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The relationship between the motivation towards studying and the satisfaction with the academic specialization of university students

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The relationship between the motivation towards studying and the satisfaction with the academic specialization of university students

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Abstract:

This study aims to identify the correlation between the motivation to study and the satisfaction with the academic specialization of university students. This research relies on the descriptive correlational approach; researchers distributed two questionnaires to a sample consisting of 280 male and female students from ENS Laghouat. The first questionnaire measures the satisfaction with the academic study, while the other one measures motivation to study. This study has identified a positive correlation between the motivation to study and the satisfaction with the academic specialization of university students. Therefore, this study's researchers recommend raising awareness about all academic specializations to boost students' motivation for studying.

Keywords: motivation, academic motivation, satisfaction, academic specialization, university student.

Introduction

Universities play a crucial and distinctive role in the education system. Compared to other educational institutions, the university invests and prepares students for their lives equipped with different capacities, such as specialized knowledge and fields of expertise. In addition, the university is one of the most critical training institutes for its role in developing individuals and society (Elmouni, 2020). Fischer et al. (2006) stated that universities significantly impact local knowledge, supporting chances for students to continue studying throughout their lives and fostering community-based learning.

The education at university differs from previous stages of study because students set their goals and aims, and their desired specializations are carefully selected. The latter is crucial because it relates to the student's high school specialty, ensuring high acceptance and satisfaction with the chosen specialization.

Satisfaction with academic specialization is considered one of the most important topics at university. It is also an additional feature that helps students understand the nature and requirements of the chosen specialization in their academic path. Thus, the students bear responsibility for the decisions they make regarding the specialization they choose in their higher education.

Choosing an academic specialty for a student also depends on the level of his mental, psychological, and physical abilities, which help him perform his academic role efficiently and increase his academic study motivation. Moreover, it enhances their educational attainment and helps them bear the hardship of studying and seeking knowledge.

In contrast, it is difficult for a student to study an undesirable academic specialty because this will cause some behaviors unwanted behaviors, such as lack of motivation, frustration, and skipping classes; consequently, this will negatively affect his academic path

Satisfaction with the academic specialty enhances the psychological well-being of university students and achieves reassurance. This enhances motivation to exert more effort and diligence in their study. Motivation in the area of academic study is considered one of the most important psychological factors that help students study and conduct research to achieve academic excellence and success. It refers to an internal state that motivates the student to focus and pay attention in different educational situations where the student continues until he/she grasps and understands it.

Motivation is crucial in fostering academic study, as it plays a key role in sustaining a continuous learning process and transmitting the scientific legacy to future generations. Additionally, it aids in the enhancement of students' mental, psychological, and physical capabilities, enabling them to effectively navigate the challenges, problem-solving, and obstacles that arise from educational interactions both within and outside the university.

Motivation is a fundamental requirement upon which the achievement of educational goals in various learning domains depends, such as acquiring knowledge, forming attitudes and values, and developing various skills. (Elmomani & Mahmoud, 2015, p. 297). Ayachi et al. (p.171, 2017) stated that the motivation for achievements is considered a significant factor in energizing individual behavior, directing it, and serving as a fundamental component in an individual's pursuit of achieving their goals. Moreover, El-Youcef stated that Stimulating motivation is considered one of the essential factors for creating effective learning among students. It propels individuals to exert maximum effort and utilize their capabilities to achieve learning goals (El-Youcef, 2018, p. 360).

1.1 Research problem: The research idea initially came from the treatment process of students' orientation cards for university. This process is divided into three stages. First, students who succeed in the BAC exam will be given a list of available specialties based on their BAC exam average; and students need to choose their desired specialty. Second is the treatment process, in which a particular system analyzes and treats all the orientation data. Third, the students will access the final orientation results in this stage. Researchers of this study observed that students who got their desired academic specialty were motivated to study/learn and pursue their academic path. However, conversely, we observed the contrary; in some cases, students quit studying thoroughly. From what is mentioned previously, researchers formulated the following question:

Is there a statistically significant correlation between satisfaction with academic specialization and the motivation for academic achievement of ENS Taleb Abderahman students and INS-EPS students in Laghouat city?

1.2 hypotheses:

There is a statistically significant correlation between satisfaction with academic specialization and the motivation for academic achievement of ENS Taleb Abderahman students and INS-EPS students in Laghouat city.

1.3- Research Objectives:

This study attempts to identify the correlation between students' satisfaction with their academic specialization and their motivation for academic achievement. The researchers' primary objective is to measure both variables' levels.

1.4 Importance of the study

Investigating the students' motivation is a continuing concern within the academic field.

-The importance of satisfaction with the academic specialization of university students and its contribution to enhancing their academic achievement.

-Motivation for academic achievement is one of the critical elements in university students' learning and teaching processes.

-Shedding light on the theoretical and applied importance of the correlation between satisfaction with the academic specialization and the motivation of academic achievement of university students.

Material & methods

Participants   This study involved 400 ENS Taleb Abderrahmane University students in Laghouat, Algeria.

Table 1. Describes the procedures for distributing and retrieving the study's sample research questionnaires.

	delivered questionnaires	retrieved questionnaires	refused questionnaires	total questionnaires
The study sample	400	300	15	285

We used two research questionnaires, the first questionnaire measuring the degree of satisfaction with academic specialization and the second questionnaire motivation towards study.

Methodology.

Researchers in this study used the descriptive approach was chosen because it is consistent with the nature of the research topic. This is intended to describe the factors, analyze the circumstances, and collect facts and data related to the nature of the study.

Instruments.

Steps of forming the questionnaire.

Firstly, previous studies and research-related references were reviewed, including forms, scales, and questionnaires that measure the degree of satisfaction with academic specialization and a questionnaire that measures motivation towards study in the educational field.

In the previous step, we mentioned that the data collection tool was built in the light of the hypotheses of the study (the main variables in the research) and to verify the validity of the phrases and indicators of the research tool (the sincerity of the concept of hypothetical formation or the sincerity of construction), the tool was presented to experts and arbitrators for the purpose of the arbitration process in order to measure the sincerity of the content and content by presenting it to a group of specialized professors at the University of Laghouat, where the essential tools in the research have produced A form that measures the level of satisfaction with the academic specialization from The students' point of view measures the motivation of academic achievement from the student's point of view, and we chose the five-weight Leckert method in building research tools.

Table 2. Shows the weights of the questionnaire for the degree of satisfaction with academic specialization for university students.

weights	agree	neutral	disagree
scales	3	2	1

Table 3. Shows the distribution of weights for the motivation to study questionnaires among university students.

					applied
weights	always	always	always	always	always
scales	5	4	3	2	1

Table 4. Describes the procedures for distributing and retrieving the sample's research questionnaires.

Numbers of elements	Cronbach's Alpha
34	0,78

Reliability coefficient using Cronbach's alpha method for the questionnaire of satisfaction with academic specialization among university students from the point of view of the study sample members (ISTAPS and ENS students, University of Laghouat) $R_\alpha = 0,77$

Table 5. Describes the procedures for distributing and retrieving the sample's research questionnaires.

Numbers of elements	Cronbach's Alpha
25	0,86

Reliability coefficient using Cronbach's alpha method for the study motivation questionnaire among university students from the point of view of the study sample members (ISTAPS and

ENS students, University of Laghouat)$R_\alpha = 0,86$

Statistical tools. Arithmetic mean, standard deviation, one-way ANOVA, T-test, simple linear regression, Pearson correlation coefficient. We also used the statistical program SPSS to calculate the relationships and statistical laws used in the study.

Results

Table 6. Shows the regression coefficients between the dependent variable of motivation towards studying and the independent variable of satisfaction with academic specialization.

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R	R-squared	Adjusted R-squared
	B	Ecart standard	Beta					
B_0 (Constant)	41.92	3.75		11.18	0.00	0.47	0.23	0.22
motivation	0.34	0.04	0.48	9.01	0.00			

Comments on the results and the validity of the calculated regression model. First, Agreement/logical values and signals of regression coefficients:

It is noted here that the variables of the phenomenon under study fall within the pedagogical framework in the field of physical education and sports, and by referring to the multiple linear regression model obtained in the study, which explains the significant correlation between the research variables after the quantization process, we find **Y=0.55X1+56,50**. From this model, we conclude the following:

The constant part of B_0 has a positive value that is not equal to zero **(56,50).**

The linear regression of B_1 has a positive value ranging between **(0,55).**

It is noticeable that there is no conflict between the theoretical conditions of the phenomenon under study and the regression model results explaining the significant impact relationship between the dependent variable, motivation toward study, and the independent variable, satisfaction with academic specialization.

Explaining the results of the regression model, which is judged through the adjusted coefficient of determination, is found in Table 6, which shows the significant relationship between the dependent variable, motivation toward study, and the independent variable, satisfaction with academic specialization. At the same time, the estimated value of the modified coefficient of determination is (0.22). This means that the study variables chosen for the model explained (22%) of the effect of the independent variable on the dependent variable, meaning that (22%) of the changes that occur in motivation toward study are satisfaction with academic specialization, and (78%) are due to other factors.

These results reflect the validity of the variables chosen for study and the extent of their

ability to explain the results of the regression model. The statistical significance of this model was justified by the estimated significance level (0.00), which is statistically significant and is consistent with the hypothesis that there is a statistically significant relationship between motivation toward study and satisfaction with academic specialization.

Table 7. Shows the analysis of variance for the regression coefficients of the dependent variable of motivation to study and the independent variable of satisfaction with academic specialization individuals in the study sample.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	4,589.87	1	4,589.87		
Residuals	15,734.70	278	56.6	81.09	0,00
Total	20,324.57	279			

The purpose of calculating the ANOVA table is to analyze the squares of the total deviations of the dependent variable SST, the sum of the squares of the deviations returning to the SSR regression, and the sum of the squares of the error SSE.

The most important indicator of the quality of the regression model is the extracted termination coefficient R^2 $0,225 = \frac{20,324.57}{4,589.87} = \frac{SSR}{SST} = R^2$

The square root of the coefficient of determination is equal to the correlation coefficient square coefficient square coefficient $\sqrt{R^2} = r$

By substituting the values, we find these results are in line with the results obtained in Table 7, and these results show the hat ($920,474 = \sqrt{0,225} = r\%$) of the variations of the total deviations in the values of the dependent variable are explained by the linear relationship of the dependent variable regression model Motivation towards the study and the independent variable Satisfaction with academic specialization among the members of the study sample and this result justifies the value of the modified coefficient of determination obtained in Table 7.

It is clear from Table 7 that the calculated (F) value is equal to (46.34) and the probability value P.VALUE is equal to (0.00), which is less than the level of significance (0.05). This means that at least one of the regression coefficients differs. It is less than zero and has a significant correlation.

It is clear from Table 6 that the calculated F value is equal to (87.43), and at the probability value (0.00) which is less than the value (0.05), this means that there is at least one of the regression coefficients that differs from zero and has a significant value and is in line with the research hypotheses. The results obtained are justified.

In the previous step, we determined that at least one of the regression coefficients is different from zero. We perform a partial significance test for the model via a T-test to determine which of these coefficients are significant. From the results in Table 6, we can say the following:

The constant part of B0 = (56.50) and the value of the test T.test = (12.80) at the probability value (0.00), from which we conclude that the constant amount in the regression model is significant.

The slope of the regression line for the variable of satisfaction with the academic specialization associated with university employees, B1 = (0.55) and the value of the T.test = (9.35) at the probability value (0.00), and from this we conclude that the slope in the regression model is significant.

Discussion

The results obtained in Table 6 justify and prove the partial hypothesis that there is a correlation between motivation toward study and satisfaction with academic specialization among university students. To discuss this hypothesis, we must address the procedures in place in the Ministry of Higher Education and Scientific Research for new students who are successful in the baccalaureate degree to choose their university specialization. The process is based on three main factors. The first factor is the academic degree obtained by the student pursuing a baccalaureate degree at the university. The second is the availability of pedagogical seats at the university, and the third factor is the desires card in which the student writes the specialization he desires, which requires the student to have extensive knowledge of the specializations in which they are listed. It is often the first and second deciding factor in choosing a university major. There are many students who want to study an academic major, but the baccalaureate grade does not qualify them. There are those who have a baccalaureate grade that allows them to study the major they desire, but the lack of educational seats prevents them from studying the major they desire.

The university student needs to be aware of the nature and requirements of the major he has chosen as an academic path. When a university student studies a major that matches his abilities and is consistent with his desires and inclinations, this stimulates his motivation and moves his behavior to exert effort and perseverance to achieve academic success. Many studies have proven that there is motivation towards study and satisfaction with academic specialization among university students at various levels of education. Abdullah Saeed Abdullah Al Al-Sari'i Al-Qahtani's 2006 study found a statistically significant relationship between the need for achievement and satisfaction with academic specialization, as Salim Saifour confirmed, Mustafa Busri Motivation stimulates an individual's sense of satisfaction (Salim & Mustafa, 2019, p. 173). Musa Amitoush stated that satisfaction with the training major represents a fundamental driver in his academic compatibility for the trainee, as this factor makes him forward-thinking, motivated, and ambitious towards his professional future (Amitoush, 2017, p. 80). The study of Bakir Malika (2015) found that there is a positive and moderate correlation between satisfaction with study and cognitive motivation. The results of the study of Hussein Badr Al-Sada and Farouk Shawqi Al-Buwaihi also concluded that there is a statistically significant relationship between the degree of satisfaction with study and achievement. Hizam Ghurmullah mentioned that the feeling that accompanies achieving goals and ambition generates satisfaction to a high degree (Hizam Ghurmullah, p. 334, 2022) and Abdullah Saeed Abdel described Allah Al-Sarai'i Al-Qahtani 2006 Academic satisfaction is one of the driving forces that launch an individual's

behavior and direction (Abdullah, 2006, p. 03). Alilish Fella also summarized that achievement motivation represents an individual's desire to excel and compete (Alilish, 2016, p. 155).

Satisfaction with the academic major is one of the main factors that ensure the university student's success in his academic studies, his job, and his future career, which he aspires to reach. The term satisfaction refers to a psychological state that the student feels according to the degree of satisfaction of his needs, through which he expresses the extent of his acceptance of his academic specialization, his acceptance of his academic achievements, his optimism about the future of his life, and his acceptance of and satisfaction with himself in general. In this context, Salim Saifour and Mustafa Bousri mentioned that among the factors that contribute to and indicate the university student's compatibility, we find academic satisfaction, represented by feelings of acceptance and positive interaction with the university environment and what it includes. Therefore, the factor of satisfaction with specialization plays an influential role in the success of training (Salim & Mustafa, 2019, p. 166). Moussa Amitouche stated that the feelings accompanying an individual's achievement of his ambitions and goals will result in a high degree of satisfaction (Amitouche, 2017, p. 80), and a lack of satisfaction with the academic specialization leads to a lack of desire and inclinations to learn and a low level of motivation towards study. Bakir Malika stated that Lack of satisfaction leads to a lack of cognitive motivation among students (Bakir, 2015).

Conclusions

To conclude, this research is considered a scientific addition to the scientific research and studies that addressed the issue of satisfaction with academic specialization and its relationship to motivation toward study among university students. It was found that there is a statistically significant correlation between satisfaction with academic specialization and motivation towards study for students of the High School of Teachers (ENS), Talib Abdel Rahman, in Laghouat. This study has proven that one of the main factors that arouse students' motivation and motivate them to study and make a great effort in order to achieve success in the course of academic study is the level of satisfaction with the academic major, which refers to a psychological state that the university student feels according to the degree of satisfaction of his needs and the fulfillment of his desires. Through it, he expresses his acceptance of his academic major at the university, his acceptance of his academic achievements, and his acceptance of himself.

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