

The predictive ability of academic motivation and its effect on self-organization among Palestinian and Jordanian university students from their perspective

1- Faten H. Al-Rawahneh, The University of Jordan, Jordan,
f.rawahneh@hotmail.com

2- Ali L. Qashmar*, Al Istiqlal University, Jericho, Palestine,
alilutfe@gmail.com

3- Neda H. Al-Omari, Al Yarmouk University, Jordan,
nedaa7@yahoo.com

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Abstract :

The current study aimed to understand the predictive ability of academic motivation and its impact on self-organization among Palestinian and Jordanian university students. From their perspective, the study sample consisted of 480 students from Palestinian and Jordanian universities enrolled in the first semester of the academic year (2021/2022). They were chosen in the random way. The study showed a range of results, most notably statistically significant differences at the marker level in favor of males, while in other areas there are no statistically significant differences attributable to the gender variant. There are no statistically significant differences among Palestinian and Jordanian university students in all fields attributable to the State variant. There is a statistically significant difference in the first and second domains for undergraduate and undergraduate students. There are also statistically significant differences in favor of high-performing students. There are also no statistically significant differences among students by place of residence. In light of its findings, the study recommends shedding light on self-organization and academic motivation among Palestinian and Jordanian school and university students.

Keywords: PREDICTIVE ABILITY; ACADEMIC MOTIVATION; SELF-REGULATION; PALESTINE; JORDAN.

* Corresponding auteur

Introduction

The educational system in the Arab world as a whole is characterized by diverse objectives, curricula, and teaching methods. While we find that the mental abilities of learners are unequal, the teacher must use teaching methods and methods that consider individual differences. Since the teacher suffers from time constraints in general, the student must learn methods and methods that help him to understand his or her curricula more deeply, and he or she must learn self-organization; It is an important process for raising the level and awareness of learners in the education system, as self-organization is generated through awareness of the processes beyond knowledge generated by vetting, analysis and problem-solving (Ilten & Hempel, 2012).

The cognitive school of Albert Bandura suggests that the self-organization processes of learners through his theory of social cognitive learning that learners can control their behavior through their perceptions and beliefs about the consequences of those behaviors, and that self-organization processes contribute to the changes that take place in behavior (Al-Jarrah, 2010).

Motivation plays an important and essential role for learning to occur. so, without the minimum of motivation level learning doesn't occur; Many studies have looked at factors that influence students' learning, with the most important finding that motivation is a prerequisite for learning to occur, enabling them to develop their academic performance (Al-Rawahneh, 2015). As specialized scientific references show that the motivation to learn is a mental process that stimulates, moves and directs academic behavior, and sustains it (Pintrich & Schunk, 2002).

Motivation is the internal stimulus that drives human behavior that moves and directs an individual's behavior towards a goal, which is the force that pushes an individual to conduct a behavior in order to satisfy a need or achieve his or her goal. When a human is oriented from his or her own self towards learning a particular object, it is called an internal motivation. It is also described as the energy or engine to enable the individual to perform a particular task, and its function is to energize and orient the individual, and to maintain the effectiveness of his or her behavior over time (Al-Rawahneh, 2015). We note that the motivation to learn is more than just a desire to learn. Reading a subject may indicate persistence, but the motivation to learn includes strategies for meaningful active study, such as expanding basic ideas, summarizing, creating blueprints for understanding basic relationships between concepts, and other strategies (Woolfolk, 2002). When a learner associates his performance with receiving a reward from an external source, it is called an external motivation, since motivation is not observed, but inferred from the behaviors and performances it entails, an organization or a virtual formation (Zimmerman, 1995).

The Research problem

Self-regulation works directly or indirectly on strategies to develop the predictive ability of academic motivation, it contributes to providing learners with effective strategies and skills in order to increase their academic ability, self-regulation is positively related to the predictive ability of academic motivation when learners specifically, it distinguishes individuals with high predictive ability from low, so the learner moves away from emotion to judge in a logical mental way on his performance through his review of self-regulation strategies, Singh pointed out ((Singh, (N. D. (Ilten & Hempel, 2012) that traditional student-oriented learning through a teacher and self-directed learning (Pintrich, & Schunk, 2002), the former depends on the learner's indoctrination of the material and focus on the information it contains, considering that the latter is the ultimate goal of learning and the student is restricted to docile recipient and non-academic competitor between him and his colleagues, with full dependence on the provider of information, which is the teacher, while self-organized learning is focused on the freedom and responsibility of the learner and his self-reliance In solving problems and making decisions, what prevails in his thinking is metacognitive thinking, with the emergence of cooperation and not competition between learners in educational groups, the student uses many patterns of thinking, focuses on internal motivation and not external, and evaluates himself without any compliments or overlooking one of the goals.

Pintrich proposed a triple model of motivation that could be linked to self-organized learning (Al-Jarrah, 2010)

- **Expectancy Component:** This component includes the experiences and beliefs that the learner forms about his abilities and skills to perform, and the extent of his conviction to take responsibility for his performance, by asking several questions that contribute to helping him determine his position from the task, such as asking Am I able to perform this task?, The student who believes in his abilities and expects high performance enters into the metacognitive strategy more and more broadly than others, because he has the determination and perseverance to achieve and achieve the desired goals.
- **Value Component:** It is the desired goals and beliefs about the importance of the task to them, the learners are more able to challenge and master with their inclination and conviction that the task is mastered These individuals are the most used to self-organization strategies.
- **Affective Component:** This component determines learners' emotional reactions to the task at hand, as it includes answering the question of what is monthly towards this task. Accordingly, the problem of the study crystallized through the following two main questions:

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- What is the level of possession of Palestinian and Jordanian university students with the components of academic motivation and self-organization?
- Are there statistically significant differences in the predictive ability of academic motivation and its impact on self-organization among Palestinian and Jordanian university students from their point of view due to variables (gender, country, college, academic level, GPA, place of residence)?

Hypotheses of the study

- The hypotheses of the study are as follows:
- There are statistically significant differences at the significance level ($0.05 \geq \alpha$) in the predictive ability of academic motivation and its impact on self-organization among Palestinian and Jordanian university students from their point of view due to the gender variable.
- There are statistically significant differences at the significance level ($0.05 \geq \alpha$) in the predictive ability of academic motivation and its impact on self-organization among Palestinian and Jordanian university students from their point of view due to the state variable.
- There are statistically significant differences at the significance level ($0.05 \geq \alpha$) in the predictive ability of academic motivation and its impact on self-organization among Palestinian and Jordanian university students from their point of view due to the college variable.
- There are statistically significant differences at the significance level ($0.05 \geq \alpha$) in the predictive ability of academic motivation and its impact on self-organization among Palestinian and Jordanian university students from their point of view due to the academic level variable.
- There are statistically significant differences at the significance level ($0.05 \geq \alpha$) in the predictive ability of academic motivation and its impact on self-organization among Palestinian and Jordanian university students from their point of view due to the GPA variable.
- There are statistically significant differences at the significance level ($0.05 \geq \alpha$) in the predictive ability of academic motivation and its impact on self-organization among Palestinian and Jordanian university students from their point of view due to the variable of place of residence.

Objectives

The current study aimed to achieve the following:

- Identify the role of Palestinian and Jordanian universities in improving the self-organization of their students.
- Identify the effect of some variables on estimating the predictive ability of academic motivation and its impact on self-organization among Palestinian and Jordanian university students from their perspectives

(gender, state, college, academic level, cumulative average, monthly family income).

The Importance

The importance of the current study appeared in that:

- Shedding light on self-organization among university students, especially as we are living a stage of reform, change and construction, and since self-organization contributes to improving the educational process and upgrading the level of students in solving the problems they face.
- Identify the predictive ability of academic motivation among Palestinian and Jordanian university students and its impact on self-organization from their point of view. Limitations of the study:

The limitations of the study include:

- Spatial boundaries: Palestinian and Jordanian universities.
- Time limits: the first semester of the academic year (2021/2022).
- Human Limits: Palestinian and Jordanian university students.

Previous studies:

Previous studies of academic motivation:

Gemma (Santrock, 2008) conducted a study with the aim of investigating the impact of learning as a construction and pattern of the social generalizer participating in summer exercises and to satisfy psychological needs and organize motivation and behavioral exercises and the goal of behavior Intention and influence Affect, and for the purposes of achieving the objectives of the study was divided members of the sample into two experimental groups and another control, where the number of the first (25) individuals were applied exercises based on the theory of self-determination on them and the other numbered (31) were taught according to the method of the social teacher. The training lasted for (10) weeks. The results of the study showed that there was a reduction in independent support and motivation in the control group. The results of the study also showed an increase in the level of competencies and motivation of the experimental group and the level of statistical significance was high in the values of the theory of self-report SDT based on the characteristics of the social context and psychological needs as a predictor of autonomy.

The study (Fabio, 2008) aimed to explore the various aspects associated with self-academic motivation, for primary and secondary school students, and the study was applied to a sample of (878) students from the primary and secondary stage and using a mixed methodology (inductive method driven by data and deductive driven by theory) The results were evaluated by a statistical deductive test, and the results of the study showed that self-academic motivation tends to decrease the transition from school Primary to secondary.

The study (Guay & Dowson, & Larose, 2005) aimed to assess academic motivation among primary school students in Canada, through which a measure of academic motivation was developed, and to assess academic self-motivation, defined organization and external organization in its relationship to reading, writing and arithmetic, and the scale was applied to a sample consisting of (426) students (males and females) grades first, second and third French and Canadian, including (226) female students, and (200) students, and the results showed on The scale consisting of (9) internally consistent factors using factor analysis of three types of motivation for each of the three skills is also verified constructive honesty of the scale using analysis Correlations between scores on the scale and scores on each of the subscales, as well as correlations between scores on the scale and scores on the scale of academic self-organization, and the indicators of honesty were said Arbi high between each of the Sub-scales and self-regulation, and the results showed that there were no statistically significant differences in motivation attributed to both age and sex or the interaction between them.

Previous studies related to self-regulation and its relationship to academic achievement

In a study (Ryan, 2014) aimed to examine the predictive ability of multiple intelligences in self-organized learning skills and academic achievement among students of education, Faculty of Education at Al-Quds Open University, and to achieve the objectives of the study, the researcher applied the two study tools after their validity and stability were verified on a sample consisting of (328) male and female students, who were selected by the stratified method, the results showed a positive relationship statistically significant between intelligences as a whole and also showed that personal intelligence is more predictable Self-organized learning, followed by verbal and then social intelligence, while personal intelligence was the only predictor of academic achievement.

In a study (Al-Jarrah, 2010) aimed to reveal the level of university students' possession of the components of self-organized learning, and whether these components vary according to the student's gender or academic level, in addition to knowing the predictive ability of the components of self-organized learning with academic achievement, and to know whether academic achievement differs in students with a high level of self-organized learning than in students with a low level of self-organized learning. The study sample consisted of (331) male and female undergraduate students at Yarmouk University, and to achieve the objectives of the study, a scale of self-organized learning was used, and the results showed that the possession of (Purdie) students for self-organized learning skills on the component of recitation and memorization came within the high level, and the rest of the

dimensions with a medium degree. It was also found that males outperform females in the component of goal setting and planning, and that fourth-year students statistically outperform second- and third-year students on the components of record keeping, monitoring, and social assistance request. The results also indicated that there were statistically significant differences in academic achievement between the category of students with high self-organized learning and the category of students with low self-organized learning on the components of goal setting, planning, recitation and memorization, and in favor of students with high self-organized learning. It was also found that the components of record keeping and monitoring, goal setting and planning, predict students' academic achievement.

In a study conducted by (Sui-Chu, 2004) aimed to reveal the correlation between academic achievement and self-organized learning, among a sample of students with an average age of (15) years in Hong Kong, the results came with a positive correlation between self-organized learning and academic achievement in reading, mathematics and science, and control strategies, and self-efficacy were most associated with achievement in the three subjects, while the components of motivation and memory were negatively associated with achievement in mathematics and science. The results also indicated that Hong Kong students are less likely to use self-organized learning strategies than other students from other countries. In a study conducted by (Pintrich & DeGroot, 1990) aimed to find out the correlation between motivation and self-organized learning and with academic achievement, on a sample of (173) seventh grade students, distributed over eight chapters of science, and seven classes of the English language, the results came with a positive correlation between self-efficacy and internal values and academic achievement, and the results of the regression analysis showed that self-organization, self-efficacy, and test anxiety have worked as predictors of academic achievement in learners, while the value was not Internal no direct impact on their academic achievement.

Research Tools & Materials Study Methodology:

After reviewing the researchers on many studies related to the subject, it was found that the most appropriate approach to the subject of study is the descriptive analytical approach for its suitability to the subject of study, as it is concerned with an accurate description of the phenomenon and expresses it, showing the amount of this phenomenon, its size and the degree of its association with other phenomena.

Population of the Study: The study population consisted of all Palestinian and Jordanian university students during the first semester of the academic year (2021/2022).

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Study sample: The study sample was selected from among Palestinian and Jordanian university students during the first semester of the academic year (2021/2022), and the sample was chosen by a random sample method, in which all the variables to be studied were represented, so the number of sample members came (480) male and female students, and Table (1) shows the distribution of the study sample according to its variables.

Table (1): Distribution of the study sample according to the variables

Variables		Frequency	Percentage
Gender	Male	234	49%
	Female	246	51%
Total:		480	100%
Country	Palestine	222	46%
	Jordan	258	54%
Total:		480	100%
College	Scientific colleges	262	55%
	Humanities colleges	218	45%
Total:		480	100%
Academic Level	Bachelor's degree or less	316	66%
	High studies	164	34%
Total:		480	100%
GPA	Excellent	22	05%
	Very good	128	27%
	Good or less	330	69%
Total:		480	100%
Place of residence	City	182	38%
	Village	142	30%
	Camp/Baddia	156	33%
Total:		480	100%

Tool of the Research:

The tool is represented by the questionnaire “The predictive ability of academic motivation and its impact on self-regulation among Palestinian and Jordanian university students from their perspective”, prepared by researchers with the help of previous studies and educational literature, and it was arbitrated and found honesty and stability for it, and the study tool consists of two areas represented in the role of: (self-regulation scale, academic motivation scale). Thus, the questionnaire in its final form consists of (120) items distributed over the areas of the questionnaire as shown in Table (2).

Table (2): The final questionnaire specifications

Areas of questionnaire	Items of measure each area	Number of items
Self-regulation scale	01-80	80
Academic Motivation Scale	81-120	40

Validity of the Scale:

The questionnaire was presented in its initial form to a group of arbitrators in Palestinian and Jordanian universities, numbering (34), and these amendments were made and the questionnaire was finalized.

Reliability of the scale:

To verify the stability of the tool, the Cronbach alpha equation was used to extract the stability, and its total percentage on the paragraphs of the resolution was (0.88), which is a stability ratio that confirms the possibility of using the tool.

Statistical Processing:

To obtain the results of the field study, the researchers used Statistical Processing arithmetic mean and percentages, the T-test for two independent samples, and a single variance analysis.

Results:

The results related to the first question, which is that: What is the level of possession of Palestinian and Jordanian university students of the components of academic motivation and self-organization? In order to answer this question, arithmetic averages and percentages were used for each paragraph of each area of the questionnaire. Paragraphs with positive content were given (5) marks for each answer (strongly agree), (4) degrees for each answer (agree), (3) degrees for each answer (neutral), two degrees for each answer (opposed), and one score for each answer (strongly opposed), and in order to interpret the results, the following balance was adopted for the percentages of responses:

Table (3): Percentage Balance of Responses

Degree of Responses	Percentages
Very low	less than 50%
Low	50%-59%
Medium	60%-69%
High	79%-70%
Very high	80% and above.

Table (04) shows that the summary of the results, showing the percentage of each of the questionnaire areas, and tables (05) and (06) show the results.

Table (4): Arithmetic mean and percentages of respondents' answers for domains and for the tool as a whole, arranged in descending order according to percentage.

Ordering	Number	Domain	Average response	percentage	Response Degree
1	2	Academic Motivation Scale	3.72	75%	High
2	1	Self-Regulation scale	3.12	62%	Medium
Total Degree			3.42	69%	Medium

In table (4) it is noted that the second area (Academic Motivation Scale) came in the first place, where it received the highest percentage (75%), while the first field (Self-Organization Scale) received the lowest ranking with a percentage of (62%).

The arithmetic averages and percentages of the respondents' answers for each paragraph of the questionnaire in its five fields were extracted as follows:

Results for the first area: self-regulation scale

The arithmetic means and percentages of the responses of the study subjects were extracted for each paragraph of the first field, and Table (5) shows these results.

Table (5): Arithmetic mean and percentages for the first field, arranged in descending order by percentage

Ordering	Number	Average response	Percentage	Response Degree
1	90	4.65	93%	Very high
2	10	4.35	87%	Very high
3	75	4.30	86%	Very high
4	11	4.25	85%	Very high
5	46	4.16	83%	Very high
6	47	4.14	83%	Very high
7	48	4.14	83%	Very high
8	12	4.10	82%	Very high
9	13	4.09	82%	Very high
10	14	4.09	82%	High
11	15	4.09	82%	Very high
12	76	.004	80%	Very high
13	79	.004	80%	Very high

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14	49	3.94	79%	High
15	20	3.88	78%	High
16	44	3.88	78%	High
17	63	3.88	78%	High
18	72	3.90	78%	High
19	73	3.90	78%	High
20	74	3.90	78%	High
21	29	3.86	77%	High
22	50	3.84	77%	High
23	51	3.78	76%	High
24	54	3.78	76%	High
25	64	3.78	76%	High
26	77	3.8	76%	High
27	78	3.8	76%	High
28	30	3.68	74%	High
29	66	3.69	74%	High
30	80	3.70	74%	High
31	16	3.58	72%	High
32	31	3.56	71%	High
33	32	3.46	69%	Medium
34	33	3.39	68%	Medium
35	37	3.42	68%	Medium
36	52	3.4	68%	Medium
37	65	3.42	68%	Medium
38	55	3.33	67%	Medium
39	70	3.32	66%	Medium
40	34	3.28	66%	Medium
41	17	3.24	65%	Medium
42	18	3.2	64%	Medium
43	35	3.09	62%	Medium
44	41	3.11	62%	Medium
45	57	3.08	62%	Medium
46	19	3.05	61%	Medium
47	36	3.05	61%	Medium
48	60	2.91	58%	Low
49	53	2.83	57%	Low
50	45	2.64	53%	Low
51	69	2.64	53%	Low
52	58	2.58	52%	Low

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53	62	2.62	52%	Low
54	70	2.62	52%	Low
55	30	2.54	51%	Low
56	80	2.57	51%	Low
57	42	2.55	51%	Low
58	43	2.56	51%	Low
59	67	2.57	51%	Low
60	56	2.44	49%	Very Low
61	59	2.48	49%	Very Low
62	20	2.40	48%	Very Low
63	61	2.41	48%	Very Low
64	71	2.38	48%	Very Low
65	40	2.35	47%	Very Low
66	50	2.31	46%	Very Low
67	10	2.15	43%	Very Low
68	38	2.15	43%	Very Low
69	40	2.16	43%	Very Low
70	39	2.07	41%	Very Low
71	60	2.01	40%	Very Low
72	21	1.90	38%	Very Low
73	22	1.85	37%	Very Low
74	23	1.74	35%	Very Low
75	27	1.70	34%	Very Low
76	28	1.69	34%	Very Low
77	68	1.69	34%	Very Low
78	24	1.66	33%	Very Low
79	25	1.54	31%	Very Low
80	26	1.43	29%	Very low
Total:		3.12	%62	Low

In Table (5): It can be seen from that the highest percentage was for paragraph (9) "I can do and accomplish everything that is asked of me", where I got a percentage of (93%), while it is noted that the lowest is paragraph (26) "I see that my eyes are beautiful", it got a percentage (29%).

It is noted from the previous results of the table that Palestinian and Jordanian university students are interested in achieving what is required of others to organize themselves, while their view of themselves is negative.

The researchers attribute this to the fact that university students often do not accomplish any work on their own, but rather perform the tasks assigned to them according to what is done by students from the university doctor or teacher, as students are keen to accomplish their academic tasks without

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hesitation due to their importance in general. Academic assignments that are within their abilities or slightly higher in particular improve their academic motivation and push them to self-organize.

Results related to the second area: Academic Motivation Scale

The arithmetic means and percentages of the responses of the study subjects were extracted for each paragraph of the second field, and Table (6) shows these results.

Table (6): Arithmetic mean and percentages for the second field, arranged in descending order by percentage

Ordaring	Number	Average Response	Percentage	Response Degree
1	25	4.55	91%	Very high
2	26	4.47	89%	Very high
3	50	4.4	88%	Very high
4	60	4.2	84%	Very high
5	17	4.06	81%	Very high
6	70	.044	80%	Very high
7	80	.034	80%	Very high
8	11	.024	80%	Very high
9	12	.014	80%	Very high
10	13	.004	80%	Very high
11	27	.004	80%	Very high
12	29	3.98	80%	Very high
13	28	3.98	79%	High
14	37	3.98	79%	High
15	14	3.90	78%	High
16	16	3.90	78%	High
17	18	3.90	78%	High
18	9	3.80	76%	High
19	10	3.80	76%	High
20	30	3.73	75%	High
21	36	3.75	75%	High
22	38	3.73	75%	High
23	10	3.71	74%	High
24	19	3.71	74%	High
25	20	3.65	73%	High
26	39	3.63	73%	High

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27	20	3.60	72%	High
28	40	3.60	72%	High
29	15	3.60	72%	High
30	30	3.50	70%	High
31	24	3.45	69%	Medium
32	31	3.47	69%	Medium
33	32	3.37	68%	Medium
34	21	3.29	66%	Medium
35	33	3.27	66%	Medium
36	34	3.18	64%	Medium
37	40	3.22	64%	Medium
38	35	3.02	60%	Medium
39	22	2.82	56%	Low
40	23	2.71	54%	Low
Total:		3.72	%75	High

Table (6): It can be seen from that the highest percentage was for paragraph (25) "I compete with myself to overcome difficulties when I do not find anyone to compete with me", where I got a percentage of (91%), while it is noted that the lowest percentage was for paragraph (23) "I like difficult academic work because it is more interesting", it got a percentage (54%).

The results of the previous table that it is very necessary to compare the performance of each student with one soul and not with the other, and to consider the individual differences in the tasks assigned to students due to the difference in their self-perception.

The researchers attribute this to the fact that the student's self-motivation and comparing his progress with his previous performance is one of the basic principles in the academic motivation of students, and therefore his competition for himself makes him feel progress and pushes him to achieve what he aspires to and in order to achieve the best and develop and improve himself, the competition with self is the best competition, the more a person competes with himself, the more he develops, so that today is not as it was yesterday, and tomorrow is not as it is today. In addition, the student does not like difficult academic work - she received the lowest percentage - being higher than he aspires to. Especially in abstract courses. For students, this is an indicator of frustration.

The results related to the second question, which reads:

Are there statistically significant differences in the predictive ability of academic motivation and its impact on self-organization among Palestinian and Jordanian university students from their point of view due to variables (gender, geographical region, college, academic level, cumulative average,

place of residence)? Related to this question are the hypotheses of the study, and tables (7), (8), (9), (10), (11), (12) and (13) show the results of their examination.

The results of the examination of the first hypothesis, which reads: There are no statistically significant differences at the level of significance ($0.05 \geq \alpha$) in the predictive ability of academic motivation and its impact on self-organization among Palestinian and Jordanian university students from their point of view due to the gender variable. To answer the first hypothesis of the study, the arithmetic mean and standard deviation were calculated, and the value of "T" was calculated for the differences between the mean scores of males and females, and Table (7) illustrates this.

Table (7): Mean, standard deviation and significance of differences using the "T" test according to the gender

Domain	Male		Female		"T" Value	Significance Level
	Mean	Standard deviation	Mean	Standard deviation		
Self-regulation scale	4.19	0.51	4.26	0.53	1.62	0.10
Academic Motivation Scale	3.80	0.86	3.56	0.75	4.01	0.00
Both of Scales	4.00	0.69	3.91	0.64	2.82	0.05

* Tabulated T-Value at the level of significance ($0.05 \geq \alpha$) and the degree of freedom (322) is equal to (1.96)

** Tabulated T-Value at the level of significance ($0.01 \geq \alpha$) and degree of freedom (322) is equal to (2.58)

The results of the previous table that the value of "T" calculated in the second field (the scale of academic motivation) is greater than the tabulated T-Value (2.58), and this means that there is a statistically significant difference at the level of significance (0.01), in favor of males, while there is no statistically significant difference in the rest of the questionnaire areas and in the whole questionnaire.

The researchers attribute this to the fact that males have more interest than females in the field of academic motivation due to the consequent assumption of responsibilities after graduation in which research is responsible for forming the family and providing for its needs. Thus, his interest in academic achievement is high.

The results of the examination of the second hypothesis, which reads: There are no statistically significant differences at the level of significance ($0.05 \geq \alpha$)

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in the predictive ability of academic motivation and its impact on self-organization among Palestinian and Jordanian university students from their point of view attributed to the state variable.

To answer the second hypothesis of the study, the arithmetic mean and standard deviation were calculated, and the value of "T" was calculated for the differences between the average scores of Palestinian students and Jordanian students, and Table (8) illustrates this.

Table (8): mean, standard deviation and significance of differences using the "T" test according to the country variable

Domain	Palestine		Jordan		"T" Value	Significance Level
	Mean	Standard deviation	Mean	Standard deviation		
Self-regulation scale	3.91	0.53	3.91	1.05	0.05	0.95
Academic Motivation Scale	3.61	0.72	3.73	0.86	1.77	0.07
Both of Scales	3.76	0.63	3.82	0.96	0.91	0.51

* Tabulated T-Value at the level of significance ($0.05 \geq \alpha$) and the degree of freedom (322) is equal to (1.96)

** Tabulated T-Value at the level of significance ($0.01 \geq \alpha$) and degree of freedom (322) is equal to (2.58)

The results of the previous table that the value of "T" calculated for all fields and for the questionnaire as a whole is less than the tabulated T-Value (1.96), which means that there is no statistically significant difference between Palestinian and Jordanian university students in all areas of the questionnaire and in the whole questionnaire.

The researchers attribute this to the fact that economic, social, psychological, and climatic conditions are very similar in both Palestine and Jordan, and therefore the state variable had no clear effect on either self-regulation or academic motivation.

The results of the examination of the third hypothesis, which reads: There are no statistically significant differences at the significance level ($0.05 \geq \alpha$) in the predictive ability of academic motivation and its impact on self-organization among Palestinian and Jordanian university students from their point of view due to the college variable.

To answer the fourth hypothesis of the study, the arithmetic mean and standard deviation were calculated, and the value of "T" was calculated for the differences between the average scores of college students of scientific

colleges and students of the college of humanitarian colleges, and Table (9) illustrates this.

Table (9): Mean, standard deviation and significance of differences using the "T" test according to the college variable

Domain	Scientific College		Humanities College		"T" Value	Significance Level
	Mean	Standard deviation	Mean	Standard deviation		
Self-regulation scale	4.23	0.50	4.20	0.70	0.66	0.50
Academic Motivation Scale	4.00	0.60	3.87	0.68	2.76	0.006
Both of Scales	4.12	0.55	3.04	0.69	1.71	0.25

* Tabulated T-Value at the level of significance ($0.05 \geq \alpha$) and the degree of freedom (322) is equal to (1.96)

** Tabulated T-Value at the level of significance ($0.01 \geq \alpha$) and degree of freedom (322) is equal to (2.58)

The results of the previous table that the "T" value calculated in the second field (the scale of academic motivation) is greater than the tabulated T-Value (2.58), and this means that there is a statistically significant difference at the level of significance (0.01), in favor of scientific colleges, while there is no statistically significant difference in the rest of the questionnaire fields and in the whole questionnaire.

The researchers attribute this to the fact that one of the conditions for admission to scientific colleges in universities is that students obtain high rates in high school compared to humanitarian colleges that accept students with lower rates. Accordingly, students of scientific colleges have higher academic motivation to obtain higher educational achievement to achieve their goal of entering scientific colleges, and therefore their academic motivation is higher than students of humanitarian colleges.

The results of the examination of the fourth hypothesis, which reads: There are no statistically significant differences at the significance level ($0.05 \geq \alpha$) in the predictive ability of academic motivation and its impact on self-organization among Palestinian and Jordanian university students from their point of view due to the academic level variable.

To answer the fourth hypothesis of the study, the arithmetic mean and standard deviation were calculated, and the value of "T" was calculated for

the differences between the average scores of undergraduate students and less and graduate students, and Table (10) illustrates this.

Table (10): Mean, Standard Deviation and Significance of Differences Using Test "T" According to the Academic Level Variable

Domain	Bachelor's degree or less		High studies		"T" Value	Significance Level
	Mean	Standard deviation	Mean	Standard deviation		
Self-regulation scale	4.16	0.51	3.87	0.97	2.97	0.001
Academic Motivation Scale	4.10	0.46	3.93	0.66	2.47	0.01
Both of Scales	4.16	0.39	3.87	0.39	5.39	0.001

* Tabulated T-Value at the level of significance ($0.05 \geq \alpha$) and the degree of freedom (322) is equal to (1.96)

** Tabulated T-Value at the level of significance ($0.01 \geq \alpha$) and degree of freedom (322) is equal to (2.58)

The results of the previous table that the value of "T" calculated in the first field (self-regulation scale) and the second (academic motivation scale) is greater than the tabulated T-Value (2.58), and this means that there is a statistically significant difference at the level of significance (0.01) for the first field, and at the level of (0.05) for the second field, in favor of Bachelor's degree students or less.

The researchers attribute this to the fact that both undergraduate students and students below the academic level are full-time to study only, as parents ensure that students secure what is necessary for students during their university studies and thus be fully dedicated to study, unlike graduate students who bear many life obligations, whether in the field of work, family or various requirements, in addition to that they provide the requirements of their university studies, and therefore this is at the expense of both academic motivation and self-organization.

The results of the examination of the fifth hypothesis, which reads: There are no statistically significant differences at the level of significance ($0.05 \geq \alpha$) in the predictive ability of academic motivation and its impact on self-organization among Palestinian and Jordanian university students from their point of view due to the GPA variable.

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To answer the fifth hypothesis of the study, the analysis of the single variance of the difference between students' grades was calculated according to the GPA variable, and Table (11) illustrates this.

Table (11): Significance of differences using single variance analysis according to GPA variable

Domain	Source of Variance	d.f	S.S	Mean	"F" Value	Significance Level
Self-regulation scale	Between groups	2	2.12	1.06	1.23	0.29
	Within-groups	477	635.58	0.86		
	Total	479	637.70			
Academic Motivation Scale	Between groups	2	2.57	1.28	4.66	0.01
	Within-groups	477	203.66	0.27		
	Total	479	206.24			
Both of Scales	Between groups	2	2.35	1.17	2.95	0.15
	Within-groups	477	419.62	0.57		
	Total	479	421.97			

* Tabulated F-Value at the level of significance ($0.05 \geq \alpha$) and degree of freedom (2, 322) is equal to (3.01)

** Tabulated F-Value at significance level ($0.05 \geq \alpha$) and degree of freedom (2, 322) is equal to (4.65)

Table (12): Results of Scheffe test for dimensional comparisons between the arithmetic average of the degree of practice of Palestinian and Jordanian universities for their role in developing the creative thinking of students according to the cumulative average variable - in the field of (Academic Motivation Scale)

GPA	Excellent	Good and less	Very good
Excellent		- 0.13*	- 0.02
Good and less			0.19
Very good			

The results of the previous two tables that the value of "F" calculated in the second field (academic motivation scale) is greater than the Tabulated F-Value (4.65), and this means that there is a statistically significant difference

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at the level of significance (0.01), in favor of students with excellent grade, while there is no statistically significant difference in the first domain.

The researchers attribute this result to successful students at the university whose cumulative averages with an excellent grade are keen to continue to excel academically and thus have higher academic motivation than others.

The results of the examination of the sixth hypothesis, which reads: There are no statistically significant differences at the level of significance ($0.05 \geq \alpha$) in the predictive ability of academic motivation and its impact on self-organization among Palestinian and Jordanian university students from their point of view due to the variable of place of residence.

To answer the sixth hypothesis of the study, the analysis of the single variance of the difference between the students' grades according to the variable of place of residence was calculated, and Table (13) illustrates this.

Table (13): Significance of differences using single variance analysis according to the variable of place of residence

Domain	Source of Variance	d.f	S.S	Mean	"F" Value	Significance Level
Self-regulation scale	Between groups	2	0.44	0.22	0.80	0.44
	Within-groups	477	205.79	0.27		
	Total	479	206.24			
Academic Motivation Scale	Between groups	2	0.37	0.18	0.22	0.80
	Within-groups	477	637.33	0.86		
	Total	479	637.70			
Both of Scales	Between groups	2	0.41	0.20	0.51	0.62
	Within-groups	477	421.56	0.57		
	Total	479	421.97			

* Tabulated F-Value at the level of significance ($0.05 \geq \alpha$) and degree of freedom (2, 322) is equal to (3.01)

** Tabulated F-Value at significance level ($0.05 \geq \alpha$) and degree of freedom (2, 322) is equal to (4.65)

The results of the previous table that the value of "F" calculated for all fields and for the questionnaire as a whole is less than the Tabulated F-Value (3.01), and this means that there is no statistically significant difference between

students according to their place of residence in all areas of the questionnaire and in the whole questionnaire.

The researchers attribute the absence of statistically significant differences in the variable of place of residence to the role of technological development currently taking place in the world, which made the world a small village, which enabled everyone to have equal opportunities according to his geographical area, in addition to the fact that all basic human services are available in all places of residence, whether in the city, village or camp / Baddia, in both the Palestinian and Jordanian countries.

Recommendations:

The researchers propose a set of recommendations, which are as follows:

- Conducting studies on the predictive ability of academic motivation among undergraduate and school students.
- Conduct more studies on self-regulation among university and school students.
- The university's interest in developing the self-organization of its students.

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