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Research Paper

Examining the Role of Gender in Academic Motivation among Students: Evidences from District Malakand

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Abstract
Background
Gender is an important predicator that influence each part of daily lives while motivation plays the role of supplement to boost our energy in better completion of any task.Nevertheless, there is little researched data in the specified population therefore, this study was conducted toinvestigate the role of gender in the academic motivation among students. The main objective of the study was to find out the role of Gender (Male & Female) in academic motivation.
Method
This study was conducted in district Malakand Khyber Pakhtunkhwa (KP), Pakistan. The samples consisted of 160 students, were assessed by using demographic information sheet and academic motivation scale through purposive sampling technique.
Results
The hypotheses have been tested for correlational analysis. It is concluded that female students are more academically motivated than male students and female can perform better than males.
Conclusion
In conclusion, the results of present study must be considered scholarly attentive with respects to the way that the direction of the marvelous curve has been effectively trodden timely in district Malakand Khyber Pakhtunkhwa, Pakistan.
Keywords: *Gender, Academic Motivation*

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I. Introduction

In this correlational survey an attempt have been made to investigate the role of gender in academic motivation among students in terms of possible relationship between the study variables they are; gender and academic motivation. Gender is defined being a male or female on the basis of biological variation whileAcademic motivation refers to the production of the enthusiastic spirit required for academic work.Both physically and neurologically females are said to be more progressive by birth and outshine rapidly in the abilities of verbal communication while males become stronger and powerful as well as more susceptible to diseases and genetic abnormalities as time goesand do extremely well in graphic, spatial and mathematical skills. Besides this males have much reading as well as emotional problems. Among variables of the motivation, gender is a significant and important variable. Research studies showed that boys have greater degree of external motivation(Anderman & Anderman, 1999)and females have higher intrinsic or internal motivation (Mecca & Holt, 1993). At the age of 15 to 30 months, child buildup gender typed pattern behavior. Girls play the feminine and boys play the masculine role because of greater stress from parents. Girls also imitate male role as it is having greater benefit and position in our society (Mealy, 2000). Research suggests that boys remain more absent in academies than girls: whether at primary or secondary stages(van der Aa et al., 2009). Studies on academic performance proposed that it affect the interest of male students more than female students. Male educational presentation is more related with interest than female (Schiefele et al., 1992). Advanced and innovative motivation and attainment by women are exposed by earlier large-scale studies as compared with boys (Stanat & Kunter, 2003; Stanat et al., 2012). (Machin & Pekkarinen, 2008)resulted that sex and sexual

role plays a significant part in defining and affecting learning motivation and has an elongated history in psychological and in scholastic research. Through all theories, results showed that stereotypes and gender plays significant role in academic motivation. Stronger ability is reported by males in math and science and more confidence, care in language, script and art are shown by females. Sexual role are weakened by society, capability, Economical position and class condition.Spinath et al., (2010)emphasized that nature and inspiration are important for sexual character in academic accomplishment. They recognized an association that upper level of extraversion means higher scores for female but less scores for males. In addition, typecasts play a significant part in academic achievement and harmful stereotypes affect girl math acts by Keller & Dauenheimer, (2013). But, (Duckworth & Seligman, 2006) postulated that sex differences in institute success is age-related point of vision and is termed as "Self-Regulation".

In additions, study revealed that perceived discrimination at wave 2 significantly predicted academic motivation at wave 2 and 3 for boys but not girls. Additionally, for boys, academic motivation significantly intermediated relationship between academic success and perceived discrimination(Alfaro et al., 2009). Certain findings encourage moving beyond gender differences examination in specific academic outcomes and to focus on how processes leading to academic success vary by gender.

A research studies examine the role of gender in shaping achievement motivation resulted that boys report strong belief, ability and interest in mathematics and science, while girls have more interest and confidence in language, arts and writing. Effects on gender are moderated by ability, socioeconomic position, ethnicity and classroom situation. Furthermore, progressive research suggested gender alterations in motivation are clear in first school and increases for interpretation, language and arts over the path of school. Sánchez et al., (2005) conducted a research study and resulted that wisdom of school going meaningfully expected academic outcomes, include academic motivation, absenteeism & effort whereas no differences were resulted in the connection between academic products and wisdom of fitting & belongingness. A research studies focused on in what way academic motivation of boy student and girl student is linked to school achievement. The projecting part of motivation, intrinsic and extrinsic motives has been examined through diverse levels of education, from lower level (school) to higher level (university) taking into explanation major pasts of educational accomplishment such that social status and intelligence. Academic motivation was found meaningfully related to various educational results, such as classroom conduct, grades & attendance.However, the role of Gender in academic motivationamong studentshas not been scholarly explored previously in Pakistan. Further, the existed data has more attentively based on general students population; however, such findings may not be generalized to students with different institutions. Therefore the present study has conducted to tie this gap by the inclusion of participants from different government and private colleges and university.

II. Methodology

Sample and Sampling Technique

Data was collected in different public (government) and private colleges of district Malakand. Purposive sampling was used for collecting the data. The participants comprised of 160 college students including both boys and girls of first and second year or BS first and second semester.

Inclusion Criteria

The participants included both male and female studentswithin the age range 12 to 18 years, having no past psychiatric or any medical history.

Exclusion Criteria

The students under and above the age range of 12 to 18 years and/or having any psychiatric or medical history were excluded from the current study.

Tool for data collection

Demographic information form was used to know more about the sample. Only who offered to take part was included in the study.

Academic Motivation Scale (AMS-C 28)

Developed by Vallerand, Blais, Briere, & Pelletier in 1989. The AMS is an English language scale and is composed of 28 questions assessed on a 7-point scale. The AMS instrument has been used reliably to study and measure motivation levels in elementary, high school, and under graduate university students. Academic Motivation Scale (AMS), has satisfactory levels of internal consistency (mean alpha value = .81) and temporal stability over a one-month period (mean test-retest correlation = .79)

Procedure

For the current study respondents were selected at various colleges of district Malakand, particularly in Thana and Batkhela, both government and private colleges were included. At First heads of the institutes were convinced about the aim of the study and its benefits and were guaranteed that the data got from students will be

kept totally private and would merely be used for research purposes. A knowledgeable approval was taken from participants. And then instructions were given to participants on how to complete the scales and the scales were given to them. The time was not limited and they were requested to fill all statements before returning the questionnaires. Scales were collected from all respondents. It was declared to the students that they had been arbitrarily and randomly designated and if someone is not willing to participate they can withdraw from participation. Finally they were thanked for their cooperation and willingness to participate in the study. Data was analyzed on IBM-SPSS**.**

III. Results

The datahas been analyzed using both univariate techniques i.e. demographic information and bivariate analysis, where hypotheses were tested with help of correlation technique.

Demographic Information

This portion of analysis is devoted to demographic information about respondents whereby gender and age wise distribution, educational year, family income, academic level of respondents are presented in tabular form. For further details see the table below;

Demographic information sheet

Characteristics	Govt College Students *f*	Private College Students *f*	Total *%*
Gender			
Female	40	40	80 (50%)
Male	40	40	80 (50%)
Age			
12 to 15 years	30	50	80 (50%)
16 to 18 years	50	30	80 (50%)
Educational year			
1st year/ 1st semester	45	35	80 (50%)
2nd year/ 2nd semester	40	40	80 (50%)
Birth order			
1st Born	20	25	45 (28.13%)
2nd Born	30	40	70 (43.75%)
other	15	30	45 (28.13%)
Class position			
1st	15	30	45 (28.13%)
2nd	20	25	45 (28.13%)
others	40	30	70 (43.75%)
Monthly Income			
Less than 40,000	55	15	70 (43.75%)
40,001 to 100,000	40	40	80 (50%)
More than 100,000	05	05	10 (6.25%)
Source of Income			
Father	90	50	140 (87.5%)
Mother	05	15	20 (12.5%)
Academic level			
School	0	0	0
College	80	80	160 (100%)
University	0	0	0
Sector			
Government	40	40	80 (50%)
Private	40	40	80 (50%)

Gender (Female) and Academic Motivation

Gender is one of the important variables that play vital role in the academic motivation of students. Field information shows and remained proved by analysis that Female has positive connection with academic motivation and are more academically motivated than male students.

Table-2 *Correlation of male students and Academic Motivation* (N=160)

		Academic Motivation	Gender (Male)
Academic Motivation	Pearson Correlation	1	0.642
	Sig. (2-tailed)		.000
	N	160	160
Gender (Male)	Pearson Correlation	0.642	1
	Sig. (2-tailed)	.000	

N	160	160

Not Significant at 0.05 level

The correlation demonstrate the results in manner (correlation is not significant at the 0.05 level (2-tailed), r (160) = - 0.642; p<.05. r^2= -0.41, since the variance is shared is 41%, the association is weak. The numerical value of correlation indicates that relationship exists between independent variable (male) and dependent variable (academic motivation). It has been concluded that male students are less academically motivated.

Table-3 *Correlation of female students and Academic Motivation* (N=160)

		Academic Motivation	Gender (Female)
Academic Motivation	Pearson Correlation	1	0.914**
	Sig. (2-tailed)		.000
	N	160	160
Gender (Female)	Pearson correlation	0.914**	1
	Sig. (2-tailed)	.000	
	N	160	160

Significant at 0.05 level

Correlation is the presence association between or among variable. It analyzes both bivariate and multivariate tools. In this research the researcher used bivariate analysis with help of correlation to know the relationship between independent (Female students) and dependent variable (academic motivation). The correlation further validates the results in manner (**Correlation is highly noteworthy at the level of 0.05 (2-tailed), r (160) =0.914**; p<.05. r^2=0.83, since the variance shared is 83%, the association is clearly a strong one. The mathematical value of correlation indicates that there is strong relationship between female students and academic motivation. It has been concluded that female (girls) students are more academically motivated than male (boys) students. (see table-2 and 3)

IV. DISCUSSION

The present research intended to inspect the role of gender in academic motivation among students. To observe the role of gender in the academic motivation of students, correlation was carried out. This study find out that female are more academically motivated than male students. This research divided gender into two types that is male and female. Table no 2 showed the academic motivation of male students while table no 3 showed the academic motivation of female students. Research studies showed that boys have greater degree of external motivation (Anderman & Anderman, 1999), and females have higher inner or internal motivation (Mecca & Holt, 1993). Research studies on academic enactment proposed that it affect the interest of male students' more than female students. Male academic presentation is more connected with interest than female (Schiefele et al., 1992). Advanced and innovative motivation and attainment by women are exposed by earlier large-scale studies as compared with boys (Stanat and Kunter, 2003; Stanat et al., 2012). (Machin & Pekkarinen, 2008) Machin and Pekkarine (2008) resulted that sexual role plays a significant part in defining and affecting learning motivation and has an elongated history in psychological and in scholastic research.

Correlation is not significant at the level of 0.05 (2-tailed), r (160) =0.642; p<.05. r^2=0.41, the variance shared is 41%, the association is a weak one. The arithmetical value of correlation indicates that relationship exists between male students and academic motivation but is very weak. It has been determined that male students are less academically motivated.

A research studies focused on how school success is related to academic motivation of male and female students. The prognostic part of A-motivation, intrinsic and extrinsic motivation has been inspected through altered ranks of education, from low level to higher taking into explanation chief precursors of educational accomplishment such that SES and cleverness. Academic motivation was found meaningfully related to various educational products, such as attendance grades and classroom conduct. The supposed value of intrinsic motivation inclined to be solider for girls than boys across all stages of education. The outcome of exterior regulation, by contrast, inclined to be solider for boys.

Hypothesis of the studystates that Male students are less academically motivated than female students, has been tested and results show that there is relationship between male students and academic motivation but is very weak at the level of 0.05 (2-tailed), r (160) =0.642; p<.05. r^2=0.41, since the variance shared is 41%, the relationship is a weak one and hence first part of hypothesis is been approved and accepted. The second part of Hypothesis is stats that "female are more academically motivated than male" is also approved.

(**Correlation is highly significant at the level of 0.05 (2-tailed), r (160) =0.914**; p<.05. r^2=0.83, since the variance shared is 83%, the association is evidently a strong one. The mathematical value of association indicates that there is solid connection between female students and academic motivation. It has been concluded that girls (female) are more academically motivated than boys (male) students. (See table-2 and 3)

V. CONCLUSIONS

It is concluded from this study that female (girls) students are more academically motivated than male (boys) students. Most of the Pashtun societies are male dominant and in general it has been observed that females are weaker than males and cannot shoulder the masculine oriented while most of them are not even sent to schools and colleges just because of cultural stereotypes and restrictions. This study concluded that females are more academically motivated than males and can perform better than males.

Limitations

This research has following limitations;Instruments could have been translated in Urdu language to get better understanding of the student's conduct. The samples could have been taken from some more colleges to take a broad view of the research discoveries. The small sample size and limiting the study to the college students impedes the generalizability of the study. The current study examined only over a period of six months. Longitudinal lookup evaluating the effects of parenting styles and academic motivation over longer intervals of time would show useful for the field.Actions were definitely taken to overcome these limitations to a fair degree. In spite of the limitations, the study has been able to throw light on a very significant and mostly undiscovered area.

VI. SUGGESTIONS

Every psychological study is a new pace toward understanding answers of the difficulties. As nonentity is perfect in this biosphere and for a scientific study at least it is very hard and impossible. But these restrictions motivate the investigator for further alterations and explorations.

Awareness about gender role and gender equality by arranging different seminars, workshops and training on local level. To motivate females towards learning and institutions. Develop interventions to prevent gender differences.Government attention towards female student academic motivation by providing and facilitating them with scholarships, prizes and rewards.Teachers should develop the methods and techniques through which the students especially female students get interested in their studies like dealing them friendly, listening them properly, solving their problems and to show positive attitude towards them.Parents have to rely on female children but keep a watch on them and also keep limits for them.

Ethical approval

This research study was approved by the Ethics Committee of international Islamic university Islamabad (IIUI), Pakistan.

Consent for publication

Consent is approved by the study authors.

Availability of data and materials

Contact the author.

Authors' contribution

All authors equally took part to the overall process including of designing the study, review of relevant literature, collection and analysis of the data and write-up.

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