Relationship Between Students' Academic Achievement and Each of: Study Approaches, Gender, and Socio-Economic Status

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Abstract

This study examined the relationship between student's academic achievment and each of study approaches, gender and socio-economic status. Data was collected using the following; Approaches and study skills inventory for students (ASSIST), gender, GPA, and socio-economic status. In this study, study approaches (deep, strategic, and surface) were predictor variables. The criterion variable was academic achievement as measured by students GPA. A sample of 204 subjects (101 female, 103 males) were obtained from the Yarmouk University (Irbid-Jordan). Three questions were tested using bivariate and multivariate correlational statistics (MANOVA), correlations and multiple regressions which display the specific dependent and independent variables. The results showed that the predictor deep approache contributing to almost 6%, and prdictor strategic approache contributing to almost 2% to academic achievement. However, surface approache was not contributing. Moreover, there were a significant difference in the mean score of strategic approach between male and female students, (F value (1, 197) = 12.989, $p = 0.00 < 0.05$) and there were a significant differences in the mean score of deep approach based on socio-economic status, (F (2, 196) = 5.589, $p = 0.00 < 0.05$). SES less 300 (mean = 2.84), SES 310 to 500 (mean = 3.30), and SES more 510 (mean = 3.072).

Keywords: study approaches, gender, socio-economic status, academic achievement.

1.INTRODUCTION:

The idea of approaches to learning and studying has had a powerful influence on both theory and practice related to teaching and learning in higher education. There are different approaches that students adopt when they facing learning situations. The way that students approach to learning plays an important role in determining the students academic performance. Deep, strategic, and surface are the three basic learning approaches adopted by students (Biggs, 1986). The construct of deep and surface approaches to learning were introduced by (Marten & Saljo 1976) cited in (Diseth, 2003). A student with a deep approach has an intention to understand the learning material and is motivated by an interest in the subject matter. Use of evidence and the relation of ideas are the predominant strategies. These strategies reflect operation and comprehension learning respectively. In contrast, a surface approach refers to the intention to reproduce the learning material. Surface approach is related to different forms of rote learning, with fear of failure as the predominant motive. Instead of restructuring the learning material, the surface learner will adopt the structure already presented by learning the sign, rather than what is signified by the sign (Diseth, 2003).

In addition to the deep and surface ap-

proaches, a strategic approach was later introduced by (Entwistle & Waterston 1988; Ramsden, 1981). A strategic approach refers to the intention to achieve the best grades possible by adapting to the assessment demands. This is obtained by managing time and intellectual resources in line with the perceived criteria for high grades. Competing with others is the predominant motivation. Contrary to the deep and surface approaches, the strategic approach is not related to any distinct learning strategy. Instead, the student will utilize whatever strategy (whether operation, comprehension, or rote learning) that serves the purpose of achieving success.

The present study aims to examine the role of study approaches which includes (Deep, surface, and strategic approaches) to investigate the effect of these approaches on students' academic achievement and their ability to predict a high academic performance. Romainville (1994) asserts that university students must be able to manage their own cognitive strategies for them to succeed. Students must be able to adapt the strategies to their personal characteristics and to the context of their learning. The first stage in this process is probably that students must be aware of their cognitive strategies and should be able to describe and critically reflect on them. Indeed, the high failure rate experienced at the end of the first academic year in continental universities is adduced to the absence of appropriate and guided use of meta-cognitive strategies and of studies to improve understanding of the difficulties students face in learning at the university level.

1.1.Approaches to learning and academic success according to gender:

Vermunt (1987) found that student in law and economics were more apt to depend on others to regulate their learning processes and used more surface processes, while students in the humanities tended to be more self-regulating and used deeper strategies. This could be explained by different styles and methods of teaching used in particular subject areas (Ramsden & Entwistle, 1981).The findings concerning gender differences in approaches to learning are less clear. Wilson, smart, and Watson (1996) reviewed work using either theapproaches to students inventory (ASI) or the study process questionnaire (SPQ). Investigations utilizing the SPQ "offer a far from definitive picture on gender differences. By comparison, research using versions of the revised approaches to studying inventory (RASI) identifies males scoring higher on deep approach and females scoring higher in surface approach (Duff 1999, 2002; Sadler-smith 1996; Sadler-smith & Tsang, 1998). A research paper conducted by Elias (2005) on learning approach and gender found that there might be differences between the male and female students in their study approach. On the other hand, research done by Bilgin and Crowe (2008) showed that there is no significant difference in the approaches to learning between local and international students; male and female students. However, there is a significant difference between undergraduate and postgraduate students, with postgraduate students more likely to adopt deep strategies to learning. Dincer and Riza (2008) examining learning approach of science students based on class level and gender found that science students generally have deep learning approaches. However, there is no significant difference when it comes to gender.

1.2. The Problem:

Students of higher learning should possess the necessary skills for knowledge achievement. Students of higher institutions are required to adapt meta-cognitive strategies and be motivated by setting high

learning goals for their studies in order to continue as they come across different tasks for courses as they go through examination questions which are most likely to emphasize the need for understanding, elaboration, organization and less in memorization. Researchers often study the differential academic achievement amongst students and strive to find clarification to reasons for low achieving students.

In this study, First year Jordanian university students suffer from the decline of academic achievement, generally. The study sought to discover the variables associated with academic achievement of Jordanian students. More specifically, the problem was to look at variables that maybe manipulated to improve the academic achievement of first year student's in a selected educational institution. Based on the above matter the researcher addressed the following specific questions, which will guide this study; Do study approaches (deep, strategic, and sarfuce) predict academic achievement among first year Jordanian students? Is there any significant relationship between approaches to learning (surface, deep, strategic) and academic achievement among male and female Jordanian students'? Is there a significant difference between approaches to learning (deep, strategic, surface) according to socio-economic status (SES)?

1.3. The Purposes

1. To identify whether study approaches (deep, strategic, and surface), predict academic achievement among first year Jordanian students at Yarmouk University.
2. To investigate whether study approaches and their relationships with academic achievement differ between males and females Jordanian students at Yarmouk Uinversity.
3. To examine the differences between study approaches (deep, surface and strategic) according to socio-economic status.

1.4.The significance

1. This study provided a clear insight into the effect of study approaches on the B.A students' achievement in higher education which helping students become better learning and improving the effeciveness of their teaching.
2. Profiles of these students can be beneficial to inform officials about student's study approaches to learning in order to improve their learning approaches and monitoring students who are using ineffective study approaches.

2. METHODOLOGY

The aim of this section is to clarify the methodology of this research. Thus, gives an account of the research sample, the site of the study, procedures, and the instrument that were used for data collection. The validity and reliability were also discussed in details. At the end of this section, the procedures of data collection and data analysis were also discussed.

2.1.Sample

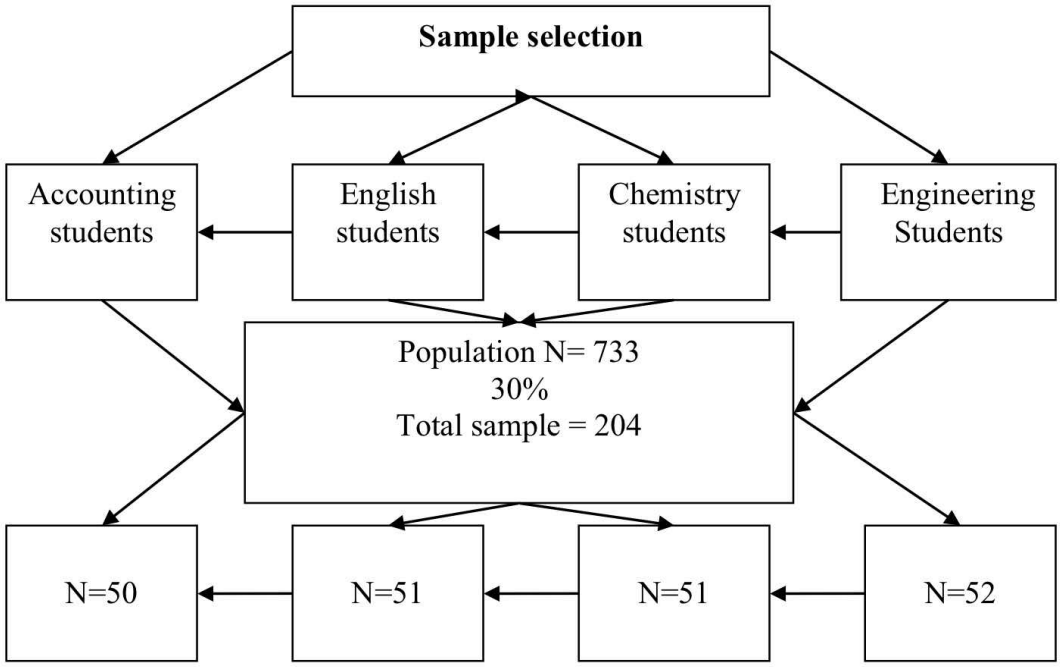

Fig 1. Sample Selections.

This study adopted a limited stratified random sampling. The population of the study included 733 first year students from four departments namely Engineering, English, Chemistry and Accounting from Yarmouk University, Irbid, Jordan. The sample of the study included 220 students which represents almost 30% of the population from the study. The sampling was stratified according to gender (male, female), and abilities (high, medium, and low achievement).

The first year students were selected for this study because academic achievement was the most diverse in the first year. The students came from various backgrounds in terms of gender, their father's occupation and different field of study. The age of the first year students ranged from 18 to 24 years with a mean age of 19 years.

2.2.Instrument

Description of Approach to study skills inventory for students (ASSIST)

ASSIST (Entwistle, 1997) is last in a line of inventories (the ASI and the RASI) that has been refined and developed over the years. Although the ASSIST inventory consists of several sections, only the second section with 52 items is designed to measure the deep, strategic, and surface approaches to learning as was used in the present study. These three approaches to learning are further divided into subscale and motive scales but only the three main approaches were analyzed in the present context because only the major approaches are of theoretical interest. A five- point scale (where 5 is "agree" and 1 is "disagree") is used for each item, and the sums of the items for each of the three approaches are used in further analyses.

2.3. Reliability (ASSIST)

The Cornbach alpha analysis for reliability was conducted on the instrumentation and it was found that the all reliability values (for the instrument, the different competencies, and domains) have values of more than 0.8. Table 1 shows the values.

Table (1): Reliability Values for Study Approaches Scale.

Category	Alpha values
Total instrument ASSIST.	92
Domains:	
a. deep approach.	82
b. strategic approach.	91
c. surface approach.	89

2.4.Content Validity

Content validity refers to the degree to which a test measures an intended content area. The content validity for the instrument was determined through the help of experts in the relevant field. These experts were from the Faculty of Education, Yarmouk University. The items of the questionnaires were adjusted and evaluated according to the judge's comments. The items of the questionnaires were suitable by the judge's.

2.5.Procedures

Permission from Yarmouk University was obtained to collect the data from the students' population. The researcher requested the admission and registration office in Yarmouk University to provide the accumulative average for the students used in this study. All these students were from different departments (Accounting, Engineering, English and Chemistry). The researcher translated the questionnaire from English to Arabic then from Arabic to English. The questionnaire was given to eight specialists, two professors in Translation and six professors in Educational Psychology. They were asked to evaluate the translated questionnaire. The items of the questionnaire were modified according to the comments received. The Questionnaire was distributed to the sample study group to collect the students' responses.

2.6. Data Collection

The questionnaires were administered over a 2-week period. The questionnaire was distributed to the students by the course lecturers during tutorial classes. They were asked to respond and return the questionnaire at the end of the tutorial period. Out of 220 survey forms distributed, only 204 usable forms were returned. So 204 students took part in the questionnaire and used to achieve the researcher's purpose. The breakdown is as follows:

Table (2): Distributions of the Questionnaires.

Department	Distributed	Usable returns
Accounting	55	50
Engineering	55	52
English	55	51
Chemistry	55	51
Total	220	204

2.7 Data Analysis

The quantitative data collected through the survey questionnaire were analyzed statistically. In relation to the interval data collected, relevant measures of descriptive statistic and inferential statistics were engaged. This process of deriving statistical results would lead to the interpretation and the drawing of conclusions (Green, Salkind, & Akey, 2000).

2.8 Academic Achievement

As a measure of academic achievement, the first year students' accumulative average for Engineering students, English

students, Chemistry students and Accounting students were considered for all academic subjects during their first year. The researcher requested the admission and registration office in Yarmouk University to get the accumulative average of students for this study.

Table (3): Academic Achievement Scale in Yarmouk University.

Accumulative Average	Rating
84 – 100%	Excellent
76 – Less than 84%	Very good
68 – Less than 76%	Good
60 – Less than 68%	Acceptable

Source: Yarmouk students guide, 2007.

2.9. Description of the Sample

The sample consisted of 204 first year students (103 male and 101 female) from different majors namely Accounting, English language, Engineering and Chemistry at Yarmouk University in 2011/2012. Their biographical details are as follows.

Table 4 shows the distribution statistics of the sample. A total of 220 from students responded to the survey questionnaire, which had a high return rate off 95%. The students were from Yarmouk University in the selected research sites. The Table suggests that the male students constituted a slightly higher percentage of the sample populations which was of 50.5% (n = 103). Female students made up 49.5% (n = 101) of the total respondents which deals with the fact that female students were higher than male students in Yarmouk University. The sample consisted from different majors namely (Accounting, English, Engineering and Chemistry. The socio-economic status of the sample was as following: (1) 65 families have more than 510 (High Income), (2) 74 families between 310 to 510 (Medium Income), (3) 65 families have less than 300 (Low Income).

Table (4): Descriptive of the Sample.

Gender	N	%
Male	103	50.5
Female	101	49.5
Total	**204**	**100.0**
Major		
Accounting	50	24.5
English	51	25.0
Engineering	52	25.5
Chemistry	51	25.0
Total	**204**	**100.0**
Socio-economic status SES		
Less 300	65	31.9
310-500	74	36.3
More 510	65	31.9
Total	**204**	**100.0**

2.10 Description Statistics

Table 5 shows the description statistics of the variables as follows: study approaches (m = 3.275), (sd = .3122), and academic achievement (m = 72.583), (sd = 8.704).

Table (5): Mean and Standard Deviation for the Variables.

Construct	M	S.d
Study approaches	3.275	.3122
Academic Achievement	72.58	8.704

3. THE RESULTS

The first question: Do study approach (deep, strategic, surface) predict academic achievement among first year university students? To answer question 1, Multiple Regression and Stepwise Method was used to find predictors (deep. Strategic, and surface approaches) that influence or contribute to academic achievement. The stepwise method was appropriate to be applied for multiple regressions. The method was able to extract variables which are assumed as contributive predictors to dependent variables.

Regression analysis was conducted on three predictors, (a) deep approaches, (b) strategic approaches (c) and surface approaches. Academic achievement was a criterion toward the three variables. Table 6 and 7, shows the results of Multiple Regressions with Stepwise Method. The result shows that there were statistically significant variants (deep and strategic approaches) on academic achievement, with the value $F = 20.218$, $p < 0.05$ (deep approaches) and $F = 12.634$, $P < 0.05$ (strategic approaches).

Table (6): Variants of study approaches (deep, strategic, surface) and academic Achievement.

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1399.357	1	1399.357	20.218	.000(a)
	Residual	13981.206	202	69.214		
	Total	15380.563	203			
2	Regression	1717.589	2	858.794	12.634	.000(b)
	Residual	13662.975	201	67.975		
	Total	15380.563	203			

Significant level at 0.05

Predictors A:(Constant),Deep approaches.
Predictors B: (Constant), Strategic approaches.
Dependent Variable C: Academic Achievement.

Table 7 presents the strength of the predictor. The Multiple Regressions shows that $R^2 = 0.112$, thus constituting the combination of contributions approaches to learning predictor to academic achievement. The predictor was deep approaches, and it yielded $ß = 0.144$, $t = 2.164$ at a significant level $p < 0.05$ and contributed almost 6% to academic achie-vement. The second predictor was strategic approache, and it yielded $ß = 0.144$, $t = 2.164$ at a significant level $p < 0.05$ and contributed almost 2% to academic achievement. However, surface approache was no contributed.

Table (7): Regression of Study Approach (Deep, Strategic and Surface) toward Academic Achievement.

Predictor	B	Std. Error	Beta	T	Sig	R^2	Contribution
Deep	4.391	.975	.299	4.505	.000	.091	6%
Strategic	4.002	1.850	.144	2.164	.032	.112	2%
Constant	58.599	3.164		18.519	.000		

R = 0.302 (a), .334 (deep) **R2 = 0.91 (a), 0.112 (strategic).**
AdjustedR 2 = 0.086 (deep), .103 (strategic) **Constant = 0.38**
Standard Deviation = 0.61

The second question: Is the relationship between approaches to learning (deep, strategic, surface) and academic achievement different for male and female Jordanian students?

This study also examined the differences of study approaches (deep, strategic and surface) according to academic achievement. Thus, all the mean scores of the three academic achievement levels towards study approaches (deep, strategic and surface) were computed in order to use the MANOVA test, with the confidence level of 95% (Alpha value of 0.05). However before MANOVA was conducted, normality and homogeneity of the academic achievement across study approaches which are underlying MANOVA was obtained. Table 8 shows the result of the homogeneity test of covariance matrices. Before proceeding with the MANOVA tests analysis the Box's M test was carried out to determine the homogeneity of the variance covariance matrices. Table 8 shows the results of the Box's M test. It was found that the variance covariances of the dependent variable across study approaches are equal between groups. ($F = 2.204$, $p = 0.09 > 0.05$). These findings allowed the MANOVA to be used to analyze the differences.

Table (8): Box's Test of Equality of Covariance Matrices.

Box's M	F value	DF1	DF2	Sig
27.054	2.204	12	183752.66	.09

The preliminary results of the MANOVA test analyses were shown in Table 9. For the purposes of this research, the Pillai's Trace test were chosen to be a powerful and robust violation of assumptions and revealed highly significant differences as it was often used in social science research. The difference in mean scores of the dependent variables based on the first independent factor: academic achievement was $F(6,196) = 0.774$ and $p = 0.615 > 0.05$. This indicated statistically that there was no significant difference in the mean scores of dependent variables between the three groups of academic achievement level.

Table (9): MANOVA of study approaches (deep, strategic and surface) on academic achievement levels.

Effect	N		Pillai's Trace	F	DF1	DF2	Sig.
Academic Achievement	Below 65	63	0.23	.774	6	192	0.615
	65 to 74	67					
	75 above	69					

Significant level at 0.05

MANOVA Differences on Mean Score Study Approaches (Deep, Strategic, Surface) According to Genders. Table 10 shows the findings of Box's M test to see the homogeneity of variance and covariance between groups of gender. The findings show that covariance matrices of dependent variable across independent variable are equal between groups of gender. It was shown by the F value = 0.535 and $p = 0.782 > 0.05$. These findings allowed the MANOVA to be used to analyze the level of differences between groups of gender in academic achievement.

Table (10): Box's Test of Equality of Covariance Matrices.

Box's M	F value	DF1	DF2	Sig.
3.266	.535	6	281104.59	.782

The preliminary results of the MANOVA test as shown in Table 10. This yielded the result F (1, 197) = 4.84 and p =.00 < .05. The result means that there were significant different mean scores of study approaches (deep, strategic and surface) between males and females (see Table 11).

Table (11): MANOVA of study approaches (deep, strategic, surface) and Gender.

Effect	N		Pillai's Trace	F	DF1	DF2	Sig.
Gender	Male Female	100 99	.069	4.84	3	198	.00

Significant level at 0.05

Due to the significant differences detected in the mean scores between males and females towards study approaches (deep, strategic and surface), an analysis of variance test (Multiple ANOVA) on each independent variable were conducted. The procedure served as follow-up tests to the MANOVA, aiming to identify the dependent variables affected. The results are displayed in Table 12. The first finding in Table 12 shows that there was no significant difference (F (1,197) = 0.087, p = 0.768 > 0.05) in mean scores 'deep' approach between males (mean = 3.0644) and females (mean = 3.0985). The second finding reveals that there were a significant differences in mean scores of 'strategic' approach between males (mean = 2.89) and females (mean = 3.28). The differences were shown by the F value (1, 197) = 12.989, p = 0.00 < 0.05. The third finding shows that there was no significant difference in mean scores of surface approach between males (mean = 3.17) and females (mean = 3.28). The insignificant difference was shown by the F value (1, 197) = 2.969, p = 0.00 < 0.05.

Table (12): Analysis of Variance Test (Multiple ANOVA) on study approaches (deep, strategic and surface).

Dependent Variable	Group	Mean	Df	Mean Square	F	Sig.
Deep	Male Female	3.0644 3.0985	1	.058	.087	.768
Strategic	Male Female	2.8945 3.2848	1	7.580	12.989	.000
Surface	Male Female	3.1784 3.2823	1	.538	2.969	.086

Significant level at 0.05

The third question: Is there significant difference between study approaches (deep, strategic, surface) Based on SES?

Table 13 shows the findings of Box's M test to see the homogeneity of Varian's and co-varians between groups of SES. The results yielded the F value = 25.058 and p = 0.017 < 0.05. The finding shows that covariance matrices of dependent variables across independent variables are equal between groups of SES. However, the test may be conducted if the sample size is at moderate and above. Fifty samples and above in each cell may yield reasonably accurate p values even if homogeneity was violated (Green & Salkind, 2005). The statement above allowed the MANOVA to be run.

Table (13): Box's Test of Equality of Covariance Matrices.

Box's M	F value	DF1	DF2	Sig.
25.058	2.042	12	183690.07	.017

Table 14 present the MANOVA results of study approaches based on SES. F = (2, 197) = 2.60 and P =.018 < .05. The results suggests that there were a significant different mean score of study approaches (deep, strategic and surface) between SES at (income less than 300 income 310 to 500 and income more than 500) (P = 0.018).

Table (14): MANOVA of SES and study approaches (deep, strategic, surface).

Effect	N		Pillai's Trace	F	DF1	DF2	Sig.
SES	less 300	65	.077	2.60	6	192	0.018
	310-500	70					
	More 500	64					

Significant level at 0.05

In order to know the significant differences in the mean scores between Socio economic status (SES) levels toward study approaches (deep, strategic and surface), and to identify the dependent variables affected by the analysis of variance test (Multiple ANOVA) on each dependent variable were conducted. The results are displayed in Table 15.

The three major findings are shown in Table 15 the first finding shows a significant difference (F (2,196) = 5.589, p = 0.00 < 0.05) in mean scores deep approach between SES less 300 (mean = 2.84), SES 310 to 500 (mean = 3.30), and SES more 510 (mean = 3.072). The second finding reveals that there were no significant differences in mean scores of strategic approach between SES less 300JD (mean = 2.97), SES 310 to 500 (mean = 3.05), and SES more 510 (mean = 3.24). The insignificant difference were shown by the F value (2, 196) = 2.124, p = 0.12 > 0.05. The third finding also shows that there were no significant differences in mean scores of the surface approach between SES less 300 (mean = 3.21), SES 310 to 500 (mean = 3.20), and SES more 510 (mean = 3.25). The insignificant difference was shown by the F (2, 196) = 0.133, p = 0.87 > 0.05.

Table (15): Analysis of Variance Test (Multiple ANOVA) on each Independent Variable.

Dependent Variable	Group	Mean	Df	Mean Square	F	Sig.
Deep	less 300	2.848	2	3.541	5.589	.00
	310-500	3.306				
	more 510	3.072				
Strategy	less 300	2.970	2	1.300	2.12	.12
	310-500	3.054				
	more 510	3.246				
Surface	less 300	3.219	2	.024	.133	.87
	310-500	3.209				
	more 510	3.252				

4. THE DISCUSSION

The first question: Do study approach (deep, strategic, and surface) predict academic achievement among first year university students?. In this study academic achievement and study approaches

(deep, strategic, and surface) were examined using a total sample of 204 students. Generally deep approach was found to be a significant predictor of academic achievement. In the present study deep approach predict 6%, and strategic approach predict 2% of the variability in first year university student's academic achievement (GPA for the year in all courses). Whilst, surface approach does not found any prediction. The level of the prediction found in this study is in a close agreement with the findings of, New-stead (1992) found performance to be positively correlated with the meaning orientation (deep approach) ($r = 0.22$, $p = 0.05$) and with the achieving orientation (strategic approach) ($r = 0.32$, $p < 0.01$). This is in line with the results from a study by Chamorro and Furnham (2008) deep approach was found to predicit 33% and achieving approach to predicit 18% of student's academic performance. Entwistle, Tait & McCune (2000) argued that a relationship between the deep approach and academic success is typically found among graduate students.Studies by (Jadeed and Mansor, 2010; Sha'aer and Mansy, 1998) found positive correlation between study approaches and academic achievement. Where the deep approach lead to high academic achievement, and negative correlation between surface approach and academic achievement.

The second question: Is there a relationship between study approaches (surface, deep, strategic) and academic achievement for male and female Jordanian students'?. Although the correlations between study approaches and academic achievement were similar and consistent with the theory for both male and female students, there were some differences in the specific correlations found. For the male and female students, adopting the deep approach and surface approach does not seem to influence the level of academic achievement they achieve. On the other hand, the strategic approach appears to lead to higher academic achievement for both genders with primacy for female Jordanian students as being more organized and steady with strategic approach to learning, more attention and interactions during classes, which facilitate better academic performance. Maria (2004) reported the use of learning strategies, however, the results do not show differences between boys' and girls' use of support strategies. However, differences were found as a function of the gender in the use of information processing and self-evaluation strategies; female students make a greater use of these learning strategies. Moreover, many of the students were excited to continue with graduate studies, which require that the students obtained a high GPA. This may explain the positive relationships between the strategic approach and achievement. This finding was consistent with findings from a research on medical students, by Newble and Hejka (1991). They found a weak relationship between the deep approach and superior performance. They also found the strategic approach to be the best predictors of academic performance. On the other hand, study by Harputlu (2011) reports findings with regard to approaches to learning of 160 Turkish students that female students adopt surface approach more than male students.

Entwistle, Tait and McCune (2000) found relationships between approaches to learning and academic achievements, the typical findings were positive correlations between strategic approaches and achievement, and negative correlations between surface approaches and achievement (Entwistle & Ramsden, 1983). Deep approach was more likely to relate to academic success in the later years of a de-

gree course and when the assessment procedure directly rewards a demonstration of conceptual understanding. However, combination of surface and strategic approaches may be beneficial for undergraduate science students and whenever fact-oriented assessment is to be utilized.

The third question: Is there a significant difference between study approaches (deep, strategic, surface) according to socio-economic status (SES)?. Individuals of a higher socioeconomic status appear to perform better on deep approaches more than surface and strategic approaches in general. It may be that socioeconomic status itself a type of cultural difference leading to the social expectations and the good conditions available for the students from a high socioeconomic status. This was in agreement with findings by Valle, Gonzalez, Gomez, Vieiro, Cuevas and Gonzalez (1997) that a deep approach to learning was associated with a high degree of involvement and intrinsic interest toward learning, in those cases where results were consistently attributed to internal causes (ability and effort), while assuming that results were due to external causes like luck influences positively toward adopting a superficial learning approach. Moreover, Majorbanks (1996) reported that there were several topical areas that were most commonly linked to academic achievement and approaches to learning for students including student's role performance factors, university factors, family factors and peer factors. Research has found that socioeconomic status, parental involvement and family size are particularly important family factors. Family background was the key to a students' life inside and outside of university. It was the most important influence on students learning and includes factors such as socioeconomic status, family size, and neighbourhood. The environment at home is a primary socialization agent and influence on students' interest in university and an aspiration for the future.

5. CONTRIBUTIONS AND RECOMMENDATIONS

A major finding of the study were to contribute to the limited information available regarding study approaches, and to bring study approaches factor which are vital, but little investigated of Jordanian undergraduate students. other finding of the study to understand the influence students' study approach and academic achievement which guide instructors to adjust their approaches of teaching and learning activities in order to help students learn through appropriate study approach to enhance their academic achievemnt. Moreover, This study suggests that motivating undergraduates to apply deep approach and strategic approach to studying, which lead to avhieve the expected performance and goals in their future career.

6. LIMITATIONS

One important limitation of this study was using a small sample of students, drawn from just one university in jordan. This finding cannot be generalized for students in other university degree programs. Repeat of this study with a larger, startified random sample would expand knowledge of study approahes among other students. Another limitations is the sample consisted of first year undergraduates, however, other years undergraduats were not an included. Further research would expand the understanding of study approaches to learning among undergraduates with different year of study.

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العلاقة بين التحصيل الأكاديمي للطلبة وكل من: مناحي التعلم، الجنس، والحالة الاقتصادية والاجتماعية

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المُلخّص

تناولت هذه الدراسة العلاقة بين التحصيل الأكاديمي وكل من: مناحي التعلم، الجنس، والحالة الاجتماعية والاقتصادية. وحيث قام الباحث بجمع البيانات مستخدما: مقياس طرق ومهارات الدراسة؛ الجنس؛ المعدلات التراكمية بالدرجات؛ والحالة الاقتصادية والاجتماعية. حيث أن مناحي التعلم بمستوياتها الثلاثة (الطريقة العميقة، الطريقة الإستراتيجية، والطريقة السطحية) المتغير المستقل في الدراسة والتحصيل الأكاديمي هو المتغير التابع ويقاس بمعدلات الطلاب التراكمية. تألفت عينة الدراسة من ٢٠٤ حالة موزعين إلى (١٠٣ طالبات و١٠١ طالب) من طلبة جامعة اليرموك في الأردن – محافظة اربد. ولقد أجابت الدراسة على ثلاثة أسئلة باستخدام طرق الإحصاء ثنائية المتغير؛ والمتغيرات المتعددة؛ والانحدار الإحصائي المتعدد. ولقد أسفرت نتائج الدراسة عن أن هنالك علاقة بين الطريقة العميقة في الدراسة حيث أسهمت بما نسبته ٦% والطريقة الإستراتيجية في الدراسة بما نسبته ٢% بالتنبؤ بالتحصيل الأكاديمي للطلاب. غير أن الطريقة السطحية في الدراسة لم تكن دالة إحصائيا كمنبئ بالتحصيل الأكاديمي. ومن نتائج الدراسة وجود فروق في متوسط درجات الطلاب الذين يستخدمون الطريقة الإستراتيجية في الدراسة بين الذكور والإناث ولصالح الإناث عند مستوى الدلالة الإحصائية ($\alpha = ٠,٠٠ \leq ٠,٠٥$) وهنالك فروق في متوسط درجات الطلاب الذين يستخدمون الطريقة العميقة في الدراسة والحالة الاقتصادية عند مستوى الدلالة الإحصائية ($\alpha = ٠,٠٠ \leq ٠,٠٥$) لمستويات الحالة الاقتصادية والاجتماعية، أقل من ٣٠٠ دينار وبمتوسط حسابي (٢,٨٤) و٣١٠ دينار إلى ٥٠٠ دينار وبمتوسط حسابي (٣,٣٠)، وأكثر من ٥١٠ دينار وبمتوسط حسابي (٣,٠٧٢).

الكلمات المفتاحية: مناحي التعلم؛ الجنس؛ الحالة الاقتصادية والاجتماعية؛ والتحصيل الأكاديمي.