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The Characteristics Of The Ideal Lecturer From The Female Students' Perspective And The Relationship Of These Characteristics With Student's Motivation Towards Learning

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Abstract. This research aims to determine the characteristics of ideal lecturers at the College of Education for Girls (from a student's perspective) and the relationship between these characteristics and student motivation to learn. This research included three hypotheses and was applied to students at the College of Education for Girls - Tikrit University. Researchers relied on an ideal lecturer characteristics scale (from the student's perspective) and a learning motivation scale, both of which were developed electronically, using a correlational descriptive approach. The sample consisted of 190 students, and the sample was selected using a quasi-random method. Several statistical methods are used to process the results obtained by researchers. After obtaining and discussing the results, several conclusions were obtained which can be summarized as follows: Positive lecturer personality traits increase student-teacher interaction and make a significant contribution to the success of the educational process. Apart from that, students' motivation in studying the subjects they study is influenced by the personal qualities of their lecturers. The study resulted in a series of recommendations: (i) updating ongoing professional development courses for all lecturers to provide them with the psychological and educational foundation necessary to ensure that their interactions with students are based not only on academic merit and grades, but also on an understanding of personality student. (ii) diagnose students with high and low academic achievement motivation. Based on this diagnosis, lecturers must be able to adjust their teaching methods and interactions with students.

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Keywords: Characteristics of an Ideal Lecturer, Perspective of Female Students, Motivation to learn

Abstrak. Penelitian ini bertujuan untuk mengetahui karakteristik dosen idaman di College of Education for Girls (dari sudut pandang mahasiswa) dan hubungan karakteristik tersebut dengan motivasi belajar mahasiswa. Penelitian ini mencakup tiga hipotesis dan diterapkan pada mahasiswa di Sekolah Tinggi Pendidikan untuk Anak Perempuan - Universitas Tikrit. Peneliti mengandalkan skala karakteristik dosen ideal (dari sudut pandang mahasiswa) dan skala motivasi belajar, yang keduanya dikembangkan secara elektronik, dengan menggunakan pendekatan deskriptif korelasional. Sampel berjumlah 190 siswa, dan sampel dipilih dengan menggunakan metode quasi-random. Beberapa metode statistik digunakan untuk mengolah hasil yang diperoleh peneliti. Setelah diperoleh dan dibahas hasilnya, diperoleh beberapa kesimpulan yang dapat dirangkum sebagai berikut: Ciri-ciri kepribadian dosen yang positif meningkatkan interaksi siswa-guru dan memberikan kontribusi yang signifikan terhadap keberhasilan proses pendidikan. Selain itu, motivasi mahasiswa dalam mempelajari mata pelajaran yang dipelajarinya dipengaruhi oleh kualitas pribadi dosennya. Studi ini menghasilkan serangkaian rekomendasi: (i) memperbarui kursus pengembangan profesional yang sedang berlangsung bagi semua dosen untuk memberikan mereka landasan psikologis dan pendidikan yang diperlukan untuk memastikan bahwa interaksi mereka dengan siswa tidak hanya didasarkan pada prestasi dan nilai akademik, tetapi juga pada pemahaman tentang kepribadian siswa. (ii) mendiagnosis siswa dengan motivasi berprestasi akademik tinggi dan rendah. Berdasarkan diagnosis tersebut, dosen harus mampu menyesuaikan metode pengajaran dan interaksinya dengan mahasiswa.

Kata kunci: Karakteristik Dosen Ideal, Perspektif Mahasiswa Perempuan, Motivasi Belajar

1. INTRODUCTION

Personality classification theories that aim to identify personality traits typically involve observing behavioral patterns exhibited by individuals who share a particular central trait. Through this approach, individuals can be classified into a specific number of categories

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or patterns. The main traits that describe the general behavior of groups of individuals can be identified, and scientists follow different approaches to achieve this goal. Characteristics of personality are relatively stable that distinguish an individual from others. Moreover, these traits can be innate or acquired, and a trait is viewed as a general predisposition from which we can expect an individual's behavior when interacting with the environment and their response to situations and problems they face. Therefore, an individual is expected to behave in the same way in different situations, and it is also assumed that individuals differ from each other in the same trait, i.e., in the degree of the relevant trait. Every person has a certain degree of courage, but people do not generally have the same degree of courage or the same degree of courage when faced with a frightening situation that requires courage. People acquire many of their motivations from the behavior of others associated with socialization, in which a person acquires principles, customs, and traditions, which serve as guiding, controlling, and organizing determinants of behavior.

The importance of learning motivation emerges as one of the most important goals of education itself, as stimulating and directing motivation among students encourages them to engage in scientific activities beyond the university and their future lives. Motivation can be used as a means to achieve educational goals because motivation towards learning is one of the determining factors of a student's ability to achieve and succeed. One of the motivations that have garnered the attention of psychologists and researchers in recent years is academic achievement motivation. Those concerned with studying this motivation believe it is an important drive that motivates individuals towards work and achievement. It is not difficult to understand the reasons for this interest, as it is fundamental to understanding work behavior in various life domains (Jaber, 1974, p.123).

Hence, the importance of this research lies in studying the personal characteristics of lecturers as the primary segment and the most important pillar contributing effectively to the success of the educational process. Since students develop academic achievement motivation towards academic subjects through the personal qualities possessed by the lecturer, this necessitates studying and highlighting it.

2. THE RESEARCH PROBLEM

Nowadays, the role of universities is no longer limited to providing students with info and knowledge, but its educational philosophy has expanded its horizons and diversified its purposes and orientations to include also contributing to building the personality of its students cognitively, physically, socially, and emotionally. The criticisms directed towards some

lecturers in academic courses by some students arise from the fact that the lecturer focuses only on cognitive aspects without taking into account the spiritual aspects of the students, which may weaken the students' learning motivation towards different academic subjects due to the negative reaction to the personal characteristics of the lecturer. However, this makes the lecturer face alternative choices to build their social personalities regardless of whether this personality is compatible and capable of bearing responsibility or not. The academic success of a student depends on the level of their motivation towards learning. The stronger the motivation, the better the achievement, and conversely, when the motivation towards education decreases, the student's inclination towards achievement decreases, and their academic achievement is neglected. Therefore, the current research problem can be defined by replying the question below:

- What is the nature of the relationship between the characteristics of the ideal lecturer and the learning motivation of students at the College of Education for Girls?

The Research Objectives:

1. To identify the characteristics of the ideal lecturer from the perspective of female students.
2. To determine the learning motivation of female students.
3. To understand the nature of the correlational relationship among the variables of the characteristics of the ideal lecturer from the perspective of female students and their educational motivation.

The Research Hypotheses:

1. There are statistically significant differences at the 0.05 level between the calculated t-value and the tabular t-value for the characteristics of the ideal lecturer from the perspective of female students.
2. There are statistically significant differences at the 0.05 level between the calculated t-value and the tabular t-value for the academic learning motivation of female students.
3. There is a statistically significant positive correlational relationship at the 0.05 level among the characteristics of the ideal lecturer and the academic learning motivation of female students.

The Research Limitations:

1. Human Limit: Human limit is represented by the female students at the College of Education for Girls, University of Tikrit.
2. Temporal: Academic year 2023/2024.
3. Spatial: University of Tikrit / College of Education for Girls.

Definition of Terms:

1. Personality Characteristics: A type of traits or a higher level at which traits are arranged, including cognitive, perceptual, and personal patterns. (Ahmed, 1983, p.152)
2. Learning Motivation: An inherent state that activates and directs the student to change their behavior to achieve their goals and satisfy their need for excellence in school or university through good performance and achieving success. (Al-Sawaf, 2000, p.8)
3. Ryan & Deci (2000), Deci & Ryan (1985), defined motivation as a natural tendency to continue personal interests and employ abilities in the pursuit of enjoyable challenges, arising from internal factors such as curiosity and exploration. The other part is external motivation, which depends on external factors such as rewards and social pressures like avoiding punishment or gaining the approval of the teacher/parents (power expectations).

Theoretical Aspects: Concept of Motivation

Motivation is a set of interior and exterior conditions that drive a person towards restoring the balance that was disrupted, whereas motivation indicates a tendency to achieve a particular goal. This goal may be to meet internal needs and desires that the individual seeks to fulfill, leading simultaneously to satisfying the motivation. As for the need, it is a state that arises in living beings to achieve the vital biological or psychological conditions necessary for maintaining the individual's survival (Qatami & Adas, 2002: 195). Motivation is considered the psychological aspect of need, which cannot be directly observed, but rather inferred from the behavioral effects it leads to. It is a conceptual or hypothetical formation, associated with another concept, which is equilibrium, referring to the general tendency of the body to keep a relatively stable internal environment. Scientists, who adopt this perspective, view human behavior as a continuous cycle of tension and tension reduction, for example, hunger represents tension and generates the need for food, and satisfying the hunger motivation works to reduce this tension that tends to return (Zoo, 2003). Motivation is also known as an internal stimulus that drives a person's behavior and directs it towards achieving a specific goal. These motivations with internal sources are called innate biological motivations, which represent, as

mentioned earlier, motivations such as hunger, thirst, sex, pain relief, and body temperature maintenance (Qatami & Qatami, 2000).

In addition to the above, motivation is known as the force that drives a person to engage in a behavior to satisfy and achieve a need or goal. Motivation is considered a form of intense arousal that forms a type of activity or effectiveness (Govern, 2004) & (Petri, 2006). There is also a relationship among the motivator, or incentive, and the motive. The motive or incentive can be defined as the external object that could motivate the person to engage in the behavior of eliminating the state of tension. On the other hand, motive means what directs the person's behavior towards or away from it to meet a need or avoid harm. Learned or acquired motives are produced through the process of socialization that the individual is exposed to in the family, school, neighborhood, with friends, and other socialization institutions. These motives grow and are reinforced through the reward and punishment processes that prevail in the culture of a society. Better examples of these include: the need for achievement, the need for friendship, the need for control and dominance, and the need for successful work (Tomlinson, 1993). In this context, Ames (1992) concluded in his study (Ames, 1992: 277-261) that the motivation for learning is represented by the student's preoccupation and integration for the longest possible time in learning and commitment to the educational process.

The Functions and Benefits of Motivation

Motivation contributes to expediting our understanding of some puzzling truths in human behavior. It is important for explaining the reinforcement process, identifying reinforcements, directing behavior towards a specific goal, and assisting in the changes that take place in stimulus control and perseverance in a certain behavior until it is accomplished. Alawna (2004) indicates, for example, that we usually behave in our daily lives as if we are progressing towards a certain place (indicating that human behavior is purposeful). For instance, we sit at a table for a specific time, take a sheet of paper and a pen, write a page, envelope it, stamp, and send it by mail. Undoubtedly, all these activities occurred and were organized because of a goal in the human mind. Without a strong motivation to achieve this goal, none of this would have happened. Motivation plays a crucial role in human perseverance in accomplishing a task. Perseverance might be one of the best measures used to assess motivation in individuals. Motivation in this sense serves four main functions; it stimulates behavior, it prompts individuals to engage in certain behavior, although it may not be the cause of that behavior (Alawna, 2004, pp. 204-205).

Previous Studies

1. Geroshuny's Study (2000)

The study distinguished aspects of anxiety, and how personality traits differ among obsessive-compulsive individuals from those with other types of anxiety. The study aimed to identify differences in personality traits between obsessive-compulsive and non-obsessive-compulsive anxious individuals in a sample consisting of 36 obsessive individuals, 33 non-obsessive anxious individuals, and 33 non-anxious and non-obsessive university students. The study used the Five-factor personality assessment tool by Goldberg (1992). The study found that ³⁴ all anxious individuals were less cheerful and emotionally stable than the controls (indicating they had higher levels of neuroticism) and that the emotional stability of obsessive individuals was lower than the others. The study also found a correlation between low cheerfulness and suicidal behavior and a correlation between high neuroticism and suicidal ideation (Geroshuny, 2000, p. 18).

2. Al-Samraei and Al-Hiyazi's Study (1988)

The researchers based the scale on the items of the scale developed by Al-Kinani in 1979, which consisted of 52 items. The sample size was adjusted to match the number of performance items, which was 8 individuals per item. As a result, the total sample size was 416 students. ³¹ The researchers conducted an item analysis to assess the discriminative power of the items. ³⁰ They used internal consistency to measure the reliability of the scale, and Cronbach's alpha coefficient was found to be 0.84. The study found that the students of engineering had high learning motivation.

3. THE RESEARCH METHODOLOGY AND PROCEDURES

Procedures

The research aimed to identify the characteristics of the ideal lecturer from the students' perspective and the relationship of these characteristics with their learning motivation.

1: The Research Community

The community consists of female students at the College of Education for Girls - Tikrit University, totaling (3255) students ²⁶ for the year 2023-2024.

2: The Research Sample

²⁶ The research sample was selected randomly, indicating that each person in the research community had an equal chance of being chosen. The research included a statistical analysis sample of (190) students and an application sample of (190) students.

3: The Research Instruments

To achieve the research objective, two instruments were developed:

1. Construction of a scale for the characteristics of the ideal lecturer from the students' perspective.
2. Construction of a scale for educational motivation among female students at the College of Education for Girls.

4: Preparation and Formulation of Scale Items

The items of the scale were formulated according to the definitions of the characteristics of the ideal lecturer from the students' perspective and learning motivation as explained in "the definition of terms" section, and through reviewing some literature and previous studies (Mustafa, 2000) and (Al-Joshan, 2000), and utilizing scales related to the subject matter and benefiting from the survey questionnaire distributed to the students. The researcher obtained (33) items for the scale of lecturer characteristics and (38) items for the scale of academic achievement motivation.

5: Validity of Scale Items

The scales were presented to experts and referees in educational sciences, psychology, and counseling psychology to obtain their feedback on the validity and clarity of the items, both positive and negative, and alternative wordings used. Based on their feedback, (8) items were excluded from the lecturer characteristics scale and (4) items from the educational motivation scale as they were deemed invalid according to their opinions, and some items were modified. Thus, the lecturer characteristics scale consisted of (30) items, and the academic achievement motivation scale consisted of (34) items after achieving a percentage of agreement of (80%) or more from the experts and excluding items that received less than (80%) agreement.

6: Survey Application to Assess Clarity of Scale Instructions

After formulating and preparing the items of the two scales, the researcher developed instructions for the scales and their alternatives to ensure the clarity of the instructions, understanding of the items by the students, and the time taken to respond. These were administered to 100 female students, and it was revealed that the items of the scales were clear and understandable. On average, it took approximately 40 minutes to complete both scales.

7: Item Analysis

This was achieved through two methods:

A-The discriminant validity of the two scales using the extreme groups method.

The term "discriminant validity" refers to the scale's ability to distinguish between individuals who exhibit a high degree of a particular trait or characteristic and those who exhibit a low degree of the same trait or characteristic. The process of discrimination for items requires a sample size that is proportional to the number of items, ensuring that the sample size is no less than five times the number of items to reduce the chances of randomness in the analysis (Mohammed & Hussein, 2000, p. 177).

For this purpose, the two scales were conducted on a sample of 190 students to match the number of items, and to extract the discriminant power, values were organized descendingly according to the total score of the sample individuals. (27%) of the highest scores were selected, with a total of 46 students, and (27%) of the lowest scores were also selected, totaling 46 students. An independent samples t-test was adopted to determine the significance of differences among the means of the high and low groups. Moreover, the result for the scale of the lecturer's personality characteristics was that 29 items were significant at a significance level of (0.05), with one item being excluded as non-significant at the same level, which was item number 25, as shown in Table (1). As for the academic achievement motivation scale, the result was that 32 items were significant at a significance level of (0.5), and two items were excluded as non-significant at a significance level of (0.05), which were items 6 and 28, as shown in Table (2).

Table 2.The Discriminant Power Coefficient for the Teacher Personality Characteristics Scale from the Students' Perspective

Item No.	Calculated t-test value	Item No.	Calculated t-test value	Item No.	Calculated t-test value
1	4.480	11	8.162	21	3.446
2	6.081	12	5.822	22	7.788
3	2.884	13	2.961	23	3.343
4	6.842	14	3.444	24	6.674
5	2.817	15	5.949	25	0.591
6	6.722	16	4.379	26	2.841
7	5.961	17	10.740	27	5.483
8	3.716	18	6.334	28	3.946
9	6.248	19	7.654	29	5.866
10	9.616	20	4.463	30	3.842

The tabular (t) value (1.99) is below the significance level of (0.05).

Table 2. The discriminant validity coefficient of the Academic Achievement Motivation Scale.

Item No.	Calculated t-test value	Item No.	Calculated t-test value	Item No.	Calculated t-test value
1	5.252	2	4.901	3	3.120
4	5.207	5	3.931	6	0.439
7	6.467	8	2.243	9	4.098
10	9.265	11	2.718	12	5.505
13	3.713	14	15.558	15	7.344
16	6.814	17	4.545	18	8.374
19	6.773	20	16.434	21	5.923
22	5.488	23	6.612	24	6.581
25	17.733	26	6.148	27	6.477
28	0.596	29	3.400	30	4.663
31	3.504	32	5.877	33	3.830
34	4.074				

The tabular (t) value (1.99) is below the significance level of (0.05).

The Relationship among the item scores and the total score of both scales

The correlation between the item score and the total scale score signifies that the item measures the same concept as the total scale score. This type of validity was achieved using Pearson correlation coefficient to extract the correlational relationship among each item score and the total scale score of the scale of teacher personality characteristics from the students' perspective. The results indicated that the entire correlation coefficients were statistically significant, as shown in Table (3).

Similarly, Pearson correlation coefficient was also employed to discover the relationship between the item score and the total scale score of the academic achievement motivation scale. It was found that the whole items were statistically significant, as shown in Table (4).

Table 3. Correlation Coefficients among the item score and total scale score of the Teacher Personality Characteristics Scale.

Item No.	Correlation Coefficient	Item No.	Correlation Coefficient	Item No.	Correlation Coefficient	Item No.	Correlation Coefficient
1	0.373	9	0.558	17	0.648	26	0.219
2	0.347	10	0.515	18	0.650	27	0.473
3	0.431	11	0.573	19	0.555	28	0.408
4	0.421	12	0.597	20	0.385	29	0.330
5	0.457	13	0.293	21	0.364	30	0.515
6	0.543	14	0.412	22	0.455		
7	0.387	15	0.471	23	0.414		
8	0.437	16	0.543	24	0.629		

The tabular value (0.14) is below the significance level of (0.05).

Table 4. The correlation coefficients among the score of the item and the total score of the Academic Achievement Motivation Scale.

Item No.	Correlation Coefficient	Item No.	Correlation Coefficient	Item No.	Correlation Coefficient	Item No.	Correlation Coefficient
1	0.591	10	0.584	18	0.609	26	0.245
2	0.553	11	0.308	19	0.476	27	0.537
3	0.253	12	0.359	20	0.763	29	0.228
4	0.577	13	0.409	21	0.353	30	0.513
5	0.424	14	0.795	22	0.433	31	0.392
7	0.598	15	0.574	23	0.591	32	0.599
8	0.304	16	0.493	24	0.558	33	0.398
9	0.379	17	0.334	25	0.754	34	0.350

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The tabular value (0.14) is below the significance level of (0.05).

8: Validity Indicators of the Scales

Validity is one of the fundamental indicators for any measurement tool or test. It helps determine whether the scale has effectively achieved its intended purpose. It is one of the most important psychometric characteristics of a test or measurement, as it must be valid to the extent that it measures the trait or property it was designed to measure, without being influenced by other variables. (Al-Imam, 1990, p.45)

There are types of validity used in this research:

- Content Validity: This refers to the extent whereby the items of the scale conform to the content or substance of the scale, which is determined by logically analyzing the materials, items, and questions of the scale to assess its representation of the measurement subject and the situations it measures. Specialists divide this type of validity into two sections: apparent validity, which can be achieved by presenting the scales to experts and knowledgeable reviewers, and logical validity, which is achieved through the adopted definition and the logical design of the scale's items.
- Construct Validity: This is the extent whereby we can determine that the scale measures a specific property accurately and completely. This type of validity is achieved through the correlation between the item score and the total scale score. A scale whose items are selected based on this indicator possesses construct validity.

10: Reliability Indicators of the Scales

Reliability is a psychometric indicator of psychological measures, as it indicates the accuracy and consistency of the items in measuring what needs to be measured. To assess the response stability to the items of the scale, the researcher relied on two methods:

- **The Coefficient of Cronbach's Alpha for Internal Consistency:**

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This refers to the consistency of performance from one item to another in the scale, indicating the internal consistency or homogeneity among the scale's items. The reliability for the scale of "teaching personal characteristics from the students' perspective" was extracted using the equation of Cronbach's Alpha, resulting in a reliability coefficient of (0.86), whereas for the scale of "academic achievement motivation," it was (0.89).

- **Re-test Method:**

This method is one of the most important methods for calculating reliability because it reveals the stability coefficient in the results with a time interval of two weeks. Likert suggested that the time frame ranges from (2-3 weeks) between tests. The reliability coefficient for the scale of "teaching personal characteristics from the students' perspective" was (0.85), indicating high reliability, as Likert suggests that a reliable coefficient should range from (0.62 – 0.93). As for the reliability coefficient for the "academic achievement motivation" scale, it was (0.90).

Eleventh: Final Application of the Scales

The scales were applied to students of the College of Physical Education from 2/1 to 9/1/2024. The application included a sample of (190) female students. The hypothetical highest score in the teaching personal characteristics scale was (146) points, the lowest score was (27), and the hypothetical mean was (88). For the academic achievement motivation scale, the hypothetical highest score was (150) points, the lowest was (30), and the hypothetical mean was (91). The hypothetical mean was calculated by averaging the scale items multiplied by the number of items, and their responses were corrected accordingly.

Twelfth: Statistical Methods

- First: T-Test.
- Second: Measures of Central Tendency.
- Third: Pearson Correlation Coefficient.
- Fourth: Cronbach's Alpha for Reliability.

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The researcher used the Statistical Package for the Social Sciences (SPSS) to analyze the research data.

Presentation and Discussion of Results

This chapter includes a presentation of the results obtained according to the data of the current research and according to the sequence of its hypotheses. It also includes a discussion of the results.

First: Presentation of Results

The aim of the current research is to identify the characteristics of the ideal lecturer and their relationship with the motivation for learning among feminine students of the College of Education, based on the following hypotheses:

1. Presentation of the Results of the First Hypothesis

There are statistically significant differences at the (0.05) level between the mean score of the entire sample and the hypothetical mean of the teaching personal characteristics scale. To identify the significant differences between the means, an independent sample t-test was applied.

Table 5. t-test for the difference among the mean scores of the research sample and the hypothetical mean of the teacher's personality characteristics scale

Sample size	Arithmetic mean	Standard deviation	Hypothetical mean	Degree of freedom	Calculated t-test value	Tabular t-test value	Level of Sig.
190	121,51	14,03	88	189	32,06	1,99	

The tabular t-value (1.99) at the significance level (0.05).

To verify this hypothesis, a one-sample t-test was used on a sample of (190) feminine students. The findings of this test indicate that the mean score of the research sample is (121.51), with a standard deviation of (14.03), and the hypothetical mean is (88). When comparing the hypothetical mean of the scale with the mean score of the research sample, it was found that the mean score of the research sample exceeds the hypothetical mean. Upon testing the significance of this difference, it was revealed to be statistically significant at the (0.05) level, as the calculated t-value was (32.06), which is higher than the tabular t-value (1.99). Therefore, the alternative hypothesis was accepted, indicating a statistically significant difference between the theoretical mean of the scale and the mean score of the research sample. There are statistically significant differences at the (0.05) level between the mean score of the entire sample and the hypothetical mean of the academic achievement motivation scale.

Table 6. One-sample t-test for the difference between the mean score of the research sample and the hypothetical mean of the academic achievement motivation scale.

Sample size	Arithmetic mean	Standard deviation	Hypothetical mean	Degree of freedom	Calculated t-test value	Tabular t-test value
190	124.51	19.60	91	189	18.66	1.99

The tabular t-value (1.99) at the significance level of (0.05).

To verify this hypothesis, a one-sample t-test was used. The results of this test indicate that the mean score of the research sample, consisting of (190) students, was (124.51), with a standard deviation of (19.60), and a hypothetical mean of (91). Upon comparing the hypothetical mean of the scale with the mean score of the research sample, it appeared that the mean score of the research sample exceeded the hypothetical mean. Upon testing the significance of this difference, it was found to be statistically significant at the level of (0.05), as the calculated t-value (18.66) exceeds the tabular t-value (1.99). Therefore, the alternative hypothesis was accepted, indicating a statistically significant difference between the theoretical mean of the scale and the mean score of the research sample.

Presenting the Results of the Fifth Hypothesis:

There are statistically significant differences at the (0.05) level among the scores of teaching personality traits and academic achievement motivation.

Table 7. Correlation coefficient values between teaching personality traits from the students' perspective and academic achievement motivation.

Sample size	Pearson's correlation coefficient value	Tabular value	Level of significance
190	0.26	0.14	0.05

The tabular value is 0.14 at a significance level of 0.05.

To verify this hypothesis, the Pearson correlation coefficient was adopted to check if there is a relationship between teaching personality traits from the students' perspective and their academic achievement motivation. The calculated Pearson correlation coefficient was 0.26, which is higher than the tabular value of 0.14. Thus, the alternative hypothesis was supported, indicating a statistically significant difference among the scores of teaching personality traits and academic achievement motivation.

Second: Discussion of Results

1 The results from Table (5) indicate statistically significant differences through comparing the calculated (t) value with the tabulated (t) value for the ideal teacher personality scale from the students' perspective. This confirms that students interact more positively with lecturers who possess positive personality traits because it creates an atmosphere of tolerance and acceptance. Such an atmosphere enhances harmony with students and therefore their acceptance of the lecturer, contributing to mutual compatibility that significantly impacts the success of the educational process. This result agrees with a study by (Ramzi, 1975).

1 The results presented in Table (7) show statistically significant differences through comparing the calculated (t) value with the tabulated (t) value for the Academic Achievement Motivation Scale. This indicates that the university stage is capable of fostering high academic achievement motivation, thus achieving a certain level of academic success, which is crucial for the academic and professional future of female students. This carries a positive aspect, namely, the desire for performance and the existence of a tendency for achievement and good work in order to reach goals. This ambitious tendency created an aspiration for success among female students based on their own standards of good work, perseverance, and independence. This finding is consistent with studies by (Al-Sowaf, 2000) and (Majid, 1990).

Furthermore, the results in Table (9) showed a positive and statistically significant correlation between the characteristics of the ideal lecturer and students' motivation for learning. This can be interpreted as issuing a positive judgment on the personality traits of the lecturer from the students' perspective, which increases their academic achievement motivation. Educators have the remarkable capacity to significantly augment student motivation for learning by fostering a culture of self-directed goal-setting. This can be effectively accomplished through the implementation of a diverse range of engaging activities. One such strategy involves meticulously training students to not only identify their academic objectives but also to articulate them using their preferred terminology. Following this initial exploration, lecturers can facilitate in-depth discussions to assist students in selecting achievable goals that are demonstrably aligned with both their individual capabilities and the level of effort they are willing to invest. Finally, educators can play a pivotal role in guiding students towards the selection of appropriate strategies that will propel them towards the successful realization of their established objectives. However, the successful implementation of this approach hinges upon educators possessing a robust repertoire of positive personal attributes.

4. CONCLUSIONS AND RECOMMENDATIONS

Conclusions:

1. The positive personality characteristics of the ideal lecturer increase teacher-student interaction, thereby significantly contributing to the success of the educational process.
2. Students' motivation for learning is influenced by the positive personality characteristics exhibited by the lecturer.

5. RECOMMENDATIONS:

1. Deanships of education colleges should provide moral and material support to outstanding lecturers to enhance their positive characteristics and encourage them to succeed in the educational process.
2. It is essential to hold joint meetings in the form of open seminars organized by department heads to increase interaction and harmony between lecturers and their students.
3. The developmental training courses for all lecturers in the college should be continuously updated, providing them with psychological and educational foundations to ensure that their interaction with students is not only based on academic achievement and grades but also on nurturing students' personalities.
4. Encourage female students by enhancing their motivation for learning to pursue higher education and select the most outstanding among them to join the faculty as teaching assistants.

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