

The Differences between Genders in Academic Perseverance, Motivations and Their Relation to Academic Achievement in the University of Tabuk

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ABSTRACT

This study aims at studying the differences between the different genders in academic perseverance and motivations and their relations to academic achievements for students in the University of Tabuk. The study used a research tool to study the academic perseverance and another tool to study the motivation. The study sample included 200 students from the university. (42) Students were excluded from the study sample because their questionnaire forms were not completed. Accordingly, the study sample included (158) students, divided into (66) males and (92) females. The study sample was selected randomly to represent the PYP students in the university and in the academic year 1439 – 1440 H. The results of the study presented statistical differences between the genders in the academic perseverance and no statistical differences between the genders in the motivation. The study also indicated that there are no statistical relation between the academic perseverance and motivation for male and females.

Keywords: Genders in Academic Perseverance, Motivations.

Introduction:

The Process of learning is the heart of the educational and the main goal that the academic system tries to achieve. Since learning is a psychological invisible process takes place as a result of the changes in the perceptive structure of students, it can be identified through the concept of achievement. Achievement is identified as the degree of acquirement that a person can obtain in certain academic subject or field (Hamdan and Alaam 2000).

Students in higher education vary in success and academic achievement in the light of their skills and abilities such as the motivation and academic perseverance. These variables are considered the main forces for the students' behaviors and their responses to the educational process and their academic behaviors like using their mental and physical abilities to achieve excellence and improve their academic level. Ahmad (2008) defines the achievement motive as the individual's desire to succeed and complete the daily tasks in time and in a satisfactory way. Mahmoud (2001) defines it as the increase in the students' ability to achieve the tasks in an excellent way and that leads to improve the academic achievement and achieve high levels in the academic field in addition to the satisfaction status.

Academic Perseverance is considered as one of the most effective forces in achieving success and accomplishment and in improving the level of the academic achievement. It is based on selecting the goals and plans, performing the academic tasks, overcoming the obstacles and using the energy and power in the learning process so that the individual can face the problems through developing ideas, beliefs, opinions and behaviors that lead to improve his achievement and activity (Esonis 2009).

This study came to highlight academic issues like the academic achievement for the students in the University of Tabuk and its relation to the variables of academic perseverance and motivation especially that there are many studies which tackled the subject of academic achievement and its relation to many variables like achievement and perseverance in different school stages. This study came to shed some light on the subject of academic achievement for the students of Tabuk University and its relation to the variables of academic perseverance and motivation. The problem of the study aims at answering the following questions:

Research Questions:

- 1- Are there any differences between the genders in academic perseverance and academic achievement?
- 2- Are there any differences between the genders in the motivation to academic achievement?
- 3- Are there any relation between the academic perseverance and motivation to academic achievement for the students?

The Study Importance:

The importance of this study lies in the fact that it presents a study to the academics and researchers in the field of the differences between genders in motivation and academic perseverance and their role in developing the positive directions in the educational process. It also encourages efforts and enables students to achieve advanced levels in achievement and success in which the student reaches a level of satisfaction and personal and social harmony. This will also lead students to learn in high spirit. In the light of what has been mentioned the importance of the study lies in the following facts:

- 1- Enrich the educational literature with a theoretical frame about academic achievements and motivation for university students.
- 2-The results of the study will help in further descriptive and experimental researches in this field.

Definitions:

Academic Achievement Motive: the self-indicating power of self-independence and the ability to do more realistic tasks to achieve success and improve the level of academic achievements. This motive can be measured according to the grades that the students achieve in Tabuk University after answering the Achievement Motive meter.

Academic Perseverance: the students' well to continue accomplishing academic missions, working hard to overcome obstacles and difficulties in order to achieve success. This motive is measured by the grades of the students in Tabuk University and their answers of the Academic Perseverance meter.

Academic accomplishment: refers to the level of knowledge and information that the student acquires or the skills that he develops through learning and studying academic subjects in the university. This motive is measured through the grades that the students achieve in university courses.

Study limits: the study only included the PYP students in Tabuk University in the city of Tabuk in the academic year 1439 – 1440H.

Literature Review:

Motivation Concept:

Henry Mawari – who was the first to deal with the need to accomplish or what was later known as the motivation drive – believes that the need to accomplish refers to the desire to accomplish things in a high level of independency and competency with others and the ability to win over them. The interest in the subject of motivation has increased in the light of the literature that McClelland and Watkinson presented in the middle of this century. They have managed to come with a new concept for the motivation drive as a potential ability in the personality that defines the individual's ability to reach a certain level of excellence (Al-Absi & Mokhaimer 2014). Lindsey and Fulker (1996) consider the motivation drive as one of the most important drives used in discovering the distinguished students' abilities in the light of the learning outcomes that provide targets for understanding, desire, knowledge and the ability to score high grades (Dawdeen and Jarwan 2012). Emran believes that the function of the motivation drive in developing the learning skills lies in three dimensions:

First: Enforcing the potential energy in the individual.

Second: The individual's response to a certain motive rather than the others.

Third: directing the individual's potentials to a certain target (Yousef 2008).

The motivation drive is considered one of the basic motives that have a direct relation to academic achievements for students through a group of indicators that highlight a motive toward success like enthusiasm, competition, and desire to achieve something. The motivation drive increase the energy that we use to do a certain activity and that enhances the efforts and leads to improve the performance and ability to achieve the personal goals (Saeeda 2013). In the light of the previous definitions the researcher can present a definition to the motivation drive as the personal energy which indicates the self-independence and the ability to do many realistic activities, tasks, and improving academic achievement.

Motivation Drive Characteristics:

Motivation drive has many characteristics that distinguish it like perseverance, orientation to future, ambition level, desire to appreciation, desire to perform, fear of failure, exam anxiety, and others. The motivation drive is the first motive in the individual's behavior and the human's behaviors are based on it (Abu Hadroos and Faraa 2010).

Dalia Yousef (2008) affirms in her study that the motivation drive is different according to different cultures and societies, and it is determined by the nature of the social harmony for students. It is connected positively with the social growth methods.

McClelland studies confirm that the achievement motive grows in cultures and families according to the parental growth style. Families that train their kids early to depend on themselves and improve their skills enhance their kids' abilities and their motivation drive. Other families which make their kids depend on their parents or separated families or families that suffered from the loss of one of the parents present kids with a low motivation drive. The motivation drive is affected also by the place of the kid within the family. The elder kid mostly has a better motivation drive. Veruv distinguishes between two kinds of motivation drives:

First: Self-motivation drive: refers to applying the inner and personal standards in the achievement situations.

Second: Social motivation drive: refers to the standards of others and is measured in the light of these standards. It usually starts in the primary school period (Khalifa 2012).

Stipek defines a point of view that is based on four assumptions. These assumptions enhance the academic achievement motive:

- 1- Motivation ability: individuals participate in tasks so as to improve their abilities in order to feel good after they achieve success.
- 2- Knowledge desire: individuals are curious by nature toward events, activities that are different from their expectations.
- 3- Self independence: people have instinctual need to decide their fate. They need to be part of activities that they choose to accomplish something.
- 4- The self-motive: some individuals participate in certain tasks even with the absence of outer motives because they know how to appreciate academic activities by themselves (Renchler 1992).

Atkinson that tendency to achieve success is different between individuals and it is also different within the individual in different situations. This motive is affected by three major factors when any individual performs a certain task:

First: Success motivation.

Second: Success possibilities.

Third: the success enforcing powers (Petri & Govern 2004).

In the light of what has been mentioned, the researcher summarizes the achievement motives as the following:

- 1- Achievement motive is the first motive of behavior.
- 2- Achievement motive grows on cultures and families in the light of parental care of children during growth.

- 3- Achievement motive is based on the social growth methods.
- 4- The existence of enhancers for this motive like efficiency, knowledge desire, self-independence.
- 5- This motive highly affects achieving success.

Academic Perseverance:

Zamzami clarifies the fact of perseverance as one of the basic characteristics in the individual's behavior and it also refers to ability to continue efforts and determination to achieve high levels of achievements in the face of the obstacles, dullness and exhaustion that face individuals (2012).

Self-ability is one of the most important basics of academic perseverance. It refers to the individual's ability to perform certain tasks successfully. It also refers to the continuation of a certain effort to accomplish certain goals. Self-ability and perseverance are indications of academic success and self-independence in order to achieve a certain task despite the obstacles. The individual can develop this motive through hard working in performing tasks (Thomas & Weible 2005).

The researcher defines academic perseverance as the student's desire to continue in achieving academic tasks, working hard and overcoming obstacles to achieve success and improving academic levels.

Personal Characteristics of Academic Perseverance:

Costa believes that the personality of those who have academic perseverance has a group of characteristics like continue doing a certain task till it finish, not giving up easily in front of obstacles and difficulties, the ability to analyze problems and building strategies to tackle these problems, using certain strategies to solve problems, gathering evidences to ensuring the success of the used strategy, using new strategies, knowing all the details of the tasks, knowing what should be done in a certain task, determination, not giving up after failing in a certain task, continue doing a certain job till achieving it successfully and following the decided plan till success (2012).

The level of academic perseverance in achieving goals varies between students. This difference is based on the students' realization and abilities. Academic perseverance is also considered as one of the academic achievement standards. Students vary here in their determination, in overcoming the difficulties and pressures, in the academic achievements, in the ambition to overcome all the difficulties and pressures, and in their well to achieve success and continue learning (Abdulsalam 2002).

Al-Aswad confirms that the university – as one of any society constituents – plays an active role in the social and educational roles in society, in building the society's

abilities, empowering the well to success, and in academic perseverance and academic ambition (2009).

In the light of what has been mentioned, the researcher summarizes the effective elements of the person who aspires to achieve academic perseverance:

- 1- Determination, the ability to not be affected by others and the strong will.
- 2- The level of realization for the individual's abilities, potentials and the positive view of life.
- 3- The university as one of the essential constituents of society plays an active role in developing students' abilities and their well in academic perseverance.

Previous Studies:

Studies about the differences between genders in the Achievement Motive and the academic achievement.

Al-Fahel study aimed at studying the achievement motive the distinguished and average students from the different genders in the first secondary class. It also aimed at recognizing the differences between them. The study sample included (60) students. The results of the study included statistical differences between the averages of the grades for the distinguished students according to the achievement motive in favor of the distinguished students. The results also indicated no statistical differences between the grades of the average male students in academic achievements and average female students according to the achievement motive. There are also statistical differences between the grade averages of the distinguished and average female students (2000).

The study of Alwan and Attiat aimed at studying the relationship between the inner academic motive and academic achievements for a sample of students in the tenth grade in the city of Ma'an in Jordan. The study sample included (111) female and male students, (62) male and female distinguished students, (49) low average students. The inner developed academic motive meter of Lepper (2005) was used. This meter includes three dimensions which are the challenge preference, the knowledge desire and the independent perfection desire. The study results revealed statistical relation between the inner motive and the academic achievement for students. The study results also revealed statistical differences between the distinguished students and the low average students in favor of students with inner motive. The study had not revealed any differences between male and female students in the inner motive. In addition to what has been mentioned the study also revealed that the results of the students can be predicted through knowing their inner motive (2010).

Gota study aimed at recognizing the effect of parental methods, academic efficiency and academic motives on the academic achievement of the students in Ethiopia University. The research used a tool to study the data which are related to the demographic, parental, self-academic motive and academic achievement motive. The study sample included (2116) female and male students, (763) female and (1353) male students. The students were selected randomly from Addis Ababa University, Cottebe Teachers College and Sodo State University in Ethiopia. The academic results of the students in the second semester of the academic year 2008/2009 were collected and analyzed. The results of the study showed that the parental authority was the highest familial and parental method used in Ethiopia despite the differences in the used parental methods in the late adolescence stage. The study also indicated that parental and familial methods have an important role in the academic efficiency, the academic motive and the academic achievements of the students. The students who believed that the parental authority had effect on academic achievement believed that the effect was positive on the academic achievement level for male and female students (2010).

Al -Taj study aimed at recognizing the relation between the achievement motive and the academic achievement for students in the Faculty of Education in Sudan University for Science and Technology. The researcher used the descriptive method and the study sample included (100) male and female students. The sample included (42) male and (58) female students in the second, third and fourth academic years. The sample was selected randomly and the researcher used the achievement motive meter to collect data in addition to the results of the students in the academic year (2012 – 2013). The researcher also used the SPSS application to analyze the data through using the T.Test for the samples in addition to Pearson Test for the relations. In addition to these methods the researcher used the Anova Test for analyses to study the differences. The results of the study showed that the achievement motive is high for the student of the faculty of education in Sudan University for Science and Technology. There are also no statistical relation between the achievement motive and the academic achievements of the students. There are no statistical differences in the achievement motive for the students and there are no statistical differences in the achievement motive of the students which are related to the academic level of the students in the second year. In the light of these results the researcher came out with a group of recommendations and suggestions.

Studies about the differences between Genders in Academic Perseverance and Academic Achievements

Al-Aswad study aimed at studying the role of the university in developing the academic ambition of the students toward excellence and inspecting the essential differences which are related to the variables of university, gender, academic level and academic major. The study sample included (272) male and female students from Al-Azhar University and Jerusalem Open University in Gaza. The researcher used a questionnaire about the role of the university in developing the academic ambition of the students toward academic excellence. The results of the study indicated the role of the university in developing the academic ambition of its students had a relative weight of about (67.078%). The study also found some statistical differences in the role of the university in developing the academic ambition of its students toward excellence in favor of Al-Azhar University. There are also some statistical differences in the academic harmony for the two genders in favor of females. The study also confirmed the inexistence of any statistical differences for the role of the university in developing the academic ambition for the students toward excellence according to the following variables: the academic level and the academic major (2004).

Al-Alawneh and Abu-Ghazal study aimed at identifying the relation between the school fairness and the self-academic activity which is considered one of the variables resulted from the perseverance of the students in primary schools in the city of Irbid. The study sample included (591) male and female students from the fourth, seventh, and ninth grades. The results indicated the existence of statistical differences between the levels of self-academic motivation for the students that are related to the variables of gender in favor of female students and in the academic level and in favor of the ninth and seventh grades (2010).

Studies about the Achievement Motive and the Academic Perseverance

The study of Thomas and Weible aimed at studying the statistical differences in the achievement, perseverance, and ability to adjust motives and their influence on the academic achievement between two groups of male African American Students (distinguished – weak). The study used the interview tool to collect data. The study sample included the African American male students (distinguished – weak) in the secondary stage in public schools. The study tested three hypotheses: (1) The inexistence of statistical differences in the average levels and in the achievement motive between the two groups of the students in academic achievement. (2) The inexistence of statistical differences in the average levels between the two groups of the students in the academic achievements. (3) The inexistence of statistical

differences in the levels of the academic adaptation between the two groups of the students in the academic achievement. The study used the (T) test and differences analysis in interviews to reach the results. The results showed that there are no statistical differences in the motives of perseverance, and the ability to adopt for the African American male students in the high schools. These results are based on a group of factors such as: (1) The parental continuous role. (2) The limits and discipline. (3) Love, support, and communication with the kids. (4) The solitude and the society's' financial status. The study recommended doing further studies about the levels of the achievement, perseverance, and ability motives and the ability of academic adaptation for the different levels of students (distinguished – average – low) for females and males and in the rural and civilized areas.

Comments on Studies:

After studying the previous studies the researcher found the following:

1- The studies of both (Al-Fahel1999), (Alwan 2010), (Jute 2012) and (Al-Taj 2014) discussed the differences between the two genders in the relation motive with the academic achievement. Al-Fahel study indicated that there are differences between the genders in favor of females and in the study of Jute the motive was positive in the level of academic achievement. Alwan study, on the other side, indicated that there are no statistical differences according to the gender factor.

2- (Al-Aswad 2009) and (Alawaneh 2010) studies discussed the differences between genders in the academic perseverance relation with academic achievement. Al-Aswad study indicated that there are differences between genders in the academic perseverance toward academic excellence - (High academic achievement) for females. Alawneh study discussed the academic justice including the academic results and their relation to academic perseverance between the different genders. The differences in academic perseverance were in favor of the females.

3- Thomas & Weible study (2005) discussed the relation of the motive and academic perseverance with the academic achievements for the African American students. The study revealed that that there is a relation between the students with low academic achievements and students with high academic achievement. The study indicated that there are no statistical differences in ability, perseverance and ability of the African America distinguished male students and it did not discuss the differences between the genders.

The Research Methodology:

The study followed the descriptive study which is based on using the perseverance and achievement motives of Dr. Farooq Abdelfattah Moussa.

The Study Sample

The study community included the PYP students of Tabuk University in the city of Tabuk. The study included (5576) students in the academic year 1439 – 1440 H. The study sample included (200) students, (42) male and female students were excluded because their questionnaire was not completed. Accordingly, the sample became (158) students divided into (66) male and (92) female. The sample was chosen randomly to represent the students of the PYP in Tabuk University in the academic year 1439 – 1440 H.

The Study Tools

The study applied Dr. Farooq's Abdelfattah Moussa achievement and perseverance academic motives of the undergraduate studies in the Egyptian environment on a pilot sample included (50) PYP students in Tabuk University. Validity and stability were taken as measurement standards. The validity of this tool to be applied on the Saudi environment was confirmed. The validity and stability values of the research are in the following section:

First: Stability Measurement:

1- Stability coefficient in Alpha Cronbach.

Second: Validity Measurement:

1- Internal Consistency Validity.

First: Stability:

Alpha Cronbach coefficient.

The researcher studied the Alpha coefficient for the total result and for the sub dimensions of the standard. It is a general formula includes all the other formulas for studying stability (Safwat & Farag 2012). The results included the following:

Table (5-2) Alpha Stability Coefficient for Academic Perseverance and Achievement Motive.

N	Value	Quantity	A. S. C
1-	Academic Perseverance	20	0,724
2-	Achievement Motive	28	0,808

Second: Internal Consistency Validity:

The internal consistency is one of the methods to count the validity of the structure. The internal consistency for a certain test can be counted through the relation of this term with the total grade of the test (Safwat & Faraj 2012).

N	Value	Quantity	Correlation Coefficient
1.	Academic Perseverance	20	880,0: 0,541
2.	Achievement Coefficient	28	0,33: 0,717

* Indicative at: 0, 01

Results:

First: The differences between the two genders in academic perseverance or the achievement motive in academic results.

- 1- There are statistical differences between the two genders in academic perseverance in academic achievements.
- 2- There are no statistical differences between the genders in the achievement motive for academic achievement.

The Differences between the two kinds in relation to the Study variables

Sample Variable	Male N=66		Female N=92		(T)	Referent Level
	M	P	M	P		
Academic Perseverance	50.44	2.808	48.94	3.706	,2776	Referent
Achievement Motive	59.66	11.677	58.47	9.474	,711	Non – Referent

Accordingly, we can notice that there are differences between the two genders in academic perseverance indicative in 0,05 and the indicative is in the direction of males.

Second: there is no relation between the academic perseverance and the academic motive with the academic results for both males and females.

Linear correlation factors for Pearson between the academic perseverance, achievement motives and academic achievement for students (male – female).

Variables	Academic Achievement for Males	Academic Achievement for females
Academic Perseverance	-090-	-126-
Achievement motive	007	-085-

The table indicates that there is no significant correlation between academic perseverance and achievement motive with academic results (males-females).

Through answering the first, second and third questions we find the following:

- 1- The study agreed in the result of the first question with all of the following studies: (Al-Aswad 2009) and (Alawneh 2010). The study discussed the differences between

genders in relation to academic perseverance and academic achievement toward the academic perseverance (high academic results) in favor of females. The study also presented this difference in favor of females and might be related to the fact that this study took place in KSA where there is no mixing between the genders in the classrooms through which they can complete together.

2- The results of the study in the second question agreed with Alwan study. It indicated that there are no differences between males and females in the achievement motive. Al-Taj study mentioned that there are no statistical differences related to the gender variable.

3- The results of this study agreed in the third question with the study of Thomas & Weible (2005). It discussed the relation of the achievement motive with academic perseverance and their relation to academic achievement for African American students. The study revealed the relation between low achievers and high achievers. It mentioned that there is no statistical indicator in the motive, perseverance, ability motives for the distinguished African American students in schools.

Study Recommendations

In the light of the research results, the researcher found the existence of differences in academic perseverance between the genders. The studies agreed with the previous studies and the researcher recommends studying the academic missions that distinguish genders, academic obstacles, for the two genders through the educational program which help the two genders in improving the academic perseverance for them.

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