selected by random sampling method.

**3.4 Study procedures.**

For the purpose of achieving the objectives of the study, the study used the following procedures:

- Reviewing theoretical literature and previous studies related to the subject of the study.
- Obtaining official books, to facilitate the task of applying the study.
- Developing study tools, then verifying their psychometric properties and presenting them to arbitrators.
- Collect data, audit it, enter it into the computer, analyze the data using SPSS statistical analysis programs, draw conclusions, discuss them, and write proposed recommendations in light of the study results.

**3.5 Study Tools:**

For the purposes of achieving the objectives of this study, the Perceived Achievement Scale and the Responsibility Scale were used, and their psychometric properties were confirmed in terms of validity and reliability.

**3.6 Psychometric Properties of the Responsibility Scale**

First: Apparent Honesty

The scale was presented to (10) arbitrators from faculty members specialized in psychological counseling and educational psychology in order to know their opinions on the suitability of the items for what they were designed to measure, their degree of clarity, and to suggest appropriate amendments. The agreement rate was approved (80%) among the arbitrators. The arbitrators' comments about the scale were taken into account.

Second: Construct Validity.

To ensure construct validity, the correlation significance of the item with the total score of the responsibility scale was extracted, which is shown in Table (1).

Table (1)  
The correlation coefficient of the item with the total score of the responsibility scale

The number	linked to the scale	The number	linked to the scale	The number	linked to the scale
1	.508**	6	.725**	11	.706**
2	.327*	7	.637**	12	.495**
3	.377*	8	.509**	13	.705**
4	.381**	9	.580**	14	.543**
5	.376*	10	.695**	15	.590**

Statistically significant at the significance level (0.05) \*\* Statistically significant at the significance level (0.01)

Table (1) shows that the values of the item correlation coefficients with the total score of the scale ranged between (0.725-0.327), and the criterion for acceptance of the item was adopted that the item correlation coefficient with the scale is (0.30) or higher, and thus the scale has good construct validity indications.

Third: Stability

To ensure the stability of the responsibility scale, the internal consistency coefficient of the scale was calculated through the Cronbach Alpha equation for internal consistency. The results showed that the internal consistency consistency reached (0.823), which indicates that the scale has good reliability.

**3.7 Psychometric properties of the perceived academic achievement scale.**

First: Apparent Honesty

The scale was presented to (10) arbitrators from faculty members specialized in psychological counseling and educational psychology in order to know their opinions on the suitability of the items for what they were designed to measure, their degree of clarity, and to suggest appropriate amendments. The agreement rate was approved (80%) among the arbitrators. The arbitrators' comments about the scale were taken into account.

Second: Construct Validity

To ensure the validity of the construct, the correlation significance of the item with the total score of the perceived academic achievement scale was extracted, which is shown in Table (2).

Table (2)  
The correlation coefficient of the item with the total score of the perceived academic achievement scale

The number	linked to the scale	The number	linked to the scale	The number	linked to the scale
1	.480**	6	.618**	11	.3548**
2	.566**	7	.575**	12	.510**
3	.624**	8	.363**	13	.527**
4	.465**	9	.599**	14	.508**
5	.520**	10	.614**	15	.598**

\* Statistically significant at the significance level (0.05) \*\* Statistically significant at the significance level (0.01)

Table (2) shows that the values of the item correlation coefficients with the total score of the scale ranged between (0.624-0.363), and the criterion for acceptance of the item was adopted that the item correlation coefficient with the scale is (0.30) or higher, and thus the scale has good construct validity indications.

Third: Stability

To ensure the stability of the perceived academic achievement scale, the internal consistency coefficient for the scale was calculated through the Cronbach Alpha equation for internal consistency. The results showed that the internal consistency consistency reached (0.839), which indicates that the scale has good reliability.

Results related to the first question: What is the level of responsibility among secondary school students in Pioneer International Academy schools in Jordan?

To answer this question, arithmetic means and standard deviations were calculated for the level of responsibility among high school students in Pioneer International Academy schools in Jordan, and Table (3) shows the results.

Table (3)  
Arithmetic means and standard deviations for the level of responsibility among high school students at Pioneer International Academy schools in Jordan.

Number	Items	Tank	Arithmetic mean	Standard deviation	Level
5	I live a safe and enjoyable life	1	2.71	.707	High
12	I feel valued when I accomplish work	2	2.48	.886	High
7	I strive to succeed	3	2.40	.926	High
11	I believe in the importance of achievement and achievement	4	2.39	.931	High
4	I know the path I take in life	5	2.36	.942	High
13	I adhere to appointments precisely	6	2.32	.957	Midel
15	I am satisfied with myself	6	2.32	.957	Midel
3	I take responsibility for my actions	8	2.20	.953	Midel
1	I have a clear plan for spending money	9	2.22	.975	Midel
8	I take care of my health and maintain it	9	2.22	.985	Midel
9	I feel filled with love	11	2.14	1.000	Midel
6	I have the ability to plan and work	12	2.04	1.009	Midel

2	I do my best to develop my abilities	13	1.86	1.000	Midel
10	I do not lose my prestige when joking and having fun	13	1.86	1.000	Midel
14	I express my feelings frankly and clearly	15	1.84	.997	Midel
	Level of responsibility		2.23	.509	Midel

It is clear from Table (3) that the arithmetic averages for the responsibility paragraphs ranged between (1.84-2.71), and the paragraph that obtained the highest arithmetic average was Paragraph 5, "I live a safe and enjoyable life," with an arithmetic average of (2.71), and the paragraph that obtained the lowest The arithmetic mean is paragraph 14, "I express my feelings frankly and clearly," with an arithmetic mean of (1.84), and the arithmetic mean for the level of responsibility among high school students at Pioneer International Academy schools in Jordan was (2.23), with a standard deviation of (0.509) and an average level.

**Results related to the second question: What is the perceived level of academic achievement among high school students in Pioneer International Academy schools in Jordan?**

To answer this question, arithmetic means and standard deviations were calculated for the level of perceived academic achievement among high school students in Pioneer International Academy schools in Jordan, and Table (4) shows the results.

Table (4)

Arithmetic means and standard deviations for the items of the Perceived Academic Achievement Scale among high school students in Pioneer International Academy schools in Jordan.

Number	Items	Tank	Arithmetic mean	Standard deviation	Level
12	I feel proud when I achieve academic success	1	2.77	.662	High
5	I benefit from the reactions of my professors and colleagues on my performance to develop myself	2	2.76	.662	High
3	I can avoid poor concentration while studying	3	2.56	.837	High
11	I use explanations and enrichment sources to enhance my understanding	4	2.55	.843	High
8	I am confident in my abilities to achieve academic achievement	5	2.48	.886	High
7	I invest additional efforts in studying when facing difficulties	6	2.39	.931	High
10	Able to control distractions in studying	7	2.33	.953	Midel
2	I feel attracted and excited to learn the academic subjects	8	2.18	.993	Midel
6	I commit to completing school assignments on time	9	2.16	.997	Midel
15	I consider academic achievement an important goal in my academic life	10	2.04	1.009	Midel
13	I take responsibility for my academic results and make an effort to improve them	11	2.00	1.010	Midel
1	I achieve good results in tests and schoolwork	12	1.96	1.009	Midel
9	I organize and plan my time effectively to achieve academic achievement	12	1.96	1.009	Midel
14	14 I enjoy the challenge that comes with academic achievement	14	1.88	1.003	Midel
4	I believe that academic achievement is important for success in life.	15	1.68	.957	Midel
	Perceived level of academic achievement		2.24	0.497	Midel

It is clear from Table (4) that the arithmetic averages for the perceived academic achievement items ranged between (1.68-2.77), and the item that obtained the highest arithmetic average was paragraph 12, "I feel proud when I achieve academic success," with a arithmetic average of (2.77), and the paragraph was The one that received the lowest mean was paragraph 4, "I believe that academic achievement is important for achieving success in life," with a mean of (1.68), and the mean of the level of perceived

academic achievement among high school students in Pioneer International Academy schools in Jordan was (2.24) with a standard deviation of (0.497) and an average level.

**Results related to the third question: Is there a statistically significant relationship between responsibility and perceived academic achievement among high school students in Pioneer Schools in Jordan?**

To answer this question, the Pearson correlation coefficient was used between responsibility and perceived academic achievement among high school students in Al-Rowad Schools in Jordan, and Table (5) shows the results:

Table (5)  
Pearson correlation coefficient between responsibility and perceived academic achievement

Perceived academic achievement		Compare
Significance level	Statistically significant	
0.000	0.808	responsibility

\*Statistically significant at the significance level ( $\alpha=0.05$ )

It is clear from Table (5) that there is a direct relationship between responsibility and perceived academic achievement among high school students in Al-Rowad Schools in Jordan, where the value of the correlation coefficient reached (0.808), which is a statistically significant value at the significance level (0.05).

**4.1 Discussing the Results and Recommendations.**

- Working on preparing more research, studies, and counseling programs that are based on realistic counseling theory.
- Encouraging researchers to conduct studies, research and guidance programs to investigate the causes of low achievement and its sources in order to find a solution.
- Encouraging teachers to learn skills and strategies to improve responsible behavior.

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