



Simple and Multiple Relationships between Academic Attitude and Hopefulness with Academic Performance in the Students of Persian Literature and Language Field

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ABSTRACT

This study investigated the relationship between academic attitudes, hopefulness and academic performance among the students of Persian Literature and Language field. The population consisted of 196 students of Ardabil Literature School and Namin College was selected as a sample of the total population. The method was descriptive and correlation. Data collected from the questionnaire made by researchers, Hand attitude toward academic field questionnaire and also Snyder hopefulness scale. The results of a factor analysis of variance (ANOVA) showed that there is a difference between inputs of different academic years for different attitudes toward discipline, but there was no significant difference toward hopefulness. The prediction of variables using multivariate regression analysis showed that attitudes toward discipline and hope in order of priority, they can predict academic performance ($P < 0.001$).

Keywords: Academic Attitude, Hopefulness, Academic Performance, Persian Literature and Language Field.

INTRODUCTION

Persian literature has been the role of literary production, the training is not directly related to their academic and developmental process of literary creation as a cultural necessity, and without directly benefited from a university education is to survive to be continued. whereas if the orientation of Persian Literature and Language field lesson schedule was in a way that had a role in literature creation, it is obvious that this progress could have more dynamism and the educational Motivation of this field's students and its literature creation was much better than present situation [1].

The danger now is towards a tendency to unhealthy conservatism which may results in rigidity, in a kind of ossification and a lack of openness to adaptive change. This habitual being and rigidity is clear in some different branches and aspects. It's first clear appearance in literature colleges and in Persian literature and language field is an interest in available not efficient programs. The programs which have been written a long timed in totally different situation and do not have any conformity with present social conditions. The programs that can not responded many of the public needs of present society [2]. Our Present literature society requires many specialists that the present Farsi literature universities are not able to train such specialists. Inspire of hearing the hums of basic researches in the programs of literature field, the minds used to past programs resist against every change and do not yield. The changes, so that it is more than two decades that the headlines of the lessons in Persian Literature and Language field have been approved by the council of Cultural Revolution and nearly the same lessons are taught in our universities. One of other appearances of being habitual In Persian Literature and Language field is the manner of the same, similar and repetitive reading of post time's passages in Literature College. Whereas most of our valuable past texts welcome different readings and various receipts and we can with different procedures and have various receipts of them go towards these texts. The heavy shadow of finding the meaning of the passage on the bases of the biography of the poets and the history of literature is still over the classes in literature colleges. Due to this, past valuable texts are usually read in one method in our literature colleges all over the country, and the professor and the student use all their efforts to find out the writer's intention by the same traditional tools [2]. Therefore, the result of all these issues and Problems in training

discipline, generating a special attitude in student to the field from the beginning of his entrance to university until his graduation time. So, if the course period of the students in this field from learning specialized knowledge of their field and learning the ways applying this knowledge point of view, is not useful and prolific, the university will not be successful in reaching to its own aim.

Nowadays studying the attitude has a special place in human science researches as the best concept of social psychology. The attitude has been defined as a nearly steady collection of emotions, beliefs and behavioral preparedness relative to people, thoughts, objects or groups. Attitudes have always acted like schemas. They are recognition frames that organize the information and keep them about special concept, conditions or incidents [3].

Researches show that the attitudes of students during their education in college have had the most changes [4]. So, what is important is finding out what the changes in student's attitudes are during the course and what the result of these changes is? In some universities in the country, it has been talked several times about the lack of motivation among students for serious studies about their course or about the no proper and no satisfying quality of their education, especially in human sciences fields. Low quality of education and not accomplishing the constant, precise and compressed studying by students in their courses caused that the university not is able to reach the goals of the university in training efficient human force and specialist in considered subjects or reach them partially. It means the lack of much efficient and skilled about force in the society in the future. Discovering the reasons of this issue has remarkable importance and can assist to improve the quality of educational activities. One of the factors that can cause such an affair is the sort of student's attitude of their own field and university. In other words, these attitudes can somehow influence student's motivation in learning this field and the motivations can have effect on the quality of the education.

The other problem is that in each field having coincidence with society is in priority, but this need is much clear and important in Farsi literature and language field because the studies show that at present conditions technical, engineering and medical fields have orphans, so that attract the students to this way, but in Farsi literature and language, student's certificates do not guarantee their job in the future so it makes the students hopelessness and weakens this field.

Hopelessness is one of psychological structures which are seen in the foundation of different types of mental disorders [5]. Hopelessness is one of the most important characters of depression disorder [6-7]. On the other side, the theory of hope emphasizes future expect actions and has been defined as a thinking process about a goal (or goals) with the motivation of movement toward it and the ways of reaching these goals [8].

Some studies have been done about the educational attitudes and student's hope and its relationship with academic performance in some of the universities in the world so far. Sharifi showed in a study that totally, 12 Percent of educational variance is declared thought two factors: internal motivation and attitude toward education [9]. Blum narrative by Bassegy has reported 0.50 the relationship between lesson subject and academic progress [10]. Misra indicated that the students who are more satisfied and happy have less academic problems. Studied researches by Bassegy indicate that the positive attitude of students to their school lessons effect their lessons positively [11]. Zanganeh and Shokrkon in a study with the title of "studying comparison of relationship between attitude toward academic field, future profession and academic performance of teaching field's students" showed that there is a positive and meaningful relationship between positive academic attitude and academic performance of the students [12].

In the connection of hopefulness with academic performance, Snayder et al. indicated in a study that hopefulness trait has the ability to predict student's academic performance [13]. In other study with the title of "hopefulness and academic success at university", Snayder et al. showed that there is a meaningful relationship between the amount of hopefulness and the student's test grades [14]. Elizabet et al. in their study with the title of "academic procrastination and hope's role as a coping strategist" for 116 university students in M.S levels showed that hopefulness can predict academic performance and fear of failure in students [15]. Ciarrochi et al. studied "the effect of hopefulness and self-esteem and attribution styles in student's marks and their happiness". 784 students had taken a part in this study. The results stated that hopefulness has more roles in predicting student's marks [16].

Negative attitude to the academic field and its future and academic weakness is one of the most important difficulties in training discipline in the country and cause wastes many resources of the country. This issue is observed at universities clearly. But due to limitation of studies in this field and the lack of research that studies the relationship of academic attitude and hopefulness with academic performance in Persian literature and language field students, has given the present study more importance. The vital issue and the first question of the research are: How much is the academic attitude and hopefulness in the students of Persian literature and language who enter the university each year and what kind of relationship can it have with their academic performance.

MATERIALS AND METHODS

Since the basic goal of the search is studying academic attitude and student's hopefulness in Persian literature and language field and its relationship with Persian literature and language field and its relationship with academic performance in Mohaggeg Ardabili university (basic site and pardis site), Therefore, descriptive

method is used and inside this method, the method of correlation is used to study the relationship of attitude toward field with hopelessness and academic performance. So in this method, the researcher is trying to study the relationship between two or more variables and the cause and effect relationship is not inferred in such studies.

With due attention to the fact that the least volume of sample in descriptive studies must be 100 cases (Heiman, 1998), so in this study considering the number of subgroups (four subgroups were the students who were accepted at university from 2005 to 2008) and for increasing the validity of results, total students in Mohaghegh university in Persian literature and language field (the basic site and Pardis site) were chose as the samples of the study (n=210) [17]. At the end the questionnaires of 14 cases were removed because they did not answer correctly and completely or did not participate in studying, so the data's of 196 cases were analyses. 66.3 percent of these students were female and the residual (33.7 percent) were male. They were in the same age range (18-29 ages) and M= 21.23, SD=2.82.

Hopefulness questionnaire: This questionnaire of adult's hopefulness is measured by Snyder (1991). The internal consistency reliability coefficient in his major culture is accepting table for this scale. For total hopefulness 0.86, for aim having decision subscale 0.82 and for crossing subscale 0.84 has been reported (Snyder et al, 1996). The test - retest reliability coefficient during Ten weeks has been reported. In Iran the reliability and validity of the scale was calculated for 400 samples. The internal consistency reliability coefficient was 0.76. Also, internal consistency reliability coefficient for the dimensions of crossing, 0.71 and aim having decision was 0.68. For studying the validity of the scale, the simultaneous validity method was used. Simultaneous validity of hopefulness scale with the scale of Beck hopelessness was 0.81 [18].

Attitude toward Academic Field Questionnaire: This scale was made by Hand for measuring the amount of student's attitude toward academic field making according to factors analyzing. It has been mode of 45 items that the student answers the questions choosing Yes or No items. High mark in this test is a symbol of positive attitude and low mark is a sign of negative attitude to academic field. Hand has reported that with internal Croonbakh Alpha's coefficient method and 586 students, has obtained reliability coefficient 0.92 [19]. Also for finding validity was used Clark indicator that is the ability of items for creating distinction among students with positive and negative attitudes toward academic field and middle of this indicator has been reported 0.86. In study of Dorman and Fraser (2009) Croonbakh Alpha coefficient in this test has been reported 0.80 and the simultaneous Validity of this test with Dorman and Fraser's academic attitude questionnaire reported 0.79 and ideal. A questionnaire Consisting 9 item has been prepared for measuring the information about students population such as their age, sex, economic situation, being native, academic term, the average mark in the past term and etc. The method of processing the dates in descriptive level using indicators of central tendency and dispersion and percentage and in an inferential level due to studying multiple relationship of variables and multivariable regression analysis and the method of import were used and for comparing the students who started their university courses in different years from the academic field attitude and hope point of view, single-agent variance analysis was used.

RESULTS

Findings show that 77.6 Percent of these students are native and 22.4 Percent are not. 92.3 Percent are single and 7.7 Percent married and they live in families that most of them (62.8 Percent) have an average economic condition. The past term average of students participated in the present study, with the extent of 12-18.7 is M=15.54, SD=1.47 and 5.6 Percent of them have the record to be at least once probation and 27.6 Percent had chosen their field with interest and 47.4 Percent with an average interest and 25 Percent without toward their academic field, and 20.4 Percent a complete positive attitude and 60.7 Percent and average attitude between two negative and positive dimensions. Also considering hopelessness, 17.9 Percent, had a feeling of hopelessness and 18.4 percent a feeling of hopefulness and 63.8 Percent and average feeling between two positive and negative dimensions.

During performance of the study 16.3 percent of trials were in their first academic term, 26 percent in third, 31.6 in fifth and 26 percent in seventh. Results of Table 1 show that in comparison of groups according to the attitude toward academic field, F=10.63 and it is significant (P<0.001). It means that there is a difference between entrance students of years that there is a difference between entrance students of years (84, 85, 86, 87) according to the attitude toward academic field. Also, when we compare the groups according to hope lessens, F=2.19 earned at level 0.10 is significant but this is not acceptable at level 0.05.

Table 1. ANVOA to attitude toward academic field and hopefulness between students of first, third, fifth and seventh term

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		Sum of Squares	df	Mean Square	F	Sig.
Attitude toward academic field	Between Groups	1942.449	3	647.483	10.630	0.000
	Within Groups	11695.244	192	60.913		
	Total	13637.694	195			
hopefulness	Between Groups	78.717	3	26.239	2.194	0.090
	Within Groups	2296.523	192	11.961		
	Total	2375.240	195			

Two by two comparison of groups according to academic attitude using prosecution test LSD shows the following results: between first term (M=78.25, SD=5.74) and third term students (M=72.74, SD=7.14) there is a significant difference (P<0.01). Between first term (M=78.25, SD=5.74) and fifth term students (M=68.82, SD=8.85) also there is a significant difference (P<0.001). There is a significant difference (P<0.01) between third term (M=72.74, SD=7.14) and fifth term students (M=68.82, SD=8.85). But there is no significant difference (P>0.05) between third term (M=7.14, SD=7.14) and seventh term students (M=73.43, SD=8.18). Between fifth term (M=68.82, SD=8.85) and seventh term students (M=73.43, SD=8.18) also there is a significant difference (P<0.001).

In study of groups due to hopefulness, results show that: between first term (M=35.62, SD=2.56) and third term students (M=33.74, SD=4.14) there is a significant difference (P<0.05). Between first term (M=35.62, SD=2.56) and fifth term students (M=33.98, SD=3.14) also there is a significant difference (P<0.05). But there is no significant difference (P>0.05) between first term (M=35.62, SD=2.56) and seventh term students (M=34.14, SD=3.56). There is no significant difference between other groups.

In order to determine the effective variables in prediction of academic performance of students; Regression multivariable analysis using Enter method has been used. As the results of table number 2 show, adjusted R is 0.15 and F=14.11 is significant (P<0.001). Therefore it is said that investigated variables can predict academic performance of Persian language and literature students. With due attention to the results it can be said that attitude toward academic field (P<0.001), and hopefulness (P<0.01) can predict the academic performance in priority order.

Table 2. Prediction of students' academic achievement of Persian Literature and Language field

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	47.878	2	23.939	14.108	0.000 ^a
	Residual	273.183	161	1.697		
	Total	321.061	163			
Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.348	1.111		12.012	0.000
	Attitude toward academic field	0.070	0.013	0.416	5.270	0.000
	hopefulness	0.082	0.031	0.210	2.664	0.009

Note: R=0.38, RS= 0.149, R Adj= 0.139 and Dependent Variable: Grade average

DISCUSSION

Results of this study have indicated that there is a difference between entrance students of different academic years according to the attitude toward academic field. Are more accurate researches indicate that when Persian language and literature students take upper terms, gradually they lose positive attitude toward academic field and the attitudes turn in to negative one. But the interesting point was that Persian Language and literature student's academic positive attitude increased again in the last term or in other word, seventh term. Although this increase was not as some as first term students, average attitude (M=78.25 before M=73.43), it was equal to third term students, average academic attitude (M=73.43 before M=72.74) and their difference was not significant.

Although other finding about comparing the rate of hopefulness in varied levels students was significant, but not accepted in level of 0.05. This finding also indicates they when Persian language and literature students take upper terms, gradually they lose Positive attitude toward academic field. But the next interesting result was that hope fullness of Persian language and literature Students again increased in Seventh term, so that it had no significant difference with hopefulness average of first term students, (M=34.41 before M=35.62). In order to make this finding clear, it can be said.

for justify to this results can be say That a first year student who has entered the academy with interest and hopefulness and also with expending of time and a great clear of energy and get a little involve with field related matters, but he can easily understand the field related matters when he comes to be more familiar with lessons. In the meantime with an increase in age, the ability to understand around realities and the way to confront stress increase in the way that can be effective for individuals, attitude, According to a research, with the increase of academic years, students become more conservative in their work politically and economically and with regard to first years have a more realistic viewpoint of medical limitations [20]. It is considerable that increase in age has automatically a relation with increase of academic grade. It can be also said that persons who are younger, consider being far from the time to live independence from their family, and Pay less attention to economic and Political issues somehow effective in their future job, and this leads to a probable difference of attitude and hopefulness as compared with students of upper academic careers. But the attractive finding of this study was that academic positive attitude and even seventh term students, hopefulness again improved so that there was no significant difference with first term students. There for anxiety about future job cannot make this matter clear,

because students in this stage are at the end of their education and do not have much time to enter the life world and job out of academy. therefore, this question causing matter and more investigations, made it clear to researchers that Persian Language and literature students are more interested in contemporary literature and related texts, not the old literature, and with due attention to this matter that lessons of seventh term have more contemporary literature and literary Criticism mixture and also for this reason that students of this field recently have more chance to continue their study to be an MA, all of these are led to an increase in students' hopefulness an academic positive attitude .

Other results have indicated that attitude variables toward academic field and hopefulness could predict performance of Persian literature and language students. The ability of academic attitude variable to predict academic performance has a correlation with results of Sharifi i's researches which although the show that 12 percent variance of academic progress is made clear with the help of internal motive and attitude toward studying factors and Bloom's study (narrative by Bassey) that has reported correlation between attitude toward subject of study and academic progress 0.05. It also has correlation with Misra and Bassey's researches results [9, 11].

For justify to this results be considered that attitudes affect most behaviors considering this role, when a Persian literature and language student considers his field regarding scientifically poor, old, abolished and without any applied in his field and to try to be familiar with his field just like a students who considers his field to be valuable [3]. And because of this reason, the future would be more ambiguous for him and he does not know what he has to do with this field and he would not have any hope to success and future job connected with related field. Also the role of hopefulness to success and future job connected with related field. Also the role of hopefulness in prediction of academic success is significant. This finding has a correlation with researches results of Snyder and colleagues [14, 13, 15, 16].

These researchers in their studies come to this conclusion that hopefulness as a psychological characteristic and quality can predict academic performance .

For justify to this results can be say that any activity needs exciting factors to be done according to expected way. There for, academic performance is not an exception. When students are not hopefulness about their future job redacted to their academic field, it means that they are not successful in progress of their own and academy goods because of absence of exciting factors (hope for future job) and it appears as a decrease in academic performance and even leaving of study and this problem may be more true about Persian language and literature students .

But the results of Regression analysis show that role of hopefulness in academic performance prediction is much less than students' academic attitude. The reason of this difference may be because of this reason that academic Performance Is a recognition activity which follow behavior habitually patterns and also a person's need to know and to recognize, therefore a person who follows this pattern study that field not just because of guarantee of future job nut for the sake of his interest to that field. Therefore, this matter is very important in the choice of academic field because the choice on the basis of positive attitude and recognition of that field appointing Person's success.

It is suggested to study in next researches, Persian literature and language field students, attitude changing reasons with model design (Path analysis) and to perform this research in other human science fields.

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