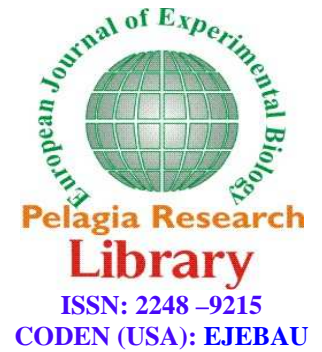




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Survey of educational impact on student motivation of Tehran University

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ABSTRACT

In this study the educational impact on student motivation in Tehran University and vicinity was surveyed and the main question was that if educational impact was lower than normal level? And did educational impact effect on educational motivation? Investigation constructure designed according to educational impact as independent variable in educational, the content of lessons and performing educational program, educational motivation as dependent variable and sexuality variable as modulating variable, so 1600 students were selected among Tehran university student through sort sampling from public, Azad, Payamnoor and applied- Science university. Finally, empirical data which achieved of two valid questionnaires include educational impact and motivation was analyzed through using of statistical model such as one group t, regression, variance analysis and two group t. So, it resulted that if educational impact increase, the value of motivation will decrease and negative relationship create between educational impact, the content of lessons and performing educational programs and educational motivation. Also, the value of impact is more hat standard level and the value of educational motivation is less than standard level. Therefore, it was suggested to increase educational impact to have promotion in educational motivation.

Key word: impacts, educational impacts, educational motivation

INTRODUCTION

Nowadays, educational system plays important role in the world and tried to promote qualitative and quantitative level of education. In this issue, the character of successful and unsuccessful people is compared and valuable information is obtained. Therefore, it is tried to obtain good information in the area of educational management [14]. Through comparative investigation. Variable this is related to educational motivation pay attention to student educational impact. Because there are wide variation in psychological area, so motivation system is considered. Variation of motivation system and educational motivation is promotion motivation [15]. Promotion motivation is considered in Psychological literature and is important in Educational Psychological and lesson planning. Promotion motivation helps to person in presenting maximum capacity, skill, dealing with Failure, Perseverance and Persistence [7]. Sometimes, educational impacts of successful and unsuccessful person are used as educational success or downfall. Educational success refers to successful person and educational downfall refers to unsuccessful person. Nowadays, educational motivation is used as a continuum and also for effective factors determination. So, educational impact plays important role in motivation, Excitement and could effect on people healthy. Finally, it should mention that educational impact could relate to applied aspect of educational motivation [7]. Therefore, educational impact can effect on educational motivation and general healthy of person. Also, motivation and excitement pay attention to this science field in educational psychology [11]. Finally, it is mentioned that educational impact could directed to educational motivation. In this study, the educational impacts of Tehran university students are considered and try to increase educational motivation through decreasing educational impact.

MATERIALS AND METHODS

In this study, educational impact which is related to educational motivation is considered through survey investigation. Because there is no dependent variable in this study, so the correlation between educational impact and motivation variable is mentioned. Current statistical society is Tehran university students. Because all members are not available, so investigation society is infinite. Because in current study we face with infinite society and the number of members is uncertain, so 1600 person were selected as a random sampling of a public, Azad, Payamnoor and applied-science university. In current study is emphasized on two motivation and impact variables, so we encounter with two valid tools. Reliability coefficient of educational impact and motivation is respectively 0.87 and 0.84. To test the hypothesis a multivariate regression model was used to predict the motivation through educational impacts.

RESULTS

Because there is a little difference between view, central and average and Stretch and deviation coefficient is less than, so stated that upon distribution is normal and could use of average as Indicators of central trends in parametric statistic.

Table 1. Investigating the status of subscale, 'Educational impact' in survey

variable	level	Indicators of Distribution			Indicators of Dispersion			Indicators of central trends		
		Stretch co	Dev co	St err	St dev	Variance	range of Variation	Average	Central	View
Educational impact	Public university	-0.24	0.23	0.20	4.11	16.93	20	30.79	31	32
	Azad university	-0.20	0.22	0.38	0.16	17.35	20	30.78	31	31
	Payam noor university	0.06	18.49	0.21	4.29	18.49	24	32.01	32	31
	University of applied-science	-0.01	0.18	0.22	4.36	19.08	26	33.42	33	32
Content of lesson impact	Public university	0.26	0.45	0.30	6.14	37.79	30	31.81	31	32
	Azad university	0.37	0.46	0.55	6.05	36.71	30	31.80	31	31
	Payam noor university	-0.49	28.12	0.26	5.30	28.12	27	32.91	33	35
	University of applied-science	0.08	-0.05	0.28	5.71	32.68	31	34.05	34	34
Educational program impact	Public university	-0.24	-0.42	0.29	5.93	35.23	27	31.87	32	32
	Azad university	-0.19	-0.44	0.54	5.94	35.31	27	31.86	32	32
	Payam noor university	0.71	29.88	0.27	5.46	29.88	30	30.56	30	27
	University of applied-science	0.18	-0.52	0.28	5.64	31.81	33	33.53	34	36
Educational impact (total)	Public university	-0.15	0.31	0.72	14.18	201.12	65	94.55	93	98
	Azad university	-0.08	0.30	1.31	14.14	200.09	65	94.48	93	98
	Payam noor university	0.31	129.70	0.57	11.38	129.70	63	94.46	93	93
	University of applied-science	-0.46	-0.02	0.65	12.89	166.32	65	101.10	101	112
Educational motivation	Public university	-0.07	-0.50	1.41	28.25	798.58	97	59.58	65.50	65.50
	Azad university	-0.22	-0.42	1.43	28.76	827.72	97	57.71	65	65
	Payam noor university	1.20	-0.42	1.43	28.66	821.78	97	57.75	65	65
	University of applied-science	-0.26	-0.41	1.45	29.11	847.89	97	57.58	65	65

Table 2. Status consideration single group t 'training impact' in survey samples

N	ITEM	Sig	Df	Rate of t	St dev	Empirical average	Theoretical average
1	lack of friendly behavior of management and staffs	0.01	Infinite	17.41	1.23	3.53	3
2	Formal and unfriendly environment	0.01	Infinite	16.59	1.22	3.50	3
3	lack of suitable light in the class	0.01	Infinite	13.26	1.20	3.40	3
4	Not valuing to person form educational responsible	0.01	Infinite	10.95	1.32	3.36	3
5	Not encouraged to do more educational activities	0.01	Infinite	5.57	1.31	3.18	3
6	lack of enthusiasm	0.01	Infinite	4.15	1.14	3.11	3
7	Lack of suitable educational environment	-	Infinite	1.28	1.43	3.04	3
8	Not favorable quality of restaurant	-	Infinite	-0.85	1.33	2.97	3
9	Not suitable geographical environment	0.05	Infinite	-2.07	1.18	2.93	3
10	Inadequate educational resources	0.01	Infinite	-8.94	1.13	2.74	3
11	Educational impact	0.01	Infinite	16.71	0.43	3.18	3

According to table 1 and 2, emphasized on rate of t show that there is specific difference in $\alpha = 0.01$ in items 1, 2, 3, 4, 5, 6, 9, 10 and educational impact (total) is between Theoretical and empirical average. Because empirical average is higher than theoretical average in items 1, 2, 3, 4, 5, 6, so it should mention that educational impact

effectiveness is more than standard level in upon item. Whereas, empirical average is lower than theoretical average in items 9 and 10, so it is mention that the value of educational impact is less than standard level. Finally, it is observed that there is no significant difference between theoretical and empirical in items 7 and 8. So, the rate of educational impact is in standard level.

Table 3. Status consideration single group t 'educational impact' in survey samples

sig	Df	Rate of t	St. dev	Emp aver	Theor ave
0.01	1561	15.44	0.43	3.17	3

According to table 3, with emphasized on the rate of t (15.44), it is observed that there is significant difference in $\alpha = 0.01$ between theoretical and empirical average in educational impact. Due to higher empirical average, it could mention that the rate of educational impact is more than standard level.

Table 4. Status consideration single group t 'educational motivation' in survey samples

sig	Df	Rate of t	St dev	Emp aver	Theor aver
0.01	1599	-2.56	1.43	2.90	3

According to upon table and with emphasized on the rate of t (-2.56), it is observed that there is significant difference in $\alpha = 0.01$ between theoretical and empirical average in educational motivation. Due to lower empirical average, it could mention that the rate of educational motivation is less than standard level.

Table 5. One-side variance analysis for comparative survey 'Productivity' or "creativity" with emphasis on "university

variable	level	Sig	f	St dev	Average
Training impacts	Public university	0.01	31.25	4.03	31.06
	Azad university			4.11	30.79
	Payam noor university			4.29	32.01
	University of applied- science			4.36	33.42
Content of lesson impacts	Public university	0.01	41.84	5.88	29.67
	Azad university			6.14	31.81
	Payam noor university			5.30	32.91
	University of applied- science			5.71	34.05
Performing training program impact	Public university	0.01	32.36	5.56	29.87
	Azad university			5.93	31.87
	Payam noor university			5.46	30.56
	University of applied- science			5.64	33.53
Total	Public university	0.01	47.76	11.92	90.45
	Azad university			14.18	94.55
	Payam noor university			11.38	94.46
	University of applied- science			12.89	101.10
Educational motivation	Public university	-	0.44	28.25	59.58
	Azad university			28.76	57.71
	Payam noor university			28.66	57.75
	University of applied- science			29.11	57.58

According to upon table and with emphasized on the rate of F, it is observed that there is significant difference in $\alpha = 0.01$ between the rate of educational. So, educational impacts, content of lesson and performing educational programs at applied- Science University and educational impact in Azad University is high. It should be mentioned that the rate of educational motivation is higher in public university rather than other university.

Table 6. Comparative survey 'training impacts' with emphasis on "university

	University of applied- science	Payam noor university	Azad university	Public university
Public university	-2.35	-0.94	0.27	
Azad university	-2.63	-1.21		-
Payam noor university	-1.41		0.01	0.01
University of applied- science		0.01	0.01	0.01

According to upon table and with emphasized on achieved rate between difference between samples in public, Azad, Payamnoor and applied-science university, it is observed that the rate of educational impact in public university has no significant difference with azad university, whereas between other universities, the significant difference was observed in $\alpha = 0.01$ level.

Table 7. Comparative survey 'content of lesson impacts' with emphasis on 'university

	University of applied- science	Payam noor university	Azad university	Public university
Public university	-4.38	-3.24	-2.14	
Azad university	-2.24	-1.09		0.01
Payam noor university	-1.14		0.01	0.01
University of applied- science		0.01	0.01	0.01

.According to upon table and with emphasized on achieved rate between difference between samples in public, Azad, Payamnoor and applied-science university, it is observed that the rate of educational impact has significant difference with other in $\alpha = 0.01$ level.

Table 8. Consideration of two groups 'educational impact' and 'educational motivation' with emphasize on 'sexuality'

variable	level	Sig	Df	Rate of t	St dev	Average
Training impact	Male	0.01	1562	-7.58	4.24	31.16
	Female				4.25	32.82
Content of lesson impact	Male	0.01	1598	-6.78	5.81	31.29
	Female				6.03	33.33
Performing of training program impact	Male	0.01	1598	-6.85	5.76	30.65
	Female				5.69	32.65
total	Male	0.01	1560	-9.66	12.87	92.59
	Female				12.74	98.98
Educational motivation	Male	0.05	1598	-2.01	27.72	56.95
	Female				30	59.94

According to upon table and with emphasized on the rate of t, it is observed that there is significant difference between the rate of educational impacts with emphasized on sexuality in $\alpha = 0.01$ level. So, the rate of educational impact, content of lessons and performing educational programs in female samples is higher than male samples. It should be mentioned that the rate of educational motivation is higher in female samples.

DISCUSSION AND CONCLUSION

According to thesis review it is clear that Educational impacts appear from environment and surrounding Stimulus, so that person tolerates these impacts with external stimulus and finally feels unpleasant. Whereas, these impacts is occurred due to physical complications and is observed as physical Abnormalities such as headache, Muscle pain etc. In this regard, Lazarus considers such methods to deal with external stimuli. Coping styles are behavioral styles which have shown that the people can do both problems. People who are emotional show such behavior and emotional states such as aggression, anger and rage, cry and so on. Show, or are suffering from depression and inactivity. Whereas, impacts decreases for someone face to this environment logically and think about solving problem. It should be mentioned that Kan (2006) divided educational impact in three areas include physical, mental and social and evaluated impact. He expressed that motivation is effective on educational system. Latest view of impacts is referred to var (2004). He knows impacts in correlation with mental. He believes that environment impact could annoy mental. He referred to five factors included mental health include emotional health, competence, autonomy, or independence, enthusiasm , internal coherence function, remember as a correlation factor with impacts. With increasing educational impacts, mental health is decreased. In this study, the investigation about male and female students of Tehran University (public, Azad, Payamnoor, and applied-science) was considered. It is observed that in all students, the rate of educational impact is more than standard level through single t model and this claim is confirmed 100%. It should be mentioned that motivation in upon students is lower than standard level. Also, finding show that there is significant difference between training impacts, content of lesson and educational impacts between male and female students and the average of female students is more than male student. Relationship between variables shows that increasing educational impact lead to educational motivation reduces. Current study is in correlation with Kaffman and Richardeston (1999), Zakraman and Elison (1999), Moher and Claber (2003), anger (2003, Kaffman (2004), Cheri and Dou (2004), Kandri and Dayer (2005), Estward and Chester (2005), Dowok et.al (2006), Dowok and Eliot (2006), so in all studies is referred to the direct correlation of impact and motivation. According to current study, it is suggested to use of professional person to increase educational motivation in students. It is necessary to improve training management According to indicators about educational impacts include lack of friendly behavior of management and staffs, not valuing to person form educational responsible, not encouraging, lack of enthusiasm and formal environment. It is suggested to carry out training course for members according to indicators such as lack of coherence between materials, lack of resources and research methods course, the lack of coordination between the educational content online with other units, a discrepancy between the contents of lessons and teaching units outside, no courses associated with scientific methods in the literature, being unrelated presentations and stereotyped patterns of behavior, and no change in the course of master.

Lack of mastery in lessons will increase educational impact. These matters combine with problems like no suitable light and create other problems like lack of clear voice of master, uncontrollable class. These matters combine with low talent of master and create indicators such as not coherence content, not encourage student in class, not mastery to content of lesson and lack of group discussion in educational space. It is suggested to increase Personality characteristic and in staff in order to decrease educational impacts.

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