

## Behavioral Motivation of Tafila Technical University Students

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### Abstract

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The study aimed to know the motives to the behavior if students of Tafila technical university. And if there is an impact on the gender and major in the motives of the students' behaviors and choose a random sample that reached (284) including (136) male and (148) female. The results have shown that the motives of the university students' behaviors are curiosity motive and power and order. And the motives for university male students' behaviors are curiosity, power, and order. And the university female students' motives for behavior are social estate, honor and independency. And the study recommended for doing more researches in future.

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**Keywords:** motivation students, Humanity Faculty, Gender, Scientific Faculty.

### Introduction

The revolution of modern technology emphasized on the necessity for students to have certain level of motivation, of which participating in the educational process successfully, therefore, they want to achieve their life goals. And since a long time the psychiatrists aspired to discover what moves the individual to focus on their energies that drives their behaviors. Reiss has pointed out that what drives an individual is the desires of which is conducted by a set of goals that orient the individual's behavior. (Reiss, 2000) Where Maslow pointed out that what drives the behavior of an individual is the set of needs of which are set in the shape of a pyramid. And the lack of need is what drives the individual's behavior. (Lunenburg & Ornstein, 2004)

Rogers said that what the individual aims at to profit from ones abilities is the maximum capacity possible. The theory of cognitive dissonance Fisteringer focuses on the belief and attitude and the ideas, and it connects between the individual's behavior and the ideas of which they behold, where the knowledge building and what it contains knowledge and ideas to create sources of energy that orients the behavior of an individual. Whereas the theory of attribution pointed out that the reasons behind the behavioral results of individuals are considered as the energy that orients that behavior. (Pintrich & Schunk, 1996). Whereas the theory of social learning of Pandora pointed that the importance of the module of which the learning is through observation, and the process of learning is done by the Pandora module through observation and obtaining the memory, and after that the individual comes up with the behavior then they get the feedback which could be negative or positive. (Petri, 1996)

And since a long time the psychiatrists wanted to understand the motivation behind the instinct and building the theory of instincts, where the instinctual behavior is inherited, for example the fear of animals is a fatal behavior and not gained. And Miedogal believed that the instinct is a necessity of behavior and without it the individual becomes negative unmotivated to do anything. (Sternberc, 1998) And when the motivation was studied many psychiatrists by explaining the some of the individual's behaviors like why do some people do drugs? Or how to drive an individual to work harder? Or why are some individuals' behaviors known as creative? And these kind of differences in individual's behavior is what needs explanation that depends on the motivation of the individuals that is wanted to influence it to change for the best. (Beck, 2000). And after the care and trust, one of the important things is improving the level of motivation. (Driscoll, 1994).

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And the change in the definition of self and self-esteem is a necessity to improve the social identity of an individual. And the failure makes the individual drives the individual feels sad towards one's self and they get the results of their behavior from the feedback they get from their friends.(Berk,199)

The motivations is considered the main reason to encourage the students to participate in physical activities regularly.( Kim,Cardnal,Yun,2015). And in order for the efforts that had been given to be more effective the in raising motivation the student must depend on all the psychological modules that raise motivation of the human behavior, like the theory of social learning and the theory of cognitive and the theory of self-efficiency pointed out.

And the achievement is effected with the emotional reactions of students and self-regulations of the educational process and what the students have in motivation. (Carolina, Lucia, Rossana, 2014) And the way the students aim to learn a specific skill and what the student believes about the learning mission, in addition to the educational objectives and motivation, all are considered as important factors to academic achievements (Richard, Peterson,2017)

Therefore, this study is considered one of the important studies that are important to make, in our environment so we can identify the main moving motives of the students' behavior to help them to raise motives the build motivations of achievements and accomplishing goals that are important in life.

### **Previous studies:**

Reiss (2000) has made a study that aimed to know the motives that motivate people in religion. The study was made on a sample that reached (558). On which the study results has pointed to that tightly holding on to the religion works on increasing the individual motivation in honor, family, and decreases revenge and in depended motives.

Al-Kfaween & Al-abdalat (2009) has made a study on a sample that reached (213) males and females from students in the Tafila Technical University, which aimed to know the level of students motivations and if there is a difference in the level of motivation depending on the gender. The study results have shown that the level of motivation was in the middle of the scale. And quietness motivation for females was higher than males, and that the relationship motivations for males were higher than females.

And Al- Kfaween (2003) has made a study to know the impact of the teaching-learning program in changing the level of desires to students of the 10th grade. The study sample has reached (108) including (54) males and (54) females. The results of the study has shown that the program impacted in changing the level of desires. Males have exceeded on females in the desire of authority, and that females have shown the desire of independence and desiring a family.

Reiss, Witz, Sherman (2001) have made a study on a sample that reached (415) student including (260) male ,and (155) female from the University of Ohio. The study results have shown that the number of physical games that the student is participating in, connects negatively with the desire of curiosity and positively with the desire of power, family and social relationship.

Hellgren & stina (2017) have made a study in which the sample has reached (388) student of (18) different semesters of a primary school which aimed to know how to reverse the real experiences that impact the social motivation of the students and their values and beliefs and their attitudes towards education. And the results has indicated that the real experiences can impact on the motivation of education in the teenage stage.

And Suzuki , Nishimura & Sun (2015) has studied the relationship between the academic motivation and the imagination of students to the value of exams. The study sample has reached (2730) students of (76) different semesters from 5 schools. The study results has indicated that students who gave exams a value of that it is a way to evaluate their understanding and improve learning lead to increase their self-motives. The results has shown that adjusting the students' imagination of exams might keep or improve their self-motivation.

And the study of Froiland , Mayor , Herlevi (2015) has a study sample that reached (178) student and a Reiss scale for motivation was used. The study results have indicated that the curiosity motives are related to achievement, and the family motive related negatively with the achievement. And the curiosity motives for males were higher than females, and the family motives for them were less than females. And in a study of Gill, Kansal (2016) it's goal was to know the beliefs of motivation for secondary school students and study the differences between both genders. And study the relationship between motivation beliefs and academic achievements.

The study sample reached (1200) student. The study sample has shown that there are no significant differences between low achievers and high ones. And between males and females in different motivation beliefs' dimensions.

**Study questions:**

The study aimed to answer these following questions:

- What are the motives that drive the behavior of the students in the University of Tafilah?
- What are the motives that drive the behavior of Tafilah University female and male student?
- What are the motives that drive the behavior of different faculties' students in Tafilah University?

What are the motivations that drive the behavior of the students of Tafila University according to the variables (gender, faculty)?

**Method:**

**The society and sample the study**

The society of the study consisted of all the students of Tafilah Technical University, and a sample of students that consisted of (284) students were chosen randomly for the study, where (136) where male students and (148) where female students.

**The tool of the study**

The Reiss Profile of fundamental goals and motivational sensitivities was used after modification and developing so it could suit the Jordanian environment by Al-Kfaween (2003), where in the original form of the scale it consisted of (128) sentences distributed among 16 main psychological human desires. And the scale consisted in its modified image for the Jordanian environment of (75) sentences distributed to 11 psychological human motivation desires.

**Result**

To know the result of the Motivation driving behavior of the students of the university have been calculated the mean and standard deviation, Table (1) shows that

**Table (1): means and stand deviation for members of the group sample**

motives	Stan Deviation	Means	N
Curiosity	12.921	67.941	284
Power	11.514	67.241	284
Order	9.961	65.977	284
independence	19.203	62.148	284
Honor	14.853	61.694	284
Status	19.091	60.490	284
Tranquility	20.673	59.116	284
Idealism	21.802	59.038	284
Family	16.408	51.526	284
Eating	32.193	51.438	284
Social Contact	34.641	50.721	284

To answer to the second question what is the motivations to university students' behavior depending on gender variable the means and stand deviations' where calculated and table 2 shows that:

**Table 2 means and stand deviations of sample members depending on gender variable**

Motives	Gender	Stan Deviation	Means	N
Curiosity	Male	10.694	71.604	136
	Female	13.877	64.575	148
Power	Male	9.046	70.779	136
	Female	12.564	63.989	148
Order	Male	9.9703	66.636	136
	Female	9.947	65.371	148
Independence	Male	23.643	55.678	136
	Female	11.056	68.093	148
Honor	Male	16.656	54.389	136
	Female	8.673	68.407	148
Status	Male	22.283	51.716	136
	Female	10.439	68.553	148
Tranquility	Male	25.383	49.700	136
	Female	8.580	67.768	148
Idealism	Male	27.529	49.878	136
	Female	8.374	67.455	148
Family	Male	18.979	43.732	136
	Female	8.925	58.687	148
Eating	Male	38.486	34.161	136
	Female	10.249	67.314	148
Social Contact	Male	41.409	32.072	136
	Female	10.868	67.857	148

To answer to the question of what are the motives to university students' behaviors depending on faculty variable, the means and stand deviations where calculated and table number 3 shows that:

**Table 3: means and stand deviations' to sample members depending on faculty variable**

Motives	Specialization	N	Stan Deviation	Means
Curiosity	Scientific	133	11.103	72.073
	Humanity	151	13.343	64.302
Power	Scientific	133	9.792	70.565
	Humanity	151	12.138	64.312
Order	Scientific	133	9.952	66.635
	Humanity	151	9.965	65.397
Independence	Scientific	133	24.537	55.514
	Humanity	151	9.616	67.991
Honor	Scientific	133	17.571	54.591
	Humanity	151	7.772	67.951
Status	Scientific	133	22.209	51.285
	Humanity	151	10.593	68.598
Tranquility	Scientific	133	25.518	49.150
	Humanity	151	8.223	67.893
Idealism	Scientific	133	27.318	48.830
	Humanity	151	8.145	68.028
Family	Scientific	133	19.139	43.752
	Humanity	151	8.925	58.687
Eating	Scientific	133	38.486	32.863
	Humanity	151	9.1278	67.798
Social Contact	Scientific	133	41.263	30.970
	Humanity	151	10.733	68.117

Answer to the question of what is the motives to university students' behavior depending on gender and faculty variables , means and stand deviations where calculated and table number 4 shows that.

**Table 4 : means and stand deviations to members of sample depending on gender and faculty**

Motives	Specialization	Gender	Stan Deviation	Means
Curiosity	Scientific	Male	9.390	76.410
		Female	11.088	67.927
	Humanity	Male	9.941	67.203
		Female	15.369	61.762
Power	Scientific	Male	8.599	74.531
		Female	9.403	66.776
	Humanity	Male	8.073	67.345
		Female	14.365	61.620
Order	Scientific	Male	10.303	68.269
		Female	9.415	65.074
	Humanity	Male	9.481	65.141
		Female	10.430	65.625
Independence	Scientific	Male	27.157	42.308
		Female	12.278	68.137
	Humanity	Male	9.258	67.919
		Female	9.981	68.056
Honor	Scientific	Male	13.0460	40.840
		Female	9.318	67.736
	Humanity	Male	7.269	66.795
		Female	8.100	68.977
Status	Scientific	Male	19.995	35.128
		Female	9.725	66.727
	Humanity	Male	10.130	66.901
		Female	10.828	70.104
Tranquility	Scientific	Male	21.851	29.401
		Female	9.315	68.028
	Humanity	Male	8.555	68.284
		Female	7.955	67.546
Idealism	Scientific	Male	28.230	30.256
		Female	7.372	66.585
	Humanity	Male	6.943	67.840
		Female	9.121	68.194
Family	Scientific	Male	15.423	29.011
		Female	9.060	57.843
	Humanity	Male	9.574	57.210
		Female	8.803	59.405
Eating	Scientific	Male	19.044	-3.012
		Female	10.690	67.157
	Humanity	Male	8.190	68.193
		Female	9.924	67.448
Social Contact	Scientific	Male	23.024	-6.959
		Female	10.869	67.227
	Humanity	Male	10.601	67.806
		Female	10.429	65.625

**Discussion of results:**

The results showed that the driving motivation of the behavior of the university students, are the curiosity, power, order, and independence. And the lowest motivations are the social relationship and food.

And these results show the nature of the Jordanian environment because of the popular culture in the society, in addition to the strategies that are used by the teachers encouraged the raise of curiosity of the students, where the power raises the desire to a higher academical achievement, the students aim to get their degrees because the educated person in the society gets a higher praise than an uneducated person. And for the order motive the teachers as well aim since early stages to plant a lot of order and rules in the students, and because the economic situations has some challenges, the males and females aim for financial independence and self-reliance to help their families with the expenditure. The social relationship got the lowest level of motivation that drives the student's behavior, and it's because of the internet factor, therefore, a new pattern of social relationships emerged. Where food, and because of the economic challenges, the interest and focus is on food. And the type of food that the students consume is not that important, the student is satisfied with whatever the food was because of the economic challenges they are surrounded with, and this doesn't make the food an important motive.

But for the driving motives of the student's behavior according to the gender, the study showed that the motive of male behavior is the Curiosity, then power, then the order. The least motive is the social relationship and food. And the strongest motive of the female behavior is the social estate, honor, and independence. And the least moving motives are family and power. This result agreed with the studies (Froiland, Mayor, Herlevi, 2015).

And this is considered natural results in our Arabia environment in general, and our Jordanian environment in particular, where the strongest motive is independence, because some females work at a young age to help their families. The nature of the Jordanian family encourages the honor motive in males when it becomes for the sake of belonging to the clan and family and region, and the motive of social estate, the environment and family and openness to the world, encourages the males to aim to get a social estate. The lowest motive was the social relationship, and that could be because of the openness effected the nature of social life, new patterns emerged due to the automated interaction of the individual, and for the females the results are considered acceptable because the females in our environment nowadays aims to get the social estate among people, after she was treated as if she was beneath the males, and so the females got the motive to get the social estate, and so is the motive of honor, and it is natural to move the behavior of females especially that the females are taught since the early ages the belonging to the family and clan, and obeying their orders.

The motive of independence naturally moves the behavior of females, because she felt shortage in comparison to males where she was given a limited space of freedom she aimed to self-independence. The lowest motive that had an impact on the behavior is the family where the Jordanian environment's qualities has changed over the years, where in the past aimed to wed the young girl and encourages her to build a family, but nowadays she is encouraged to success and excelling, and so the motive impact has decreased due to the female's point of view change. These results agreed with the study (Al-Kfaween, 2003), where the males excelled the females in power, and the females had the independence motive.

The motives that drive the behavior of the faculty students according to their majors scientific and humanitarian. There where high motives to scientific faculties students which are curiosity then power then order, and the least impacting motive is the social relationship. Where the highest impacting motives to humanitarian faculties students were the social estate then the social relationships the utopia. And the least impacting motive was the family. And because the scientific faculties' students are always in search of the truth and knowledge, the curiosity motive achieves that for them, whereas the power motive encourages them to get high academic achievements, and naturally the order motive is a necessity to time management issues to achieve their goals. Whereas, the least impacting motive was the social relationships, the scientific faculties' students have skills and work that requires their attention and focus, therefore, they don't have any desires to make any social relationships.

Whereas, the humanitarian faculties students have been found that the highest moving motive is the social estate, and we find that they might be aiming for it because they feel a shortage when comparing there selves to scientific faculties students. And for the social relationship motive and because the humanitarian faculties students have the human part involved in their studies, they might be aiming to benefit that in their studies, and it might be through the effect of their majors on their personalities. The lowest effecting motive is family, and reason is the challenges and requirements of life in general, and the family life in particular, and the students aim to postpone the desire to make a family to a further notice. As for The highest motives for males of the scientific majors has curiosity, power and order and the lowest is social contact. And the highest motives for females of the scientific majors are independency, tranquility and curiosity and the lowest motive is order.

As for males of the humanistic majors the highest motives for them are tranquility, eating and independency and the lowest is family. And for females of the humanistic majors the highest motives are social contact, honor and social relationship and the lowest is eating, it disagreed with the study of (Al-Kfaween and Alabdallat, 2009). And that is attributed to the customs and traditions in our environment, and strategies of learning and teaching in our schools, which it gives importance to some motives and puts rules to do and provides reward to students when they do it. Have agreed with the theory (Reiss,2000) that pointed out to environment give some motivation importance than other .

### Recommendations:

The study recommends with more studies that is in relation with students' motivations, and on various study levels. And identify the various motives that effect and moves the students to build programs and creating strategies to raise students motivation, and helping them to build motivation is educational situation as well as in their life in general.

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