

THE IMPACT OF LEARNING MOTIVATION STRATEGY ON THE ACADEMIC ACHIEVEMENT OF THE SOUTHERN GHOR DISTRICT STUDENTS IN ENGLISH LANGUAGE

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ABSTRACT: *This study aims at identifying the impact of learning motivation strategy on the academic achievement of the Southern Ghor District students in English language as well as the response of the Southern Ghor students to new and unfamiliar learning strategies and the identification of the Southern Ghor district teachers use of modern learning strategies. The population of the study was represented by the secondary stage students of the Southern Ghor district where a random sample of (50) students was chosen from that population. Of the most important results produced by the study was the existence of statistically significant effect of using learning motivation strategies on the academic achievement of the students. The study presented several recommendations most importantly holding educational training courses for the secondary stage teachers explaining the significance of learning motivation and ways of stimulating their students for learning through the available strategies which fit in the surrounding environment of their schools.*

KEYWORDS: Learning, Motivation Strategy, Academic Achievement, Southern Ghor District, Students, English Language

INTRODUCTION

Undoubtedly, learning is the real touchstone and main purpose of all the educational processes related to the learner at schools, institutions or universities. The major expectation of the educational actions is to achieve changes in the learner's behavior on the cognitive, emotional and sensual levels. Notably, most modern curricula sought to transform the role of the learner from being a knowledge receiver to become an organized methodological learner through their own efforts, and this is the strategic learning which is based on training the students by using a set of mental skills that teach them how to learn, think, search for information and control the learning process. (Douqa, 2010).

Thus, modern education is restricted in teaching the learner the mechanism of using learning strategies and skills as well as the knowledge they get in order to produce a cluster of methods, means, procedures and skills to accomplish the teacher's process. (Abdullatif, 2009). Through searching and investigating, we find that learning motivation strategy is of the most important strategies that have positive effect on the learner's academic outcome as educationalists believe that learning would not occur unless the learner had internal provocative power for this educational action which is called motivation (Al-Bakri, 2007).

Based on the aforementioned, this study has come to search the impact of learning motivation strategy on the academic achievement of school students in English language.

The significance of motivation appears in the process of raising or degrading the level of academic achievement of the students of different categories as this effect depends on the nature of the teaching strategies followed in the educational process. (Ghbari, 2008). Hence, this study has come to identify the impact of learning motivation strategy in improving or reducing the level of academic achievement of the Southern Ghor district students in English language.

As for the questions of the study that we will attempt to answer, they are as follows:

- 1- What is the concept of motivation among students?
- 2- Is there an effect of learning motivation strategy on the level of academic achievement of students?
- 3- Recognizing the relationship of motivation with learning.

Objectives of the Study:

This study is seeking to realize the following objectives:

- 1- Identifying the effect of following strategies which stimulate the students' motivation towards learning.
- 2- The extent of which the teachers of the Southern Ghor district use modern learning strategies.
- 3- The extent to which the students of the Southern Ghor district respond to new unfamiliar learning strategies.

Importance of the Study:

The study is attempting to reveal the relationship between motivation, learning strategies and academic achievement of the male students of the Southern Ghor region in English language and to highlight the role of learning strategies in helping teachers to provoke different levels of motivation among students. This study is also a practical addition to the theme of learning motivation being one of the basic provisions of the learning process.

Terminology of the Study:

- 1- Motivation: A general term that includes the incentives, stimulants and motives that could be internal or external, innate or acquired or conscious or unconscious. It is also an internal or external situation of the organism which moves human behavior towards the realization of a goal or certain purpose and acts to maintain the behavior to achieve the desired objective. (Nawwaf, 2008).

In our present study, the following procedural definition will be adopted:

Learning motivation refers to the score achieved by the learner on the learning motivation scale.

- 2- Learning strategies: It is the working method followed by the learner by determining some system on a relatively long run to realize the expected objectives and solve the educational problems that might be encountered. They can also be defined as the set of method, plans and procedures placed and followed by the learner to acquire knowledge and facilitate the learning process to be accomplished in the least possible time and effort. (Nawwaf, 2008).

3- Academic achievement: allam Saleh (2000) defines academic achievement as the acquirement degree achieved by the individual in a specific subject or certain educational field or the level of success they achieve in that subject.

THE THEORETICAL FRAMEWORK:

The concept of learning motivation:

Motivation, as a term, can be referred to the Hemostasis model (rebalance) which is known as the harmonious psychological processes which are mostly organically static and are the outcome of the underlying attraction force interaction between the benefits received by the individual and the expectation degree in achieving those benefits as performance development (Nawwaf, 2008). The term motivation also refers to the set of internal and external circumstances that move the individual for recovering the balance which is disturbed as this concept refers to internal wishes (Katami & Adas, 2002). From the aforementioned, we conclude that motivation is the most important internal condition and motor that moves the individual and plays the main role in retrieving the internal balance of the individual in case of any disorder.

Types of motives:

1- According to type:

a) Primary motives: They are the innate motives related to the physiological organic aspect of the individual like the need for food and air.

b) Secondary motives: They are the learned and acquired motives which change during the process of social learning and internalization to which the individual is exposed in different aspects of life.

2- According to source:

a) Internal motives: They come from inside the individual through the internal energy and guidance which could be the reason for doing something out of the personal desire of the individual.

b) External motives: Those which stem from external energy sources which guide the individual's performance and urge to working for others and not just for ourselves. (Kumasha, 2100).

The relationship of motivation with learning factors:

Most psychologists agree on the effective role of motivation in stirring and directing the human conduct in general and learning and academic achievement in particular. Motivation is of the subjects related to modern learning as it has direct influence in attention, recognition, imagination, recalling, thinking and innovation. In addition, it is connected to learning and affects it and is affected by it. It is a basic factor for learning and achievement. And the higher motivation was, the more increased and improved performance and energy were, but when motivation is low, learning and performance decline. (Ben Yusef, 2008). Guiding conduct is one of the tasks of motivation, and since learning is a relative fixed change in the behavior which results from experience, motivation performs the task of directing behavior in different educational aspects. (Al-Azbawi, 2008). I believe that motivation provokes and directs many behaviors related to learning like attention, concentration, effort, placing targets, imitating models, expectations and learning.

METHOD AND PROCEDURES

The study population and sample: The study population consisted of the male students in the Southern Ghor district in the Hashemite Kingdom of Jordan counting (284) while the sample consisted of (50) students of the first secondary grade in the Southern Ghor district.

The study tool:

The researcher prepared a special tool for the purposes of this study and which is a questionnaire which consisted of (20) clauses that included some of the learning motivation strategy aspects after viewing an adequate number of literature, studies and researches which handled the subject of learning motivation (Douqa, 2010; Al-Azbawi, 2008; Ben Yusef, 2008, Kumasha, 2011).

Statistical treatment:

The data of this study was treated according to the following methods:

- 1- Using Chronbach's Alpha coefficient to determine the reliability of the tool.
- 2- Arithmetic means and standard deviations.
- 3- One sample T-test.

The Arbitrators Validity:

The study tool, in its initial form, was offered to a number of the teaching board members at the faculty of educational sciences at Jordan University. The tool contained Twenty-five item of the methods of increasing learning motivation, after reviewing the opinions of the arbitrators who were eight, the modification was arranged according to the remarks bringing the tool to its final form of Twenty item .

Reliability of the study tool:

The researcher used the internal consistency reliability coefficient (split – half) to find and correct the study tool through Spearman – Brown equation, and the following table indicates the values of split – half reliability and the corrected reliability.

The half reliability coefficient in this study reached at (0.83) while the corrected reliability coefficient was (0.93) which is an acceptable rate in this type of humanistic studies. See table No. (1).

Table No. (1)

The study tool reliability coefficient

| Split-half reliability | Corrected Split-half reliability |
|-------------------------------|---|
| 0.87 | 0.93 |

Data analysis and testing study hypotheses:

First main hypothesis: There is no statistically significant effect at ($\alpha=0.05$) for learning motivation strategy on the level of academic achievement of the first secondary students in English language.

Table No. (4)**The arithmetic means, standard deviations and T-value of the study sample members responses to the study tool**

| Learning motivation strategy and academic achievement of the first secondary students in English language | Arithmetic mean | Standard deviation | df | T-value | sig |
|---|-----------------|--------------------|----|---------|-------|
| | 72.6 | 1.072 | 49 | 4.325 | 0.000 |

The former table reveals a statistically significant effect at Alpha (0.05) for the learning motivation strategy on the level of academic achievement of the first secondary students in English language where the value of the calculated significance level was less than the value of the significance level Alpha (0.05) and consequently the acceptance of the alternative hypothesis and the rejection of the null hypothesis, and the arithmetic mean which reached at (72.6) indicates the strength and positivity of the relationship.

The Study results:

- 1- There is an effect of the learning motivation strategy on the level of academic achievement of the first secondary students in English language.
- 2- The teachers of the Southern Ghor district resort to using modern learning strategies continuously, and this indicates their high teaching competency in their attempt to raise the learning motivation of their students.
- 3- The Southern Ghor district students respond to new and unfamiliar learning strategies, and this is clear in their responses to the study tool clauses and their high academic achievement level.

RECOMMENDATIONS

- 1- Circulating this study on the different educational institutions in Jordan to urge the teachers to follow modern learning strategies to elevate the learning motivation of the students especially the secondary stage students.
- 2- Holding training and educational courses for the secondary stage teachers to clarify the importance of learning motivation and how to provoke the learning motivation of their students through the available strategies that cope with the surrounding environment of their schools.
- 3- Conducting more studies and researches about learning motivation and generalizing the results through the Jordanian Ministry of Education.

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APPENDIX

The Impact of Learning Motivation Strategy on the Academic Achievement of the Southern Ghor District Students in English Language

Dear student;

In order to accomplish a study about the relationship of academic achievement with learning motivation among the secondary stage students in the Southern Ghor district, we offer you a cluster of questions which we ask you to answer faithfully and objectively considering that there is no right or wrong answer but the one that expresses your mind.

Instructions:

- Put (×) mark against the answer that expresses you.
- Do not leave any clause without answer.
- Do not give more than one answer to one clause.

We promise that this data is confidential and only for the purpose of scientific research.

| No | Clause | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|----|---|----------------|-------|---------|----------|-------------------|
| 1 | I feel happy when I am at school | | | | | |
| 2 | I prefer doing school work within groups of colleagues to doing it by myself. | | | | | |
| 3 | My interest in some school subjects makes me neglect what goes around me. | | | | | |
| 4 | I enjoy the new ideas I learn at school | | | | | |
| 5 | I like performing my duties at school irrespective of the results | | | | | |
| 6 | I face the educational situations with full responsibility | | | | | |
| 7 | I like to be accepted by my peers at school | | | | | |
| 8 | I do not approve removing penalties off school students notwithstanding the reasons. | | | | | |
| 9 | I feel restless when performing school assignments that require working with my classmates at school. | | | | | |
| 10 | I sometimes feel indifferent concerning the performance of school assignments. | | | | | |
| 11 | I feel satisfied when I develop my academic information and skills | | | | | |
| 12 | I prefer the teacher to give us hard questions that need thinking. | | | | | |
| 13 | I would rather give attention to school subjects than anything else. | | | | | |
| 14 | I am keen on complying with the behavior required by the school | | | | | |
| 15 | I would be happy to see students rewarded according to the exerted efforts | | | | | |
| 16 | I often feel that my contribution in performing new activities at school is declining. | | | | | |
| 17 | I feel that adhering school regulations creates a comfortable studying atmosphere. | | | | | |
| 18 | I have a strong desire to inquire about subjects at school. | | | | | |
| 19 | Working with schoolmates enabled me to get higher scores. | | | | | |
| 20 | My cooperation with my classmates in doing school assignments is of benefit to me. | | | | | |