

ACHIEVEMENT MOTIVATION ACROSS GENDER AND ACADEMIC LEVEL OF STUDENTS AT ISLAMIC INSTITUTE OF EDUCATION IN CHINA

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Abstract: The issue of achievement motivation plays a major role among language learners. It is usually defined as the learner's orientation with regard to the goal of learning a second language. As a basic ingredient of L2 acquisition, achievement motivation has been considered significant since a long time. This paper aims at examining differences in achievement motivation among educational level and gender of students at Institute of Education in China, which provide Arabic language as the second language learning. They provide a three years education for diploma degree. Their aim is to create practical special talents who are competent for jobs in foreign affairs, foreign trade, international cultural communication, management of enterprises, press, publication, foreign language teaching and studies of foreign problems etc. The researchers have modified the achievement motivation questionnaire, which consists of 38 items divided into five domains: Perseverance, Competition, Self-confidence, Recognize the importance of time, the desire to master the work and enjoy it. The researcher has been selected a random sample of (229) Chinese students who are studying Arabic language in Islamic institutions in China. The results explain that Chinese students achieved a degree in Medium of achievement motivation. Male and female students differed significantly on achievement motivation. Female is better than male in achievement motivation in areas of perseverance, self-confidence, Recognize the importance of time, the desire to master the work and enjoy it. It shows also that there is significant difference among educational level on achievement motivation. Level 4 students are much better than other level of students in achievement motivation in areas of perseverance, Competition, self-confidence, the desire to master the work and enjoy it. This shows the development of the student's achievement motivation thorough studies.

Keywords: Achievement motivation, Gender, and academic level

Introduction

The Arabic language teaching in Chinese educational institutions is very important to develop the relationships and friendships with the Arab countries in the politics, economy and trade. It also opens a lot of employment opportunities in a number of different industries, such as oil, travel and finance. On the other hand, the 23 million Chinese Muslims live in China and the Arabic language plays an essential role for them in learning the religious matters [13]

Many Chinese Islamic institutes has been established for this purposes that provide Arabic language as the second language learning for a diploma, it aims to create a special talent who are qualified to process jobs in the Foreign Affairs and cultural communication, foreign language teaching and studies of foreign problems etc.[9]

The Concerned authorities must provide the necessary support for students and services sufficient to enable them to face with the multiple challenges (new academic environment, a different language and culture) and create the appropriate atmosphere that motivated to learn another language is completely different from their native tongue. [7, 23] The Concerned authorities have emphasized on the importance and the necessity of creating a set of procedures, activities, strategies and exercise efforts to change their daily habits, and that help students to adjust to the new environment.

The adjustment of Chinese students within the atmosphere of these institutes and practice of the Arabic language is the basis of academic development, as indicated [32] that the frequent use of language before acquisition it helps to overcome anxiety, and the degree of proficiency of language was the most Important predictor of adjustment and motivation level [26, 24, 5]

Motivation also is important contributing factor in second language learning and its practice. It is also one of the core elements that guide learners to the goal of learning a second language and it creates learner's positive attitudes towards practicing the language into the target language community [16] And it condition for a result of effective instruction [29].

Motivation has been considered one of the key factors that influence the rate and success of foreign language learning. It also to some extent essential for all factors involved in second language acquisition [11] and often attributed with the capacity to override other factors, such as language aptitude [19]. As [14, 29] identified the role of students' motivation and attitudes in second language and that students who are most successful in learning second language are those who like the people who speak the target language and integrate with them. [29] It also emphasized on the importance of teacher's role in creating a unique class atmosphere and affecting students' motivation and attitudes toward studying the second language. According to [15] in his socio-educational model, the social and cultural milieu, individual differences, the setting or context in which learning takes place are associated with learning success and affect second language acquisition. [27] findings in his study provided some evidence that sample of Poles and Moroccans students who live in Spain; the Poles students do not face any problem in learning the Spanish language, because they integrate into the atmosphere of the institute, while the Moroccan students face serious difficulties, due to the isolation from others and stick to each other most of the time, As for the results of study [4] revealed that the level of motivation among Chinese and Koreans toward Learn Arabic in Jordan was highly.

We conclude that A Level of Motivation toward Learning is influenced by individual difference and some extrinsic factors, such as: class syllabus, the materials used, the teaching method, and the learning task [11].

Statement of the Problem

The issue of achievement motivation plays a major role among language learners. It is usually defined as the learner's orientation with regard to the goal of learning a second language. As a basic ingredient of L2 acquisition, achievement motivation has been considered significant since a long time. This paper aims at examining differences in achievement motivation among educational level and gender of students at Islamic Institute of Education in China, which provide Arabic language as the second language learning

The present study sought answers to the following questions:

- What are the overall the achievement motivation of students at Islamic Institute of Education in China?
- Do the achievement motivation domains (Perseverance, Competition, Self-confidence, Recognize the importance of time, the desire to master the work and enjoy it) of students differ at Islamic Institute of Education in China by gender and level?

Research design

Participants and sampling

The population of the study includes all Chinese students who study Arabic language in Islamic institutions in China, The researchers has been selected a random sample of (229) students distributed as follows: Institute of Arabic language in Zhengzhou, (16 males and 5 females), Lanzhou (62 males and 78 females), and Kunming (22 males and 46 females).

Institute	Male	Female
Islamic Institute Zheng Zhou	16	5
Islamic Institute Lanzhou	62	78
Islamic Institute Kunming	22	46

Study's Instrument

The researchers have modified the achievement motivation questionnaire to suit the Chinese Environment in institutes, which consists of 38 items divided into five domains: Perseverance, Competition, Self-confidence, Recognize the importance of time, the desire to master the work and enjoy it.

Reliability is ensured by using Cronbach's alpha coefficient, the researcher calculated it for dimensions of Epistemological beliefs questionnaire, where values ranged between (0.745- 0.76). See Table 1.

Responses are made on a 5-point Likert scale and the response categories are assigned weights from 1 to 5, and the positive items were scored by the following key: 5= strongly disagree, 4 = disagree, 3 undecided, 2 = agree, and 1 = strongly agree. The negative items were reversed coded in order so that meaningful analyses at the subscale level could be conducted

Table 1: The coefficient reliability of achievement motivation Questionnaire

Scale	consistency ranged	number
Perseverance	0.75	11
Competition	0.76	5
Self-confidence	0.75	8
Recognize the importance of time	0.745	7
The desire to master the work and enjoy it	0.74	7
achievement motivation	0.754	38

Results and Discussion

The purpose of the present study is to explore the achievement motivation among Chinese students in Islamic institutes. To answer the first study questions, "What is the overall achievement motivation of students at Islamic Institute of Education in China?" The researchers calculated the means and standard for the study dimensions as it is shown in Table 2.

Table 2: Means and standard deviations scores on the achievement motivation item

Domain	N	Mean	Std. Deviation
Perseverance	229	2.7420	.44008
Competition	229	3.1083	.76352
Self-confidence	229	2.5371	.33091
Recognize the importance of time	229	2.7598	.45920
The desire to master the work and enjoy it	229	3.2901	.58327
achievement motivation	229	2.8513	.34518

Table 2 shows the participants' mean scores with the SD of the five subscales. The results explain that Chinese students achieved a degree in Medium of achievement motivation (M = 2.851, SD = 0.345). This result is different with [4] found that the students' motivation level toward learning Arabic was high. The participants scored the lowest on Self-confidence (M = 2.537, SD = 0.330); as such, the participants have a low degree in Self-confidence. As for the participants scored the highest on the desire to master the work and enjoy it (M= 3.290, SD= 0.583). It means most of the participants used to master the work and enjoy it. The means scores of participants in "Perseverance", "Competition" and "Recognize the importance of time" subscales are (mean =2.742, 3.108 and

2.759) respectively. The means scores also indicated that the participants have a medium level on perseverance and recognize the importance of time, and the participants hold an almost high score on Competition. Consequently, the achievement motivation of students in Chinese colleges ranging from low to medium and high. The reason seems to be obvious:

1. (Students' attitude) Most of the students who are studying Arabic language in Islamic institutions in China are students who are not successful in Entrance examination from the government middle school or high school, the students are not trying to learn. In addition, we do not rule out there are some students study there for Dawdle or Spend time.
2. As the reason of students have a different level of study (some of them have a middle school level, some of them have a high school level).
3. Students and teachers are affected by Chinese exam-oriented education.
4. (Teachers' educational contexts) The teachers are not educated by teaching skill or any teaching training, maybe they used wrong teaching methods, such as pay attention to learning but not understanding[6]
5. (Students' educational contexts) Most of the participants graduate from secondary school, and they continued study in Chinese institute only for the certificate for future work.
6. (Learning environment) the students were educated in a constructivist learning environment, and show a constructivist conception of teaching and learning.
7. The curriculum of this Chinese institute lacks the program for cognitive growth of the students.
8. Also, this low in Self-confidence, attributed to their reluctance when talking, and using the second language; because they do not trust themselves when spoken, as noted "they believe that you should not say anything unless it is grammatically correct".

For these reasons, we suggest that Chinese institutes are required to develop entry requirements, such as high school education level. Parents support educational activities of their children to enhance their achievement motivation, and they will become more confident and comfortable in exploring new situations. [2]Moreover, training for teachers about teaching and leading students to pay attention to motivation is required. Otherwise, teachers' awareness of the influence of achievement motivation on student learning and their commitment to classroom discussions of issues about motivation, may contribute to the development of students' thinking about knowledge and knowing, and enhance their motivation. [4] has confirmed that the high level of motivation among Chinese students in the Arabic language institutes in Jordan due to the quality of teaching Arabic language programs, and the preparation of experienced teachers are able to use communication skills in the teaching of non-Arabic speakers,

Also [1] found that parental education level influences the achievement motivation in academic area. Higher the level of parental education, better the achievement motivation in academic area. Or [21] found that pupil's motivation to do well in academic work is to some extent dependent on the nature of their home environment. In this case, the institute should be providing some activities that can develop students' intelligent. In addition, teachers and parents should pay attention on train student's self-confidence. At the same time, the institute could offer the Intellectual development courses for students and encourage or guide students to read books with positive energy, books with development of students' wisdom, books can help students broaden their horizons and so on.

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Table3: Results of Independent Sample T-test analysis for difference between the means of Male and Female Students in achievement motivation

Subscale	gender	N	Mean	Std. Deviation	T -value	Level of sig.
Perseverance	Male	100	2.7173	.56617	.004	At 0.05 Or 0.01
	female	129	2.7611	.31018		
Competition	Male	100	3.1400	1.04350	.461	
	female	129	3.0837	.44137		
Self-confidence	Male	100	2.4950	.32515	.965	
	female	129	2.5698	.33289		
Recognize the importance of time	male	100	2.6486	.49878	.033	
	female	129	2.8461	.40745		
The desire to master the work and enjoy it	male	100	3.1000	.66558	.000	
	female	129	3.4374	.46179		
Entire scale	male	100	2.7839	.41964	.004	
	female	129	2.9035	.26409		

The study results reveal that there is a significant difference in achievement motivation among male and female students ($P < .05$). Further explained that male and female students have significant difference in fields of Perseverance (male $M = 2.72$, $SD = 0.57$; female $M = 2.76$, $SD = 0.31$), Recognize the importance of time (male $M = 2.65$, $SD = 0.50$; female $M = 2.85$, $SD = 0.41$) and the desire to master the work and enjoy it (male $M = 3.10$, $SD = 0.66$; female $M = 3.44$, $SD = 0.46$). It can be inferred from above results that females ($M = 2.90$, $SD = 0.26$) are more achievement oriented than males ($M = 2.78$, $SD = 0.42$). This result is different with [22] [25] [4] found no significant difference between male and female students. There are also a lot similar trend of results has been found [30] [28] [31] that girls differed significantly on achievement motivation. [31] Found that motivation of girl in learning is better than boys, this may relate to their gift of learning a language. From the angle of neuro linguistic, male language centre mainly concentrated in the left parietal lobe of the brain, while women have comprehensive utilization of the right and left brain hemispheres, making its coordination in language learning. As a result, women have higher language talent than men; this may be the main reason for women have stronger deep motivation than men in learning a language. Girls can better use these English language learning strategies. Girls are good at the use of effective English learning strategies, this may relate to they have a better English learning motivation. The learners with strong learning motivation of can use the strategy obviously higher than that of the learners with weak motivation. Based on gender differences, teachers should teach students use the appropriate method teach them to give full play to their respective advantages physiological, psychological development, cultivate a positive attitude towards learning the correct order to maximize their learning potential. [28]

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Table4: Results of One way ANOVA analysis for difference between the mean of students in the four education levels in achievement motivation.

Subscale	Sum of Squares	Df	Mean Square	F-value	p-value
Perseverance	1.588	3	.529	2.798	.041
Competition	3.223	3	1.074	1.864	.137
Self-confidence	2.537	3	.846	8.482	.000
Recognize the importance of time	1.703	3	.568	2.755	.043
The desire to master the work and enjoy it	3.529	3	1.176	3.575	.015
achievement motivation	1.726	3	.575	5.089	.002

The study results reveal that there is a significant difference in achievement motivation among the four education levels ($P < .05$) in fields of Perseverance ($P < .05$), Self-confidence ($P < .05$), Recognize the importance of time ($P < .05$) and the desire to master the work and enjoy it ($P < .05$). A similar trend of results has been found [28] that there was significant difference in achievement motivation among high and low academic performance managers scored higher on need for achievement than did the upper-level business students. Further explained, the researcher used Turkey HSD to find the difference between four education levels in achievement motivation, look at tables 5, 6, 7, 8 and 9.

Table 5: Results of Turkey HSD analysis for difference between the mean of students in the four education levels in achievement motivation

Dependent Variable	(I) grade	(J) grade	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
achievement motivation	1.00	2.00	.12958	.05584	.096	-.0150	.2741
		3.00	.10720	.06194	.310	-.0531	.2675
		4.00	-.11505	.06723	.320	-.2891	.0590
	2.00	1.00	-.12958	.05584	.096	-.2741	.0150
		3.00	-.02238	.06479	.986	-.1901	.1453
		4.00	-.24464*	.06986	.003	-.4255	-.0638
	3.00	1.00	-.10720	.06194	.310	-.2675	.0531
		2.00	.02238	.06479	.986	-.1453	.1901
		4.00	-.22225*	.07482	.017	-.4159	-.0286
	4.00	1.00	.11505	.06723	.320	-.0590	.2891
		2.00	.24464*	.06986	.003	.0638	.4255
		3.00	.22225*	.07482	.017	.0286	.4159

The Turkey HSD table 4 shows the total subscale achievement motivation among four education levels. It indicated that level 4 students hold the highest achievement motivation, level 1 students are higher than level 3 students, and level 3 is higher than level 2. It means students' achievement motivation developed by increase of the education levels. About the reason of level 1 student have a higher score of achievement motivation than level 2 and level 3 students, maybe because students in level 1 still in the stage of freshness about the new environment or Arabic language, the sense of freshness will be motivated them.

Table 6: Results of Tukey HSD analysis for difference between the mean of students in the four education levels in achievement motivation (Perseverance)

Turkey HSD

Dependent Variable	(I) grade	(J) grade	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Perseverance	1.00	2.00	.15141	.07224	.158	-.0356	.3384
		3.00	.04618	.08013	.939	-.1612	.2536
		4.00	-.09436	.08696	.699	-.3194	.1307
	2.00	1.00	-.15141	.07224	.158	-.3384	.0356
		3.00	-.10523	.08381	.592	-.3222	.1117
		4.00	-.24577*	.09037	.035	-.4797	-.0119
	3.00	1.00	-.04618	.08013	.939	-.2536	.1612
		2.00	.10523	.08381	.592	-.1117	.3222
		4.00	-.14054	.09679	.468	-.3911	.1100
	4.00	1.00	.09436	.08696	.699	-.1307	.3194
		2.00	.24577*	.09037	.035	.0119	.4797
		3.00	.14054	.09679	.468	-.1100	.3911

*. The mean difference is significant at the 0.05 level.

The Turkey HSD table 5 shows the total subscale Perseverance in achievement motivation among four education levels. It indicated that level 4 students hold the highest achievement motivation, level 1 students are higher than level 3 students, and level 3 is higher than level 2. . It means students' Perseverance developed by increase of the education levels.

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Table 7: Results of Tukey HSD analysis for difference between the mean of students in the four education levels in achievement motivation (Self-confidence)

Dependent Variable	(I) grade	(J) grade	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Self-confidence	1.00	2.00	.04031	.05243	.868	-.0954	.1760
		3.00	.00762	.05816	.999	-.1429	.1582
		4.00	-.27016*	.06312	.000	-.4335	-.1068
	2.00	1.00	-.04031	.05243	.868	-.1760	.0954
		3.00	-.03269	.06083	.950	-.1901	.1248
		4.00	-.31047*	.06559	.000	-.4803	-.1407
	3.00	1.00	-.00762	.05816	.999	-.1582	.1429
		2.00	.03269	.06083	.950	-.1248	.1901
		4.00	-.27778*	.07026	.001	-.4596	-.0959
	4.00	1.00	.27016*	.06312	.000	.1068	.4335
		2.00	.31047*	.06559	.000	.1407	.4803
		3.00	.27778*	.07026	.001	.0959	.4596

The Tukey HSD table 6 shows the total subscale Self-confidence in achievement motivation among four education levels. The result indicated that level 4 students hold the highest Self-confidence, level 1 students are higher than level 3 students, and level 3 is higher than level 2. It means students' Self-confidence developed by increase of the education levels.

Table 8: Results of Tukey HSD analysis for difference between the mean of students in the four education levels in achievement motivation (Recognize the importance of time)

Dependent Variable	(I) grade	(J) grade	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Recognize the importance of time	1.00	2.00	.17309	.07539	.102	-.0221	.3682
		3.00	.20921	.08363	.062	-.0073	.4257
		4.00	.10569	.09077	.650	-.1292	.3406
	2.00	1.00	-.17309	.07539	.102	-.3682	.0221
		3.00	.03612	.08747	.976	-.1903	.2625
		4.00	-.06740	.09432	.891	-.3115	.1767
	3.00	1.00	-.20921	.08363	.062	-.4257	.0073
		2.00	-.03612	.08747	.976	-.2625	.1903
		4.00	-.10352	.10102	.735	-.3650	.1580
	4.00	1.00	-.10569	.09077	.650	-.3406	.1292
		2.00	.06740	.09432	.891	-.1767	.3115
		3.00	.10352	.10102	.735	-.1580	.3650

The Turkey HSD table 7 shows the total subscale recognize the importance of time in achievement motivation among four education levels. It indicated that level 1 students hold the highest achievement motivation, level 4 students are higher than level 2 students, and level 2 is higher than level 3. It means students' cognitive about "Recognize the importance of time" does not developed by increase of the education levels.

Table 9: Results of Turkey HSD analysis for difference between the mean of students in the four education levels in achievement motivation (The desire to master the work and enjoy it)

Dependent Variable	(I) grade	(J) grade	Mean Difference			95% Confidence Interval	
			(I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
The desire to master the work and enjoy it	1.00	2.00	.21579	.09526	.109	-.0308	.4624
		3.00	.22663	.10567	.142	-.0469	.5001
		4.00	-.07530	.11469	.913	-.3722	.2216
	2.00	1.00	-.21579	.09526	.109	-.4624	.0308
		3.00	.01085	.11053	1.000	-.2752	.2969
		4.00	-.29109	.11918	.072	-.5996	.0174
	3.00	1.00	-.22663	.10567	.142	-.5001	.0469
		2.00	-.01085	.11053	1.000	-.2969	.2752
		4.00	-.30193	.12765	.087	-.6323	.0285
	4.00	1.00	.07530	.11469	.913	-.2216	.3722
		2.00	.29109	.11918	.072	-.0174	.5996
		3.00	.30193	.12765	.087	-.0285	.6323

The Turkey HSD table 8 shows the total subscale the desire to master the work and enjoy it in achievement motivation among four education levels. It indicated that level 4 students hold the highest achievement motivation, level 1 students are higher than level 3 students, and level 2 is higher than level 3. It means students' cognitive about "The desire to master the work and enjoy it" developed by increase of the education levels.

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