

Mastery Motivation among Students of the Department of History at the Faculty of Education, Wasit University

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Abstract

This research aims to reveal the level of mastery motivation among students in the History Department of Wasit University, and to reveal the motivation of mastery in students according to gender (males and females) and the school stage, and to achieve these two goals, the researcher followed the methodology of descriptive research, and reached the research community (448) students, while the sample of the research was 208 students distributed at all stages. The researcher has built a scale of the motivation of mastery, reaching his items in its preliminary form. (40) items spread across five areas (cognitive perseverance, motor perseverance, pleasure of mastery, negative reactions to failure, overall ability and efficiency, and the researcher has based on Morgan's theory of mastery and after presentation of the scale to the jury members and extraction of psychometric properties (Reliability and validity) and doing statistical analysis to calculate the discriminatory power of items, the final scale of mastery's motivation has become a component of (33) items and alternatives to answer five alternatives (always applicable to me, often applicable to me, sometimes applicable to me rarely, never applicable to me) and response scores (1- 5) and maximum scale (165) The minimum score (33) is 99 degrees, and the researcher has used statistical means. (Test T, Alpha Cronbach Equation), and in the light of the findings, the researcher has concluded a set of conclusions, including: research sample students have the ability to master tasks and have a good level of motivation for mastery, and there are no statistically significant differences in motivation for mastery depending on gender and stage. The researcher has recommended several recommendations. Finally, the researcher has proposed several suggestions.

Keywords: cognitive perseverance, motor perseverance, pleasure of mastery, negative reactions to failure.

INTRODUCTION

The research problem

One of the educational problems that hindering students' educational achievement is that of low motivation, as low motivation leads to low efficiency in achievement and performance. The most motivated persons have the privilege of achieving and achieving education compared to their low motivation peers (Al-Aboudi and Ali, 2015:228), and students are born with a willingness to learn, but these motivations are influenced by environmental variables, leading to some growing or lacking, and the lack of these motivations often leads to a lack of efficiency and therefore a decrease in the motivation of mastery compared to their colleagues of the same age (Jackson, 2004:391).

The weakness of mastery motivation is no longer acceptable in our present time as a result of the subsequent scientific developments. Therefore, most educators in their various schools and perceptions agree on a fundamental principle of the aim of the educational process, namely, to reach the level of mastery in learning and enhance the motivation of students by solving problems and providing all the possibilities for students to reach the desired degree of learning and to keep up with the requirements of the times not only in their preservation of information but in their own mind, but in their scientific analysis of that information (Ibrahim, 2002:94).

Hence, the researcher has felt that there is a problem that is needed to be answered, and in order to enhance the sense of the problem, the researcher has directed an exploratory question to the professors at the Department of History of the Faculty of Education for Humanities of Wasit University.

Q/Do you have a clear idea and perception of motivation for mastery?

A. The answer was that 85% of professors have no clear perception and idea of motivation for mastery.

So, according to their answers, the problem of research can be summarized as follows.

Q: What is the level of the motivation for mastery among students of the Department of History at the Faculty of Education for Humanities at Wasit University?

The Significant of the research

With the beginnings of this century, motivation has become one of the most important subjects of educational psychology; and this is belong to the efforts of many psychologists, it was called McDouckle. (Mecdougal) The term instincts and Murry considered it as the cornerstone of his theory and not only did many scientific studies and research indicate that motivation is linked to success, guiding human behaviour and the impact of motivation on decision-making, Parents and teachers often ask about students' differing orientation towards any school activity Some of them accept school activities with great enthusiasm, while others reject them or accept them with a sense of inertia and resentment. and some take hours to study while another student can only persevere in this activity for a very short time. All such questions relate to the concept of motivation (Fakhrani, 2014:80).

The motivation of mastery has received the attractiveness and interest of many scientists who have emphasized that the motivation of mastery refers to the motivation of the individual to process information, solve problems and combat them in order to reach the aim, and his attempt to overcome frustration and failure, and motivation for doing these things is the motivation for mastery. White is one of the first researchers to study competence in young children and has used the term motivation for efficiency (Competence Motivation) to indicate that young people's motivation to master skills or tasks is (Individual's ability to interact effectively with the environment) (Messer,1993: p2)

Morgan asserts that motivation for mastery is key to all educational experiences whether this experience is a small attempt by a child to learn to walk, for example, or the experience of a student driven by the motivation to master a particular study work such as writing research, and the important thing is the driving force of the student, not the degree of difficulty of this work or this task. The motivation of mastery is an essential subject to achieve motivation. It predicts academic success and academic achievement (Morgan, 2000: p. 15).

The behavior does not occur spontaneously, but it is a response to the motivations that the individual has and each behavior has a motivation that pushes and moves him and that the students as they go through the upward stage vary in their motivations between the high and the low, there are students who have a desire to challenge and persevere in their attempts to solve problems and others are helpless and avoid challenge and perseverance due to internal factors called motivation for mastery (Hauser& cram), 1998: 6).

Based on the above, the importance of research can be summarized as follows:

Summarizing the importance of research as follows:

- 1 This study helps to enrich the educational library with a theoretical framework for the variable of motivation for mastery.
- 2 The importance of studying the motivation of mastery comes from the nature of our society in which we live and which needs intensive education of motivation to master, it is not enough for the student to perform the work only correctly but requires to be correct and proficient in order to achieve the educational goals
- 3 The study is of great importance because it dealt with the highest educational stage, which is the university stage to find the means and methods to raise the motivation to master them.

The Aims

The current research aims to identify :

1. Know the level of motivation of mastery among the students of the research sample
2. The level of motivation of mastery among the students of the research sample according to two variables (gender, school stage)

Limits of the study

1. Spatial Boundaries: Wasit University - Faculty of Education for Humanities - Department of History
2. Human Limits: A sample of students of the Department of History at the Faculty of Education and Humanities - Wasit University for the academic year (2021-2022)
3. Scientific Limits: Motivation for Mastery among Students of the Department of History at the Faculty of Education and Humanities - Wasit University
4. Pomegranate Borders : Academic Year (2021-2022)

Definitions of the basic terms

□ First, Motivation is defined by:

- Murry (1969:28): A state of internal excitement and tension that provokes behavior and pushes it to achieve a certain aim.

2. Motivation Mastery defined by both

- Morgan (1990: 319), says it is a psycho-physiological force that provokes in the individual the motivation to achieve, challenge and persevere, master works and skills, and to do some difficult tasks seriously and quickly, to feel the pleasure of excellence
- Shiner (1998: 323) The individual acted out of curiosity, interest and pleasure in tasks and preferred difficult to the Easy
- The researcher adopted the definition (Morgan, 1990) in the construction of the scale of mastery motivation and as a theoretical framework for research.
- Definition of procedurally mastery motivation: It is the degree obtained by the individuals of the research sample on the scale of motivation of mastery

Theoretical Framework

Introduction about motivation

Parents and teachers often ask about the reasons why students differ in their levels in any activity or subject, some accept school activities with great enthusiasm, while others reject them or accept them with some coolness and resentment, and one student may take in a study activity for long hours, while another student can only persevere in this activity for a very short time, questions like this are related to the concept of motivation) (which researchers in education and psychology consider to be one of the factors responsible for students' difference in terms of the levels of activity they show towards the subject matter and school activities (Nashwati, 2003: 205).

Motivation is a very important concept in the educational process, so much so that one educational psychologist said that it is the most important pedagogical principle ever (Davis: 1983) and it is not surprising that without the desire to learn there is no learning at all, and as the famous English proverb says (you can drag a horse into the river but you cannot force it to drink) (Al-Attoum et al., 2014): 186)

□ Mastery motivation

Introduction to motivation for mastery:

Mastery motivation is an attractive term that many scientists have paid attention to and emphasized that mastery motivation refers to a student's motivation to find solutions to obstacles and problems facing him, and attempts to overcome frustration and failure (McCall, 1995:273). The motivation of mastery is an important concept in educational psychology and is regarded as one of the highest motivations of humanity (Odeh, 2016:32)

The motivation of mastery is demonstrated by the individual's pursuit of complex and difficult tasks and the organization of his ideas to go beyond these tasks in order to reach a high level of excellence and mastery, and the need for mastery is one of the basic needs that the individual seeks to achieve.

The most important theories of motivation for mastery:

There are many theories that explain the motivation of mastery such as Harter's model of motivation, Hunt's cognitive and motivational perspective and Morgan's theory and the researcher will present these theories according to their historical sequence:

1- Motivation for effectiveness and efficiency in the white language:

White is one of the first researchers to study the motivation for efficiency and used the term efficiency (Competence-Motivation) to refer to an individual's motivation to master skills and tasks and expresses them as (The ability of an organism to interact effectively with the environment). White asserts that the motivation for efficiency is continuous and direct and aims to feel satisfied and satisfied as a result of its successful interaction with its environment. White is a founder of the motivation for mastery (Messer,1993: 2) It can be said that White did not provide a clear theory or a specific definition of motivation for mastery and a specific definition of motivation for mastery.

2- Motivation for Effectiveness and Efficiency in (Yarrow):

Yarrow has got benefited from White's theory as a source of theoretical guidance in his research, and Yarrow and his colleagues have developed ways to assess the motivation of effectiveness and identified it as (Motivation that leads individuals to explore the subjects available to them. Yarrow was interested in examining certain behaviors such as end-of-mission behaviour and visual attention without addressing the task, exploration and mission-oriented perseverance and considered exploration and perseverance as important indicators of motivation, Yarrow and his colleagues has used young children in their attempts to solve tasks as a key measure of mastery motivation and added that the perseverance scale provides information on the continuity of conduct only and not the sequence of behaviour, Yarrow was also interested in presenting tasks or problems of balancing children's age and taking into account individual differences (Messer, 1993: 5-6)

The Theory of Morgan and Colleagues:

In 1984, Morgan and his colleagues carried out many procedures and research to assess the motivation of mastery, and these procedures ensure the use of similar types of tasks each with multiple levels of difficulty so that the motivation of individuals is assessed at one level in each type of task, which is the level of moderate difficulty, and more precisely a level of task is chosen on the basis that the individual has successfully managed to complete at least Part of it but did not finish all the procedures at a specific time, by partial completion determines the level that is challenging to the individual, and on this basis Morgan considered that the perseverance of the individual in the medium-difficulty task is the main measure of motivation for mastery, and the results of research indicated Morgan's studies show that the motivation for mastery in medium-sized tasks is higher than in very easy or very difficult tasks (Macturk and Morgan, 1995: 5).

It can be said that the psychologist Morgan of more than addressed the topic of motivation to master through many research he has done with his colleagues in this field, and the researcher believes that Morgan's definition of motivation for mastery is the most comprehensive definition of the current study so the researcher adopted Morgan's definition of motivation for mastery and promised his measure on according to this definition .

Morgan's (1990) and colleagues' definition of motivation for mastery:

Morgan defined motivation for mastery (a psycho-physiological force that provokes in an individual the motivation to accomplish, challenge, persevere, master work, skills, and perform some medium-difficulty tasks seriously and quickly, in order to feel the pleasure of excellence (213: Morgan, 1990).

This definition contains many principles and ideas, including:

1. Motivation for mastery is multifaceted: motivation indicators can be divided into two main types

- Instrumental aspects: It involves perseverance in tasks and that the individual plays a positive and important role in influencing the environment and favoring unfamiliar tasks
- Expressive: Changes in an individual include voice, facial circulation and behavioural changes in case of success, such as sense of joy and happiness, or in case of failure, such as frustration, sadness and shame

2- Motivation for mastery is variable and transformed with development: It can be said that as a child grows, his motivation changes with change and difference of age. As he ages, the tasks he performs are difficult, the tasks he performs while small are more easy for him. This as a result affects the valuation of the motivation of mastery. Therefore, the developmental characteristics of each stage should be understood to affect the measurement of motivation of mastery.

3- The need for challenge: where the challenge and perseverance towards the goal is an indicator of the motivation of mastery, provided that the task is moderate difficult, in moderate tasks the motivation of the individual to master is higher than in easy or very difficult tasks

4- The motivation to master is innate and individual: The individual does not need to learn how to go to mastery, because the motivation to master is effective and influential from birth

5- Mastery attempts are aimed at mastery more than success: The motivation to master is almost different from efficiency, although the motivation to master has a role in involving the individual in behaviors that strengthen and enhance efficiency (319 : Morgan, 1990)

□ Components of Morgan's Motivation for Mastery (1990)

1 Cognitive skills and topics: It is represented by the ability of the individual to familiarize himself with the topics and cognitive tasks that require new skills such as finding alternatives to solve the problem of what you are facing

2 Motor and physical skills: The values of the individual include performing motor skills that require speed and seriousness to reach mastery

3 Motivation for mastery in adults as a result of social interaction

4 Feeling joy and pleasure as a result of accomplishing and mastering tasks

5 The failure of an individual to accomplish a work involving negative reactions (Barret & Morgan, 1993: 345)

□ Justification for Morgan's mastery theory:

The researcher has considered that Morgan's theory and colleagues are best suited to his current research for the following reasons.

1-Morgan's theory is one of the most informative theories in terms of theory and application

2-This theory has dealt with the variable motivation of mastery, which is one of the most basic concepts

3-Morgan and his colleagues are the latest theories to address the motivation of mastery.

4-Morgan has added another dimension to mastery, which existed only as a motor dimension

Mastery Motivation Dimensions

There are many areas and dimensions of mastery motivation, but three main dimensions of motivation for mastery as defined by Morgan and his colleagues can be summarized as:

1. Thematic Dimension

This dimension is represented by the study of students' attempt to master tasks and their observation while achieving objective goals, because mastery is associated with objective goals and the motivation for objective and social mastery are considered two independent dimensions, as individuals motivated to master the subjects of study show fewer behaviors in expressing the desire to interact with others, and individuals motivated to mingle with others and interact with them take less time when trying to master educational topics and tasks. Mactuk & Morgan, 1995: 3).

2. Social Dimension

This principle includes that the motivation to master at an early stage of life can be characterized to social and objective exclusions, and the motivation of social mastery has been defined as "the motivation of the individual to interact efficiently with others and this is shown by persistent attempts to social interaction and maintain this interaction by showing positive emotions during social interaction (Waches and combs, 1995: 159).

3. Motor Dimension

After the extensive study by Morgan and his colleagues of motivation for mastery they found that there is a third dimension which is the motor dimension, where studies have shown the relationship between the motivation of mastery and the level of activity of students that students with high motor activities cannot persevere in educational tasks that require a degree of concentration and attention, and the motivation of mastery appears in motor tasks (Mactuk & Morgan, 1995:3)

Based on the above, the researcher believes that the three dimensions are comprehensive of all the different aspects of the student's personality, they include the cognitive, social and motor aspects, which are separate from each other, the student is likely to have high perseverance for a topic without interest in social interaction, or may show low interest in topics and possess a high motivation for social interaction with others, and that students with high activity have high motivation in motor tasks and low performance in social tasks and topics.

□ Factors affecting the motivation of mastery:

1. Social Environment:

The social environment is one of the most important factors influencing the motivation of mastery, so the human beings are natural social and the biological processes occur during interaction with others, with the innate motivation of mastery, subsequent social expertise and experience influence the growth and evolution of this motivation, and that's why many research has focused on testing individual differences in mastery motivation that are based on the impact of the social environment. The social environment can be defined to include pain, parents, brothers, teachers, child caregivers and other individuals described as a social force that can affect the continuation, improvement or weakening of the ingredients associated with mastery (Busch Rossangel,1995: 117-118).

2. Attachment to the mother:

Maternal attachment in the early years of life is an important factor influencing the motivation of mastery, some research has been interested in testing the relationship between motivation and attachment between pain and the child, The results of the studies indicated that children with a security strategy appear flexible in their mastery strategy and have a good balance between

motivation for objective and social mastery. (Badridze -2003) There is a discrepancy in the goal's determination during a moderate challenging mission, and there is an effect of controlling pain in activities, solving intertwined problems and mastering tasks (Seifer & Vaughn: 1995: 101-102).

3- Efficiency:

Efficiency is an important factor affecting motivation for mastery to the degree that some scientists consider that there is an overlap between the concept of motivation for mastery and the concept of efficiency, However, the two concepts can be distinguished, the motivation of mastery prompts the individual to engage in behaviors that promote and develop efficiency, The motivation of mastery also includes behaviours aimed at mastering tasks rather than at the degree of success of the mission (Barret & Morgan, 1995:60).

4. Self-conception:

The concept of self overlaps with the concept of the motivation of mastery in part, where the motivation of mastery is part of the active self that will resolve and acknowledge how much effort it takes to master skills and tasks. E.N. motivation for mastery is responsible for determining the force necessary to do the behavior that ultimately leads to mastery of the task Children's experiences are encouraging for the motivation of mastery. As they age, the child becomes self-conscious affects the expression of motivation for mastery. s experience in evaluating oneself using the criteria of general success, failure and efficiency, These assessments of individual capabilities become an important basis of their motivation for mastery (Jennings,1993: 36).

□ Components of mastery motivation:

There are factors that determine the motivation of mastery that can be summarized as follows.

1. The desire to know and be informed: the individual who possesses the motivation of mastery is curious, and has the desire to know everything about the tasks that he does at all, with the aim of mastering these tasks fully
2. Independence in performance: an individual seeks to be independent in his performance, thus being different from others
In terms of quality, quality, and mastery of work
3. Desire for excellence: The individual seeks to perform distinctively, presenting the task or the subject in such a way that others view him with fascination and surprise
4. Seriousness in performance and perseverance: Individuality is characterized by seriousness in work and perseverance, and they have a void to bear in doing the work (Al-Aboudi and Ali, 2015:191)

Second: Previous Studies

Arab Studies on the Motivation of Mastery

Studies on the variable motivation of mastery:

□ Arab Studies:

1. Wahid's Study (2017) Motivating Mastery and its Relationship to Cognitive Flexibility among University Students
 - Researcher's Name: Mustafa Fadel Wahid
 - Study Place Faculty of Education for Human Sciences Qadisiyah University
 - The aims Study: The study aims to identify the motivation of mastery among university students.
 - The sample of the study: The study sample consisted of 450 students from Qadisiyah University selected in a random manner and in a proportional distribution method.
 - The statistical means: Alfa Cronbach, Pearson Association Coefficient.
 - The results of the study: the results of the study showed that the members of the sample for the second and fourth grades of Specialists (Scientific-Humanitarian) for morning studies have a mastery motivation (Wahid, 2017).
- 2- Felmbani's Study (2014). The title of the study: (The impact of a brain-based learning training programme and the level of mastery motivation in developing the skills beyond learning and academic achievement of female students of the Faculty of Education in Saudi Arabia)
 - Researcher's Name: Dina Ahmed Flemish
 - The aims of the study: To develop a brain-based learning training programme at three levels of mastery
 - The sample of the study: The study was appointed by 68 students from Jeddah's Faculty of Education who were selected

in a simple random manner

- The Results of the study: the results of the study showed significant differences due to the variable motivation of mastery at its levels (high - medium - low) in the skills beyond learning (Felmbani: 2014).

- Foreign studies on the motivation of mastery:

Gilmour Study, Islam (: 2017 Gilmor & Islam)

- The title of the study (University students' motivation in Australia, Hungary, Bangladesh and Iran).
- The aims of the study: To identify the motivations of mastery across the four countries.
- The sample of the study: The study sample consisted of 469 university students.
- The statistical Means: Second Test, Alfa Cronbach Total Scale Formula.
- The results of the study: the study showed no differences in the motivation of mastery across the four countries (Gilamor &Islam : 2017).

Research Methodology:

The current research aims to know the level of motivation of mastery among students at the Department of History in the Faculty of Education of Humanities. The level of mastery by gender and stage, which means what the researcher is doing to obtain results for his study, and the research methodology to this effect is a structured process, and the procedures used are not random but carefully planned (Al-Sharpini et al., 2013:95) and the researcher has followed the descriptive research methodology; i.e the methodology that does not only the description of data, but the analysis, linkage and interpretation of such data, their classification, measurement and extraction of findings (Al-Duleimi and Ali, 2014:148)

The Research Population:

The research population consists of 448 students in the History Department of the Faculty of Education for Humanities at Wasit University and for all stages for the academic year (2021-2022). The total number of students is 448 students, disaggregated by sex and stage of study, is 86 students for the first stage, 178 for the second stage, 100 for the third stage and 84 for the fourth stage.

Basic research sample

The current research sample was selected from the statistical population for research, in a random class style, because the society is heterogeneous in its characteristics (male, female, stages) and reached (208) (40 students from the first stage, 83 for the second stage, 47 for the third phase and 38 for the fourth phase). The research sample was selected according to the Stephen Simpson formula to extract the sample.

Mastery motivation scale

Due to the lack of a measure of the motivation of mastery in the Iraqi and Arab environment commensurate with the community and sample of the research as far as the researcher is aware, so the researcher built this scale, following the following steps:

1. Identify theoretical premises and basic considerations for scale construction

The researcher identified the following theoretical premises:

- 1- The researcher has adopted the theoretical definition of Morgan, 1990, which defined it as "a psychophysiological force that provokes in the individual the motivation to achieve, challenge and perseverance, master works and skills, and do some difficult tasks seriously and quickly, in order to feel the pleasure of excellence." (Morgan,1990).
- 2- Adoption of the theoretical model developed by Morgan, 1990 and adopted in this research
- 3- The researcher identified five areas of mastery motivation, namely (perseverance in cognitive tasks, motor perseverance, pleasure of mastery, negative reactions to failure, ability, or general competence) based on the definition and model mentioned.
- 4- Relying on the Likert method in measuring the motivation of mastery.
- 5- Relying on self-esteem measures (the method of declarative or interrogative statements) in the construction of the paragraphs of the scale.

B: Preparation of the metric item as preliminary:

According to the adopted model and the definition of the motivation of mastery and in the light of the definition of each field, and after reviewing the previous studies that were concerned with the study of the variable as a single study 2017 and the study of Flembani, 2014 (the researcher formulated a number of paragraphs distributed over the five areas, where the number of paragraphs of the scale in its initial form reached (40) paragraphs, and by (8) paragraphs for each field, Then I put in front of each paragraph a tiered tiered scale, which includes five alternatives: (always apply, often apply, sometimes apply, apply rarely, never apply).

C: Clarification of instructions and understanding of phrases:

The scale was applied to a sample of 20 students randomly selected from the statistical population. The survey was applied on 15/3/2022 with the help of the head of the History Department. Students were asked to read instructions and items, inquire about any ambiguity, and indicate the difficulties they may face during the response. The extent of time taken to answer the scale is between (13-20) minutes and the researcher has used the following formula to extract the answer time:

Average answer time = (first student's time + second student's time + 20th Student Time)

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The average time to answer the test items was (17) minutes.

Statistical Analysis of the Scale of Motivation of Mastery:

The process of statistical analysis of items is an important and fundamental step in the construction of any scale, in order to reveal the psychometric and descriptive characteristics of the scale that help the researcher in choosing items with good characteristics and this leads to an increase in the reliability and validity of the scale (Anastasi & Urbina, 1997: 19), as Cronbach points out that there is a strong relationship between the accuracy of the scale and the discriminating power of the items (Cronbach & Gleser, 1965 :64).

The Distinguishing Power of the Mastery Motivation Scale Items:

In order to find the discriminatory power of the scale of the items, the researcher has followed the approach of the two extremist groups from the size of the statistical analysis sample which is (200) male and female students, then the two extremist groups were determined to be at the overall level (27%) of the sample in each group, and their number become (54) individuals in the upper group, and (54) An individual in the lower group, using the T-test of two independent samples to extract the discriminatory power of the items, and the researcher has adopted statistical value (P value) as dividing line of statistical significance, p value is a probability value used to interpret the evidentiary statistic scale, and the results show that all items are significant by an indicative level (0.05) except items (2) and (22); because the p-value of 0.199 is greater than the significance level (0.05), these items were deleted, and the researcher has used the Pearson Correlation Coefficient to extract the correlation between the degree of the item and the degree of the area to which the propulsion for mastery belongs and to show that all subitems correlation factors are statistically significant.

• Scale Validity:

Validity is one of the most important psychometric characteristics to be provided in psychological and pedagogical scales and the tool is said to be valid if it measures what we want to measure and does not measure anything other than what we want (Al- Shajari & Haider, 2022:296)

1.Face Validity:

It means that the scale's representation of the special components it measures. and logically, the items and content of the scale validity are apparently representative of the content of the conduct to be measured and the conduct to be measured must be precisely defined, determining the relative importance of each component and preparing items by presenting them to a group of experts and referee for logical examination to verify their representation of the content to be measured Allen & Yen, 1979:96). The scale was presented to a group of 17 referee in education and psychology for their opinions about the items.

2. Construct Validity:

Construction validity is one of the most important and most representative types of validity of the concept of validity and is sometimes genuinely called the concept or the validity of the hypothetical composition, and this type of validity indicates the extent to which the test or scale is measured to form a particular hypothetical or psychological concept (Irvine Walem, 2003:994) The validity of the construction is called the validity of the concept or the validity of the hypothetical composition, because it relies on empirical and verifiable verification using several methods and methodologies, including items effectiveness the extent to which the degree of each item of the scale relates to the overall degree, or to the scale's ability to distinguish between different groups or groups in their performance on a manifestation of behaviour (Abu Jado, 2003: 400), extracted in

the style of the two extreme samples and the relationship of the item to the overall degree of the scale and the relationship of the item to the overall degree of the field, the relationship of the field degree to the overall degree of the scale, and the relationship of the field degree to other areas.

3. Reliability

Reliability is a necessary requirement for validity. If we say that the scale measures what is put in place to measure it or that it involves a high degree of validity, we have to ascertain whether it accurately measures that thing that is put in place to measure it, the scale is fixed if we obtain the same results when it is reapplied to individuals themselves and in the same circumstances (Al-Khatib and Ahmed, 2010: 28), the scale scores are Reliable If the scale measures a particular characteristic consistently in the varying circumstances that may lead to measurement errors, the constant in this sense means consistency or accuracy in measurement (Alam, 2000, 131). The aim is intended to estimate the scale errors and suggest ways to reduce these errors (Marshall, 1972: p.124). The researcher has used the computing of the fixed factor the following methods:

Alpha-Cronbach Method:

The idea of this method, which is characterized by its reliability and reliability of its results, is based on the calculation of correlations between the scores of all items of the scale on the basis that the item is a stand-alone scale, and the coefficient of stability indicates the internal reliability of the scale (Odeh, 2014: 354), and the equation of Cronbach's Alpha was used, and the coefficient of stability of the scale was reached in this way (912. 0) which is a high and acceptable value and indicates the homogeneity of the scale.

Descriptive Statistical Characteristics of the Scale:

Moderation

The moderate requirement is that the study sample is drawn from a population whose data track normal distribution (Amin, 2007:113), and the normality of the distribution of values can be tested from observing the ratio of the torsion coefficient (Skewness) and the volatility (Kurtosis) to their standard error, if this ratio falls within the range (± 2), we accept the null hypothesis that the variable follows the normal distribution, and if the ratio is greater than (2), it means that the distribution is twisted positively (to the right), If this ratio is less than (-2), it means that the distribution is Skewness negatively (left) (Bashir, 2003: 92), and since its standard twist-to-error ratio is (1.637) as well as the ratio of flattening to standard error may be (1.847) These ratios fall within the range (± 2) of the equinox distribution, as shown in the two tables.

Table (1) Some statistical indicators of sample individuals in mastery motivation

Indicators	Statistical Value	Standard Error
Arithmetic mean	140.40	1.427
Trimmed medium	141.47	
Mode	143.00	
Variance	407.266	
Standard Deviation	20.181	
Low Grade	75	
High Grade	175	
Range	100	
Skewness	-.773-	.472
Kurtosis	.623	.342

Table (2) Kolmogorov–Smirnov test and Shapiro-Wilk Test to test the moderation of Distribution of the scores of the Statistical Analysis Sample in the Motivation of Mastery

Shapiro-Wilk Test			Kolmogorov–Smirnov test		
Statistical	P-probability Value	Significant	Statistical	P-probability Value	Significant
.959	.068	Not Sig.	.067	.058	Not Sig.

When the value of P-probability is not a function in the moderation test, it means that the distribution is moderate, because the difference between the two distribution sections of the right mean and the left of the mean is not significant, which means that the distribution is moderate (Bashir, 2003, 96).

The Final Version of the Mastery Motivation Scale:

The scale in final form included (33) items, and the answer alternatives amounted to five alternatives: (Apply to me always, apply to me often, apply to me sometimes, rarely, never apply to me) The answer scores range between (5 - 1) and the maximum scale (165) Minimum scale score (33) with average hypothesis (99) degrees thus the tool is ready to apply to the research sample of (207) students.

Presentation, Interpretation and Discussion of Findings, Conclusions, Recommendations, and Suggestions

To achieve this aim of the research, the researcher has applied the scale of motivation of mastery to the research sample of the students of the Department of History (208), and after processing the data statistically, the arithmetic mean, and standard deviations of the scores of the sample members, were extracted, and the results indicated that there is a statistically significant difference in the motivation of mastery, as the mean of the sample was (131.38), and with a standard deviation of (20.174), while the error of the standard mean (1.399), and the T value was (23.148), which is a function statistically and in favor of the average sample (88.93) (1), because the value of (p) probability (0.000) is smaller than (0.05), and Table (3) shows this

Table (3) One Sample T Test Results to recognize the Difference in Mastery Motivation

Category	The arithmetic mean of the sample	Standard Deviation	Standard Average Error	The hypothetical mean of the scale	T-Value	P-probability Value	Indication level 0.05
Mastery Motivation	131.38	20.174	1.399	99	23.148	0,000	Significant

It is clear from Table (3) that university students have a normal level of motivation for mastery, which can be described as a good level, and to explain this the researcher attributes this result based on the theoretical framework and the theory of Morgan adopted that the students of the Department of History have a good level of motivation for mastery because the need for mastery is one of the basic needs that students seek to achieve, and that the study tasks at the university stage are more than their peers in other stages of study and according to Morgan that the developmental and age characteristics of the individual is the basis in measuring the motivation for mastery, as he gets older the mastery of tasks becomes greater (morgan,1990:319) .The researcher believes that social interaction plays a role in mastering tasks, and that university students are the most mixed and interactive stages of study and therefore the motivation to master them is good, as they are characterized by independence in performance and that the pursuit of independence in performance leads to being different from others in terms of the quality of work, quality and mastery, and this goal is consistent with the study of Wahid (Wahid) (2017)

Fourth Aim: To identify the motivation of mastery among the students of the Department of History according to variables (gender and school stage).

To identify the significance of differences in the motivation of mastery according to variables (gender and faculty stage), the researcher has used interactive binary variation analysis, so the researcher has presented the statistical indicators of the scale of mastery motivation as shown in Table (4).

Table (4) Descriptive characteristics of the final sample application in the motivation of mastery depending on the variables type and the course of study

Stage	gender	No.	Arithmetic mean	Standard Deviation
First Stage	Male	20	123.15	19.653
	Female	20	134.65	12.089
	Total	40	128.90	17.125

Second Stage	Male	50	130.32	18.214
	Female	33	129.06	18.009
	Total	83	129.82	18.033
Second Stage	Male	21	130.10	23.304
	Female	26	134.96	27.582
	Total	47	132.79	25.604
Fourth Stage	Male	17	134.82	21.674
	Female	21	136.33	18.990
	Total	38	135.66	19.967

To identify the significance of the differences between the research variables in the motivation of mastery, the researcher used the analysis of binary variance, as shown in Table 5.

Table 5 The results of the analysis of binary variance to identify the significance of the difference in the motivation of mastery according to the variables of sex and school stage

Variance Source	Total Square	Freedom Degree	Square Mean	F- Value	P- probability Value	Significant
Category	1194.255	3	398.085	.9790	.4040	Not Sig.
Faculty Stage	805.408	1	805.408	1.980	.1610	Not Sig.
Type, Faculty stage	1143.229	3	381.076	.9370	.4240	Not Sig.
Error Source	81357.767	200	406.789			Not Sig.
Total	3674461.000	208				Not Sig.

The Results refer to the following:

1. Gender

The results showed that there is no statistically significant difference in the motivation of mastery, according to the sex variable, with the net value (.9790), which is not statistically significant because the probability (p) value (.4040) is greater than (0.05), with the mean computation of the student sample (male) being (129.66) and the student sample (female) being (133.24). Male and female computational mean appear relatively close. This result means that male students and female students have a relatively close level of mastery motivation. The researcher attributes this result to the theoretical framework. According to Morgan, mastery motivation is innate and individuals learn to master tasks from birth regardless of gender (morgan.1990: 319), and the researcher sees that the lack of gender differentials in the motivation of mastery is due to the fact that students' study tasks do not discriminate between males and females because the curriculum is a social theoretical curriculum different from the scientific curriculum based on practical application and the use of modern scientific and technological means, so that there are no statistically significant differences by gender variable.

2. School Stage

The results showed that there is no statistically significant difference in the motivation of mastery, according to the variable of the school stage, where the value of the value of the F-value (1.980) which is not statistically significant, because the value of (p) probability (.161 0) is greater than (0.05), noting that the arithmetic average of the four stages in succession is (128.90, 129.82, 132.79, 135.66). The arithmetic media are convergent.

This result means that the academic stages have a relatively close level of motivation for mastery, and the researcher attributes that this result, based on the theoretical framework, is that the motivation of mastery and as we mentioned above is

an innate motivation and that the time difference between the stages of study has no effect on university students because they are similar intellectually and mentally, and that the difference exists in other stages. Such as the primary stage, in which the pupils are different physically, intellectually and informatively, and therefore we find university students are all exposed to the same influencing factors that lead them to master the tasks and educational situations.

□ Conclusions

- 1 The students of the research sample have a good level of motivation for mastery
- 2 There are no statistically significant differences in motivation for mastery by gender variable and school stage
- 3 The ability of the measures to measure the motivation of mastery to reveal the motivation of mastery in students (individual research sample)

□ Recommendations

1. Getting attention to students' motivations in general and the motivation of mastery in particular and work to facilitate the growth of these motivations
2. Make use of existing research tools (the "Mastery Motivation Scale") to use them to measure the variable at other levels of study (intermediate, preparatory)

□ Suggestions

1. Conduct other studies to identify the correlation between the current research variable (and the motivation of mastery) and other variables (perceived subjective competence, academic integration, cognitive closure)
2. Undertake other studies similar to the current study in other universities and compare their results with the current study
- 3- A follow-up study of the motivation of mastery for multiple developmental stages
4. Undertake deeper research and studies on the motivation of mastery

Research similar to current research on other communities and specimens such as university professors

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