



Motivational Beliefs of University Students

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Abstract

The beliefs of motivation play an active role in student learning, so it helps increase the attention of students and their mingle into the educational activities, and control of the factors affecting the completion of the learning task, and that they have a more important role in raising the performance and achievement level of students in various fields of study and activities that they face, Moreover, it is a way more confident and stable for predicting academic behavior of students, thus research is targeted: First, measure the beliefs of motivation among university students. Secondly, you know the differences in the beliefs of motivation among university students according to the variables of gender and specialization. To achieve the two goals, and put the researcher measure the beliefs of motivation, and includes (36) paragraph describing the beliefs of motivation among university students, divided into (3) components, namely: self-efficacy, and the value of work, and the concern of the test, has been applied to a sample scale of (412) from the Al-Qadisiyah University students, and the community, and the rate of (193) male and 219 female students (12) scientific and humane college and public school in the (2013-2014), and after processing the data statistically using the test (T-test) for one sample, and analysis of variance, and the difference path (LSD) test and Pearson correlation coefficient, and the researcher has reached a number of conclusions: 1. Measuring Motivational Beliefs of Al-Qadisiyah University students. 2. Statistically significant difference in the beliefs of motivation among university students according to the variables of gender and specialization, and based on those results provide the researcher with a number of recommendations and suggestions.

Introduction: Characterized the current era of progress and development and scientific and technological explosion of knowledge in various fields of life, and this requires a different educational institutions that are working on developing the educational process to keep pace with these changes and developments through the preparation of learners are able to master the languages of age, information technology, processed and handled efficiently, with increased responsibility students for learning in higher education more than any other stage of education, is no longer the role of education confined to teach students information and knowledge only, but has become a role more significant; it is trained on how to gain

information and knowledge and understanding, and to deal with it according to the capabilities and potential of every student, every learners are trying to organize their own learning and performance self somehow, but there are significant differences between the beliefs of motivation they have, and despite the interesting research the extent of the possibility of the development of this ability, however, there is a dearth of studies that focused on the disclosure of students' beliefs motivation, here it is clear the problem of current research universe beliefs motivation does not require only organization of relevant skills, but need to be a self-belief in the individual's ability to influence its efficiency in self-control and the ability to apply them effectively and continue under pressure and influences that might conflict with it, drew the attention of the researcher, as noted during his teaching that some students complain of they are making the effort in reading and study, but they do not have access to the required level, which led to his preparation of research reveals beliefs motivation among university students, and who constitute the basic pillar of social development, on the basis of the position occupied by a university student in the overall economic and social development requirements of the country.

Importance of the Study: The university education of the most important stages of education, since it represents the top of the educational pyramid and is designed to prepare individuals in an organized and geared for life, so that higher education levels are especially the university receives a lot of care and attention in most developed and developing countries alike because of the important and serious role to play in human, social and economic development, which is provided from a qualified workforce for the leadership of the community, which requires the preparation of educational institutions and attention to the human element so that it can respond to the facts of modern life and interact with them (Aekeche,2003).

So is the belief motivation is one of the variables that play an active role in the learning process, and help to increase interest in integrating students in educational activities, and control the factors that affect the completion of the learning task, and have a more effective role in strengthening the performance and achievement level in various fields and activities in school, as well as the way more confident and stable for predicting academic behavior, and students affected beliefs motivated many effects, including: substance learning studied by the student, you are interesting or not?, Is the effort to do the appropriate Task or not?, and the integration of these effects with each other, it is possible Article educated to be interesting and helpful, but not important, or students motivation to learn these materials are low because of the difficulty of the material for, for example, that none of these factors in an

integrated manner affect the motivation beliefs of students (Walters,1998), Motivational beliefs are the views and beliefs or value judgments about a student object or event or topic area. These beliefs include all views on a particular area and are formed through learning experiences directly. These specific beliefs constitute a framework of ideas, and the feelings of the individual and the procedures relating to that area. Can beliefs motivational be positive or negative, and it is difficult incredibly changed once formed they (Boekearts,2002), and beliefs stimulus affect the capacity of the learners to make, and the choices and decisions, tasks and effort in completing complex tasks and how much perseverance and flexibility to overcome the obstacles, and the time spent in the completion of a special task for this decision, as well as in the selection of the academic mission, also affect the level of ambition of the students and the goals that make the show a high efficiency in planning and organizing academic and enthusiasm, and they are open to new ideas that meet the best needs, so we can say that the beliefs of the motive is subject to cognitive and self-regulation, the learner can regulate the performance to a large extent through his conception of the results generated by himself, and the reorganization of educational experiences, control, and planning, in order to achieve the objective, which is the perceptions driven trend that needs to be done regulatory action in order to reach a state of cognitive balance, this is done these beliefs even students from an early age and evolve and become as facts about the self represents the vital forces in achieving success or failure in the performance of the business and the academic and then a lot of teachers call for more attention to those beliefs so that the family and teachers help students form good beliefs about their business , which later became the rules that works the controls incorrectly configured leads to the disease in some cases, and it is self-system and the new destination for school stimulus research at the present time (Pajares & Schunk,2002). In this regard, I noticed (Schrow, et al,2007), that the beliefs of motivation contribute to the acquisition of information; because some of the students are more willing to increase their knowledge and understanding of the topics of learning, and then continue in the educational performance of tasks, as the beliefs motivation is one of the most important factors wave of the behavior of the individual during the learning process; they are heading toward the goal or purpose of learning and help facilitate the process of organizing and the acquisition of information, because the students are more prepared for concern and continue the difficult tasks (Schrow, et al,2007), presumably (Pintrich,1994) that the beliefs motivation leads to three general patterns of behavior, motivation is option (choose to do something without the other), and the level of participation, or integration (integration in work or work effectively, processing and treatment) and deep levels, and the level of persistence (continue to work in

spite of the face of difficulties), and thus beliefs motivated student orientation toward academic achievement, and enhance the level of ambition, studies and research has shown that students who have a motivational beliefs achieve success well academically in comparison with the others, hence the importance of current research (Pintrich,1994).

Delimitation Of Study

(1)-Measurement of The Motivational beliefs among university students.

(2)-identify the differences in The Motivational beliefs among university students according to two variables: gender (male, female), and specialization (scientific, Humanist).

Limitations: Is determined by current research students of the Al-Qadisiyah University, humanitarian and scientific specialization (grade III to study the morning), Both genders (male and female).

Operational Definition: Knew Motivational beliefs of all:

-(Vermeer, et al, 2000) as: "the views and values that come from students about the objectives of the areas or subjects" (Vermeer,et al, 2000).

-(Walters & Pintrich,2003) as: "perceptions carried by the student about the same when performing a task, and is the self-efficacy, and the values and the desire to perform that task, and the positive reactions towards it" (Walters & Pintrich,2003).

-Based on the above, the researcher may rely on perceptions theory "of the theory of value-the expectation of motivation," to draw a definition of theory refers to Motivational Beliefs as: general ideas and initial judgments have come to expect the students about some of the topics in their working lives, or for their study, which affect, in the ability to achieve specific learning goals in ways that either positively or negatively, and affect the learning process, and consists of self-efficacy, task value, test anxiety.

Literature Review: Many researchers interested in recent years to study the beliefs of the motivation for the students and their impact on academic achievement, and emphasized that the beliefs of motivation works in the form of a positive or negative contexts for the learning process, Beliefs positive motivation to facilitate the learning process, while the beliefs of negative motivation is hampered, and that these beliefs result from direct learning experiences, and observation, and the statements of teachers, parents and peers, social comparisons, and that after forming The Motivational beliefs become resistant to change, whether these beliefs, positive or negative (Wolters,2004), The concept of beliefs, motivation refers to the convictions formed by the student himself, tweak and serve as the driving forces in the success or failure in academic works later (Reference) framework, including the

concept of its capabilities and its potential, and the same, and beliefs in the causes of success and failure, and thus affect the behaviors and accomplished academic (Shell & Husman,2001), and confirms (Bateman & Crant,2003) that the concept of beliefs, motivation is an important challenge to the behavior expresses the efficiency or self-efficacy, the individual will perform the behavior on his own without being seen to get on the social or physical enhancements, and created beliefs of motivation among students in an educational environment that is meaningful goals and learning is an importance to the student, and then helps the learner learning on integration with the world and with others, and to upgrade the self (Bateman & Crant,2003), and select all of the (Grast & Ried,1999) the global structure of the beliefs of motivation in the first two factors internal and include: Self- Belief, Community Service, and external, including: Interpersonal Relations, Professional Advancement, internal and refers to the perception of the individual for reasons of integration or performance of a task, and is evident in the challenge, and excellence and pleasure in work performance, and attention, and when they are the reasons behind the performance bonuses and competition and evaluation of others This is a signal to the external, self-Beliefs, is autologous reaction, is produced from within the individual, the outcome to enjoy and improve the level of efficiency in various academic tasks, while the external result of rewards or punishment based on the success or failure in the performance of tasks (Wang,2008) and sees (Knollman&Wild,2007) that the beliefs of motivation include innate tendencies usual (standard feature), or a reality (standard case) makes learning at the same enjoyable limit value, exciting and important check saturation (Knollman & Wild,2007), and select (Benabo & Tirole,2003) The Motivational beliefs components as: self-efficacy, and the value of the Task, and attribution causal, and the efficiency of the conclusion, and identifies both (Marsh et al,2003) the global structure of beliefs motivated by two factors senior namely: performance, and includes (mastery, self-efficacy, mastery Cooperative, individual mastery), and learning (or the ability to get the Task done) and include (self-organization, to compete with others, embarking on success, avoid failure) (Marsh,et al,2003).

Motivational beliefs have their roots from the concept of self-regulation and it is fundamental to clarify this concept briefly. (Pintrich,2000), defines self-regulation as a process where the learner undertakes an active and constructive mission through which s/he blends internal and external components and s/he constitutes his/her own goals and strategies. According to (Zimmerman,2000), the self-regulation process consists of planned and circular thoughts, feelings, and behaviors. During this process, the individual uses the feedback taken from previous performances as a component to regulate new learning attempts. Besides, it is

important that the individual makes his/her self-regulation as behavioral and environmental factors are subject to alteration.

Expectancy-Value Theory: There are many theories of expectation, most linked to the current context is the theory of Expectancy-value provided by each of the "Atkinson and McClelland" was developed by the Eccles and E.C.Tolmen in the field of motivation, however, which indicated that the behavior is determined by through a variety of internal and external or environmental factors, also pointed out that the tendency to perform a certain act is a function or outcome of the interaction between the three types of components, namely:

1. Motivation: The need or the desire to achieve a particular goal.
2. Prediction: the belief that doing what in a given situation will lead to the subject of the target.
3. Value: or the value of the target for the individual, and is determined by these three components directed individual and perseverance even to reach the desired goal, and reached by a newly scientists, Expectancy includes convictions of individuals for personal in the performance of tasks, and indicates the value component to the goals of individuals and their beliefs about the task and how important it is for them, and include effect involving the responses to emotional task of impact (Jacobs, & Newstead, 2000), and in general, whenever the expectations associated with the value of achievement slim and limited, decreasing oriented achievement and vice versa behavior means that individuals are motivated to accomplish as a function of the value of There are expectations that they have for the behavior of achievement. This represents a visualization application of the framework Value expectations in understanding the achievement motivation and behavior-oriented achievement as can take advantage of this framework in many of the practices that exist in schools and institutions, The equivalent obtained by the individual in the institution or the student in the school of great value in increasing the performance, they serve as a motive for better performance and more effort, it turns out that the size of the effort exerted by the individual in the work associated knew that what accomplish this work of undesirable outcomes, there is therefore a link between the individual performance of a work and the realization of Aware of the support obtained from behind this work. And to predict the behavior-oriented achievement requires us to know: motivation person, and expect his ability to deliver in a certain position, taking into account that there is interaction between these two variables (Pastor, et al,2007), in an attempt to analyze the track Eccles in his model to

express the modern theory Value-expectation, and can be illustrated by the model in the form (1) the following:

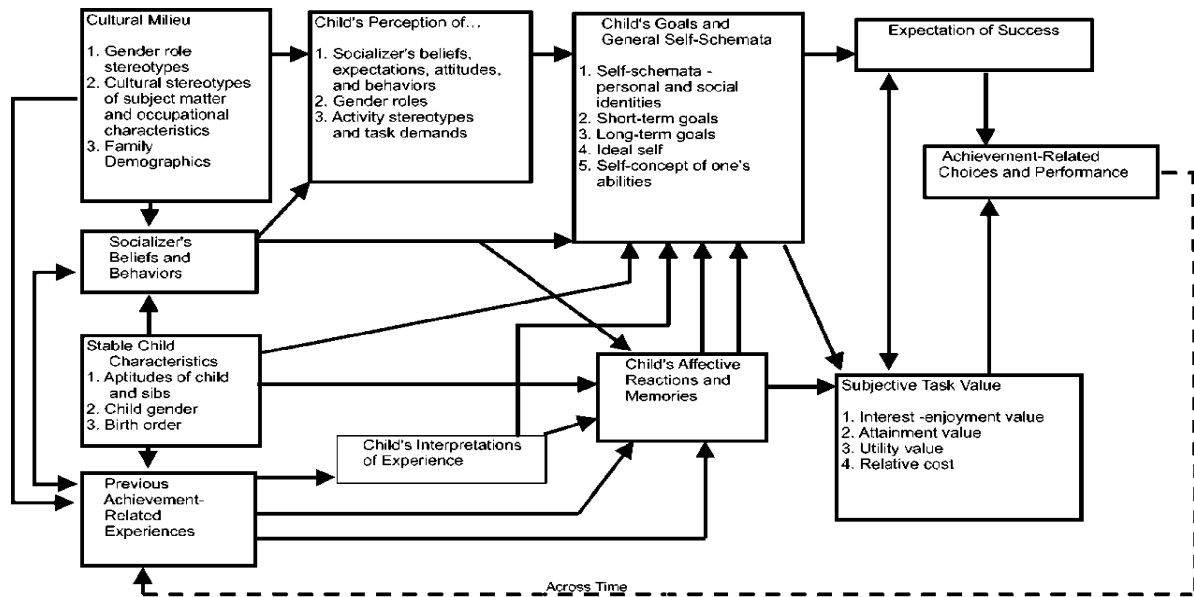


Figure :(1).The Eccles et al. expectancy-value model of achievement.

A closer analysis of the model to analyze the path Expectancy-value, we find the influence of environmental factors and the behavior of the teacher or parents who are family upbringing and previous accomplishments achieved, and therefore these factors affected the Cognitive Processes which include the realization of the individual, and interpretation Causal, and relates this to the goals affected mutually each of the self-concept in a certain profession, and to recognize the individual about the difficulty of a task, and perhaps these factors are cybernetic affect the value assigned to the task and expect the individual as a result of that task, making the individual in front of a number of alternatives to choose to perform this task, or work out with all the insistence and perseverance and the number of attempts to achieve the objective, the actual performance of those who need the Task based on the expectation that it might as an individual. Researcher found that there is an agreement between a large number of researchers in preference theory of value - the expectation in the interpretation of the motives and beliefs, and one of the theories of motivation unexplained,(Buehl & Alexander, 2005).

The browser of the literature of educational research contemporary in the field of motivation to find that there are two theories in two basic: Goal theory, and patrons (Dweck & Legget,1988), and the theory of Expectancy-Value Theory, and patrons (Eccles,1983;Wigfield, 2000), and both theories resultant from the social perspective of

cognitive motivation, they focused on how they explain their students the meanings of their experiences in the context of learning and academic achievement, and pose these meanings reasons that sees learners more important and closely towards learning and performance on different academic tasks (Pastor, et al,2007), and see all of the (Paulsen & Feldman,1999) that in recent years emerged a large number of theories and models unexplained The Motivational beliefs, and the highest being the theory Expectancy -Value, which is one of motivation theories which evolved as a result of the control of cognitive and social trend in the interpretation of the motivation, and became that theory during the last decade, the focus of many studies and research, which is based on the postulate essential to the effect "that individuals are not products of their environment, but they are also members of the Producers influential in that environment, "and so it went qualitative beliefs sees motivation as a function of expected success when individuals (Any individual's beliefs in his ability to succeed in this task), has addressed motivation beliefs in light of three components:

(1)-Value: justifications reflect the students to participate in classroom activities, individual and their answers to the question "Why do you perform this task" Why am I doing this task?, Which is a component (The value of the task).

(2)-Expectancy: refers to the beliefs of students for the good performance of certain functions of the Academy, and is determined by answering the question, "Can I perform this task." Can I do this task? And include students' beliefs about the learning process, and the effectiveness of self-learning and performance, and reflect the component (self-efficacy).

(3)-Affective, and refers to the emotional aspects of students' responses to experiences related to the academic mission, and such responses are reflected in their answers to the question "How do I feel about this Task How do I feel about this task?" And appear in the component (test) concern.

Methodology

First, Population of Research: Current search community includes Qadisiyah University students, morning study for the academic year (2013-2014), the third row. Distributors according to the variables of gender (male, female), and specialization (scientific, Humanist).

Second, The research sample: Consisted research sample of (430) students from the University of Qadisiyah students community, and the rate of (193) male and 219 female students, were males accounted for 47% of the sample female ratio (53%), and the percentage of scientific specialization (30%) and the proportion of the human specialization (70%).

Third, Tool of the Study: Researcher prepared a measure of motivation beliefs includes (36) items distributed on the three components, namely: self-efficacy, the value of the task, and test anxiety.

Validity of vocabulary: In order to ensure the validity of the paragraphs in the measure prepared to be measured as they appear outwardly, and convenient alternatives to answer her, he offered the researcher scale as the preliminary to a group of arbitrators who specialize in educational and psychological sciences numbered (6) arbitrators, and asked them to examine the paragraphs logically and assessing its validity, and its relation to components which prepared for measurement, as well as the validity of the alternatives, and make an appropriate adjustment that was necessary, and by the arbitrators response analysis it became clear through their views the validity of all the paragraphs in the measure prepared to be measured and by agreement (100%), and it has been installed scale format primary.

Correct scale and to find the total score: intended to put degree Screened in response to each paragraph of the scale, and then collect these grades to find the total score for each form, has been the forms corrected on the basis of (36) paragraph, after the given weights ranged between (1-5) degree, which corresponds to five alternatives to answer a (applies to always apply to often, apply to sometimes, does not apply to often, does not apply to never), and they give grades to respond to the paragraphs in the light of the test one of the five alternatives, In order to extract the total score of the scale scores obtained by the respondent in response to a gathering of the paragraphs of the scale (36) Therefore, the higher the degree can be obtained perhaps are (108) and the lowest score (36).

Statistical procedures to analyze paragraphs: The paragraphs analyze statistically from the basic requirements to build a psychological measure, for the purpose of statistical analysis of the vertebrae, and find strength discriminatory, and the degree of internal consistency, and the exclusion of paragraphs is distinctive, as has been the application of the scale on a random sample was selected according to the proportional method, from the University of Qadisiyah students, within (12) College, according to the variables of gender (male, female), and specialization (scientific, Humanist).

the above-mentioned, so as to keep the distinctive paragraphs in scale, and the exclusion of those non-characteristic (Ebel,1972), was adopted Researcher style two extremes, and in accordance with the following procedures:

determine the total score for each form and Order forms are of the highest degree to the lowest degree and Set (27%) of the forms occurring on the upper grades on the scale, and (27%) of the forms occurring at the lower grades, as this ratio gives the larger size and the

maximum differentiation possible (Anastasi,1976), and it became the size of the members of each group of the two extremes in the total score (111) individuals, The distinctive paragraph if the value of T calculated its value is higher than T tabular, has indicated the results of the analysis of the paragraphs of the scale that all the T values calculated function at a level of statistical significance (0.05) and the degree of freedom (220).

Relationship Degrees Paragraph Mainly Composed Of College And College Degree Of The Scale: The correlation degree paragraph college class component and the college degree of the scale indicator of sincerity paragraph and is an indication of the homogeneity of the paragraphs in the measure prepared to be measured, and extract the degree of each paragraph of the scale correlation coefficient college class component and mainly College of scale used coefficient Pearson correlation, and the results showed a relationship paragraph scale that all paragraphs homogeneous, and that shows in the relationship paragraph college class component, that all paragraphs homogeneous also at the level of significance (0.05) and the degree of freedom (410), as was the tabular value of the correlation coefficient (0.11).

A-Honesty indicators: Indicators of Validity of honesty is the most important psychometric characteristics that should be available in the psychological measure because it indicates the ability of the scale to measure what actually needs to be measured (Harrison,1983), was achieved researcher measure of sincerity through:

Virtual honesty: Face Validity Ebel confirms that the best thing is to verify the truthfulness of the virtual scale of the arbitrators are specialists (Ebel,1972), has been achieved this kind of honesty in the scale.

When paragraphs offered on a group of arbitrators in specialists in educational and psychological sciences, as well as that of arbitrators They checked and paragraphs estimate prepared for the representation of what to measure.

B-Stability indicators: Indicators of Reliability, a consistency in the results of the scale, and the scale fixed reliable measure of it, which can be relied upon and gives the same results if re on the individuals themselves in the same circumstances, has been achieved stability to gauge The Motivational beliefs Motivational beliefs in a manner Cronbach's alpha.

Alpha coefficient for internal: To investigate the stability of the scale of this method applied to Cronbach's alpha equation on the steps of the construction's sample members (412) students, and the value of the stability of the scale factor (0.83), is consistency, which is

equal to or greater than coefficient (0.70) is the coefficient good stability and can rely on him, and this is what referring to him.

IV: Results Interpreting First goal: measuring The Motivational beliefs of university students: Scale applied to the sample of size (412 students), and the use of the bag Statistical Social Sciences (SPSS), was found from the data analysis that the degree of sample members in The Motivational beliefs ranged between (185-81) degrees, and an average of (122.044) degree and a standard deviation total (18.239) degree, and to determine the degree of sample members on The Motivational beliefs scale, has been compared to realized average with a theoretical average scale of 108 degrees and using the test (t-test) for one sample, showing that the value (t-test) Calculated total (15.515), which is greater than the value of (t-test) Tabulated of (1.98) below the level of significance (0.05), and the degree of freedom (411), and this means, the presence of a statistically significant difference between the average sample search on the beliefs of motivation scale, medium-premise and in favor of the average The research sample, and by observing the values (t-test) calculated and found a high and statistically significant greater than the value (t-test) Tabulated of (1.98) when the level of significance (0.05), and the degree of freedom (411), and this indicates that university students they have The Motivational beliefs.

According to this result that the motivation beliefs among university students of the basic conditions on which depends the achievement of academic goals of the learning process, as it is without the beliefs of motivation cannot be the learning process; it is one of the important foundations that provide the student the desire and readiness because complete his education, and is a personal factors important in particular to the objectives of the collection are the beliefs espoused by the students of the private intelligence Some students believe that, the aims of students affected systems, believe students for knowledge and learning represents the face of student systems believe which is closely linked to the academic framework.

Has pointed out (Bandura,1977) that the motivation beliefs show through the cognitive capabilities of the individual and personal, and through the multiplicity of experiences undergone by the terms of these experiences working on self-help in overcoming the pressures they face, and have access to the previous studies as a study (Necole & Andrew,1997), which shows that students who have a strong motivation beliefs seek greater effort to overcome the challenges and difficulties they face, while those who have The Motivational beliefs weak reduced effort and withdraw from the tasks that are trying to

accomplish, as well as the study (Ames,1992) to explained that confirmed that the motivation for the students to beliefs University played an important role in guiding behavior towards specific goals, and be directed towards the development of new skills which improves mastery of the task effort or learning, and be judged on the difficulty of the task and the ability reference to the self, and the goal of the individual is the improvement and progress and the increase in proficiency end in itself with a sense of motivation high, and that this result is consistent with the theory of value - the expectation, which confirms that the Motivational beliefs linked to positive with positive learning outcomes received by the learner; such as increased self-efficiency and make the effort and perseverance during the recall and attention and positive attitudes towards study or task and treatment of cognitive deep information and recruitment beyond knowledge and achievement (Dowson & et al,2006), and this confirms (Pajares & Schunk,2002) in their study on the need for attention to the development of The Motivational beliefs among students by family, school, and create a good beliefs about themselves and which subsequently become the rules that govern their actions, it is also wonderfully harmonious with good academic and realistic environments (Pajares & Schunk,2002).

The second objective: identify with statistical significance in a self-organized learning differences among university students, depending on the variables: gender (male, female), Specialization (scientific, a human).

To learn signify differences in The Motivational beliefs among university students according to the variables: gender (male, female), specialization school (scientific, humanistic), was applied contrast duo analysis, extraction circles calculations, The results showed that the differences were statistically significant between males and females, as well as between the scientific and humanitarian majors students, as was the alpha values for the variables of gender greater than the alpha value tabular and specialization.

that there are significant differences in the degrees of The Motivational beliefs of university students differences according to gender (male, female), reaching alpha value Calculated (31.39) greater than the tabular value of (3.84) when the level of significance (0.05) and degrees of freedom (1- 408), and in favor of male students the fact that the arithmetic mean of the scores (128.60) is greater than the arithmetic mean of the scores of female students and adult (116.10), which means that the average student scores higher than that of the students, and this result is consistent with the results of a study of each of (Olaussen & Braten,2004): which indicated the presence of statistically significant differences between males and

females in the beliefs of motivation and in favor of males, and instructed reason for this is to some environmental effects, and methods of learning and treatment of family and methods of upbringing, and culture of the community, as agreed with the study (Kitami.2000), which confirmed the existence of significant differences statistically between males and females in favor of males in the beliefs of motivation (test anxiety, and the value of the Task), while according to a study (Pejares,2001) about the existence of statistically significant differences in the beliefs of motivation (self-efficacy, the value of the Task) in favor of males, and (test anxiety) in favor of females , also agreed the results of the current study with the results of a study (Rao, et al, 2000) and study (Jiang,1998), and can be explained by the results of the current study, the existence of differences between males and females in the beliefs of motivation inequality in the methods of socialization between boys and girls and do not provide opportunities equal in the treatment provided to them, as the school and the family does not deal in one with males and females in terms of educational tasks and activities provided to them, as well as the lack of community and cultural maturity, which imposes harsh conditions in dealing with the girls, and not to give educational opportunities fair between males and females, and is linked to an area of freedom social enjoyed by male versus providing less opportunities and freedom of slim female, all of that helped in the presence of differences between males and females in the beliefs of motivation.

This can be explained as a result of the current study on according to what it says (Vstnger,1962), which is due reason for this is that we gain our thoughts and beliefs of other individuals and to keep it mostly because of the support of those ideas and beliefs, and since that would our society would Eastern societies generally, is masculine any laced masculine character of the community, the male has the characteristics given by the environmental and social climates and gets the support and backing of which are larger than females, and make them more capable of them to acquire the beliefs, motivation, and this result was consistent with the results of many as a study of previous studies (Wang, 2008).

there are statistically significant at temperatures The Motivational beliefs of university students differences depending on the variables of a course of study (scientific, humanistic), reaching alpha value Calculated (18.97) greater than the tabular value of (3.84) when the level of significance (0.05) and degrees of freedom (1-408), and for the benefit of students and scientific Specialty; the fact that the arithmetic mean of the scores is (127.63) is greater than the arithmetic mean of the scores of humanitarian disciplines students and adult (119.51), which means that the average grades students scientific Specialty highest statistical terms than that of humanitarian disciplines students, which may be due to possession of

students scientific Specialty skills and learning strategies and thinking and running mental regulator; corollary as required by the nature of the study and understanding and retrieval of content subjects, and work to organize and deepen continuously when students scientific Specialty as it is the material or existing scientific specialization mentality graduate represented understanding of the capabilities of the curriculum and comprehension, analysis and detail or the expansion and the ability to link and to find relationships between the information of facts and conclusions and concepts require the learner and to some extent the need to activate and run abilities to be processing and the generation of information and knowledge through them, and this in turn raises the student's confidence in his ability to organize and implement the cognitive and behavioral skills or social crisis for successful performance in a particular task (Zimmerman,1989), and perhaps partly due to the fact that the teaching curriculum in scientific departments which is based on the scientific method, which emphasizes reasoning and meditation and diversity in the ideas of the capabilities of divergent thinking, while the curriculum taught in the humanitarian sections on conservation and development of indoctrination and feelings and retrieval.

And agree this result in large part with the results of a study of each of (Chan, 2008) (Wang, 2008); (Watson & etal,2004) :, which confirmed the findings of the existence of significant differences for the benefit of students and scientific specialization in the beliefs of motivation.

that there are significant differences in the degree of motivation beliefs among university students differences depending on the interaction of gender (Male, female) with specialization (Science, Humanist), with alpha values were Calculated (14.737), which is greater than the alpha value tabular of (3.84) degrees when the level of significance (0.05) and degrees of freedom (408-1), and to follow up the source of the difference researcher used the test (LSD) is less significant difference for comparison between quarters dimensional computational.

Evident from the results contained in follows:

-Also present research results indicated the presence of statistically significant differences between the mean scores of The Motivational beliefs for the students of the scientific Specialty of male and grades students scientific Specialty than females, reaching the value (LSD) Calculated (3.13), the degree of which is greater than the value of the (LSD) Tabulated the (2.60) at the level of significance (0.05), and the degrees of freedom (1-408), and in favor of students and scientific Specialty of the male; comparison between the averages, we find that the arithmetic mean of the scores in the beliefs of motivation is

(129.31) is greater than the arithmetic mean of the grades students scientific specialization female and adult (126.18), and this demonstrates that the interaction of gender with a specialty role in clarifying any class of variable gender more degrees The Motivational beliefs, has indicated the results of studies that male students are several factors that affect the relative strengths of the provisions of the (self-efficacy, and the value of the task, the two beliefs of motivation components) contribute to the activities practiced by the students of scientific specialization, which activate effort, and their ability to withstand the difficulties and problems that will face during their academic tasks assigned to it, which enhances motivation beliefs (Pajares,2003).

-That there are differences of statistical significance between the mean scores of The Motivational beliefs for the students of the scientific Specialty of male and grades students humanitarian Specialty of the female students, amounting to the value (LSD) Calculated (18.68) degree which is larger than the value of the (LSD) Tabulated the (2.60) when the level of significance (0.05), and the degrees of freedom (1- 408), and in favor of students and scientific Specialty of the male; comparison between the averages, we find that the arithmetic mean of the scores in the beliefs of motivation is (129.31) is greater than the arithmetic mean of the grades students humanitarian Specialty of females and adult (111.62), and can attribute the researcher to the fact that sample students scientific Specialty of the male is characterized by the ability to analyze and process information to the maximum extent, this is due to the study material provided to them, as it requires them to think analytical serious, and they have the flexibility to move between ideas, making them tend to abstraction and discover the relationships between phenomena, and this leads them to the expansion of intellectual tactics to include all the perceptions and trends to generate solutions; which is reflected in its impact in the sense of the value of achievement reinforcing their beliefs motivated by scientific specialization, and to the contrary, we find that students literary Specialty of males tend to be divorced and generalizations , do not try to find multiple solutions to problems, and because they are dealing with almost constant historical positions of accidents and despite the fact that these events need to be analyzed, but the nature of the study material provided to them and how to deal with them, do not allow them to do so. -The results also showed a statistically significant difference between the mean scores of The Motivational beliefs for the students of the human Specialty of male and grades students humanitarian Specialty of the female students, amounting to the value (LSD) Calculated (16.77) degree, which is larger than the value of the (LSD) tabular and adult (2.60) at the level of significance (0.05), and the

degrees of freedom (1- 408), and for the benefit of students of the human Specialty of the male; and to the fact that the arithmetic mean of the scores in the beliefs of motivation is (128.39) is greater than the arithmetic mean of the grades students humanitarian Specialty of females and adult (111.62), which may be linked to an area of social freedom enjoyed by the male in the social interaction of students which provided a great opportunity to acquire threads and personal opinions and beliefs through that atmosphere enjoyed by male compared with female students, and the belief in the academic and social their effectiveness be Supporter including believe (Mahfouz,1993).

-As there are differences of statistical significance between the mean scores of The Motivational beliefs for the students of the scientific Specialty of females and degrees of students of human Specialty of the female students, amounting to the value (LSD) Calculated(14.55) degree which is larger than the value of the (LSD) Tabulated the (2.60) when the level of significance (0.05), and the degrees of freedom (1-408), and in favor of students and scientific Specialty of females; and compared between the averages, we find that the arithmetic mean of the scores in the beliefs of motivation is (126.18) is greater than the arithmetic mean of the grades students humanitarian Specialty of females and adult (111.62), and indicates the importance of scientific Specialty in the formation of beliefs, motivation, both for students male or female, the results of the studies showed that the scientific Specialty informs the beliefs of students motivation among students, and conforms to this interpretation with as indicated by the study (Pintrich & Zusho,2002). Of that there is a positive correlation between some of the beliefs of motivation (self-efficacy, the value of the Task) and scientific Specialty, and there is a negative correlation between test anxiety (as one of the beliefs of motivation components) and specialization of human students, is also a classroom environment of the factors affecting the beliefs of motivation for the students of scientific specialization, as to give students the freedom to choose appropriate activities and tasks of study him in the classroom, and to avoid control by the teachers, and encourage and assist in the completion of the required academic tasks, it all helps to increase self-efficacy has, and reduce test anxiety, and make the material studied by interesting and relevant for him.

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