

Gender Factor and Economic Status and its Effectiveness on Primary Schools Students' Learning Behavior and Motivation in Bani Walid City.

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ABSTRACT: Learning English as a foreign language imposes a huge challenges in the instructional learning system, especially in Arabic speaking countries such as Libya, where Arabic language is used as a mode of instruction in schools and for all transactions. Therefore, it was very necessary to investigate the effect of Gender factor and the economic status on the students. In order to precisely measure the level of influences associated with motivation and learning behavior on learning outcome of students, a quantitative research method based on the survey questionnaire was adopted and used to analyze 60 numerical data collected from students between the ages of 7 - 15 years old schooling at Bani Walid Schools in Bani Walid City.

All the data gathered were thoroughly screened for consistency and was found free from error. The variable items were subjected to descriptive statistics to quantitatively describe the data using mean, frequency standard deviation and percentage. To check for validity and reliability of the research instrument, reliability statistics based on Cronbach alpha value equal or greater than 0.70 were accepted as valid. The research item's reliability ranged between 0.732 and 0.909. ANOVA statistics of variance were used to compare the mean difference of the research construct and to answer the research questions.

Further analysis based on principal component statistical analysis was carried out to achieve data reduction and to ensure that the original characteristics of the numerical data were retained throughout the analysis. Scree plot statistics were used to explain the items that imposed variability in the data using the eigenvalue associated with the research items and in a descending order. Findings based on the high accuracy technique showed that significant differences existed between the research items with variation in sum of squares at a constant degree of freedom (839) yet, the relationship effect was all significant for all the research questions. Thus, all the research questions were accepted at significant value less than 0.05 levels. Factor analysis based on the Kaiser-Meyer-Olkin (KMO) and Bartlett's test of sphericity showed that the quality of the research items was retained throughout the analysis and depicted that the results are reproducible.

However, the variability in the result was controlled by key items while insignificant variability was explained by flat steep curve area. The research findings depicted that Gender factor influences learning behavior more than the economic status towards achieving high learning performance. Therefore the findings of this study stand out to enhance language learning at different schools in Bani Walid city.

Key Words: Gender factor and Economic Status, Learning Behavior, Motivation.

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I. Introduction

Motivation is a key indicator of students' performance, especially in learning a second language. This is because it is a decisive factor that can determine student's achievement. The impact of motivation on learning behavior and the learning outcome in language learning could be used to develop language proficiency status (Fakeye, 2010). It has therefore become important to examine the instrumental factor among EFL Bani Walid students and to specifically look at their impact on their language learning outcome. Identifying and examining motivation effect on L2 in the prior studies has been a significant issue in language learning research over the years (Fakeye, 2010; Mohamad et al., 2012; Salah, 2013).

Education is at the forefront of economic development yet, very limited studies have been conducted on the problems facing learning outcome of primary school students in Bani Walid. Education is at the forefront of economic development yet, very limited studies have been conducted on the problems facing learning outcome of primary school students in Bani Walid.

Tamtam, et al. (2011) found that significant disparities in education are attributed to the changes in policies in the country, as well as the rapid incorporation of technology based learning such as electronic learning (e-learning). The schools has spread across Libya were banned from using foreign languages in Libyan in the past era. This has seriously affected Libyan in developing educational ties with other countries of the world. Libyan

are not following the current technological advances that has been found use in boosting education practices such as the use of computer in school, the use of internet to publicize academic programs and broaden students' experiences.

This can easily be achieved if the students are motivated (Jang & Reeve, 2006; Ormrod, 2008).

Language learning is regarded as the cornerstone of human existence. Knowing the language helps to express one's opinions, hopes and views (Tavil, 2009). In foreign

Language learning context, there are various factors that influence learning process in Libya such as motivation, behavior, anxiety, learning outcome, age as well as personality (Arabsheibani & Manfor, 2001; Mohamad et al., 2012; Salah, 2013) and this is consistent with previous studies in different parts of the world (Gardner, 1960; Lehmann, 2006, cited in Shams, 2008). Learner's behavior has been acknowledged as one of the most important factors that affect language learning (Fakeye, 2010).

This study looks into the concept of behavior at one of the major affective factors for success in learning a foreign language in Bani Walid. More specifically, it investigates Bani Walid school students' behavior towards learning English language, taking into consideration the three aspects of attitude i.e., emotional, cognitive, and behavioral. Additionally, it attempts to determine the influence of students' demographic profile, i.e., gender, year and field of study on their attitudes towards learning English. The difficulty is using English language adds more limitations to students in meeting their learning outcome mostly because student is not motivated to adopt changes in the choice of languages predominantly used for learning . For instance, it is very difficult for a school student in Bani Walid city to use a computer because conventional learning practices are limited to face to face interaction. This poses serious barrier to learning based on multimedia which is presently being adopted even in areas that previously use traditional learning. Therefore, it is important to motivate students to adopt Second language which is the language of computer and can be extensively used to improve their learning outcome. These problems compounded together prompted for a thorough study to investigate the effect of Gender factor and the Economic status effect of the student's learning behavior in Bani Walid schools. The students are seldom speaking English language because most subjects are taught in Arabic Language. Besides, Arabic language is the common language they can use to communicate with others especially those of their classmates and friends. This makes it necessary to investigate the effect of Gender factor and the Economic status effect on learning behavior and learning outcome.

Previous has highlighted the influences of sex differences in schools performance (Holland, 1985; Schein, 1990). Some researchers have argued that schools success depends upon gender (Bradley et al., 2002; Maatta et al., 2002). While gender among school students have the potentially contribute towards the success or failure of students in obtaining the desired position, gender have also been empirically linked to learning outcome of student (Phillips et al., 2002). Gender difference reflects the orientation toward alertness, independence and perseverance that supports learning process (McLean & Pratt, 2006). Adams et al., (1987) found that gender is positively related to the achievement of desired role. Greater attention to gender differences is appear to develop learning capability (Andrews et al., 2002). In the present study, gender comprise male and female students from the study location. Relative effect of Gender and Economic factors was used to draw conclusions on its effect on learning outcome in Bani Walid.

The Economic status is a combination three variables related to family background and the three variables are parental education attainment, parental job status and parental income. Economic status has long been regarded as an important of factor to determine children school achievement. Numerous literature studies over the decades pointed out that family Economic status has significant effect on the overall children and student's school performance (McLoyd, 1998; Entwisle & Astone, 1994; Hauser, 1994; Sirin 2005) as well as students' learning behavior (Johari Talib & Nasruddin Yunus, 2009; Clotfelter, Ladd, & Vigdor, 2009; Rumberger & Willams, 1992). In this study, the influence of economic status factors of students confines of gender (male and female). Studies have utilized a variety of scales in reporting the influence of parent income to learning outcome. The simplest among the scale as using student's parents' education level (Clotfelter, Ladd, & Vigdor, 2009) while other studies used an ordinal scale in which specific educational benchmarks are assigned a numeric level (Lee & Bowen, 2006; Sirin, 2005). Another method is to report the number of years of education completed (Hakkinen et al., 2003). Sirin (2005) cautions that the use of dichotomous variables tends to suppress correlations, and that the use of a continuous numeric scale is however; preferred to the ordinal scales. In this study, parental Economic status was measured statistically using numerical data from Bani Walid Schools' students.

II. Results and Discussions

Table (1) Item Statistics for parents' economic status items

Research items	Mean	Std. Deviation	N
My parents don't encourage me to learn English language because it is expensive.	1.3666	0.7122	60
I find it very difficult to understand English language, even when my parent registers me in an English tuition class.	1.6875	0.67070	60
Libya government mostly support Arabic teaching schools.	1.6708	0.6720	60
No parent to take care of school expenses.	1.6125	0.7318	60
Most teachers are willing to help with personal problems.	1.6583	0.7275	60
Parents refused to contribute to educational expenses.	1.6208	0.7559	60

The item statistical analysis of parents' economic status provided in Table (1) was used to screen data for error. Based on the mean and standard deviation values of the items used for the analysis of parent's economic status, there were no missing values and the mean value were more than 50 % (2.5) of the 5-point Likert scale that was used for the items in the research instruments. This implies that the response rate was consistent and valid for further analysis. The mean value ranged between 1.3666 and 1.6875 while the standard deviation ranged between 0.67070 and 0.7559 the total data analyzed was 60 depicting that there was no missing value.

From these questions and answers we clearly can see the response of the students was quite meaningful and logic because it shows the effectiveness of the economic sector on the students level of learning and motivation that's on one hand. On the other hand, we can see how some parents were not able to cover their kids schooling fees and expenses so that will negatively affect their kid's knowledge and learning because money considered as a sensitive issue to support their comprehension in the schools because they need it to buy and pay their needs.

Table (2) Item Statistics for gender factor

Research items	Mean	Std. Deviation	N
Interaction between male and female students during classroom teaching is not very welcome because of cultural habits.	1.9333	0.5142	60
Admission into various schools in Bani Walid is based on gender.	1.9166	0.5258	60
Gender competence affects English language teaching in Bani Walid schools.	1.9125	0.5006	60
Professional background of affect teaching of English language in schools.	1.9125	0.5487	60
I am attracted by female teachers than male teachers.	1.9875	0.4558	60
I do not consider the gender of teachers.	1.9916	0.4628	60

The statistical analysis which provided in Table (1) depicted the item statistics of gender of the respondents of this study and was used to screen data for error. The result of the mean and standard deviation values showed that there were no missing values and the mean value was more than 50 % (2.5) of the 5-point Likert scale that was used for the items in the research instruments. This implies that the response rate was consistent and valid for further analysis. The mean value ranged between 1.9125 and 1.9916 while the standard deviation ranged between 0.4558 and 0.5487. The total data analyzed was 60 depicting that there was no missing value and the data was reevaluated using reliability statistics.

From these results we can see how Gender plays a big role in Bani Walid city schools as culture leads most of the student's relationship and learning processes in the schools yet so, the students learning and motivation level will be affected by these sectors. Because some females students are not willing to talk to their males classmates as they feel shy and not polite as well as some male teachers will avoid contacting their females students because of cultural habits and traditions believes.

III. Conclusion

The effect of student's Gender and economic status on learning behavior and learning outcome has been investigated. A clear understanding on the effect of both of them depicted that student learning behavior provides a useful guide for Bani Walid students to improve their learning outcome and ensure consistency especially in English language subjects. The analysis reported in this study was based on research items contained in the research instrument that were firstly screened from error and found reliable and consistency based on descriptive statistical at conducted at 90% confident level and reliability statistics based on Cronbach alpha value. The

analysis supported that the result of the analysis were accurate and depicted a true situation of Bani Walid Primary schools students.

One way ANOVA statistical analysis of difference was used to address the research questions. Factor analysis based on principal component analysis was used to achieve data reduction which depicted that the original data retains used for the analysis retained their quality throughout the analysis reported in this study.

Furthermore, scree plot analysis was used to visually illustrate the items that lead to the variability reported in the analysis reported in this study. The analysis reported in this study were appropriate for meeting the intended purpose of the study and were generalized to draw conclusive summary on the effect of students Gender factor and Economic status on learning behavior and learning outcome.

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