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Analysis the Simple and Multiple Investigate Relation Between Achievement Goals, Achievement Motivation and Spiritual Intelligence with Postgraduate Students of Islamic Azad University of Urmia

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Abstract: The aim of this research is analysis the simple and multiple investigate relation between achievement goals, achievement motivation and spiritual intelligence in the postgraduate students of is Islamic Azad University of Urmia in the academic year of 2015-2016. Applied methodology in term of objective is fundamental and it has descriptive-correlational in the implementation approach. Statistical society of this research are consist of all MS students of IAU of Urmia (14000 student) which we have selected 381 persons of them through Morgan table using stratified random sampling as sample size of research. Measuring instruments were included of Midgoli and et al achievement goals questionnaire, Hermens achievement motivation (1970), King Spiritual Intelligence Questionnaire and it was used of before term average grades to measure the students' academic achievement. Validity of these questionnaires were reported 0/78, 0/75 and 0/87 using Cronbach's alpha. For data's analysis we have used of frequency, percentage, mean, standard deviation indicators in descriptive level and statistical analysis, structural equation model in the inferential level. Analytical results showed that there is a significant relation between goals achievement and academic achievement of postgraduate students of Islamic Azad University of Urmia. Also, there is a positive relation between development goals through achievement motivation and academic achievement of these students. We had such relations for progress through achievement motivation and spiritual intelligence between postgraduate students of Islamic Azad University of Urmia.

Key words: Achievement progress, achievement motivation, spiritual intelligence, academic achievement, graduate students Islamic Azad University of Urmia

INTRODUCTION

At initial stage of the present study, a collective body of research work, related to involved variables, i.e., academic achievement, cognitive styles, personality traits/factors and adjustment was examined extensively, so that proper guidelines and directions from objectives, hypotheses, methodologies and findings may be sought to assist the various steps of the present study like determination of objectives, formulation of hypotheses, selection of methodology and to get an understanding of relationships between different related variables. Following is the (chronological wise) related literature discussed. Kolwadkar conducted a study of gifted children in relation to their personality traits, level of adjustment and academic achievement and found that socioeconomic status, father's occupation, education of parents, size of family, ordinal position, health status were significantly related to academic achievement; adjustment was positively correlated with academic achievement in case of boys. Das Gupta (1987) studied relationship between locus of control, anxiety, personality traits, level of aspiration and academic achievement of secondary school students with the objective to assess the magnitude and direction of relationship of locus of control, anxiety, personality traits, level of aspiration with academic achievement by taking a sample of 670 students of average intelligence drawn from a population of 3780 students of class 9th of Hindi medium school of Allahabad city and found that locus of control, anxiety, level of aspiration was correlated negatively with academic achievement; socio economic status had significant positive correlation with academic achievement; boys were high achievers, more internally controlled and less anxious than girls. Singh (1988) studied the influence of residential place on the achievement of students with the objective to study the effect of location on the achievement level of students by

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taking a sample of 650 adolescents within the age range of 17-20 year and found that the urban students had better academic achievement than rural students, the reason behind this may be the facilities and exposure provided to urban learner (Singh, 1988; Das Gupta, 1987). Rajput and Rosinski (1989) studied the educational aspiration and academic achievement of secondary school students with the objective to examine the influence of family factors on the academic achievement of adolescents by taking a sample of 1000 higher secondary school students through stratified random sampling technique and found that the academic achievement of students was influenced in proportion to their parental encouragement, there was no effect of socio economic status on the academic achievement of the students but academic achievement of urban students was influenced by the socio economic status of family; academic achievement was influenced by their family environment (Rajput and Rosinski, 1989). Although the concepts of Spiritual Intelligence are fairly new, the foundational psychological theories on which it is based are not. The current research is established on four major theories: the cognitive motivational theory called Motivational Systems Theory developed by Ford, the role of hierarchy of needs and self-actualization of learners developed by Maslow, the social embedded learning and Zone of Proximal Development (ZPD) that scaffolds learning advocated by Vygotsky and the theory of multiple intelligences purported by Gardner (1943). Undergirding Ford's theory is the belief that education must consider the needs from a holistic framework. He termed this concept The Principle of Unitary Functioning. It is one that understands that humans always bring personality and history with them to any situation. This concept of whole child development is supported by Tisdell and Seidl (2004)'s arguments that spiritual and religious orientations accompany students in classroom settings and should be considered. Educators and Psychologists, interested in human motivation, must remember the bigger picture. They must not forget the holistic dimensions involved that suggest that before achievement can be gained, more than just intellectual needs must be addressed.

Another important aspect about MST is that people function unitarily within their environments. This functioning is called a behavior episode. They continue to strive to achieve a goal until they meet their goal, another goal supersedes importance of first goal, or they judge themselves unable to accomplish goal. These behavior episodes are explained as an: Instrumental episode actively engaged in activity (output); Observational episode seeking information (input) or Thinking episode enjoying the experience or creating a plan for the future. These functions become known as behavior episodes' schemata or BES. This BES becomes what guides behavior for new experiences. Ford states, "BES provides guidance about what one should pay attention to and how one should think, feel and act in a specific behavior episode". When building cognitive components that transfer BES to relevant behaviors, people develop constructs and rules for their lives that, when embedded, become meaningful for use in new situations (Gardner, 1943). Motivation is generally defined as internal condition that stimulates, direct and maintains behavior. There is a strong relationship between learning and motivation. According to Abraham Maslow when the need for love and belongingness are met, individual can then focus on higher level needs of intellectual achievement. At this stage urge to learn increases (Woolfolk and Inglis, 2004). Motivating students to learn in school is a topic of great concern for educationist today. Motivating students so that they can succeed in school is one of the greatest challenges of this century. Lack of motivation is a big hurdle in learning and a pertinent cause in the deterioration of education standards. According to Deci and Ryan (2000) motivation is greatly appreciated because of the consequences it produces. The attitude that is often used in conjunction with motivation to achieve is self-concept or the way one thinks about oneself to perform a task successfully. There is considerable evidence to support the contention that positive academic self-concept contributes to academic achievement by enhancing the motivation to achieve. This study's purpose is to explore student achievement motivation, their self-concept and how these factors impacts learning and achievement (Nisa *et al*., 2011). One of the variables that seem to be associated with academic achievement is participation in extracurricular activities. There is a curvature relationship between extracurricular activities and academic achievement.

This means that up to a threshold of these activities has a positive effect on academic achievement and by increasing the devoted time to these activities, we will see a negative effect on academic achievement (Aminzadeh and Sarmad, 2004) in researches of the country, although it isn't investigated directly the facilities and installations of extracurricular part of universities but in most previous studies around the extra-curricular activities, sports and physical activities are considered (Fenistein and Barre, 2001). The results showed that extracurricular activities are causing academic progress. Finally, social support is considered as one of the factors associated with academic achievement. Lakey and Cohen (2000) have identified two

dimensions of social support. First received social support (e.g., the number of support actions of others, such as counseling, etc.), second the perceived social support (e.g., percive of the extent to which social support is available, if it is required). Levitt studies, Cutrona *et al.* (1994), Tomchin *et al.* (1996) and Yasin and Dzulkifli (2011) on the role of social support and academic achievement have shown that social support directly has relationship with student achievement as measured by the average score. Academic achievement of the students in their future success has a great importance and lack of attention to the basic concepts causes to the reduction of knowledge level and performance of students in society and loss of a significant amount of resources, human and economic potential resources and talents and leaves the irreversible effects on the individual and social dimensions. In order to, the aim of this research is analysis the simple and multiple investigate relation between achievement goals, achievement motivation and spiritual intelligence with postgraduate students academic achievement of islamic azad university of urmia.

MATERIALS AND METHODS

Applied methodology in term of objective is fundamental and it has descriptive-correlational in the implementation approach. Statistical society of this research are consist of all MS students of IAU of Urmia (14000 student) which we have selected 381 persons of them through Morgan table using stratified random sampling as sample size of research. Measuring instruments were included of Midgoli achievement goals questionnaire, Hermens achievement motivation, King Spiritual Intelligence Questionnaire and it was used of before term average grades to measure the students' academic achievement. Validity of these questionnaires were reported 0/78, 0/75 and 0/87 using Cronbach's alpha. For data's analysis we have used of frequency, percentage, mean, standard deviation indicators in descriptive level and statistical analysis, structural equation model in the inferential level. We have analyzed data's in framework SPSS (V.19) and AMOS Software's.

RESULTS AND DISCUSSION

Descriptive data's indicators are divide into two groups of central tendency and dispersion indices. In this sector, there are examined the distribution of research variables according the most important central (mean) and dispersion indices (variance and standard deviation) dials.

Table 1: Research variables of Kolmogorov-Smirnov test

	Normal distribution			
Dials	SD	Mean	Test statistics	Significant levels
Development goals	3.5097	0.52696	0.066	0.416
motivation progress	2.3525	0.33304	0.070	0.125
Spiritual intelligence	3.7001	0.50945	0.100	0.194

Table 2: The results of index evaluation and research structural model

To	From	t-test	Sig. level	Path coeffi.
Progress motivation	Achievement goals	3.679	0	0.568
Progress goals	Academic achievement	3.212	0.001	0.49
Progress motivation	Academic achievement	2.493	0.006	0.183
Spiritual intelligence	Achievement motivation	2.651	0	0.162
Spiritual iIntelligence	Academic achievement	2.564	0.009	0.353

With attention to obtained data from research analysis by Kolmogorov-Smirnov test, development goals achieved numerical rate was equal to 0.416 and that value was >0.05. So, the distribution of this variable is normal. Achievement motivation variable value has 0.125 rate. Therefore, this rate was >0.05 and variable distribution is normal (Table 1).

According to obtained data by AMOS model, all achieved values are defined to freedom degree chi-square indices, GFI, RMSEA, CFI in the range. So, it follows that the validity of the model is approved (Fig. 1).

Historically, a significant part of tendency to spirituality originates from various religions. Religion is the best way to reinforce individuals' spiritual aspects so that it is not completed without religiousness. Spiritual intelligence deals with borders not inside them and, hence, it creates and directs position except being directed by it. With this intelligence individuals can perceive their place and actions as significant in a broader field and are able to replace rules and change borders. Therefore, spiritual intelligence is naturally the key variable of predicting creativity. Moreover, reinforcing creativity and innovation and having another style of thinking in students seems to be the most effective way of creative education, divergent thinking and receding traditional and stationary instructions.

With attention to results of Table 2, obtained significant level from structural equation modeling analysis for this variable is 0.001 which is smaller than 0.05. So, at the level of 0.05 or 0.95 confidence level, the hypothesis is confirmed and the null hypothesis is rejected. On the other hand, the impact of achievement goals against the achievement motivation is 0.49 to the test of second hypothesis (there is a significant relation between achievement goals through progress motivation with students' academic achievement in the Islamic Azad university of Urmia) by considering Table 2, we can say

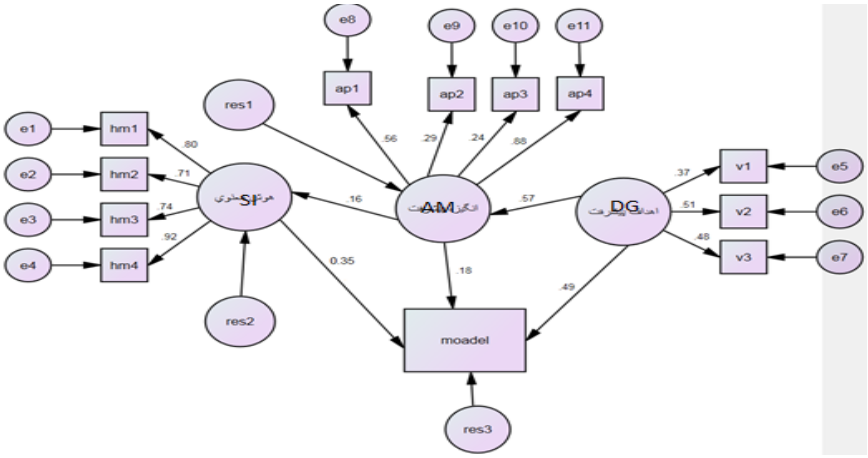

Fig. 1: Estimation of structural research model; model with standardized coefficients

that achieved meaningful level from the structural equation modeling analysis for the first direction (objectives, development and achievement motivation) was 0.000 which it is <0.05. So, at the level of 0.05 or 0.95 confidence level, achievement goals are impressive on the achievement motivation and the effectiveness value is equal to 0.568. So in general, this hypothesis is confirmed and the indirect impact on the academic achievement of the goals of progress through motivation is 0.103. added value was equal to 0.103 that it is 0.59 with 0.49 direct effect. Also, according to Table 2, third hypothesis was confirmed. Results of multi-variable regression analysis performed to determine the contribution of spiritual intelligence and creativity showed that self-consciousness and enthusiasm is more effective than the other two variables.

CONCLUSION

In general, in this study we have discussion about is analysis the simple and multiple investigate relation between achievement goals, achievement motivation and spiritual intelligence in the postgraduate students of Is Islamic Azad University of Urmia in the academic year of 2015-2016. For this purpose, we have used of different methods to evaluation the variables values in this research. After data analysis, we can make this decision that there are confirmed all of three hypothesis of study. to the test of second hypothesis (there is a significant relation between achievement goals through progress motivation with students' academic achievement in the Islamic Azad university of Urmia) by considering above table, we can say that achieved meaningful level from the structural equation modeling analysis for the first direction (objectives, development and achievement motivation) was 0.000 which it is <0.05. Therefore, spiritual intelligence is naturally the key variable of predicting creativity. Moreover, reinforcing creativity and innovation and having another style of thinking in students seems to be the most effective way of creative education, divergent thinking and receding traditional and stationary instructions. Spiritual values are important to the growth of students and have meaning far beyond the scope of one achievement test score. Educators need to embrace all factors that may influence academic success. While students in American schools are failing to keep pace with their global counterparts, educators keep investigating and trying new things, but seem constrained to consider anything in the realm of the spirit that might breach church and state preconceptions.

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