**The impact of the use of mind maps traditional strategy and electronic on the development of achievement motivation and academic achievement in the subject of the principles of business management to students the first secondary trading.**

**Summary**

This current research aims at making use of the technology of Mind Maps (traditional and electronic) and using it to achieve the desired targets in teaching the subject of 'Basics of Business Management'. The research issue has been composed in the following main question:

What is the effect of using the strategy of traditional and electronic Mind Maps on the development of achievement motivation and academic attainment of the school subject 'Basics of Business Management' for 1st secondary Commerce students?

The following questions branch out from the main question:

1. What is the proposed strategy of Mind Maps used in teaching the school subject 'Basics of Business Management' for 1st Secondary Commerce students?

2. What is the effect of using electronic Mind Maps on the development of academic attainment of the school subject 'Basics of Business Management' for 1st Secondary Commerce students?

3. What is the effect of using traditional Mind Maps on the development of academic attainment of the school subject 'Basics of Business Management' for 1st Secondary Commerce students?

4. What is the effect of using electronic Mind Maps on the development of achievement motivation of the school subject 'Basics of Business Management' for 1st Secondary Commerce students?

5. What is the effect of using traditional Mind Maps on the development of achievement motivation of the school subject 'Basics of Business Management' for 1st Secondary Commerce students?

 Through discussing the research findings, we found out that there are some statistical differences in favour of the 'experimental' and 'comparative' groups in comparison with the control group both in academic attainment and achievement motivation. The findings also indicated the predominance of the 'experimental' group both in academic attainment and achievement motivation over the 'comparative' group.