

Academic Self-Motivation among Students of the Department of History at Diyala University Research drawn from a master's thesis
Diyala University / College of Basic Education specializing in the Methods of Teaching History

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The current research aims to:

- 1- Self-motivation of students of the Department of History at Diyala University.
- 2 - The significance of differences in the academic motivation of the students of the Department of History at the University of Diyala according to the gender variable(males- females).
- 3 - The significance of differences in the academic motivation of the students of the Department of History at Diyala University according to the variable of the college (College of Basic Education - College of Education for Humanities).

Research Abstract:

The following tool is the academic self-motivationscale, where the researcher adopted the scale Gottfried, prepared for the secondary and air conditioned stage of students by (Nimah, 2010) and prepared according to cognitive theory, the scale consists of (48) items in a verbal consent with two alternatives, one self-motivating academic, the other not measuring, and the answer to the alternative measuring (1) and the answer to the non-measuring alternative (0), by estimating individuals themselves on each item, so that the highest degree the student receives is (48) degree, and the lowest degree is (0), thus the theoretical mean of the scale (24) degree.

After extracting the indicators of face validity and construction validity, the data were verified using the method of testing and retesting , as the reliability coefficient reached (0.81), which is a good reliability coefficient, and the Alpha-Cronbach method, as the reliability coefficient reached (0.83), which is a high reliability coefficient. The data were processed.

Keywords: *Academic Self-Motivation among Students of the Department of History at Diyala University*

Chapter One: Definition of the research

As students who are self-motivated academically motivated and characterized by an internal control site participate in the performance of duty, activity or effectiveness with all vitality, seriousness and perseverance, that there are many repercussions in the educational process that prevent from provoking academic motivation in students, including the methods of indoctrination used in teaching and the weak response of the curriculum to developments in the concepts and skills of education, the most important of which is the concept of self-education, And innovative behavior, and that our current education is content with teaching and exam (Azerjawi, 1991: 46).

The students of the Department of History face many problems of self-motivation and there is no evidence of this than that the problem of the system in the classroom faced by many teachers is nothing but a failure to direct the motivation of students and the lack of demand of students to achieve that these problems abound and worsen if the teacher does not understand the reason for the difficulties faced by his students, a particular student may have a picture of himself, making him reject everything related to the school or some students may hate university work because it Not consistent with their needs and goals, the teacher may be responsible for the reluctance of some students to study because of his inability to diversify the study work, or because of his lack of educational skill or because of his lack of knowledge of the dynamics of human behavior as happens in

Life situations outside educational institutions in general and inside them in particular. (Zidane, 1984:35).

Accordingly, the researcher undertook an exploratory visit to the History Departments of the College of Education of Humanities and the College of Basic Education of Diyala University and met with several teachers of the Department of History in both faculties. He then provided them with an exploratory questionnaire under the research cooperation document appendix (1). The question was whether the students of the History Departments had all their branches in the two colleges at the academy's self-motivation. What prompted the researcher to do this study is the

urgent need to create a generation that has flexible methodological thinking so that it can gain its own academic motivation and be able to meet future challenges.

The Significant of the research

Motivation is one of the most important and interesting psychology topics for all individuals, so parents and teachers often wonder why students disagree between themselves, some accept school activities with a very great desire, while others reject them, and one student may be engaged in a school activity for long hours while another student can only attend this activity for a very short time, a number of students may seek superior degrees while others are satisfied to normal or low degrees, these questions and others relate to the concept of academic self-motivation, which is one of the important factors responsible for students' diversity in terms of the stages of activity they show towards school cases (Rajeh, 1963:83).

The importance of academic self-motivation seems educational in that it is an educational purpose in itself. Enthusiasm for students' motivation, mentoring and generating certain interests for them makes them fail to engage in cognitive, emotional and motor activities outside the scope of schoolwork and in their future lives education ", which is an important educational objective pursued by any educational system, Education-oriented motivation is also important as a means that we can use to achieve meaningfully defined educational goals; Because academic self-motivation is one of the determinants of a student's ability to attain and accomplish; Motivation has to do with the student's tendency and draws his attention to some events but not others. It has to do with his characteristics, making some excitement boosters affect his behaviour, and urging him to attend and work in an active and meaningful manner (Nashwati, 2003: 205-207).

Academic self-motivation contributes in an active and positive manner to increasing the student's ability to achieve the best academic achievements and achieve his cognitive-mental development and promote it in a sound and balanced manner The results of studies and researches in this area indicate that students with academic self-motivation tend to have mental performance - high cognitive and high educational achievement, A detailed understanding of their diverse academic skills and abilities, productive, serious and efficient interaction with their environments for control and investment, They show a great tendency to love exploring and exploring, trying to learn and understand new experiences and knowledge, and working to recruit and invest them in everyday life (Gottfried,1983:64-65).

The importance of research is highlighted by the following points- :

- 1.The academic self-motivation helps the university student increase the student's ability to achieve the best academic achievements and achieve his mental-cognitive development.
- 2.The importance of the History Department in the colleges of education at Diyala University as it contributed to the graduation of large numbers of holders of a bachelor's degree in History.
- 3.The importance of university students as the main pillars of progress, development, and production and as builders of the present and future in achieving society's objectives and development.

The Aim of the Research

- 1- Self-motivation of students of the Department of History at Diyala University.
- 2 - The significance of differences in the academic motivation of the students of the Department of History at the University of Diyala according to the gender variable(males- females).
- 3 - The significance of differences in the academic motivation of the students of the Department of History at Diyala University according to the variable of the college (College of Basic Education- College of Education for Humanities).

Limits of the Research

The current research is determined by the following:

- 1- Human Boundaries: Students of the Department of History in the Faculty of Education for Humanities and the College of Basic Education at Diyala University .
- 2- Spatial Boundaries: The two Departments of History in the College of Education for Humanities and Basic Education at the University of Diyala .
- 3- Temporal Boundaries: The academic year 2021-2022.
- 4- Scientific limits: represented in the measure of (academic self-motivation).

Definitionsof Basic Terms

(Touq and Ades): They are internal or external states that move behavior and direct it towards achieving a certain goal or purpose and maintain its continuity until the achievement of that goal (Touq and Adas, 1984: 153).

(Richard et al):"The learner does the activity or task to obtain self-satisfaction so that he gets the results of that task instead of getting separate consequences from the task that the learner is doing." (Richard et al, 2000: 56).

- **Students of the Department of History:** The researcher defines them procedurally as a group of students who were admitted to the Department of History, College of Basic Education at the University of Diyala after graduating from the preparatory study with its literary branch distributed over several classes in their studies, starting with the first stage and ending with the fourth stage.

- **Diyala University:** It is one of the Iraqi government universities affiliated to the Ministry of Higher Education and Scientific Research, which includes (College of Basic Education, College of Education for Humanities, and other scientific colleges). Students are prepared to become teachers. Students receive a bachelor's degree in education if they complete their primary study for four years.

Chapter Two

Third: Academic Self-Motivation:

Behind every motivated behaviour, a human being seeks by doing an act to satisfy certain needs he has. Among them is his constant quest to try to assert himself and establish his place in the middle to which he belongs, where it works to innovate and achieve the best, the topic of motivation is generally considered to be of particular importance in the field of education. The self-motivation of the Academy is an important factor that interacts with the determinants of the student to influence the student's performance in class. In the power that moves a student to perform schoolwork, if the ultimate goal of the learning process is to achieve development and achievement in the learner, it requires self-motivation. (Al-Qaisi, 2008:93).

Some concepts associated with motivation:

There are many concepts that are closely related to motivation, among them are:

1.The Need: The organism has a condition that arises from the environmental requirements being complied with by the optimal environmental requirements necessary for the organism's survival. It is also a biological deficiency that leads to an individual's imbalance.

2.The Motivation: what is defined by Dorth: what activates behavior is an internal force that moves behavior based on internal experiences in the individual and has no external effects at the moment and is closer to desires such as the desire to study or draw. etc.

3. The Emitter: It is the subject to which the organism aims and directs its responses both towards or away from it, which would remove the state of distress that he feels: water that corresponds to the incentive of thirst and food versus the incentive of hunger. (Melhem, 2009:199).

1.Predictive function: prediction is a temporary belief as a result of what a particular behaviour will give rise to, a predictive function that requires the teacher to explain to the student what can be done after completing a particular module of study and this has to do with educational objectives. Students often change their expectations when they fail to perform certain tasks or when they succeed in performing them.

2.Guiding function: It means directing behaviour towards the source that satisfies the need or achieving the objective. That is, it directs students' behaviour towards the goal, as well as helping them to choose the appropriate means to achieve that goal.

3.Consulting function: It helps the individual to do behaviour and work and to stay out of lethargy, however, strong excitement reduces motivation, the more the teacher demands and alerts and focuses on simple parts and constant instructions will reduce motivation for learning, so a teacher should be able to determine the appropriate level of excitement in students, In other words, if the excitement is strong, it reduces it to increase motivation and vice versa.

4- Stimulatory function: It is the one that activates behavior where the motivations release energy and provoke activity, that the cooperation of external stimuli and stimuli (such as praise, blame, threats, awards..etc.) with internal motives (e.g. desires, interests, goals..etc) in moving the behavior and pushing it towards achieving certain goals, and the incentives and motivations vary in their ability to move and direct the behavior according to the nature of the paid individual and their connection to the nature of the needs of the individual. (Bin Jaber, 2002: 156).

5.Emitteric function: The concept of emitter means things that provoke behaviour and move it to a point when combined with certain stimuli. We expect students to seem very interested in one of the subjects with which a larger emitter or reward is associated than another with which such emitter is not related.

6.Punitive function: This function is performed in the individual to avoid punishment or painful triggers because punishment has many disadvantages in the field of education. The consequences of punishment in education are not guaranteed and punishment may lead to poor prediction of its results and may lead to suppression rather than termination of behaviour and may lead to persistent misconduct. Nevertheless, it is indispensable in education, but within the bases of its use, where behaviour follows directly and continues until the end of undesirable behaviour.

7.Transitional function: Behaviour is interpreted as not random but directed towards a specific objective (Maaiteh, 1999: 155).

Self-motivation laws:

There are several self-motivation laws that can be summarized as follows:

- 1 -The objectives based on the principle of achieving positive wishes are more powerful than those based on negative fear, and the appropriate combination of these two types is the most powerful.
- 2.Motivation is not an external effect, but it is a natural product of the desire to accomplish, and an individual's belief that he is capable of doing something.
- 3 .Mentally advance the course of this success and imagine your feelings at different stations in this way.
- 4 -Give high priority to the task.
5. Begin to visualize future success clearly, and the feelings that persist when your goal is achieved (Go Dleman,1998: 4).

Previous Studies: Table No.(1)

1	Neama 2010	Therelationshipofthinkingstylestoacademicself-motivation	descriptive	University Students	422 Students	Scale ofAcademicSelf-Motivation	
2	Alwan and Attiyat, 2010 Ma'an (Jordan)	The relationship of self-motivation to academic achievement	descriptive	Tenth Grade	111 male and Female students	Scale ofAcademicSelf-Motivation	regres
3	Guay et Al,2005 YonseiCity	Evaluationofself-academic motivation inprimaryschoolstudents.	Descriptive Approach	First,second and thirdgradesofprimary school	6908 male and Female students	Scale ofAcademicSelf-Motivation	

Chapter Three

Research Methodology

The research methodology is the path leading to reveal the truth in science by a set of general rules, dominating the functioning of the mind and determining its processes until it reaches a known conclusion." The researcher followed the descriptive approach that seeks to determine the current state of the phenomenon and is the most appropriate approach to study the correlation relationships between variables and reveal the differences between them, and thereby describe them accurately, and the descriptive approach is the most common and widespread type of research, being concerned with the conditions and relationships between variables and does not stop at describing a phenomenon or describing reality as it is, rather, understanding and portraying that reality by compiling data and information analyzes, interprets, compares and evaluates the hope of arriving at meaningful generalizations that further clarify the nature of the relationship between the variables of the research problem. (Al-Zuhairi, 2017: 208).

Second: Research Population:

The research population means all the elements on which the researcher seeks to generalize the results of his research and the current research population is determined by the students of Diyala University of the two Departments of History in the Colleges of (Education for Humanities and the College of Basic Education of males and females and from the four academic stages of morning studies for the academic year (2021-2022), and the total number of students has reached (859) students, distributed by (346) males, and (513) females, and table (2) shows the numbers of university students distributed according to the variables of the college and gender stage of study:

Table (2)

The research community is distributed according to the variables of the college stage and gender

Stage	College of Education for Humanities			College of Basic Education			Total	Percentage
	Number of males	Number of females	Total	Number of males	Number of females	Total	Total	
First	53	77	130	26	29	55	185	%21.54
Second	99	130	229	32	56	88	317	%36.90
Third	51	85	136	24	34	58	194	%22.58
Fourth	45	73	118	16	29	45	163	%18.98
Total	248	365	613	98	148	246	859	100%

The applied research sample was selected by the method of stratified random sample with a proportional distribution, and this method is used when the research population is homogeneous and can be divided into separate layers according to the study variables where each layer is one unit, and then the members of the study sample were randomly selected from these layers. (Melhem, 2001, p. 126).

Table (3)

The distribution of the members of the research sample according to the college, gender, and stage

Stage	College of Education for Humanities			College of Basic Education			Total	Percentage
	Number of males	Number of females	Total	Number of males	Number of females	Total	Total	
First	16	24	40	8	9	17	57	%21.43
Second	31	40	71	10	17	27	98	%36.84
Third	16	26	42	7	11	18	60	%22.56
Fourth	14	23	37	5	9	14	51	%19.17
Total	77	113	190	30	46	76	266	100%

The Research Tools

"A research tool means a methodological term that means the means by which it collects the information necessary to answer research questions or test its hypotheses " (Al-Assaf, 1995: 100).

Academy Self-Motivation Test:

Test Description:

After reviewing the literature and previous studies, the researcher found in the Gottfried scale prepared for high school students, which was previously adapted (Nimah, 2010) to the students at the University in Iraq that it could be used in the current research after the extraction the psychometric characteristics of the scale to ensure the validity of the scale.

Justifications for the use of the measure of self-academic motivation:

1. It is a modern tool through which current research purposes can be achieved and is adapted to the Iraqi environment in 2010.
2. Prepared in accordance with cognitive theory.
3. The indicators of validity and reliability were extracted, and the indicators were very good.

Description of the Academic Self-Motivation Test:

The academic self-motivation scale consists of (48) item in the way of verbal attitudes with two alternatives, one measuring academic self-motivation, the other not measuring it, and the answer is given to the alternative measuring (1) and the answer to the alternative not measuring (0), by estimating individuals themselves on each item, so that the highest degree the student receives is (48) A degree, the lowest degree is (0), thus the theoretical average of the scale (24) is a degree, an appendix.

Instructions for testing:

Tool instructions were prepared that included how to answer its items, and the researcher ensured that the instructions of the tool were clear, easy and accurate, In line with the nature of the test for this purpose, he asked the respondents to answer it honestly and openly for the purpose of scientific research, He has stated that there was no need to mention the name, and the answers would only be seen by the researcher. This is so that the respondent can assure the confidentiality of the answer and overcome the social desirability factor.

Items Validity:

For the purpose of identifying the validity of the items that were presented in the initial version with alternatives to answers and weights on a group of referees in the field of educational and psychological sciences, the number has reached (22) appendix referee to determine their opinion on the validity, correctness and relevance of the items to the area in which they were placed. The referees made their observations and views in the presented items and suggested modifying the wording of (8) items and relied on (Chai²) value to retain, delete or modify the item, and following the experts' views, the number of subjective academic motivation measure items becomes (48) and table (4) illustrate this.

Table (4)
The value of Chai² and the percentage of expert opinions of the revised items.

Number of items that have been modified	Approvers	Against	Computed Chai ² Value	Percentage
2-11-18	18	4	8.91	81.8%
9-21-24	19	3	11.63	86.4%
33-37	20	2	12,8	90%

Exploratory Application:

The researcher applied the test to a sample of (42) students from the College of Education for Humanities and the College of Basic Education who were randomly selected from the non-sample of construction as shown in Table (5) and it was found that the items of the test and its instructions were clear to all students and the average answer to the scale among the members of the research sample ranged between (26-32) minutes and an average of (30) minutes.

Average answer = 1260/42 = 30 minutes student average answers

Statistical analysis of paragraphs:

The aim of the statistical analysis of the items is to retain the characteristic items, and to exclude the non-distinguishing paragraphs that do not distinguish between the respondents ((Ghiselli, 1981,P.434), and the researcher followed the following:

- **Discriminatory power of the items**
- The method of the two extreme groups

The researcher selected a sample consisting of (250) male and female students, who were randomly selected by the method of the stratified random sample with a proportional distribution and according to the percentage of (29.10%), which is the same sample referred to in page (10) Table (4):

After analyzing the 48 paragraphs of the scale using the T test of two independent samples (T.test) to test the significance of the differences between the upper and lower groups of each of the paragraphs of the scale, it was found that all the test paragraphs were distinctive, where the calculated T value ranged between (2.338-13.329) and is greater than the tabular T value (1.97) at the level of (0.05) and with a degree of freedom (134) and the table (5) illustrates this

Table (4)
The discriminating power of motivation scale items

Significance level	Computed T	Minimum Group	Upper Group	No.
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at 0.05	value	Standard deviation	Arithmetic Mean	Standard deviation	Arithmetic Mean	
function	8.424	0.211	0.468	0.242	0.796	
function	5.599	0.233	0.605	0.365	0.899	
function	4.025	0.231	0.733	0.387	0.953	
function	3.809	0.284	0.661	0.385	0.882	
function	5.950	0.258	0.584	0.391	0.922	
function	6.556	0.239	0.537	0.392	0.902	
function	3.543	0.243	0.715	0.386	0.911	
function	4.549	0.218	0.624	0.366	0.859	
function	5.579	0.261	0.599	0.298	0.867	
function	4.218	0.274	0.679	0.354	0.908	
function	3.074	0.232	0.742	0.405	0.916	
function	7.002	0.227	0.517	0.231	0.792	
function	3.076	0.275	0.649	0.227	0.782	
function	4.495	0.303	0.618	0.291	0.847	
function	6.380	0.253	0.596	0.389	0.955	
function	4.668	0.207	0.591	0.220	0.762	
function	8.863	0.195	0.545	0.330	0.957	
function	5.513	0.249	0.645	0.275	0.893	
function	7.901	0.212	0.585	0.229	0.884	
function	7.529	0.229	0.625	0.333	0.994	
function	4.482	0.208	0.533	0.253	0.711	
function	8.308	0.201	0.602	0.276	0.946	
function	3.127	0.197	0.515	0.202	0.622	
function	6.879	0.202	0.613	0.223	0.864	
function	11.909	0.178	0.425	0.214	0.827	
function	10.316	0.196	0.522	0.313	0.984	
function	7.362	0.192	0.518	0.238	0.791	
function	4.372	0.223	0.694	0.251	0.872	
function	10.715	0.182	0.471	0.222	0.844	
function	6.381	0.205	0.492	0.217	0.723	
function	10.300	0.191	0.467	0.246	0.856	
function	2.459	0.209	0.607	0.213	0.696	
function	10.602	0.172	0.423	0.216	0.778	
function	10.584	0.169	0.413	0.215	0.764	
function	7.934	0.216	0.574	0.257	0.897	
function	9.304	0.199	0.539	0.303	0.948	
function	5.426	0.213	0.617	0.219	0.818	
function	2.338	0.203	0.666	0.211	0.749	
function	8.986	0.187	0.455	0.218	0.768	
function	10.326	0.188	0.497	0.323	0.965	
function	7.400	0.179	0.445	0.212	0.694	
function	5.832	0.165	0.432	0.203	0.617	

function	7.355	0.198	0.525	0.226	0.793	
function	11.076	0.181	0.472	0.228	0.863	
function	6.361	0.204	0.592	0.221	0.824	
function	5.380	0.189	0.507	0.201	0.687	
function	5.576	0.221	0.675	0.289	0.921	
function	13.329	0.159	0.402	0.224	0.846	

Psychometric indicators of the test:

First: Scale Validity: validity is one of the psychometric characteristics required to build the psychometric scale (Majthoob, 2003, p. 105), and validity means, its ability to measure what it is placed for or the trait to be measured (Amadi and Maher, 2007:76). To ascertain the validity of the scale, the researcher computed the indicators of validity as follows:

1. Face Validity

Eble (1972) points out that the best way to extract apparent honesty is for a number of experts and specialists to assess the extent to which the items represent the trait to be measured (Eble, 1972, p74). To find face validity, the scale was presented to a group of experts specializing in educational and psychological sciences. This is reflected in the validity of the items as explained in (p4).

2. Construct Validity

This type of validity has been achieved in the current scale by the researcher through extracting the following constricting validity indicators: -

- Extracting the discriminatory power of the scale in the manner of the two extreme groups.
- Link of the item's grade to the overall scale
- The item's link to the overall scale:

To achieve this, the researcher used the Pearson Correlation Coefficient to extract the correlation coefficient between the grades of each item and the overall degree of the scale to verify the item correlation power, and all the correlation coefficients were statistically significant, as they were greater than the computed value of 0.123 at an indicative level (0.05) and a degree of freedom (248), and a table (6).

Table (6)

The relationship of the paragraph score to the overall score of the measure of academic self-motivation

No	Correlation coefficient	ComputedT-value	No	Correlation coefficient	ComputedT-value
1	0.257	0.123	25	0.385	0.123
2	0.379		26	0.384	
3	0.298		27	0.248	
4	0.375		28	0.293	
5	0.324		29	0.347	
6	0.311		30	0.319	
7	0.402		31	0.351	
8	0.282		32	0.308	
9	0.356		33	0.241	
10	0.374		34	0.275	
11	0.395		35	0.366	
12	0.271		36	0.386	
13	0.369		37	0.317	
14	0.322		38	0.362	
15	0.288		39	0.359	
16	0.294		40	0.355	
17	0.391		41	0.279	
18	0.217		42	0.264	
19	0.358		43	0.233	
20	0.367		44	0.341	
21	0.269		45	0.309	

22	0.333		46	0.213	
23	0.244		47	0.397	
24	0.406		48	0.411	

Second: Scale Reliability

To obtain the reliability of the academic self-motivation test, the researcher extracted the reliability in two ways: Reliability means that measurement tools are of a high degree of accuracy, mastery and consistency with our data on measured behaviour (Majid, 2005:113).

1. Test- Retest Method

The researcher applied the test to the reliability sample referred to earlier and two weeks after the first application of the test it was reapplied again to the sample itself. After using the Pearson Correlation Coefficient to identify the relationship between the first and second application scores, the coefficient of reliability was (0.81), which is a good coefficient of reliability.

2. Kuder-Richardson

The researcher uses the Kuder- Richardson-20 equation to compute the reliability and the choice of this equation is because it can be applied in the test of the degree of the answer to the bi-answer item (1) or (0) Whether it's correct, take one degree, and if it's wrong, it takes zero, and the reliability factor that comes out on this method is a reliability factor for internal reliability, and that means the homogenization of the test items. (Al-Ghareeb, 1985, 261), and after applying the equation, the test reliability (79, 0) is very reliable and is This coefficient is a good dependable factor.

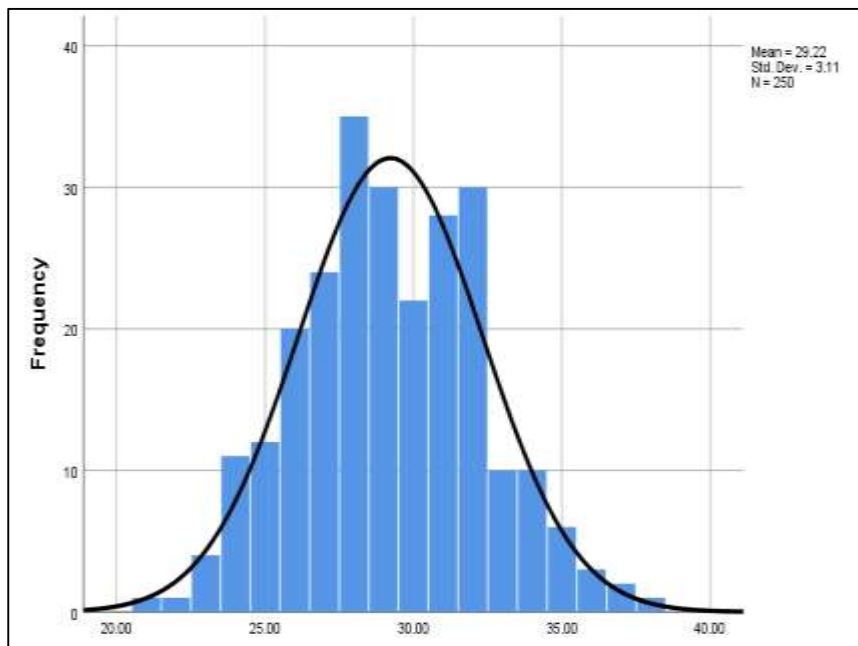
Statistical Indicators of the Scale of Academic Self-motivation:

The researcher extracted the statistical indicators, the curve of the normal distribution of the sample members of the scale, and table (7) shows this and Figure (2) shows the curve of the normal distribution:

Table (7)
 shows the statistical indicators of the measure of academic self-motivation

No.	Statistical Indicators	Value
	Arithmetic mean	29.220
	Median	29
	Mode	28
	Standard Deviation	3.110
	Variance	9.674
	Standard error	0.197
	Skewness	0.108
	Kurtosis	-0.236
	Range	17
	Low Grade	21
	High Grade	38

Figure 2: ModerateDistribution of Academic Self-Motivation Scale Scores



Self-Motivation Test in its final form:

After verifying the validity and reliability of the academic self-motivation test, which becomes (48) items, each item has two alternative, one measuring academic self-motivation, the other not measuring, and alternatives to the answer (1,0) Thus, the student gets the highest degree in answering the self-motivated academic test items: (48) The degree and lowest degree obtained is (0), with a theoretical average scale (24) degree, appendix ().

The data were processed using the following statistical means:

- 1 .**Chi-Square:** to extract the statistical connotation of the expert agreement on the validity of the academic self-motivation.
- 2 .**Person Correlation Coefficient:** It's used to find the correlation between variables.
- 3.**T-test** for two separate samples.
- 4 .**T-test for one sample:** to verify the level of possession of the self-motivated academic research sample.
- 5 .The coefficient of skewness and kurtosis, the standard error, arithmetic mean , median and the mode to know the nature of the moderate distribution of the responses of the individuals of the search sample.
- 6 .The Scheffe Test to verify statistical differences between averages by school level.
7. Z- test (Z-test): to indicate the difference of association factors according to the total variable and gender.
- 8 Chi-Square: to indicate the significance of differences for correlation coefficients by school variable (Cohen and Cohen, 1983, p55).
- 9- Multiple Regression Analysis: To identify the extent to which the test of academic self-motivation contributes.

Chapter Four

Presentation and Interpretation of the Results

The first aim: Identify the self-motivation of the research sample.

To achieve this aim, the arithmetic mean of the scores of the research sample of (266) students was extracted for the measure of self-academic motivation, where the value of the arithmetic mean is (29.966) degrees and standard deviation is (5.679), and when testing the significance of the difference between the arithmetic mean of the sample scores and the hypothetical average of the scale of (24) degrees and using the T test for one sample, it was found that the calculated T value is equal to (17.134) and when balanced with the computed T value of (1.9 7) at the level of significance (0,05) and degree of freedom (265), it is shown that the computed T value is greater than the tabulated T value, that is, there is a significant difference between the arithmetic mean of the sample and the hypothetical average of the scale in favor of the arithmetic average of the sample and the table (8) shows this.

The results of the T test to test the significance of the difference between the arithmetic mean and the hypothetical average to identify the self-academic motivation of the research sample.

The Sample	The arithmetic mean of the sample	Standard Deviation	The hypothetical mean of the scale	Degree of freedom	T- value		Significant level 0.05
					computed	Tabulated	
266	29.966	5.679	24	265	17.134	1.97	Statistical function

This result is attributable to: students compete for higher grades or first places during graduation, providing them with the opportunity to admit to postgraduate studies or the opportunity to be appointed to the first channel, reflected positively on their possession of self-motivated academic motivation that showed their desire for excellence and ambition. (Tawq and Ades 1984) ,the Academy's self-motivation is competition and the unbridled desire to act ,in addition to the fact that the mixing of the gender in the classrooms provokes their love of competition, both males and females try to show their superiority over the other sex. Competence Theories suggest that students may look to interact efficiently, ably and superiority with their environments, and all of this is done with self-motivation of academia, and diligence perseverancehigh academic achievement, curiosity, experiences and new and unfamiliar things are among the most prominent indicators of academic self-motivation.

The second aim: Finding the significance of statistical differences in the self-motivation of the research sample according to the gender variable (male-female):

It is clear from table (10) that there is no statistically significant difference at the level of (0.05) in the measure of self-academic motivation according to the variable of the College of the research sample, as the average score of the College of Education for Humanities (30.363), with a standard deviation of (6.090), and the average score of the Faculty of Basic Education (28.974) with a standard deviation of (4.370), and the calculated T value was (1.810). It is lower than the tabular T value (1.97) at the level of significance (0.05) and the degree of freedom (264).

Table (10)

Results of the Significance of Differences Test between the Mean Scores of the Research Sample for Academic Self-Motivation by Faculty Variable.

College	The Sample	The arithmetic mean of the sample	Standard Deviation	Degree of freedom	T- value		Significant level 0.05
					computed	Tabulated	
College of Education for Humanities	190	30.363	6.090	6.090	1.810	1.97	Statistically function
College of Education for Basic Education	76	28.974	4.370				

The fourth aim: Finding the significance of statistical differences in the self-motivation of the research sample according to the variable of the school stage:

The mean score research sample scores for the first stage is (31.877), The mean score research sample scores for the second stage is (29.837), The mean score research sample scores for the third stage is (29.783), The mean score research sample scores for the fourth stage is (28.294) and Table (11) show this:

Table (11)

Mean and Standard Deviation According to the Variable of the School Stage

School Stage	Number of sample members	Arithmetic average	Standard deviation
The first	57	31.877	7.961
The second	98	29.837	5.424
The third	60	29.783	3.400
Fourth	51	28.294	4.692

To test the significance of the differences between the school stage, the researcher used the analysis of mono-variance, and table (12) shows this:

Table (12)

Results of Mono-Variance Analysis of Research Sample Scores According to School Stage Variable

Variance Source	Total Square	Degree of freedom	Mean square	value		Level of significant
				computed	Tabulated	
Between groups	354.396	3	118.132	3.778	2.639	Function at the level of 0.05
Within	8192.300	262	31.268			

groups						
Total	8546.695	265				

It is clear from table (12) that the computed value of (3.778) is greater than the tabulated value of (2.639) at the degrees of freedom (3, 262) and the level of significance (0.05) and this indicates the existence of statistically significant differences according to the variable of the school stage, and to know the statistical differences between the arithmetic averages of the study stages, the researcher used the Schiffe test to know whether there is the significance of statistical differences or not and it turned out after making comparisons between the academic stages that the difference is statistically D between (the first stage) And fourth) because the calculated value is greater than the critical value of the Schiffe test, while the rest of the comparisons show the lack of statistical significance and table (13) shows this:

Table (13)
The difference between the averages and the calculated and critical value of the Schifftest

Balance	Difference between averages	Chevy's critical value	Level of significance at (0.05)
The first and second	2.04	2.621	Non-function
The first and third	2.094	2.910	Non-function
First and fourth	3.583	3.033	function
Second and third	0.054	2.579	Non-function
Second and fourth	1.543	2.717	Non-function
Third and fourth	1.489	2.997	Non-function

This result is attributed to: The students of the first stage have higher academic motivation than the students of the fourth stage due to the transition of the students of the first stage from the preparatory stage to the university stage, which arouses within them the love of exploration and their desire to get acquainted with university life that they were not familiar with previously as well as the difference of social life on campus from the educational environment in the secondary stage and their attempt to achieve themselves in front of themselves and in front of other colleagues, sees (Cottfried) 1985) (Gottfried). One of the most important indicators of self-academic motivation is curiosity, exploration, perseverance, diligence, desire to do a certain work and internal orientation towards a task or academic activity (Gottfried, 1985: 638), and (Al-Sharqawi, 1991) indicates that the level of motivation of an individual towards the practice of a particular behavior is determined by the desire and activity he practices.

Chapter Five:
Conclusions, Recommendations and Suggestions

❖ **Conclusion**

Possess the academic motivation of the two genders, especially when the they are mixed in the halls, which generates a desire for students of both gender to compete for the first places upon graduation, which helps or provides them with the opportunity to be admitted to graduate studies or appointment within the first channel.

❖ **Recommendations**

- 1 - Activating the role of educational institutions of all components and facilities in the development of academic motivation among their students.
- 2 - Activating educational counselors by helping students to self-motivation in the course of their guidance work.

❖ **Suggestions**

Conducting a study aimed at finding out the relationship between self-motivation and other variables (such as academic achievement, intelligence... etc.).

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