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Academic procrastination and learning motivation among the students of Yarmouk University

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ABSTRACT

This study aimed to reveal the level of academic procrastination, and the level of motivation for learning among Yarmouk University students. A sample of (802) male and female students from the faculties of medicine, engineering, economics and education, enrolled for the second semester of the academic year (2018/2019) was applied. To achieve the objectives of the study, a measure of academic procrastination was taken, along to developing the measure for motivation of learning, after extracting the results using the SPSS statistical program.

The study revealed a high level of academic procrastination and an average level of motivation for learning among students, and found statistically significant differences in the level of academic procrastination attributed to the impact of sex in favor of males. For the effect of specialization in favor of economics and education, there were also statistically significant differences in the level of motivation for learning attributed to the specialization variable in favor of specialization of education, and there were no differences attributed to the gender variable. Therefore, the researcher recommends educational institutions to develop plans and programs necessary to reduce the phenomenon of academic procrastination and raise the motivation for learning among university students.

KEYWORDS: Academic procrastination, motivation for learning, Yarmouk University.

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INTRODUCTION

In an age where technology has become an indispensable pillar for some and occupies a sizeable part the lives of others, the problem of academic procrastination and the low motivation of learning for students is the most important consequence of this development. Procrastination has recently received the attention of researchers, it's a behavior based on the principle of delaying or avoiding tasks to be done later, which involves voluntary delays at the beginning or completion of work Steel, 2007, and statistics indicate that about 80-95% of university students delay, 50% of them have a persistent problem [1,2], and procrastination reduces the quality of work [3], and leads to many negative consequences on students' academic performance [4], and is associated with low levels of proficiency Subjectivity and self-confidence [5, 6].

Schouwenburg defined academic procrastination as: Deliberate delay or postponement of work to be accomplished, [7] Wolters also defined it as: The failure to perform an activity according to the desired time and postpone it until the last minute, This activity is something that must be completed to the satisfaction [6]. Lay also defined it as the irrational tendency to delay tasks that must be accomplished [8]. Academic procrastination delayed the performance of academic assignments as a result of the contradiction between intention and action, reflecting negative consequences on the delayer [9].

We can say that procrastination has multiple reasons. Studies have shown that the pursuit of perfection may be a factor that increases the probability of procrastination; perfectionists seek high standards of performance that lead them to procrastination, and the reason for procrastination may be the idea that I work better under pressure. It is unreasonable to make the delay seem rational. The reasons for procrastination in several reasons: giving priority to accomplishing tasks on the most important tasks, weakness in the time management skill of the procrastinator, the pursuit of perfectionism, evading difficult and boring tasks and fear of failure [10]. Szalavitz attributed procrastination to the following reasons: false beliefs, the pursuit of perfectionism, fear of failure, weakness of the ability to self-control, the suffering of the misgivings of the authoritarian father, anxiety to accomplish the task, and depression[11] .

Procrastination has negative effects on academic and social life [12,13]. Studies show that the postponement of academic assignments is accompanied by emotional conflict, resulting in a decline in productivity, a feeling of inadequacy, mismanagement, lack of punctuality, and thus a sense of frustration and guilt. Procrastination is a problem that negatively affects the individual; internally the person feels remorse, despair and self-blame, while externally it affects the progress in work and the loss of many opportunities in life [14]. According to Al-Enezi & Daghaim, procrastination has

emotional consequences such as guilt, insufficiency, stress, panic, sleep difficulties, anxiety, and smoking and alcohol behaviors [15].

There must be a motivation for human learning to happen, whether it is conscious or subconscious, and if not, there will be no behavior, and thus no learning. The motivation of learning is linked to the goals and needs of the individual himself; the more the subject of the lesson is saturated with these motives and needs, the more effective and serious the learning process [16]. The teacher is an exciting atmosphere for learning through questionable activities and discovery, and taking into account the abilities of students significantly contribute to stimulating the learner's motivation [17]. The family is also responsible for providing students with motivation to achieve, which is directly related to the level of parents' education, attitudes, aspirations, and interest in child autonomy and self-reliance training [18].

Motivation for learning is defined as: the tendency to find meaningful academic activities and to try to take advantage of them. The motivation is described as a process by which individuals are keen to maintain goal-oriented activity, and accordingly the individual's needs and desires are determined [19]. Motivation also contributes to students 'academic success [20], and lack of motivation is a recurring problem for students at all levels of education, but students' ability to determine their motivation is critical [21].

Internal motivations are manageable if individuals attribute the educational outcomes of manageable internal factors (attribution theory) [22], and when they believe they can achieve their existing goals through (self-efficacy [23], It is more than a desire to get good grades. According to Touq and Adass, motivation is an internal state of the student that moves his behavior towards a goal or purpose, and maintains its continuity until the goal is achieved [24]. Brophy defined the motivation for learning as: the tendency of students to find academic activities; thus, they seek to reward the satisfaction of their internal needs [25]. According to Gibson, motivation comes from two factors: motivation and orientation in learning, and it is the teacher's role to know which of these factors are the reasons for the lack of motivation, to begin his role in provoking the motivation of the student [26].

MOTIVATED EXPLANATION THEORIES

First, the theory of psychoanalysis, according to this theory, human behavior is motivated by instinctive motives are sex and aggression, in addition to put forward the theory of the concept of unconscious motives, which explain many patterns of human behavior, not to mention the early experiences of the individual, which has a large role in the interpretation Human behavior. According to the theory, there is an interaction between early childhood experiences and the unconscious motives resulting from the instincts of sex and aggression with Society and People [27].

Second, Cognitive theory, where this theory emphasizes that the learner is a rational creature with a free will to make informed decisions, and emphasizes the concept of intent, intention and expectation; Because the student's mental activity increases with self-motivation. Behavior is usually the result of information processing processes in memory (and sensory perceptions that are available), and this theory focuses on internal motivations to stimulate behavior and to target it. The attitude of students' behavior stems from their quest for balance. According to Piaget, children have a desire to maintain balance, and then behave in a certain way in their perceptions of the world.

White argues that most behaviors are driven by love of knowledge and discovery [28]. Atkinson spoke of three factors that influence motivation for achievement: motivation to achieve success: the student's achievement level rises with this motivation, and vice versa; the difficult task returns to the student after success with a moral return parallel to the difficulty [29].

Third, the human theory, where this theory believes that the personal freedom of the student, choice and self-decision, and the pursuit of growth and development, are the basis of motivation for the performance of tasks, and focuses on the overall view of the student and treat it as an integrated whole is composed of mind, body and spirit. According to [30], human motivation grows in a hierarchical form to fulfill needs as high as self-realization, According to Maslow, human motivation grows in a hierarchical form to fulfill needs as high as self-realization, However, the higher needs are manifested in the behavior of the individual only after satisfying the lower needs such as biological and security needs; these needs are the physiological needs and the needs of security, love, belonging, self-esteem and self-fulfillment.

Fourth: Behavioral theory, where the owners of this theory attribute the motivation to learn to external causes, events and influences, they call this type of motivation external motivation, Perhaps the law of impact advocated by Thorndike under the theory of attempt and error in the interpretation of learning is one of the earliest laws that contributed to the interpretation of motivation on the basis of the link between behavior and the impact of its performance, if the behavior is associated with positive effects, the likelihood of repetition increases while weakens, and may disappear if Has been associated with adverse effects [27]. Skinner considered that learning is governed by its results, which is a free activity on the part of the learner, whenever there are appropriate opportunities to promote it and considered that the motivation is not a fact, but is simply the relationship between the behavior of learners and reinforcements, A student who reads for enjoyment is rewarded for enjoying reading [31].

Bandora discussed two key factors to stimulate motivation: The first factor is one's expectations of what happens in the future, which are based on past experiences and results. Thus, one tries to conceive of its future, and the second factor: setting goals and making them the standard

in evaluating work and achievement, Where one tries hard to achieve the goals that he has set for himself; when he does the work to achieve those goals he thinks that all positive things will happen when he accomplishes his goal, On the other hand, he perceives negative things when he does not achieve his goal, so when he achieves the goal, he feels satisfied and for a while, and then again begins to set new goals, so teachers can improve the motivation of learning for their students by urging them to make learning goals they seek to achieve [32].

Okolo et al, cited several factors that influence motivation for learning: learner control, rewards, student interests, classroom structure, and student self-reliance initiatives[33]. Zioud et al, mentioned three functions of motivation, namely [34]:

1. Frees the emotional energy of the student, provokes a certain activity, and stimulates it to exert the energy stored.
2. Make the student respond to a certain situation and neglect the other positions, and make him behave in a certain way in that situation; because motivation is linked to the achievement of a certain goal, so the student will focus on the subject if his motivation moved towards him.
3. Make the student direct his activity and a certain point; satiate the need arising from it and remove the full tension; to reach his goal.

Given the importance of the subjects of procrastination and motivation to learn, global studies have addressed the subject, and the following is the most important studies arranged from newest to oldest.

In a study conducted by Mason, Khuwaylid and Kebili, aimed at detecting the level of academic procrastination among university students, and applied to a sample of (100) students from the University of Qassidi Merbah and Ouargla, the study revealed a high level of academic procrastination among students, and there were no differences due to gender variables, Marital status, desire to specialize [35].

Al-kfare, aimed to detect the level of academic procrastination among students of the Faculty of Education at the University of Hail in Saudi Arabia, and applied to a sample of (360) female students of the college, the study revealed an average level of academic procrastination among students, and the existence of significant differences attributable to the variable The accommodation was for the benefit of the residents of Hail city, while there were no significant differences due to social status [36].

Al-Sylmi, aimed to reveal the level of academic procrastination and its relationship to self-motivation among the students of the faculties of Mecca and Laith in Saudi Arabia, the sample of the study consisted of (160) students, It revealed an average level of academic procrastination and self-

motivation, and revealed a statistically significant correlation between procrastination and self-motivation [37].

In a Malaysian study of Taura, Abdullah & Omar, which aimed to study the relationship between self-efficacy and the importance of procrastination, and the role played by self-efficacy strategies in these relationships, the study sample consisted of (426) pre-service teachers. The study found that self-efficacy and the importance of the task had an indirect effect on procrastination [38].
As for Abu-Ghazal his study revealed that the percentage of students among the middle school students is (58%), while (25%) of them are of high procrastination. The study also found statistically significant differences in the prevalence of procrastination rate based on the change of the level of study for the benefit of fourth year students, and no other differences attributed to specialization and sex [39].

In a study entitled general procrastination, academic motivation and academic self-efficacy as predictors of academic procrastination among students of the Faculty of Physical Education at the universities of Nigde, Samsun and Sulik in Turkey, conducted by Sirin, The sample consisted of (774) students in the university and revealed a Significant positive relationship between general procrastination and academic procrastination, while There was no significant relationship between academic procrastination, motivation for learning and academic self-efficacy [40].

Al-Qudah and Zoubi, conducted a study aimed at revealing the degree of motivation among first and second year students at the University of Balqa, Jordan, and King Khalid University, Saudi Arabia. The study sample consisted of (300) students from the two universities equally. Results found that There were statistical differences due to the desire variable in the specialization, and for the benefit of students who have a desire to specialize, and also found significant differences attributed to the level of achievement; There were also significant differences in the overall score of the motivation scale attributable to the concern for future employment, in favor of anxious students [41].

Shrait and Abdullah, also conducted a study aimed at revealing the relationship between academic procrastination and self-efficacy and motivation of achievement; the sample of the study consisted of (538) sixth grade students in Alexandria Governorate of both sexes. The study revealed that there are statistically significant differences in the average grades of students with high and low academic procrastination and between self-efficacy and motivation of achievement in favor of low procrastination [42].

*There are statistically significant differences between the averages of low and high academic procrastination in motivation for achievement and self-efficacy for those with academic procrastination.

In a survey of motivation among Kuwait University students, Al-Omar, studied three main axes: internal motivation, self-improvement and loss of goals and objectives. The study was applied to (235) students from scientific colleges (medicine, assistant medicine, engineering, and science), Theoretical faculties (Arts, Education, Commerce, Law, and Sharia). The results of the study revealed that there are significant differences between the sexes in the internal motivation and the same goals in favor of females. It also revealed the higher level of internal motivation among students of scientific colleges than among students of literary faculties, and that students with high rates obtained high averages in internal motivation [43].

STUDY PROBLEM AND QUESTIONS

Previous studies have shown the negative effects of academic procrastination on students' academic performance, self-esteem, self-efficacy and self-confidence. The researcher has noticed that this phenomenon is widespread among students in addition to faculty complain about the delay of students to accomplish assignments, and delay the preparation of tests until the last moments. In addition to the scarcity of studies that talked about the phenomenon of procrastination and its relationship to motivation among university students. So this study came to answer the following questions:

1. What is the level of academic procrastination among Yarmouk University students?
2. What is the level of motivation for learning among Yarmouk University students?
3. Are there significant differences in the level of academic procrastination at the level of significance ($\alpha = 0.05\%$) among Yarmouk University students attributed to sex and specialization?
4. Are there significant differences in the level of motivation for learning at the level of significance ($\alpha = 0.05\%$) among Yarmouk University students attributed to sex and specialization?

THE IMPORTANCE OF THE STUDY LIES IN THE FOLLOWING:

1. It is one of the rare studies that examined the problem of academic procrastination and motivation for learning in Arab universities in general.
2. The study provides information about the phenomenon of academic procrastination and its spread, as well as provides a deep understanding of the phenomena of academic procrastination and motivation for learning.
3. This study may provide a clear picture of faculty members at universities, parents and educational institutions to understand the phenomenon of academic procrastination and motivation to learn.

4. This study can provide tools to measure academic procrastination and motivation for learning, which can be used to measure these phenomena among students.
5. May provide a clear vision of educational and training programs for specialists, aimed at reducing the level of academic procrastination among students and improve their motivation to learn.

PROCEDURAL DEFINITIONS

Academic procrastination

Postponement of the student's assignment until the last minute. It is procedurally defined as the degree to which the respondent is obtained by answering the academic procrastination scale used in this study.

Motivation for learning

Motivation is an internal state that pushes one's behavior towards a particular destination, to achieve a specific purpose, and provoked by several internal and external factors; It is procedurally defined as the degree to which the respondent obtains by answering the motivation measure of learning used in this study.

Yarmouk University students

All students enrolled for the second semester (2018/2019) in the disciplines of medicine, engineering, economics and education at the university.

STUDY DETERMINANTS

The current study is determined by its name which is the academic procrastination and motivation for learning among the students of Yarmouk University. As well as, its Limited to undergraduate students from the faculties of medicine, engineering, economics, and education enrolled for the second semester (2018/2019).

METHODOLOGY

A comparative and comparative descriptive approach was used due to the importance of the study in terms of nature and variables.

Study population

The study population consisted of all undergraduate students from the Specialization of medicine, engineering, economics, and education registered for the second semester (2018/2019).

Study sample

A random sample of (802) Yarmouk University students was selected in the fields of medicine, engineering, economics, and education as shown in Table (1).

Table (1) Frequencies and percentages according to study variables

	Categories	Frequencies	percentages
Sex	Male	298	37.2
	Female	504	62.8
Specialization	Medicine	33	4.1
	Engineering	69	8.6
	Economics	338	42.1
	Education	362	45.1
	Total	802	100.0

Study procedures

1 - Preparation of the standards of academic procrastination and motivation for learning and to ensure their sincerity and stability by scientific methods known.

2. Determine the study population and its sample.

3 - Distribution of questionnaires to the sample of the number of (802) students.

4 - Inform students of the confidentiality of information and not affect their achievement or relations with professors or management.

5 - Give sufficient time to answer, estimated at (40) min.

6. Ensure that students answer all questions.

7- Collecting questionnaires.

Study variables

The independent variables are:

- Gender (Male, Female)
- Specialization: (Medicine, Engineering, Economics, Education)

The Dependent variables are:

- Academic procrastination has three levels (low procrastination, intermediate procrastination, high procrastination)
- The motivation to learn has three levels: (low motivation, medium motivation, high motivation)

Tools

First: Academic procrastination scale

The researcher used the academic procrastination scale for Al-kfare, 2016, which consists of (21) paragraphs graduated quartet of ((3-0), and worked to ensure the validity of the construction of the scale where extracted coefficients correlation paragraphs of the scale with the total score by applying it to a survey sample Outside the study sample consisted of (40) male and female students. The correlation coefficient here represents validity for each paragraph in the form of correlation coefficient between each paragraph and the total score, and the correlation coefficients of paragraphs with the tool as a whole ranged between (0.70 and 0.76) as showing in Table (2), It was found that all correlation coefficients were acceptable and statistically significant, and therefore none were deleted, The test-retest method was confirmed by applying and re-applying the test after a period of two weeks on the survey sample. The Pearson correlation coefficient was calculated between the students' estimates of both times, which were 0.87. The stability coefficient of the scale was also calculated by the method of internal consistency according to the Kronbach alpha equation, it reached (0.79), which are values suitable for the study objectives.

Table (2) Correlation coefficients between paragraphs and overall score

Paragraph number	Correlation coefficient With the tool	Paragraph number	Correlation coefficient With the tool	Paragraph number	Correlation coefficient With the tool
1	.70(**)	8	.64(**)	15	.59(**)
2	.58(**)	9	.58(**)	16	.44(*)
3	.73(**)	10	.65(**)	17	.59(**)
4	.57(**)	11	.59(**)	18	.73(**)
5	.49(*)	12	.46(*)	19	.61(**)
6	.54(*)	13	.57(**)	20	.80(**)
7	.61(**)	14	.61(**)	21	.76(**)

* Statistically significant at the significance level (0.05).

** Statistically significant at the level of significance (0.01).

Second: the motivation measure of learning

The researcher has prepared the motivation measure for learning after reviewing many of the measures designed to measure this variable, such as the study Gharaibeh, [44] Al-Qatami [17] and the study of Valerand et.al, [45] to make the scale in its final form of (28) paragraphs according to a pentagonal scale of (5-1), the validity of the scale was confirmed by presenting it to a group of specialists in the field of psychological counseling, educational psychology, measurement and evaluation. The test-retest method was confirmed by applying the test and re-applying it after two weeks to a group outside the study sample consisting of (40) students. The Pearson correlation coefficient was then calculated between their estimates both times, where it reached (0.83). The coherence coefficient was also calculated by the method of internal consistency according to the Kronbach Alpha, which was (0.79), these values were considered appropriate for the purposes of this study.

STUDY RESULTS

Results concerning the answer to **Question 1**:

What is the level of academic procrastination among Yarmouk University students?

To answer this question, the arithmetic averages and standard deviations of the paragraphs of the Academic Procrastination Scale were extracted, Table 3.

Statistical Criterion of Academic Procrastination Scales:

From 0 to 1.00 small

From 1.01 - 2.00 medium

From 2.01 - 3.00 high

Table (3) shows that the arithmetic averages ranged between (1.41 - 2.55), where paragraph (8): "I try to find excuses for myself to justify not doing the homework required of me" came in the first place with an average of (2.55), While paragraph (1):"I complete my duties on a regular basis day by day, so I do not delay in the subjects" came last in rank with an average of 1.41. The arithmetic mean of academic procrastination as a whole was 2.07, which is a high level.

Table (3) Arithmetic averages and standard deviations of the items of the academic procrastination scale in descending order according to the arithmetic averages

Rank	number	Paragraphs	Arithmetic average	standard deviation	The level
1	8	I am trying to find excuses for not doing my homework.	2.55	.546	High
2	11	I say to myself that I will do my assignments and then go back.	2.45	.590	High
3	4	I always say to myself that I will fulfill my academic duties tomorrow.	2.41	.584	High
4	18	I do many recreational activities so I don't have enough time to study.	2.41	.706	High
5	14	The tasks will be better when my mood is right so I postpone it.	2.31	.718	High
6	13	When I face difficult study assignments, I believe that they should be postponed, so that I can learn how to accomplish them.	2.29	.555	High
7	20	Postponing academic assignments is a real problem that I am constantly experiencing.	2.24	.737	High
8	2	When the exam is approaching, I find myself busy with other things, tired of doing homework for a long time.	2.23	.647	High
9	17	I am more productive when I work under time pressure (when exam time is approaching).	2.17	.838	High
10	16	I feel uncomfortable just thinking about starting my homework.	2.11	.920	High
	15	I postpone the completion of assignments regardless of	2.08	.867	

11		whether they are fun or not.			High
12	9	It is not important to complete homework on time. The world will not end if it is not done on time.	2.06	.866	High
13	3	I usually rush to complete academic assignments ahead of schedule.	2.04	.826	High
14	10	I always finish my important assignments and have extra "spare" time.	2.02	.927	High
15	19	If I wait until the last minute to complete my assignments, I will do it and everything will go well.	1.98	1.000	Medium
16	12	I adhere to my plan to accomplish my homework.	1.88	.696	Medium
17	7	My social relationships often prevent me from doing my assignments on time.	1.86	.991	Medium
18	21	I stop studying early because it's not fun to do more fun things.	1.81	1.118	Medium
19	6	I finish my assignments before the due date.	1.63	.988	Medium
20	5	I usually start completing assignments immediately after I have identified them.	1.62	1.075	Medium
21	1	I complete my assignments on a regular basis day by day, so I am not late in subjects.	1.41	1.180	Medium
		Academic procrastination	2.07	.258	High

Question 2: What is the level of motivation for learning among Yarmouk University students?

To answer this question, the arithmetic averages and standard deviations of motivation for learning among Yarmouk University students were extracted, Table 4.

Table (4) Arithmetic averages and standard deviations of motivation for learning are sorted in descending order by arithmetic averages

Rank	number	the field	Arithmetic average	standard deviation	The level
1	7	Motivation	3.36	.667	Medium
2	5	Fifth	3.26	.376	Medium
3	1	Self-motivated towards knowledge	2.64	.861	Medium
4	6	Sixth	2.62	.407	Medium
5	3	Stimulus	2.42	.932	Medium
6	2	Achievements	2.30	.364	Low
7	4	External motives	2.09	.680	Low
		Motivation as a whole	2.67	.430	Medium

Table (4) shows that the arithmetic averages ranged between (2.09 -3.36), where the field of motivation came first with the highest arithmetic average of (3.36), while the field of external motivations came in the last place with an arithmetic average of (2.09), the average Arithmetic of motivation as a whole (2.67), which is an average level.

The scores were distributed on the motivation scale as follows:

From 1-2.33, low.

From 2.34-3.66, average.

From 3.67-5, high.

Question 3: Are there any statistical differences in the level of academic procrastination at the level of significance ($\alpha = 0.05$) among Yarmouk University students attributed to sex and specialization?

Table 5: The mean and standard deviations of the level of academic procrastination among Yarmouk University students by sex and specialization variables were extracted.

Table (5) Arithmetic Averages and Standard Deviations of Academic Procrastination Level among Yarmouk University Students by Gender and Major

	the field	Arithmetic average	standard deviation	numbers
Sex	Male	2.10	.247	298
	Female	2.06	.263	504
Specialization	Medicine	1.89	.362	33
	Engineering	2.01	.289	69
	Economics	2.08	.248	338
	Education	2.10	.241	362

Table (5) shows an apparent variation in the arithmetic averages and standard deviations of the level of academic procrastination among Yarmouk University students due to the different categories of sex and specialization variables.

Table (6) Analysis of Binary Variance of the Impact of Gender and Specialization on the Level of Academic Procrastination among Yarmouk University Students

Binary Variance source	Total squares	Degrees of freedom	Average squares	F value	Statistical significance
Sex	2.557	1	2.557	41.565	.000
Specialization	3.766	3	1.255	20.404	.000
Error	49.034	797	.062		
Total	53.221	801			

Table (6) shows the following:

- The presence of statistically significant differences (α = 0.05) attributed to the impact of sex, where the value of P 41.565 and statistically significant amount of 0.000 and the differences in favor of males.

- The presence of statistically significant differences (α = 0.05) attributable to the effect of specialization, where the value of P 20.404 and statistically significant amounted to .0.000, and to

demonstrate the marital differences statistically significant between the arithmetic averages were used post comparisons orally as shown in Table (7).

Table (7) Dimensional comparisons in an oral way to the effect of specialization on the level of academic procrastination

Binary Variance source	Arithmetic average	Medicine	Engineering	Economics	Education
Medicine	1.89				
Engineering	2.01	.11			
Economics	2.08	.18*	.07		
Education	2.10	.21*	.09*	.02	

* Function at the significance level (α = 0.05).

Table (7) shows the existence of statistically significant differences (α = 0.05) between the specialization of medicine on the one hand and both economics and education on the other hand, the differences were in favor of both economics and education, as it was found that there are statistically significant differences (α = 0.05) between Engineering and Education The differences came in favor of education.

Question 4: Are there significant differences at the level of significance (α = 0.05) in the motivation for learning among Yarmouk University students attributed to sex and specialization variables?

To answer this question, the arithmetic averages and standard deviations of motivation by sex and specialization variables were extracted.

Table (8) Arithmetic mean and standard deviations of motivation for learning by sex and specialization variables

		Arithmetic average	standard deviation	numbers
Sex	Male	2.67	.419	298
	Female	2.66	.440	504
Specialization	Medicine	2.72	.486	33
	Engineering	2.59	.334	69
	Economics	2.58	.284	338
	Education	3.11	.542	362

Table 8 shows an apparent variation in the arithmetic averages and standard deviations of motivation for learning due to the different categories of sex and specialization variables. To illustrate the significance of statistical differences between the arithmetic averages, binary variance analysis was used in table 9.

Table (9) Analysis of binary variance of the effect of sex and specialization on motivation to learn

Variance source	Total squares	Degrees of freedom	Average squares	F value	Statistical significance
Sex	.069	1	.035	0.200	0.819
Specialization	10.129	3	3.376	19.531	0.000
Error	137.606	797	.173		
Total	147.775	801			

Table (9) shows the following:

-There were no statistically significant differences at the level of significance (α = 0.05) due to the effect of sex, where the value was 0.200) and statistically significant (0.819).

- The presence of statistically significant differences at the level of significance (α = 0.05) attributed to the effect of specialization, where the value of F (19.531) and statistical significance reached (0.000), and to show the marital differences statistically significant between the arithmetic averages were used post comparisons in a verbal table (10) .

Table 10 Dimensional comparisons in an oral way to the effect of specialization on the motivation of learning

	Arithmetic average	Medicine	Engineering	Economics	Education
Medicine	2.72				
Engineering	2.59	.13*			
Economics	2.58	.14	.01		
Education	3.11	.39*	.52*	.54*	

* Function at the level of significance.

Table 10 shows the following:

- There were statistically significant differences at the level of significance (α = 0.05) between the medical and engineering disciplines.

- The existence of statistically significant differences at the level of significance (α = 0.05) between education on the one hand and both medicine, engineering and economics on the other hand and the differences came in favor of the specialty of education.

DISCUSS THE RESULTS

First: Discuss the results related to the first question: What is the level of academic procrastination among the students of Yarmouk University?

The study found that the phenomenon of procrastination at a high level among students, this corresponds to the findings of the study of Maysoon, Khuwaylid and Kebali, 2018, and partially corresponds to the findings of Abu-Ghazal, 2012, his study revealed that (25%) of the students are of high procrastination, and that the percentage of students among the middle procrastination students was 58%, It also contradicts the studies of Al-kfare, 2016 and al-Salmi, 2015, which show that there was a moderate level of procrastination among students. The high level of procrastination may explain that the low level of motivation for learning negatively affects student performance and results, As revealed in the study of Shrait and Abdullah, 2008, which shows the high academic procrastination linked to low motivation to achieve, and may be a peer role in the behavior of procrastination; by which Bandura, 1986, considered modeling a major contributor to learning, and through peer modeling, students and peer models compare themselves with similar individuals and learn new skills from them.

It may also be because individuals sometimes lack self-organizing skills that make them miserable, and repeated failure to perform tasks may be the cause of procrastination among students. The problem can be solved by not thinking about past failures, focusing on the current task, and setting strict deadlines for completion of a work Steel, 2007.

Second: discuss the results related to the second question: What is the level of motivation for learning among students of Yarmouk University?

The lack of motivation to learn is explained by the fact that students do not feel sufficiently responsible for themselves and their community, or because of the small variety of teaching methods offered to students, as well as the economic and social feasibility of their studies. In addition to not feeling the economic and social feasibility of their studies; they may see that many learners do not work because of the high level of unemployment among them, or work but not in their field of specialization, as may be explained by the lack of reality by university institutions in the promotion of outstanding students, whether financial incentives, or those related to employment, which reduces the Level of motivation they have.

Third: Discussion of the results related to the third question: Are there any statistically significant differences in the level of academic procrastination at the level of significance (α = 0.05) among Yarmouk University students attributed to sex and specialization?

The results of this question revealed differences in the level of academic procrastination in favor of males, specialization and in favor of students of the Faculty of Education, thus contrary to the results of the study of Abu-Ghazal, 2012, which did not show significant differences due to the variable of sex and specialization, perhaps due to the nature of the female Home, which can raise the level of completion of tasks other than males, who often spend a lot of time outside the home, making it easier for them not to do the tasks.

With regard to the existence of differences in the level of academic procrastination among students due to the variable of specialization and for the benefit of students of the Faculty of Education, it may be explained that the acceptance of students in scientific disciplines is on the basis of average grade point, which may explain the study's conclusion, that the scientific fields students are more interested in completing their tasks on time for the desire to obtain higher degrees than others with educational and humanitarian specialties.

Fourth: Discussion of the results related to the fourth question: Are there statistically significant differences in the level of motivation for learning at the level of significance (α = 0.05) among students of Yarmouk University attributed to sex and specialization?

The results of this question reveal that there are no significant differences attributable to the gender variable, thus agreeing with the study of Khuwaylid and Kebali, 2018. It also revealed the existence of significant differences attributed to the variable of specialization and for the benefit of the Faculty of Education from the rest of the specializations, and the study thus contradicts the expectations of the researcher high motivation level of learning among students of scientific specializations, As compared to other specializations, also contradicts with AL-Omar study, 1987, which shows the high level of internal motivation among students of scientific specializations compared to literary. This may be explained by the fact that those with scientific specializations have achieved their goal of enrolling in them, and their motivation has decreased thereafter, while the students of the Faculty of Education seek to contradict the general perception among individuals, in terms of their view of educational specializations as the least level of scientific, and their motivation to learn increased accordingly. This may also be due to their desire to specialize, as demonstrated by AL-Qudah and Zoubi Study, 2009.

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