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"The effect of using school management strategies to reduce the discrepancy in intelligence among students to enhance academic excellence in the first three grades in Amman."

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Abstract:
This research aims to explore how school management strategies impact reducing gaps in intelligence levels among students and thus enhancing academic excellence in private schools in Amman. The research revolves around studying the different administrative methods that can be used to achieve this goal, such as individualization of education, applying innovative educational techniques, and providing support. Psychologically and socially for students, a field study was conducted that included a group of private schools in Amman, where data was collected through questionnaires and interviews with teachers, administrators, and parents. The results showed that applying effective school management strategies can reduce the discrepancy in intelligence among students, which leads to significantly improving academic performance. General: The research recommends adopting educational policies that support diversity in intelligences and enhance equal educational opportunities to achieve a more comprehensive and accomplished educational environment.
Keywords:
School management strategies/intelligence levels/academic excellence.

الملخص:

يهدف هذا البحث الى استكشاف كيفية تأثير استراتيجيات الادارة المدرسية على تقليل الفجوات في مستويات الذكاء بين الطلاب وبالتالي تعزيز التفوق الاكاديمي في المدارس الخاصة في عمان يتمحور البحث حول دراسة الاساليب الادارية المختلفة التي يمكن استخدامها لتحقيق هذا الهدف مثل التخصيص الفردي للتعليم وتطبيق تقنيات تعليمية مبتكرة وتوفير الدعم النفسي والاجتماعي للطلاب تم إجراء دراسة ميدانية شملت مجموعة من المدارس الخاصة في عمان حيث تم جمع البيانات من خلال استبيانات ومقابلات مع المدرسين والاداريين وأولياء الامور اظهرت النتائج ان تطبيق استراتيجيات الادارة المدرسية الفعالة يمكن ان يقلل من تفاوت الذكاءات بين الطلاب مما يؤدي الى تحسين الاداء الاكاديمي بشكل عام يوصي البحث بتبني سياسات تعليمية تدعم التنوع في الذكاءات وتعزز من تكافؤ الفرص التعليمية لتحقيق بيئة تعليمية اكثر شمولية وإنجازا.

الكلمات المفتاحية:

استراتيجيات الإدارة المدرسية/ مستويات الذكاء/ التفوق الأكاديمي.

introduction:

The educational system in the twenty-first century is characterized by attention to the quality of the educational process by focusing on developing the potential of learners and their mental abilities in the best possible way, after confirming the importance of human wealth in the development and progress of society as it is the most important development resource of all. Hence, the interest in the human mind, its capabilities and methods Its growth and development is one of the most prominent features of this system, which is concerned with developing the minds of learners and nurturing them to rise to the level of the aspirations of their societies and play an effective role in them. As a result, the educational field has been enriched through the administrative role, so educators have reconsidered many educational practices, including the preparation of curricula. Study studies, planning educational activities, diversifying teaching strategies and methods, evaluation methods, and adopting modern technology in the teaching and learning process.

Administration has been considered an ancient activity that has existed since the existence of man on the surface of the Earth. Whenever the completion of a work requires the combined efforts of several individuals, the function of administration appears as a factor in receiving efforts. This indicates the importance of the role played by the administrator in the politics of matters, but its importance as an independent function or profession in and of itself has not It was known only two hundred years ago when project owners were unable to manage their projects themselves due to the expansion of projects and the increase in the number of workers within one project, as a direct personal meeting between the employer and workers became impossible (Atwi, 2014).

The tool is the system of rules, punishments and appropriate behavioral strategies to regulate children and maintain order in the school with the aim of creating a safe and conducive learning environment in the classroom. (Aslanargun,2012)

A number of aspects have distinguished strategic management in the educational field from others, namely, strategic decision-making means the ability to keep the school, its principal, and its employees in a state of constant activity and not being passive with regard to their job positions. Strategic management aims to further progress and development, and focuses on keeping the school. In a situation that suits the changing environment, educational management strategies are competitive, as educational institutions are affected by economic market conditions. Strategic management in this field does not focus its attention on documented plans, analysis, forecasting, and goals, but it pays all its attention to the decision-making process. The strategic decision-making process represents a mixture of analysis. Logical, economic, political acumen, and psychological interpretation, and therefore it is a process with a high degree of cooperation and participation. (Assaf, 2006) Therefore, the development of teaching strategies is an important necessity to reach the various desired educational outcomes and overcome the individualism that permeates the existing educational situation through ordinary learning strategies that are characterized by By memorizing, teaching, and directing the student's energy and abilities to participate in the educational process effectively. The role of the teacher in distance education is to plan and design educational processes, in addition to being a researcher, assistant, mentor, designer, manager, and simplifier of content and processes. The teacher must master communication and self-learning skills, possess the ability to think critically, and be able to understand Modern sciences and advanced technologies, acquiring communication and self-education skills, and possessing the ability to present scientific material in a distinctive way (Musa, 2021)

Accordingly, the concept of teaching, which is considered a set of organized processes through which science and knowledge are transferred from one person to another, and usually this person is the teacher and the future is the student. In this regard, the most important school management strategies that help learning and teaching can be presented, and among the most important These strategies include the following: evaluation strategy, supervisory deliberations strategy, exchange visits strategy between teachers, applied lessons strategy, educational workshop strategy, supervisory meetings and meetings strategy, educational seminars, motivation strategy, training strategy (Hussein, 2019).

We may see that since ancient times, philosophers have realized the existence of individual differences between people. Hippocrates divided people into four categories and called them types. He called them the four temperaments (bloody / phlegmatic / bilious / melancholic). As for Plato in his book (The Republic), he says that no two people are born completely alike, but rather one differs. From the other in its natural characteristics, which makes one suitable for the other's profession and for another's profession. Aristotle did not care about the individuality of individual differences, but rather he cared about the internal and social differences and their impact on mental differences, and he attributed them all to innate causes that determine the behavior of different groups (Al-Jizani, 2020).

Gardner believes that these intelligences are not fixed, but can be developed, and that they become more distinct and clear as a person grows older, and that there are individual differences between individuals in intelligence. Just as people differ in their personalities, they differ in their minds. Some people possess a high degree of these intelligences, while others are average, and others are lucky. There are few of them, and these differences are due to genetic factors or cultural factors in terms of the degree of care and attention to these intelligences. Also, some individuals can excel in one or more intelligences. If an individual is below average in one type of intelligence, such as mathematical intelligence, for example, he may be above average in another intelligence, such as social intelligence. (Mirwan, 2023)

It is certain that there are learners within the same classroom environment, with behaviors and desires that differ from one another, and who vary in their abilities to understand and understand problems and solve them, and in the degree of attention to what is presented in the lesson. These individual differences between learners indicate the necessity of using various methods and methods in the learning process, starting from This difference has emerged in studies and research on the varying

intelligences possessed by learners (Al-Hayhi, 2018: 12-13).

Therefore, my decision to establish a school that includes these children, and to try to achieve one of its desired goals, was the reason for my choosing the topic of measuring the level of intelligence among children in the basic stage of the first three grades, and how administrators deal with the varying levels of intelligence in these children and develop them.

Study problem:

Private schools in Amman are facing increasing challenges related to the disparity in intelligence levels among students, which affects the achievement of comprehensive academic excellence. Despite the efforts made to improve the academic performance of all students, this disparity still represents an obstacle to achieving equal educational opportunities. The research problem stems from the need to understand how Use school management strategies effectively to reduce this disparity among students and ensure that all students, regardless of the diversity of their mental abilities, can reach high levels of academic excellence. The current study seeks to answer the following main question: To what extent can school management strategies contribute to Reducing the discrepancy in intelligence among students and thus enhancing academic excellence in the first three private grades in Amman?

The following sub-questions branch out from the main question:

1- What is the impact of analyzing school administration strategies on reducing the discrepancy in intelligence among students?

1- The effectiveness of innovative educational methods in promoting academic excellence?

2- What is the role of psychological and social support in improving students' academic achievement?

Research objectives: The research aims to the following:

1- Analyzing the impact of school management strategies on reducing the discrepancy in intelligence among students in the first three grades.

2- Evaluating the effectiveness of innovative educational methods in promoting academic excellence.

3- Exploring the role of psychological and social support in improving students' academic achievement.

4- Providing recommendations to adopt educational policies that support diversity in intelligences.

Importance of research:

1- Providing practical solutions to reduce intelligence disparities through: Research helps identify effective strategies that school administrations can adopt to reduce gaps in intelligence levels among students.

2- Enhancing academic excellence through: improving students' academic performance by applying innovative and supportive educational methods

3- Developing educational policies through: providing recommendations that can influence education policies, which supports diversity and equality in educational opportunities.

4- Strengthening psychological and social support through: highlighting the importance of psychological and social support in schools, which contributes to creating a comprehensive and stimulating educational environment for students.

5- Benefiting teachers and administrators through: The research provides valuable information for teachers and administrators on how to apply effective strategies to improve the learning experience for students with diverse intelligences.

Previous studies:

There are many studies that have examined differences in intelligence, including:

1- Study by Hamid (2023). The paper aimed to identify teaching according to multiple intelligences. The paper discussed evidence of multiple intelligences from the Holy Qur'an, including linguistic, logical, musical, visual, personal, social, motor, and natural intelligence. She pointed to the factors affecting intelligence, including social and economic differences versus disease and iron deficiency, and nutrition versus nutritional problems. It reviewed the types of intelligence, including linguistic intelligence, which is the ability to use words orally effectively, logical intelligence, which is the individual's ability to use numbers effectively as mathematicians do, musical intelligence, which is the ability to recognize tones and melodies, spatial intelligence, which is the ability to accurately perceive the visual-spatial world, and physical intelligence. Kinesthetic intelligence is the experience and competence in an individual's use of his body as a whole to express thoughts and feelings. Social intelligence is the ability to perceive the moods, intentions, motives and feelings of others. Personal intelligence is self-knowledge and the ability to act in accordance with this knowledge. Natural intelligence is the ability to distinguish living things and be sensitive to natural appearances. And its classification.

2- Al-Ajami's study (2021) The research aimed to identify the effect of using multiple intelligence theory strategies in developing creative thinking among sixth-grade female students. The researcher used the quasi-experimental approach using an experimental design for two groups, one experimental and the other control, by applying pre- and post-measurements to both groups, and the research community is represented in The number of sixth grade students in the Al-Ahmadi region in the State of Kuwait for the academic year 2019-2020 is 60. The research concluded that there are statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the estimates of the members of the two research groups on all axes of the creative thinking skills scale and the scale as

a whole according to the variable The group in the post-application, in favor of the experimental group members' estimates, and the research suggested: working to increase the individual's self-confidence and forming a positive self-concept, and providing those in charge of supervision and guidance with sound scientific means and measurement tools to evaluate performance with regard to multiple types of intelligences. And its role in developing the creativity process.

3- Lumei & Turda study. (2022) The aim of this study is to implement and test an educational intervention program for third-grade students in developing multiple intelligences. As a result of the activities carried out in the program, the study used the experimental approach, and a multiple intelligence test was used based on the Howard Gardner MI model (Chislett and Chapman, 2005): This questionnaire measures multiple intelligences in students between the ages of 8 and 16 years. The results are improvements in the development of... Multiple Intelligences: Verbal-Linguistic: M-3.78, Logical-Mathematical: M-3.78, Physical-Motor: M-4.08, Visual-Spatial: M-4, Musical: M 3.87, Personal: M=3, 98, personal: M=3,88, normal: M=4.

4- Wang's study (2017) The current study aimed to research the theory of multiple intelligences and its enlightenment in higher education. It will be used to confirm the training objectives of colleges and universities, provide students with practice opportunities, and focus on developing individual superior intelligence as a reference for the reform and development of higher education. The results should be used by colleges and universities. Often make more efforts to help students develop a sense of accomplishment and self-confidence. Gardiner's theory of multiple intelligences suggested that although not all students have a talent for verbal expression or mathematics, they may be excellent at music, spatial relationships, or interpersonal knowledge. Establishing a guiding method and student learning evaluation efforts will encourage many college students to actively participate in learning activities, establish good relationships with teachers, and show their special talents, which should be the primary goal of education. Development of higher education.

Studies that examined management strategies include:

1- Taiba Study (2021) This study was concerned with addressing the issue of school management strategies in confronting school dropout, a field study in the Arab primary schools in Bulhaf Al-Deir, Aban Ramadan, and March 4, 1956, Tebessa. The study used the descriptive analytical method, relying on both scientific observation and the questionnaire form as tools for collecting data. The study sample was selected using a purposive sampling method on a sample of various positions within the primary schools under study, including supervising teachers, counselors, advisors, and managers... who numbered 30 individuals. As for the results, the study found that the school administration is working to implement multiple organizational strategies to confront school dropout among primary school students. The school administration also applies many strategies related to teachers and adopts a number of strategies related to students in confronting school dropout among primary school students.

2- Al-Bashir's study (2019) This study aimed to identify the school plan as well as the most important school management strategies that are applied in the institution that was studied, as well as to identify the important factors that help in the success and implementation of strategies for activating educational supervision, and also to identify the challenges and problems facing the implementation Strategies for activating educational supervision. Research Methodology: The study followed a qualitative descriptive research approach, using personal interviews, observation, and study of official documents and records, at Al-Ghazali School for Basic Education in the city of Tripoli, Libya. As a result of the research, the study reached a number of important results, which are summarized in the fact that the school administration relies on a number of strategies to activate educational supervision, including defining the educational supervision program and its importance, defining activities and evaluation programs, identifying educational supervisors and distributing tasks, defining training and development programs, and an encouragement and motivation strategy. There are a number of challenges and obstacles that were the main reason for the weakness of the role of educational supervision, including central decisions, the shortage of specialized educational teachers, as well as the lack of training and development programs. The study concluded with a number of recommendations, the most important of which are updating and developing school plans and strategies and aligning them with available capacities and capabilities, adopting modern educational supervision methods that have proven their efficiency in activating the role of educational supervision in educational institutions in many countries, providing capabilities and capabilities such as an adequate financial budget and educational supplies, as well as Providing the textbook in a timely manner.

3- Al-Otaibi's study (2016). The research aimed to identify the reality of school administration in light of the standards of strategic management in primary schools in central Riyadh from the point of view of female teachers. It also aimed to identify the difficulties that hinder the application of strategic management in these schools, in addition to identifying whether there are There are statistically significant differences in the response of the study sample due to the variables: academic qualification and years of experience. The researchers used the descriptive approach, and a questionnaire was designed and applied to a random sample of (37) primary school teachers affiliated with the central Riyadh office. The study yielded a number of results, including:

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- The responses of the study sample members towards the reality of school administration in light of the standards of strategic management in primary schools came in at a "moderate" degree.
- There are difficulties facing the application of strategic management in primary schools, the most important of which are the lack of support and incentives for school principals from the educational administration, and the difficulty of distributing time between administrative and technical tasks.
- There are no statistically significant differences between the average responses of the study sample items regarding the reality of school administration in light of the standards of strategic management in primary schools affiliated with the Riyadh city center office according to the variables (academic qualification, number of years of experience).

Chapter One: Introduction to the concept of varying intelligence and the theory of intelligences:

The field of education is witnessing a continuous development in educational methods and curricula, as teachers and educators seek to develop educational methods that are compatible with the diverse needs of students and respond to their individual differences. Among these developments, the concept of multiple intelligences has emerged as a revolutionary educational theory that highlights the diversity of mental and human abilities and reformulates the traditional understanding of intelligence. As a unified and specific ability

The concept of multiple intelligences linguistically:

Intelligence: The plural of intelligence, and it is derived from the verb smart, meaning increased acumen and cleverness
Intelligence in language: the ability to quickly understand and accurately perceive things (Ibn Manzur, Lisan al-Arab)

The concept of multiple intelligences in terms:

It is a concept developed by the American psychologist Howard Gardner in 1983, where he pointed out that intelligence is not a single ability measured through traditional tests such as IQ tests, but rather a group of diverse mental abilities that each individual possesses to varying degrees. Gardner rejects the idea that intelligence can be determined by... A single numerical result, and it is suggested instead that there are multiple types of intelligence, including linguistic intelligence, logical-mathematical intelligence, spatial intelligence, bodily-kinesthetic intelligence, musical intelligence, subjective personal intelligence, social intelligence, and natural intelligence (Gardner, 1983, Gardner, 1999).

Types of intelligence:

There are different and diverse types of intelligence, and among the most important of these types are the following:

1- Linguistic intelligence:

It is the ability to use language effectively to express thoughts, feelings, and convey information. This type of intelligence includes skills such as reading, writing, speaking, and listening. Individuals who possess high linguistic intelligence are distinguished by their ability to deal with words with flexibility and creativity, whether in formulating sentences, understanding texts, or influencing others through Language (Gardner, 1983)

The operational definition of linguistic intelligence:

It is a group of activities that include the components of linguistic intelligence, which are verbal understanding, verbal fluency, verbal fluency, verbal reasoning, expression, listening, preparing the child for reading, visual memory, and preparing the child for writing, which represents the content of the concept of linguistic intelligence and is measured by the score that the child obtains through the linguistic intelligence test. (Ali, Ali, 2019)

Linguistic intelligence is characterized by the ability to use language effectively to express ideas, convey information, and understand meanings. People who possess high linguistic intelligence are usually proficient in reading, writing, speaking, and listening, and have the ability to learn languages quickly and the ability to use words in an effective manner, whether in oral or written communication (Armstrong, 2009)

2- Logical-mathematical intelligence:

It is our ability to think logically and rationally and easily identify connections between things. People with mathematical intelligence are good at working with numbers, complex and abstract ideas, and scientific investigations. This includes analyzing problems logically, performing mathematical operations, and the ability to develop equations and proofs, perform calculations, and solve abstract problems (2024)

Logical intelligence is characterized by the ability to think logically and solve problems using mental processes. Individuals with high mathematical intelligence have a strong skill in dealing with numbers, patterns, and mathematical relationships, and this type of intelligence is clearly demonstrated in the ability to analyze problems logically, use scientific inferences, and perform complex calculations (Sternberg Goleman, Bloom, 2011, 2010, 1995)

3- Physical intelligence:

It is intelligence that expresses the ability to use all physical abilities skillfully in motor performance and in using and moving objects (Scientific Journal of Technology Sciences for Physical and Sports Activities, 2021)

It is the ability to manipulate objects and learn through movement and experimentation, as well as using physical skills and taking the mind with the body by coordinating body movements, as people who possess kinetic intelligence love mathematics and physical activities, as well as dancing, creative movements, and performing and acting in front of the audience (Akhmish, 2022).

Physical intelligence is characterized by the ability to control body movements and use them creatively, whether in artistic or sports performance. It also includes the ability to manually manipulate objects or machines in an artistic and creative manner (Kazar, Future University College)

4- Auditory intelligence:

It is the possession of high sensitivity to sounds and the ability to distinguish different sounds and musical pieces and be influenced by them (Visual-spatial intelligence, its importance, the characteristics of its possessors, and the most important ways of developing it, 2023)

Auditory intelligence is characterized by sensitivity to sounds, the ability to notice subtle differences in sounds and tones, the ability to imitate sounds and to accurately imitate rhythms and tones, and musical creativity by inventing new sound patterns and being influenced by music (Armstrong, Harris, 2009, 2016).

5- Visual intelligence:

It is what is known as image intelligence, which indicates the ability to understand visual dilemmas, solve them, form an accurate image, and change it mentally. People with this intelligence are characterized by a good memory that stores faces and places within it (Visual-spatial intelligence, its importance, the characteristics of its owners, and the most important ways of developing it, 2023)

It is characterized by the ability to visualize images, understand shapes, and analyze spatial relationships between things. Individuals who possess high visual intelligence have strong skills in thinking in three dimensions and dealing with visual information. They can easily visualize changes in shapes or locations, and they are often talented in the visual arts such as drawing, design, and engineering. Architectural (Hanson, Golden, 2010, 2013)

6- Social intelligence:

It is the ability to understand others and interact with them effectively, such as the ability to read the feelings and intentions of others, form social relationships successfully, and work within a team successfully. These individuals have excellent communication skills, the ability to deal with different personalities, and sensitivity to the feelings of others (Goleman, 2006).

7- Emotional intelligence:

It is the ability to recognize, understand, and manage personal emotions and the emotions of others in a positive way. This includes the ability to control emotions, show empathy, and interact appropriately with others. Emotional intelligence is considered an essential skill in building successful social relationships, managing tensions and conflicts effectively, and motivating oneself to achieve goals (Goleman, 1995).

Continuous and accurate evaluation through:

Setting clear evaluation criteria by defining educational objectives, such as improving performance in specific subjects or developing specific skills, defining performance measurement standards by measuring improvement in multiple intelligences, determining success indicators for each standard, and using various evaluation tools through formative evaluation by applying periodic tests and questionnaires to measure progress. Students develop each type of intelligence throughout the school year, and may include classroom observations by observing students' behavior and participation in classroom activities, observing students' work by analyzing homework assignments, projects, and presentations, creating mini-tests to measure understanding and progress, and employing continuous feedback by providing periodic feedback to students. about their performance, which helps them understand their strengths and weaknesses and work to improve them and encourage interaction between teachers and students to ensure continuous improvement in performance and the use of technology through the use of e-learning platforms to provide continuous assessments and enhance interaction and periodic analysis of data by collecting and analyzing data related to students' progress periodically and analyzing it to determine The effectiveness of the strategy used and modifying it if necessary to ensure continuous improvement and conducting periodic reviews by holding periodic meetings between teachers and the administration to review the results of the evaluations and modify the strategies according to the data extracted (Bloom, Sternberg, Marzano, Stubbs, 1971, 2011, 2003, 2015).

Develop targeted support programs

It is done by identifying students' needs through diagnostic tests, classroom observations, and academic reports. Through data analysis, the results of assessments are analyzed to identify common patterns among students who need specific support, such as poor reading or mathematics, or by designing customized educational programs by developing customized educational strategies based on the assessment. It includes educational activities and materials that target the specific weak points of each student, the use of differentiated education that takes into account the individual differences among students in the educational methods used, the provision of individual or group support, and the integration of educational technology to provide support in an interactive and attractive manner, and then monitoring the effectiveness of the programs through continuous evaluation, modification of the program and involvement. Interested parties such as parents, teachers, and providing professional training to teachers (Pederson, Tomlinson, Fisher, Marzano, Hargreaves, and Washon, 2004, 2001, 2014, 2009, 2002).

Collaboration with teachers and parents:

Continuous and effective communication through the use of multiple communication channels, such as email, educational and social applications, and holding periodic meetings to discuss students' progress and academic goals, which allows for the exchange of information and joint planning to support students (Epstein, 2018).

Providing feedback and building trust by providing regular feedback to parents about their children's progress and identifying areas that need improvement and building trust and transparency by encouraging open communication between teachers and

parents to enhance mutual trust and work in a team spirit (Henderson, Mapp, 2020)

Cooperation in developing educational plans through joint education planning with the cooperation of teachers and parents in developing individual educational plans that meet the needs of each individual student, focusing on strengths and weaknesses, addressing weaknesses, and using technology to share educational plans and follow up on their implementation by both teachers and parents (Weiss , bouffard, bridglall, Gordon, 2019)

Providing support and training by providing training to parents through workshops or training sessions to introduce them to the educational methods that they can use to support their children at home and teaching teachers by providing resources and training for teachers to enhance their skills in communicating with parents and involving them in the educational process (Hornby, 2021)

Use of technology in education:

Through blended learning, merging traditional education with digital tools that combine traditional classroom teaching with online education, this approach allows students to access educational resources such as educational videos, interactive exercises, and educational platforms, which enhances their understanding of the subject. It makes personalization in education through the use of adaptive learning platforms. Which allows educational content to be customized according to students' needs (Graham, 2019)

Online learning through online courses and virtual classrooms (Bates, 2020)

Game-based learning Stimulating learning through educational games and the use of educational platforms (Gee, 2021)

Personalized learning is the use of artificial intelligence to analyze students' performance and provide personalized educational recommendations for them (McCarthy, 2020)

Motivation and rewards in the educational process:

Motivation is one of the basic pillars of the educational process, as it works to push students towards achievement and achieving their academic goals. Motivating students can be achieved through many means, including providing rewards, whether material or moral. This topic deals with the types of motivation and rewards and how they affect the academic achievement of students, with emphasis. On how to apply it effectively in schools

Types of motivation:

Internal motivation is the intrinsic motivation that drives the student to learn regardless of external incentives. Internal motivation is represented by the desire for knowledge and curiosity. Al-Otaibi (2020) points out in his book Motivating Students Effective Educational Strategies that internal motivation is stronger and more sustainable than external motivation because it comes from within the student. The same thing encourages perseverance and continuity in learning without the need for material or external rewards

External motivation is related to factors such as providing material or moral rewards or social appreciation by teachers and peers. Al-Sheikh (2021) mentioned in writing about methods of motivation in education, theories and applications, that external motivation can be effective, but it is often short-term.

Types of rewards:

Material rewards include rewards such as gifts, money, or educational tools. These rewards are often motivating in the short term, but they lead to creating permanent expectations from students. Al-Dulaimi (2019) points out in writing about motivation in education between theory and practice, the necessity of directing the use of material rewards so that they are motivators. Temporary, it helps students achieve goals, but without it becoming the primary goal of learning

Moral rewards include verbal appreciation, such as public praise or certificates of appreciation. These rewards enhance self-confidence and encourage active participation in educational activities.

According to Al-Sheikh (2021), moral rewards are effective tools for enhancing students' internal motivation. They can contribute to improving relationships between students and teachers and enhancing an atmosphere of appreciation and respect within the classroom.

The effect of rewards on academic achievement:

Improving academic performance: Rewards enhance students' motivation to commit to learning and achieve higher performance. Al-Otaibi (2020) has proven that providing rewards based on achievement can significantly improve academic results, as it increases students' focus and motivates them to work harder.

Enhancing self-confidence: Rewards contribute to enhancing students' self-confidence, which prompts them to participate more in the educational process. Al-Dulaimi (2019) explains that moral appreciation has a long-term effect on improving students' self-esteem and positively affects their academic performance.

Challenges associated with rewards:

Excessive reliance on rewards Excessive reliance on rewards may lead to weak internal motivation among students, as students begin to focus on the rewards instead of learning itself. Al-Sheikh (2021) stated that using rewards excessively may lead to students relying on them to achieve goals instead of developing a desire to Subjective academic achievement

Imbalance in providing rewards. Some students may face a feeling of discrimination if rewards are distributed unequally or fairly. Al-Otaibi (2020) points out the importance of rewards being proportional to the effort made to ensure a comprehensive positive impact on all students and not creating an environment of unfairness.

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