

Study the causes of educational achievement of girls in Iran; the case study of three Provinces

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Abstract: This study is emphasis on the fact which educational achievement of girls when compared to boys are great and with the goal of research that factors affecting of them. The objective of this research is causal comparison. the statistical community are intermediate and secondary school students in the provinces of Razavi, North and South Khorasan, which includes 753,466 of whom 385,612 boys and 367,852 girls. Sample statistical was on the basis of the sample size Krejcie & Morgan equation with Alpha 0.05 includes 853 people from students (421 girls and 432 boy) and which have been selected by cluster sampling. Research tools include three questionnaires: Cooper smith Self-esteem Inventory that is a standard tool and validation it through Split - half method 0.87. Educational incentive and motivation to education by noted researchers and considered by Cronbach's alpha 0.86 and 0.92 and content has been supported by Reliability and Validity. Data analysis with the help of t-test and coefficient of correlation shows an incentive to education of girls is more and thinking in relation to education at high while there was no difference between the two groups on the self-confidence. The results also show that the best of self-confidence, best of incentive and most positive of think education at intermediate school students. Also, there is a significant correlation between educational achievement and the three variables; scientific motivation, education thinking and self-confidence.

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1. Introduction

Of the original functions of education in each country is move the cultural heritage of the community, raising the scientific capacity of students and prepare them to participate effectively in society. Consequently, the education and upbringing of individuals with a view to addressing different things is necessary and the issue of success or un-success in the subject of the study is the most important topics in every educational system of all societies. Success and educational achievement of the students in each community shows the success of the educational system in the target field goals and raise the needs of individuals. Accordingly, the educational system could be to succeed and reach the targets when the educational achievement of students to higher and more signs in different stages. Today, the teaching and education is the original pillars of growth, economic, social development, cultural and political of the country, its clear role in improving the living conditions of life for individuals and society alike. Traditional communities of the situation turning to the modern situation, so, it needs to advanced scientific manpower of both sexes. Women and men are different in themselves but in many resources complementary to each other and that the imbalance in the active presence of each of the two groups, especially in the relationship with children and given to weaving cultural community and payment and the difference it will lead to a sharp decline in social and individual. The information in recent years shows

there is a large presence of girls in the field of education and educational achievement to them, and every year, the percentage of female student's girls high in the secondary stages, intermediate and high school. For example, the school year of 2001-2000, the rate of education student's girls at the secondary level up to 46% and boys to 54% in the intermediate stage the number of girls to 49% boys and 51%. The Undergraduate rate of girls is 61.71% and boys to 38.29%. Based on these statistics, the rate of acceptance of boys in intermediate school is 86.4% and girls at 95.22%. (Moradi Moghadam, 2004). Necessity of infrastructure is incentive individually shaped to the type of behavior. Necessities of the target syndrome related with special events. Consequently, it needs to show motivation and behavior. From the point of view of Murray, Construct is the premise industry imposes its presence until some facts can be directed mental kind. Also, Murray has developed necessities and that one of them is the need to progress. Murray description of necessity to progress (Achievement Motivation) that need to implement hard work, persistence, reform organize physical things, humanity with ideas to overcome inhibitions and get standards at the top level of competition and the other race. Murray believes that the necessities can be fully tested in a particular group, while the same individuals did not try anything from these requirements. (Carver & Scheier, 1998). Horney in dividing the essentials to success needs that play field

for achievement motivation and incentive lead to the enjoyment of the person working on the basis of personal. Also, Fromm discussed the need for sublimity which appears related to the conditions and opportunities morphing through culture. In the end it can say that the necessity to progress of Murray theory, the necessity to succeed of Horney theory and the necessity to sublimity of Fromm theory which appear of educated young as educational achievement incentive (Schultz, 1999). Return of education and educational achievement linked to the students themselves and the balance of their motivation to learn and congruence with family style with the conditions and characteristics of the students and the values in the society. Successful individuals in order to continue to achieve their goals, they like to know how they were receive of their progressing by regular feedback and genuine. (Mosadad, 1994). These feedbacks and factors are creating the space for incentive progress and educational achievement that initial incentives humanity is the desire and longing to seek which individual when wants to get on the target or ownership on objects, things and people, it show ideas from himself with sublimity standard. (Vilder, 1989). Atkinson in his theory of build the concept of incentive of educational achievement mention of point that individuals usually try to bear the costs that bring them much of success probability. In other words, the incentive progress attracts many individuals to be their costs on a medium or difficult level. Also, He defined the behavior of progress in the theory of expectation in the value as a conflict between the desire to get closer to the costs and the desire to avoid it. Also, he believes that these two desires thus proving counter that fall under the influence of individual differences with the constant values and expectations regarding possible achieve of goal. Atkinson believes that the incentive or the necessity to progress leads individuals to bear the costs of progress. He identified the necessity to progress as one of the characteristics of fixed and relatively constant to reach the success or (capacity experience vanity after successful). He also reminded the incentive to avoid the loss or (capacity experience shame after the loss) (Santrock, 2001). From the point of view of Atkinson, situation variables take individuals to attract of costs or stay away of it. These variables (predicted success) and (expect a feeling of arrogance) assumes that individuals who seek to special duty have predicted success, they expect success when compared with that less likely to succeed, they seek to those that cost many. In other words, encouraging values for success related to the expectations of individuals of success (Stipek, 2006). Summation is that the desire to get closer to costs determined with a constant factor (necessity to

progress) and two factors (to expect success and vanity). Also, the authors of the theory investigated of several studies in the relationship with the sexual differences and incentive progress. They believe that there is no difference between men and women on the incentive to progress. With this case, there is an entirely different circumstance in women when compared to men about incentive progress statement. Despite the lack of adequate information about the dynamics of this incentive at women but these necessities to progress among women are associated with the type of desire to social acceptance and support, while this is matter of men are reliable (Carver and shiyer, 1997). Progress incentive appears in many areas such as active: work, school, family and arts or heroic competitions. Slavin 1991 and Chiu 1997 in their studies shows there is a positive and significant relationship between progress incentive and educational achievement. Ugaroglu & Walberg (1979) shows correlation at 0.34 for relationship between incentive and educational achievement of students from first to twelfth class. As Bloom (1984) submit a report of the relationship between motivation and educational achievement at 50%. Also, French believes that the directly relationship between ability of an incentive progress and stability performance of the implementation costs. Although Learners who stand with this fact that education is related with certain rewards such as: social support, promotion, admission to the University, better jobs, the large wages, increase of money, good job and the most important responsibility will increase the incentive for educational achievement. Crandall 1963, Remanim 1968 and Stain 1969 discussed variable environmental and social stress trying to increase the incentive of educational achievement.

Bloom (1984) says: If education methods, study programs and gradation method in schools emphasize the increasing successful experiences for students, they lead to an increase in the internal characteristics of emotional positives (including incentive progress) for the new costs. He says: If the acquisition experience which negative or positive is continuous, they lead to the creation of the concept of static about the ability of education to the individual and affect the lifestyle of the future and even his psychological safety. Also, he showed that the issues of knowledge and education are the reasons for incentive experiences success when they conflict with topics study. Isabel recommends that best solution to find a relationship and motivation when learners are trying to find influence in their own learning. (Saif, 2004).

Midgley & Kaplan & Anderson (1998) concluded that if young friends is individuals regarded as of education and the value of the study,

young people seek to make the necessary relationship and longing for their followers. They pointed out that there is a relationship between social rewards with the expected value theory on the basis of which when a person takes a decision must choose work that brings him the highest balance of potential interest. Consequently, the choice is related to two factors: A: the possibility to reach the goal - the final point. B - The balance of the value considered to reach the goal. Accordingly, when students attentive to higher studies with the benefits and privileges of the syndrome and associated it increases the incentive to study of them is high. Cooper Smith (1969) pointed self-confidence sources is the four factors: 1 - a sense of influence and power over others and the implementation of activities as required. 2 - The importance or a sense of importance in the lives of others. 3 - Show decency and social and moral laws. 4 - Success in social and academic relations and employment. Purkey (1970) showed that there is a relationship between self-confidence and the ability to learn. Self-Confidence high lead to increase as a result of education and youth have a lot of self-confidence more than the person who feels incompetent and it seeks to learn and longing and confidence to take on many new duties. Unlike person or who is believed to efficiency it feel sick and fear in learning a new lesson. Shaver (1975) showed there is a direct relationship between educational achievement and positive form of self and thinking of education. Individuals who had the educational achievement, they have positive imagination of self, acquire thinking. Based on the results of Rosenthal & Jacobson (1968) in self-fulfilling prophecy, beliefs and ideas with an impact on the successful performance and true performance leads to an increase in the sense of values, competence and positive thinking leads to a sense of success in education. Spence (1983) showed that students see education as way to gain better social sites, functions suitable and high reward through their studies, acquire positive thinking and gain top marks. Crandall concluded that the ability of the student in the lesson and expect success is factor predictor of success and influence to expect success or lack of it on the thinking of individuals in relation to education. Chambers & Abrami (1991) concluded that students who maintain a high self-confidence and control internal sources, they provide high of educational achievement. He also pointed to the role of factors such as imagination of self and ideas of the individual at the study site. Also, they believe that the capacity of girls and boys have equal and arises as a result of their understanding and their thoughts. Self-thinking concept related with education institutes. It means if the learner during the study years successful

experiences gained will increase with the history of the relationship for the study and the university. In a positive result is a concept for the same, but if these accumulated experiences and many with the loss, the impact on the reduction of relations and lack of desire for the study, the university and settle in the same negative connotation for himself and his abilities. Success and stress or loss and lack of emphasis lead in many of education during the long-term to self-confidence or lack of self-confidence. Bagley (1992) concluded that negative thought self-limiting educational achievement with regard to education of difficult environment; while positive self lead to increased educational achievement. Frances, Martin & Dray (2001) concluded in the difficult conditions of women with the same negative more than men. Consequently, women enjoy a few educational achievements. Johnson (1996) concluded in evaluation international himself: there is best performance of girls at primary school in some countries such as: USA, Canada, Australia, Netherland and England. Henry (1997) showed no significant different between self of girls and control internal sources girls and boys, the educational achievements among girls is high. Hall & Goles (1997) and Lloyd (1999) to report on educational achievement of girls and compared them with boys in the intermediate stage. Boy's fond study of the subject's such as: adventure, heroic and sports and girls' fond on books and media stories. Warren (2000) concluded in England and Wales those girls perform better than boys in performance tests. He showed that the reason for the poor performance when the boys due to their disorder in school activities and educational achievement and lack of desire and social outcomes related. Brenan (2002) showed the cause of educational achievement for girls when compared to boys is due to the intrinsic relationship and approaching girls with teachers is the most important factor in the performance better for them. Holden showed the cause of educational achievement girls and poor children are the different expectations of teachers towards them. He evaluated the capacity-centralization, self-confidence and social skills for girls higher and larger than the boys. Thompson & Unger eider (2004) noted in their study of young Canadians which compared between girls and boys in mixed and unmixed schools that girls related math and science lessons in non-mixed schools and appears to have great success. Also, they showed increasingly accept risk and a sense of competence and success. Investigators pointed the least upheaval and self-confidence is big success factor for girls in such circumstances. Younger & Warrington & et al (2004) provided in the long study a variety of methods between high of educational achievement

for girls when compared with boys to reduce the distance between girls and boys. Jaleh Rezaei (1993) study on the interaction between teacher and student in the relationship with the educational achievement and good relations and intrinsic between teacher and student is very important to find a positive reflection and educational achievement of the students. Ahmadi (1999) pointed to the high percentage of excellent student's girls in the best total scores and signs written them in the Department of Clinical Medical Sciences. Golami and et al (2006) concluded in the study of the relationship to the stimulus progress and thinking with educational achievement for students in science class to repeat the third international study of mathematics and float (Thames - R) there is a difference significant between expectation for study and reflection with educational achievement of students in different countries. But there isn't observed between the feedback of the relationship, understanding students' of the importance of science, study time outside the home and the sex of the students with the educational achievement in this area. Chambers & Abrami (1991) Showed there is a significant relationship between the individual methods professor, self-confidence and scientific performance. They indicated of self-confidence as one of the factors personality related with incentive progress and result in progress in education. Brennan (2002) showed that as a result of the National Center for Studies educational investigations in England that students in non-mixed schools have more educational achievement, increased self-confidence, a better relationship education and a desire to graduate more. Beiabangard (1993) pointed there is a significant relationship of professionals between high self-esteem and health, psychological, and educational achievement incentive with educational achievement. Meftah (2002) and Moamen Zadeh (2003) Showed there is a relationship between self-confidence and educational achievement. Karachi (1998) concluded in his study that incentive progress in scientific advancement for students has an important role and that students who have internal control source and self-confidence they enjoy high level of incentive progress. Gardner (1993) and Butler (1999) in their studies showed the relationship between incentive educational achievements with progress in education. PoorTaybe and Moshtaq (2000), Salmani Moqadam (2001) and Kafi (2003) pointed a positive correlation between educational achievement and incentive academic success and educational advancement of incentive girls more than boys. Kimball (1989), Ahmadi (1999) and Mokhtari (2002) noted to the great scientific advances of girls more than boys and there is a difference in the outcome incentive progress. Milbourne (2003) pointed to the role of sex

differences in the selection of secondary school lessons, progress and efficiency of different and result is concluded messages and different feedbacks relationships from the surrounding environment and this testifies to society today. Knowing the causes of educational achievement or lack of educational achievement to give students the opportunity for planners to consider the goals of Education and the correct analysis objectives on the basis of relationships, capabilities and capacities to both sex and given to the necessities of the community to planning study. In the current circumstances where educational achievement notes for girls for boys, it is necessary to roots of this phenomenon and try to find proportionality. Based on this, given the apparent growth in the number of girls in the study, education and educational achievement them in relation to children and education compared to the balance of incentive, thinking to education and self-confidence, this study looking test the following hypotheses:

- 1) There is a greater incentive to study at the girls more than boys.
- 2) Girls thinking for the education are positive more than thinking boys in relation to education.
- 3) Girls enjoy great Self-confidence more than boys.
- 4) Education incentive for secondary school student's more than intermediate school students.
- 5) Thinking education among secondary school students positive more than intermediate school students.
- 6) Self-confidence when secondary school students more than intermediate school students.
- 7) There is a relationship between education, incentive thinking education, self-confidence and educational achievement.

2. Material and Methods

Type this causal - compared. The objective of this research to find potential causes of behavioral model. For this reason it is compared to the tests that have behavioral models in this study with tests that haven't notice this behavior at the study (Delavar, 1995). Statistical community of this research includes all girls and boys students of intermediate school and secondary schools in the provinces of Razavi, North and south Kherasan which 753,464 people, including 367,852 girls and 385,612 boys. Statistical community for this search is composed of 853 students (421 girl and 432 boy), which is determined by the number on the basis of the sample size Krejcie & Morgan with alpha at 0.05 with dismantling sex. The sample selection was cluster sampling method. Based on this method, the researcher tried to increase the internal deviation to the upper limit and to reach cluster sampling deviation between samples to

Minimum. Even with greater efficiency, the sample luck Organization of data less well.

1.2. Search Tools

Search tools include three questionnaires: questionnaire self-confidence Cooper smith to include 52 questions with two choices: true and wrong and are supported mind by Split - half method in the relationship with one group 96 people at 87%. (Razavi 1999). Questionnaire thinking and stimulate education which the researcher developed and as a

result by Cronbach's alpha at 92% and 86%. The content of each of the questionnaires has been studied and confirmed by implicit content on the basis of justice and arbitration. To analyze the data t-test was used in independent groups and contact Pearson coefficient.

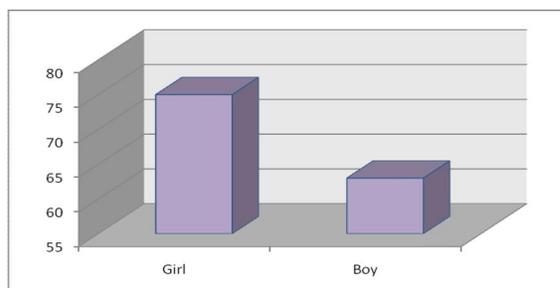
3. Results

Result of data analysis showed there is different between incentives girls and boys.

Table 1: Comparison education incentives student girls with boys

| GENDER | Numbers | Average | Standard Deviation | standard error |
|--------|---------|---------|--------------------|----------------|
| Girl | 421 | 76.9596 | 29.5405 | 1.4397 |
| Boy | 432 | 65.2778 | 31.2451 | 1.5033 |

| | Variance Equation test | Significant level | Average Equation test | Free degree | Different averages | Different standard error | Confidence Interval 0.95 | |
|--------------------------------------|------------------------|-------------------|-----------------------|-------------|--------------------|--------------------------|--------------------------|---------|
| | Very | | t | | | | minimum | maximum |
| With Variance Equation Hypothesis | 3.747 | 0.053 | 5.608 | 851 | 11.6818 | 2.0830 | 7.5934 | 15.7703 |
| With Variance in equation Hypothesis | - | - | 5.612 | 850.222 | 11.6818 | 2.0815 | 7.5964 | 15.7673 |



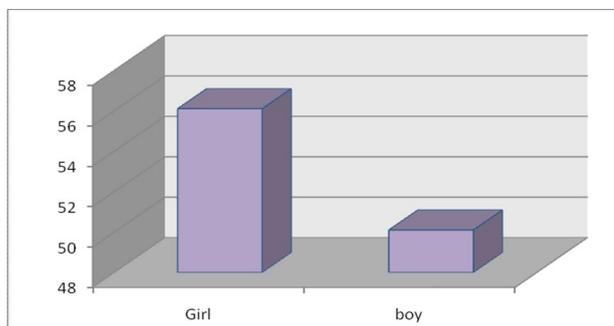
Graph 1: Comparison education incentives student girls with boys =0.000 significant level

The information resulting from the t-test in the table 1 and graph 1 shows preponderance girls to boys of educational achievement incentives.

Table 2: Comparison thinking education of student girls and boys

| GENDER | Numbers | Average | Standard Deviation | standard error |
|--------|---------|---------|--------------------|----------------|
| Girl | 421 | 57.1306 | 25.1660 | 1.2265 |
| Boy | 432 | 51.2153 | 23.8415 | 1.1471 |

| | Variance Equation test | Significant level | Average Equation test | Free degree | Different averages | Different standard error | Confidence Interval 0.95 | |
|--------------------------------------|------------------------|-------------------|-----------------------|-------------|--------------------|--------------------------|--------------------------|---------|
| | Very | | t | | | | minimum | maximum |
| With Variance Equation Hypothesis | 10.666 | 0.001 | 5.525 | 851 | 5.9154 | 1.6782 | 2.6216 | 9.2092 |
| With Variance in equation Hypothesis | - | - | 3.522 | 845.615 | 5.9154 | 1.6793 | 2.6792 | 9.2115 |



Graph 2: Comparison thinking education of student girls and boys
=0.05 significant level

The information resulting from the t-test in the table 2 and graph 2 shows positive girls to boys of thinking to education.

Table 3: Comparison self-confidence of student girls and boy. (p =0.05 significant level)

| GENDER | Numbers | Average | Standard Deviation | standard error |
|-------------|---------|---------|--------------------|----------------|
| Girl | 421 | 22.1045 | 11.4096 | 0.5561 |
| Boy | 432 | 21.5208 | 11.2539 | 0.5415 |

| | Variance Equation test | Significant level | Average Equation test | Free degree | Different averages | Different standard error | Confidence Interval 0.95 | |
|--------------------------------------|------------------------|-------------------|-----------------------|-------------|--------------------|--------------------------|--------------------------|---------|
| | | | t | | | | minimum | maximum |
| With Variance Equation Hypothesis | 0.398 | 0.528 | 0.752 | 851 | 0.5837 | 0.7760 | -0.9394 | 2.1068 |
| With Variance in equation Hypothesis | - | - | 0.752 | 849.670 | 0.5837 | 0.7761 | -0.9397 | 2.1070 |

The information resulting from the t-test in the table 3 shows no difference between two genders (girl and boy) from the point of self-confidence.

Noted in the table 4 that there is a significant relationship between educational achievement and the three variables: education incentive, thinking education and self-confidence and coefficient of correlation as follow: 0.531, 0.623 and 0.139.

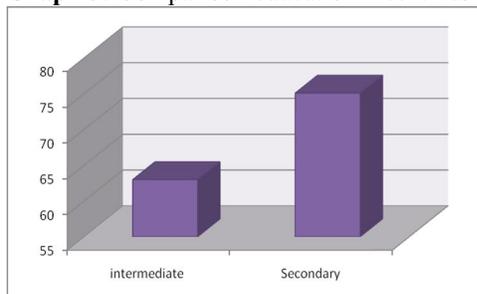
Table 4: coefficient of correlation between educational achievement, education incentives, thinking education and self-confidence of student girls and boys

| | | education incentive | thinking education | self-confidence | educational achievement |
|-------------------------|----------------------------|---------------------|--------------------|-----------------|-------------------------|
| education incentive | coefficient of correlation | 1 | | | |
| | significant level | 0.000 | | | |
| | Number | 853 | | | |
| thinking education | coefficient of correlation | 0.709 | 1 | | |
| | significant level | 0.000 | 0.000 | | |
| | Number | 803 | 853 | | |
| self-confidence | coefficient of correlation | 0.159 | 0.193 | 1 | |
| | significant level | 0.000 | 0.000 | 0.000 | |
| | Number | 853 | 853 | 853 | |
| educational achievement | coefficient of correlation | 0.531 | 0.623 | 0.139 | 1 |
| | significant level | 0.000 | 0.000 | 0.000 | 0.000 |
| | Number | 853 | 853 | 853 | 853 |

Table 5: Comparison education incentives students at intermediate and secondary school

| GENDER | Numbers | Average | Standard Deviation | standard error |
|---------------------|---------|---------|--------------------|----------------|
| intermediate | 441 | 65.1701 | 31.3417 | 1.4925 |
| secondary | 412 | 77.3301 | 29.2927 | 1.4431 |

| | Variance Equation test | Significant level | Average Equation test | Free degree | Different averages | Different standard error | Confidence Interval 0.95 | |
|--------------------------------------|-----------------------------------|-------------------|-----------------------|-------------|--------------------|--------------------------|--------------------------|---------|
| | Very | | t | | | | minimum | maximum |
| | With Variance Equation Hypothesis | | 6.146 | | | | 0.013 | -5.844 |
| With Variance in equation Hypothesis | - | - | -5.857 | 851.000 | -12.1600 | 2.0761 | -16.235 | -8.085 |

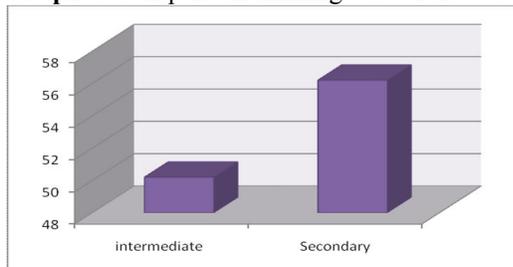
Graph 3: Comparison education incentives students at intermediate and secondary school

The information resulting from the t-test in the table 5 and graph 3 showed preference incentive education to secondary school students to the intermediate school students.

Table 6: Comparison thinking education of students at intermediate and secondary school

| GENDER | Numbers | Average | Standard Deviation | standard error |
|---------------------|----------------|----------------|---------------------------|-----------------------|
| intermediate | 441 | 51.2517 | 24.0366 | 1.1446 |
| secondary | 412 | 57.2209 | 24.9887 | 1.2311 |

| | Variance Equation test | Significant level | Average Equation test | Free degree | Different averages | Different standard error | Confidence Interval 0.95 | |
|--------------------------------------|-----------------------------------|-------------------|-----------------------|-------------|--------------------|--------------------------|--------------------------|---------|
| | Very | | t | | | | minimum | maximum |
| | With Variance Equation Hypothesis | | 10.522 | | | | 0.001 | -3.556 |
| With Variance in equation Hypothesis | - | - | -3.551 | 841.391 | -5.9692 | 1.6810 | -9.2686 | -2.6697 |

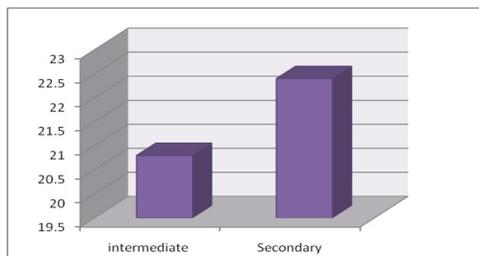
Graph 4: Comparison thinking education students at intermediate and secondary school

The information resulting from the t-test at the table 6 and graph 4 showed there is a positive thinking to education among students of the secondary school to intermediate school which relation to education.

Table 7: Comparison self-confidence of students at intermediate and secondary school
=0.000 significant level

| GENDER | Numbers | Average | Standard Deviation | standard error |
|---------------------|----------------|----------------|---------------------------|-----------------------|
| intermediate | 441 | 21.0612 | 11.0827 | 0.5277 |
| secondary | 412 | 22.6092 | 11.5449 | 0.5688 |

| | Variance Equation test | Significant level | Average Equation test | Free degree | Different averages | Different standard error | Confidence Interval 0.95 | |
|--------------------------------------|------------------------|-------------------|-----------------------|-------------|--------------------|--------------------------|--------------------------|---------|
| | Very | | t | | | | minimum | maximum |
| | | | | | | | | |
| With Variance Equation Hypothesis | 10.522 | 0.001 | -3.556 | 851 | -5.9692 | 1.6788 | -9.2642 | -2.6742 |
| With Variance in equation Hypothesis | - | - | -3.551 | 841.391 | -5.9692 | 1.6810 | -9.2686 | -2.6697 |



Graph 5: Comparison self-confidence of students at intermediate and secondary school

The information resulting from the t-test in the table 7 showed there is self-confidence among students at secondary school more than student intermediate school students

4. Discussions

Education is the activity performed by the learner. Accordingly if the learner wants to use of benefit and possibilities from the teacher obtain for him to get to learn it gets on education, but if the learner does not share access to education or does not want to benefit from the help the teacher, it does not find education (Saif, 2004). The incentive progress one of the most important elements affecting education and that lead to the learner's desire to learn and participate in activities. Milbourne (2003) pointed to the role of sexual differences in the selection of secondary school classes and various progress and efficiency in the result of the receipt of messages and the feedbacks relationships of environment parties and this is actually see it today.

In this research, it was taking into account the progress incentive is reasons of educational achievement and with investigation it, there is a difference between educational achievement incentive for girls and boys, which girls have a higher educational achievement more than the boys, and notes the differences in this comparison are many reasons can be mentioned. Although Horney, Murray and Fromm has pointed that the type of progress is the incentive factor personal sound, but they believe that the way of appearance is related to the circumstances and opportunities which those are culture and society in the selection of individuals. Although theorists and investigators haven't any difference between men and women in this aspect, but they have shown that the necessity of education among women related with balance incentive acceptance and support social of

them. By this basis in the relationship with the results of this study, it must be pointed out this observation necessary that difference of progress incentive between girls and boys should belong to the environmental and cultural factors that create the apparent area of the form for boys and incentive acceptance and social stress for women. Today, culture of the space community with given the problems of employment and low income of jobs is due from education which away vision to get the good job. On the one hand this vision bears custody men responsible for life insurance. On the other hand, it can be a factor for less when the children's desire for education. From the point of view of Atkinson that variables sites attract individuals to hand the duties or they avoided of it (expect success and expect a sense of arrogance are two key variables in this relationship). He showed in his theory that individuals wishing to assume duties with a high likelihood of success among them. On the one hand, it is differences of individuals and social factors. In other hand, affect the shape and style of work which due of the incentive to progress. So, choose the path of learning and pursuing this course by the boys faced with a few problems because of the chance of success is less. While education of girls as well as to increase the likelihood of employment, it often leads to access reliability and social occasion.

The important reason for the increase incentive educational achievement of girls is the desire of young people to marry with educated girls (Shahsony.2001), possibilities and opportunities entertaining outside school and home when for boys, economic problems and haven't possibility of life insurance with hiring someone in the family, good relationship teachers of girls students and in the end, the desire of girls in attends meetings and presence.

While community waiting of boys to access of economic capacity, higher income and better potential before educational achievement and acquire certificates. The thinking education is other element has a constructive role in the educational achievement of the students. Allport definite thinking as a psychological- nervous condition which appears through the experience of the organization with a dynamic effect on the person answers in exchange for all of the phenomena and sites. (Karimy, 2000). The results of this study show that there is a significant difference between girls and boys in the field of positive thinking of girls. Of society today, the indirect experiences for young and budding to a large extent lead to the note less observe the direct relationship between education and the good job with sufficient income. Observations of direct, indirect and observe of unemployment learners lead to a few of thinking boys in relation to education as a way to employment. Contrast, girls expect to gain many privileges with education, such as the social occasion, confidence and employment. Based on Shaver study (1975), individuals who have educational achievement, they have a positive perception of themselves, best thinking and positive in relation to education. Rosenthal & Jacobson (1968) pointed the impact of self-fulfilling prophecy and thinking individuals in performance, a sense of values and the efficiency due of it and in result, they pointed more of success. Spence & et al (1983) showed thinking to education is a way to gain a better social occasion, proper function better and higher incomes. Crandall (1969) concluded that the student of scientific capabilities themselves, they have imaginable and thinking teachers to think of education and progress. Moamen Zadeh (2003) showed there are social factors such as unemployment of learners or inappropriate job with scientific specialization is a factor to reduce the positive thinking to education. It is natural that this social problem often in the relationship with the boys. While girls looking for education is away to social occasion, respectability, altitude, eye expanse and horizon before they think that the study is a direct route to employment, hiring a social site acquisition and respect and status and a broad view and agreed in thinking. Accordingly, it is natural the positive thinking to education among girls and the pursuit of success among of them. The self-confidence is other factors of differing educational achievement girls and boys. Cooper smith (1969) Showed that boys who enjoy of high self-confidence, they are have a sense of confidence, creativity, appearance more than the rest of individuals and these qualities are in people who often noted them that they have high of educational achievement incentive, while in many studies confirm the existence of the relationship between self-

confidence and educational achievement. Rosenthal & Jacobson (1968) believed that students who enjoy high self-confidence and internal control source, they self-assess the most efficient value and enjoy of great educational achievement. Chambers & Abrami (1991), Meftah (2002), Moamen Zadeh (2003) and Karachi (1998) mentioned that self-confidence variable is an important and influential factor in educational achievement. Cooper smith showed sources of self-confidence include a sense of the ability (influence of others), importance in life, have morality, social, moral laws and recent success in the field. Therefore, the self-confidence of each and every one of four sources is available; it is obvious that there aren't sources be evenly between girls and boys. Each one of these sources compensates for the loss of the other factor and this compensation leads to presence of relatively similar balance of self-confidence in both sexes of the girl and boy which there are different sources. Also, result can be seen of coefficient Of correlation between educational achievement with the motivation to learn, think to education and self-confidence. The correlation between the scientific motivation and educational achievement consonant with studies carried out by Ugaroglu & Walberg (1979), Butler (1999), PoorTayybe and Moshtaq (2000) and Shahsony (2001). In addition to that reach the upper limit of the balance of education for students, the incentive is reasons for cooperation between the teacher and students. Students who have a high scientific incentive they listen avidly lesson teacher, interested in participating in the thinking of others and feel more satisfied with work himself. There are several studies of the relationship between education incentive with thinking to education such as; Shaver (1975), Rosenthal & Jacobson (1968) and Moamen Zadeh (2003) which they supported this relationship especially results of Moamen Zadeh study showed in recent years, there are undesirable of social factors including the balance of high unemployment, employment inappropriate with specialize study or employment with low of benefits and social occasion for educated individuals versus more success individuals without graduate show apparent role in the thinking of education and in result reduce of educational achievement and incentive. When there is no relationship between education and employment, as well as with high unemployment among layer learners, it is natural that there is no positive of thinking to education and incentive and many students preferred attendance in labor markets and trade stead presence in class school and education. But some investigators such as; Islamy-nasab (1994), Saachi (1995) and, Meftah (2002) are confirming of relationship between self-confidence with education institutes, personal devices, higher incentive for

education, positive thinking to education, study and eventually educational achievement. Also, from results of this investigation is difference between education incentive for students in secondary and intermediate school which education incentive for students at the secondary level more than intermediate school students. The relationship of younger's in secondary school with students and meeting their awareness of their social standing is much. In addition, there is a shorter route to get to the status left them that receive more information about the university, specialize at the university and its environment are caused to more of incentive for education and access to the target point. On the other hand, students in intermediate school, they face particular problems because they are in beginning of puberty phase at this stage. Young people at this stage experience of sexual puberty phase under the influence of hormones. Until they reach the place by psychoanalysts view, they miss tie internal equanimity of them and this cycle of life is a cycle complex and the formation of personal. Because they have changes physical body, knowledge and social, they have need to study again the values and industry similarities Children's, but the youth at the secondary level, they have not exceeded This phase has been merged with the physical changes, feeling sexual, capacity assessment and current and future roles. Consequently, young people in intermediate school trying to solve the problem of access to their personality, while secondary school students, they seek to reach the objective ways (education) easily with feelings, ideas about the capabilities and current and future roles. (Marcia, 1991 which paraphrase by AkbarZadeh, 1997). Also, from the results of this research is positive thinking to high school students for the intermediate school students. With increasing age and the presence of students in higher grade (secondary session), thinking to education among them is more positive. The short distance to reach the goals (acceptance at university and employment), which is the ability of non-harm. On the other hand, the factors as away reach the goals are necessity to independence of them which effective of thinking to education among student. Of important wishes of the young secondary school are a scientific success, get the job and proper profession. (AkbarZadeh, 1997). Another result of this research is (a great self-confidence among secondary school students for the intermediate school students) which show that the knowledge, skills to successful performance, appropriate behavior in society and social relationships which affect parallel to each other. Bolognini, M., Plancherel, B., Bettschart, W and Halfon (1996) showed that with increasing age, the self-confidence grow as well. Because young people

in last years of secondary school more than intermediate school on others influence and interested in the lives of others. Also, they are successful in the implementation of job and have great awareness, morality, laws and eventually partial of it. Accordingly, they have numerous sources of self-confidence. Given the educational achievement among girls in science, the specialization and social issues, given at the subject of gender and need for fundamental changes in the academic and practical conditions for women and girls cannot be avoided. Since this research is identical to many of the studies it emphasizes the educational achievement for girls, more incentive and positive thinking for them in the relationship with education and study, it must officials of the education system and upbringing that they comply with these things accurately in research results, including seeking to revive the capacity, ability of students and breadth of New Horizons different arena for them, eventually for the proper planning of both sexes given to their needs in the community and the market, it should be provides methods to find the motivation and better of educational achievement for all students both girls and boys.

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