

# THE COGNITIVE STYLE (TOLERANCE AND INTOLERANCE OF AMBIGUITY) AND ITS RELATION TO AL IMAM MUHAMMAD BIN SAUD ISLAMIC UNIVERSITY (IMSIU) STUDENTS' MOTIVATION TO ACADEMIC ACHIEVEMENT IN VIEW OF SOME VARIABLES

**Dr. Mohammed bin Metrik Al-Sheri AlQahtani**  
Associate Professor- Department of Psychology  
College of Social Sciences  
AL Imam Muhammad bin Saud Islamic University (IMSIU)

## **Abstract:**

*This study aims at investigating the nature of the relationship between the cognitive style of Imam Muhammad bin Saud Islamic University (IMSIU) (tolerance-intolerance of ambiguity) students and their motivation to academic achievement. The study also seeks to identify the differential nature of the cognitive style (tolerance-intolerance of ambiguity) among IMSIU students, which may be attributed to the motivation of academic achievement; the nature of difference in the cognitive style (tolerance-intolerance of ambiguity) among IMSIU students which may be due to the scholastic year variable (first versus fourth) and the study major (humanities versus applied); and the nature of difference in the motivation to academic achievement among IMSIU students which may be due to the scholastic year variable (first versus fourth) and the study major (humanities versus applied). The study was conducted in the second scholastic semester of 1433. The study used a random sample of 255 BA on campus students at IMSIU: 121 freshmen (38 participants studying in various humanities majors in the College of Social Sciences and 83 participants studying in various applied majors in the College of Science and the College of Computer and Information Sciences), and 134 senior students (80 participants studying in various humanities majors in the College of Social Sciences and 54 participants studying in various applied majors in the College of Science and College of Computer and Information Sciences). The researcher used two instruments: An Arabic version of Robert Norton's Cognitive Style Scale (tolerance –intolerance) adapted by Othman and Khalil (1990), and Al-Hamed's (1996) Scale of Academic Motivation. After checking the stability and reliability of the study's two instruments, the findings revealed that there is a significant statistical relationship between the cognitive style (tolerance – intolerance) of IMSIU students and their motivation to academic achievement; no significant statistical difference in the cognitive style (tolerance –intolerance) of IMSIU students that can be attributed to their major of study (i.e. humanities and applied); and no significant statistical difference in the academic achievement motivation of IMSIU students that can be ascribed to their major of study (i.e. humanities and applied). However, the study showed that there is significant statistical difference in the cognitive style (tolerance –intolerance) of IMSIU students that can be attributed to the scholastic year variable (first versus fourth) where the senior students showed higher level of ambiguity tolerance; there is significant statistical difference in the academic achievement motivation of IMSIU students that can be attributed to the scholastic year variable (first versus fourth) where the senior students showed higher level of academic achievement motivation. There is a statistically positive relationship between IMSIU high and low achievers on the Academic Achievement Scale and their scores on the Cognitive Style Scale (tolerance – intolerance); IMSIU students with high level of motivation to academic achievement were more able to tolerate ambiguity than those with low level. Finally, the results indicated that there is a statistically significant difference between the IMSIU students' scores on the Cognitive Style Scale (tolerance –intolerance) and their scores on the Academic Achievement Scale, where students with higher level of tolerating ambiguity achieved highly on the Academic Achievement Scale (i.e. the higher the level of tolerance of ambiguity of the student, the higher his motivation is to academic achievement).*