

# The achievement struggle among students of the Department of History at the University of Diyala

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## Abstract

The current research aims to identify:

- 1- The achievement struggle among students of the History Department at Diyala University.
- 2- The significance of the statistical differences in the achievement struggle of the students of the History Department at the University of Diyala according to the gender variable (males - females).

To achieve the objectives of the current research, the researcher adopted the descriptive (relational) approach to his study. The research community may consist of (859) male and female students, and the current research sample included (266) male and female students who were chosen by the random stratified method from the University of Diyala, College of Education for Human Sciences and College of Basic Education.

The researcher built a scale of achievement struggle among university students based on the theory of the five major factors of Costa and McCrea (Costa & McCrea, 1992), and it consisted in its final form of ((50 items distributed within (5) main areas, and placed in front of each paragraph (5) alternatives are: : (always, often, sometimes, rarely, never) The students' answers scores were calculated in the research sample for each scale and the data was analyzed using the appropriate statistical means through the (Spss) program.

The researcher reached the following results:

- 1- Students of the History Department at Diyala University possess the achievement struggle at a high level.
- 2- There is no statistically significant difference in the achievement struggle according to the gender variable (male-female).

**Keywords:** achievement struggle, department of history.

## INTRODUCTION

### RESEARCH PROBLEM:

Educational institutions in our time face many challenges as a result of the rapid and continuous changes and developments imposed by the control of information and communication technology on various aspects of life, including what is related to the aspect of education reducing temporal and spatial boundaries and this led to a change in some patterns and standards that govern the work of educational institutions, including those related to blended education And the use of teaching strategies, methods and evaluation methods that comply with the requirements and challenges of the current stage, in a way that contributes to raising the level of motivation and achievement for university students in order to achieve their educational goals, and this was confirmed by the study (Sheldon & Kasser, 2008, and the study (Mohammed, 2014) indicates that the university student is motivated by various factors Internal and external motives, with their strength and patterns, will affect his perception of the world, what he thinks about, and the actions he engages in, and the events and changes that include society in all its fields must leave their effects on all segments of society, including university students, and those effects that may burden them or be Obstacles and obstacles to their progress in the field of study or work (Mohammed, 2014: 2).

The researcher directed an exploratory question to a sample of professors of the history department. The question included the extent to which the students of the history department possess the achievement struggle? The answers ranged between weak and acceptable, and the largest percentage tended to weak students' possession of the achievement struggle, as (Shabeer, 1989)

considers that poor academic achievement is one of the academic problems that students suffer from either because of the difficulty of the materials or the method of teaching that is inappropriate for the course or the students' lack of understanding of the courses And his understanding of it properly (Shabeer, 6:1989), and therefore the problem of the current research can be determined by answering the following question: What is the extent of the achievement struggle possessed by the students of the History Department at Diyala University?

#### RESEARCH IMPORTANCE:

The university stage is one of the critical stages in an individual's life, which determines the shape of his future life, and in order for the student to pass this stage successfully, he must exert effort and perseverance, bear the academic burdens and university requirements, as well as face the problems of daily life, all of which are a measure of self-satisfaction and possessing a kind of intelligence among the The university student (Shaqura, 2012: 3), and that the concept of struggle is of great importance in the field of productivity in life, and a positive significant relationship; As McAdams sought (McAdams, 1992) to develop and evaluate productive commitments, based on the theory of struggles (Emmons, 1986), and sees that struggle is the goals that the individual seeks to achieve in his life, and he used the open questionnaire with the sample and asked them to write their daily struggles that They seek to achieve them, and the results in the nature of these struggles varied greatly according to the goals and plans of individuals, some of them are as simple as trying to stop a bad habit they have, and others are complex as setting larger and more abstract life goals such as extracting meaning for their lives, and a prominent position in society.

The opinions of individuals about their daily struggles with productive obligations were characterized by three forms of productive ideas:

First: Providing care, education, assistance, comfort and guidance, and encouraging the individual to achieve positive results in the lives of others.

Second: Participation and interest in the upbringing of future generations, such as the struggle of youth and children.

Third: The struggle to produce creative products that are useful to others and society.

Al-Banna (1998) considers that one of the characteristics of the fighters is that they are distinguished in the fields of life, and they are able to achieve what is not usually expected from those of their age, and to exploit the abilities, energies and potentials to the maximum extent possible, and have a far-sighted view of goals, as they set future goals and be the conduct of their studies. With its troubles, it is the means to reach those goals, and this behavior is drawn up plans in their lives, and they work hard on those plans until they reach their desired goals (Hajj and Mansour, 2017, p. 3), and that the students' desire to do a good job It is the basis of success in it, and this desire, as McClelland describes it, is characterized by struggle and enjoyment in competitive situations, and striving to work independently, within the standards and levels of students, so that it motivates them to practice cooperation, activity, discussions and group projects, and thus realizes the manifestations of legitimate competition. The level of struggle is determined by the results that The student obtains it in the classroom, and compares his result with the results of his colleagues; It pushes him to enter into an atmosphere of competition with them, and this is what leads to raising the level of his struggle to preserve his level and superiority, or reducing him and falling behind academically, because he sees that his level is much lower than his colleagues. His achievement and social abilities are influenced by their abilities, and influenced by their ideas about him (Jizmawi 2006, p. 9). The achievement struggle is considered one of the most important goals affecting the life of the individual and the group; Achievement goals have received special attention in the psychological literature because of their predictive usefulness in various processes and outputs related to achievement, on the basis of which the future of the individual is determined, and that the factors that lead to the development and progress of societies are not because of what they possess of natural wealth, but because of what they possess in the capabilities of the members of this society. McClelland (McClelland, 1969) emphasized the link between individuals' goals about achievement and economic growth and civilized prosperity in many societies and at different times, and is the first pillar in the advancement of any society, and that the difference between civilized societies and developing societies lies about the extent of the value that It gives it the desire for achievement and achievement, and that is why it always and quickly moves towards economic, social and industrial development (Lei Bowitz - Levy, 2008, p.120).

#### RESEARCH AIMS:

The current research aims to identify:

- 1- The achievement struggle among students of the History Department at Diyala University.
- 2- The significance of the statistical differences in the achievement struggle of the students of the History Department at the University of Diyala according to the gender variable (males - females).

#### SEARCH LIMITS:

The limitations of the current research include:-

- 1- Objective limits: a study of the relationship of systemic intelligence with achievement struggle.
- 2- Human limits: students of the Department of History in both basic education and education for the humanities.
- 3- Time limits: the academic year (2022-2021).
- 4- Spatial boundaries: Diyala University.

#### DEFINE TERMS:

Achievement striving was defined by:

Dweck & Leggett, 1988 The reasons behind achievement behaviors. It serves as a framework of knowledge within which to interpret, clarify, and interact with information related to aptitude. (Dweck & Leggett, 1988:257)

Costa & MC.Crea ((1992: factor refers to individuals who are motivated to work hard and diligently to achieve their goals and are characterized by organization and self-control., 1992:15 Costa.MC.Crea)

History Department: The Department of History is one of the departments affiliated with Diyala University. Students are prepared professionally and educationally to obtain a Bachelor's degree in Education, specializing in history, for a period of four years. <https://basicedu.uodiyala.edu.iq>

## Previous studies

- Study (Emmons, 1986): Personal struggles and their relationship to personal well-being:

This study aimed to know the personal struggles and find the relationship between them and personal well-being (positive and negative influences and life satisfaction). The study sample consisted of (40) male and female students, who were asked to write a list about their struggles and personal goals and work on evaluating their emotional state during (3) weeks The evaluations reached (84) times, and the researcher used the experimental method, and the results of the study showed that the struggles are linked to a positive and strong statistical relationship with subjective well-being and happiness, and that individuals experience these feelings when they progress in the struggle and the amount of happiness they expect and tell, and the degree of past success in the struggle And high expectation of success, and failure in the struggle was associated with a negative relationship with subjective well-being and happiness, as well as a significant and positive relationship with low expectation of success in the future. ( Emmons,1986:51)

- A study (Muhammad, 2014) of self-determination and emotional experience and their relationship to the achievement struggle of university students:

This study aimed to know self-determination, emotional experience and achievement struggle among university students, and to identify the statistically significant differences in self-determination, emotional experience and achievement struggle according to the variables of gender (males, females) and specialization (scientific, human), and the extent of the contribution of self-determination and experience Emotionalism in the overall structure of the achievement struggle of university students, and the researcher built the three measures, and the study sample consisted of (400) university students, and the results of the study found that the research sample has a high self-determination and emotional experience, and the sample members enjoy a struggle motive. High, and both self-determination and emotional experience contribute to the achievement struggle. As for the differences in the achievement struggle according to the variables of gender and specialization, and the interaction between them is not statistically significant, that is, self-determination and emotional experience are predictors of achievement struggle. (Muhammad, 2014: 228).

## Research Methodology and Procedures

This chapter deals with a presentation of the research methodology, the research sample, the methods that were used in preparing the research tools and the procedures for applying them to the current research sample, and determining the statistical methods used to process the data.

### 1- Research Methodology:

The research method means the method used by the researcher when studying a specific phenomenon, through which the various ideas are organized in a way that enables him to treat the research problem (Al-Mahmoudi, 35: 2019), and since the current research aims to reveal the correlation between its variables, so the researcher adopted the descriptive associative approach because The most appropriate approaches are suitable for studying the correlational relationships between variables and revealing the differences between them, and it is not only limited to studying the phenomenon and showing its size and

characteristics, but rather it reaches to collect and analyze information and draw conclusions, to be a basis in its interpretation (Al-Atbi, Al-Hiti, 25: 2011).

2- Search procedures:

The current research community is determined by the students of the preliminary morning study in the Department of History in the College of Education for Human Sciences and the College of Basic Education, University of Diyala for the academic year (2021-2022). 346) male students, while the number of females reached (513), and table (1) shows this:

**Table (1)** Shows the distribution of research community members according to college, gender and stage

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

3- Sample search:

It means a subset of the research community, selected from it according to special rules so that the drawn sample is as representative of the study community as possible (Abbas et al., 218:2014), and the sample identifies a group of individuals derived from the original community and truly (honest) representation, ie: That the variables under study are represented in the sample with the same value and level of the original community. (Atifa, 2012: 273), the sample size is large, the results were accurate and objective, and the researcher chose the research sample by stratified random method with a proportional distribution according to a pre-determined percentage and table (2) shows that:

**Table (2)** Shows the distribution of the research sample members according to college, gender and stage

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

4- Search tool:

For the purpose of achieving the objectives of the research and measuring its variables, it was necessary to use a tool to measure the achievement struggle.

(Allen&Yan) indicates that the process of building or preparing any scale passes through basic steps:-

- A- Determine the concept to be measured.
- B - Defining the areas of the concept.
- C - Drafting paragraphs for each field.
- D- Statistical procedures for analyzing paragraphs.
- E- Psychometric indicators of the scale. (1979:118, Allen&Yan)

1- Defining the concept to be measured (defining the concept of achievement struggle):

The researcher reviewed a number of research and studies related to the achievement struggle in order to prepare the appropriate tool for measuring the achievement struggle, such as the study (Costa & MC.Crea1989), the study (Costa & MC.Crea, 1992), the study (Henry, 2001) and the study (Zigler nattias at,al, 2009) and a study (Mohammed, 2014), and since the researcher was based on the definition and theory (Costa & MC.Crea, 1992) of the five major factors of personality: “a factor that refers to individuals who are motivated to work hard and persevere to achieve their goals and are characterized by organization and control.” Autobiography (1992:15, Costa & MC.Crea) .

## 2- Defining the concept and its dimensions:

The concept of achievement struggle was defined by the theory of the five major factors of (Costa & MC. Crea, 1985-1992) and their definition of the concept adopted by the researcher in the current research, which is “individuals who have high ambition and goals that they pursue in an organized and effective manner and make more effort to achieve their goals” (Costa&MC.Crea, 1998).

Determining the areas of the achievement struggle scale:

Five areas have been identified according to the theoretical framework:

- The first dimension: Motivation towards behavior: It is represented in the pursuit of excellence and the desire to perform well, and to overcome difficulties.
- The second dimension: achieving goals: represented by the student's ambition and what he wants to be in the future.
- The third dimension: Perseverance: It is represented by the unremitting efforts exerted by the student in order to achieve a desired goal despite the obstacles and difficulties he faces.
- The fourth dimension: Organization: It is the student's ability to use new strategies and methods to help him learn, acquire knowledge, and organize tasks and abilities.
- The fifth dimension: Control: It is represented by the student's awareness of the relationship between his behavior and the related results, and returning his achievements to his experiences, abilities and efforts. (Costa & MC.Crea, 1992: 653)

Scale validity:

Honesty is one of the important characteristics that must be taken care of in constructing standards (1971:28, Tyler. Ebel), and is achieved by presenting it to a group of arbitrators specialized in the field that measures the scale (Obaidat et al., 1984: 200)

Statistical means

- Chi-Square
- Person Correlation Coefficient
- Alpha Cronbachs equation
- T-test for two independent samples
- The skew factor, the flatness factor, the standard error, the arithmetic mean, the median, and the mode to know the nature of the average distribution of the answers of the members of the research sample
- One-sample T-test
- One Way Anova Analysis
- Z-test
- Chi-Square

## Presentation and interpretation of results

This chapter includes a presentation of the results reached by the researcher according to the objectives of the research, and a discussion of those results in the light of the literature and previous studies that were presented.

the first goal:

Identifying the achievement struggle of the students of the History Department at the University of Diyala.

To achieve this goal, the arithmetic mean of the research sample scores of (266) male and female students was extracted for the achievement struggle scale, as the arithmetic mean value reached (210.681) degrees and standard deviation (30.260), and when testing the significance of the difference between the arithmetic mean of the sample scores and the hypothetical average of the scale The value of (150) degrees and using the t-test for one sample, it was found that the calculated t-value is equal to (32.705) and when balanced by the tabular t-value of (1.97) at the level of significance (0.05) and the degree of freedom (265) it turns out that the calculated t-value is greater than the value T-table, that is, there is a significant difference between the arithmetic mean of the sample and the hypothetical mean of the scale in favor of the arithmetic mean of the sample and Table (3) illustrates this:

**Table (3)** The results of the t-test to test the significance of the difference between the arithmetic mean and the hypothetical average to identify the achievement struggle of the research sample

Significance level 0.05	T value		degree of freedom	The hypothetical mean of the scale	standard deviation	The arithmetic mean of the sample	Sample
	tabular	calculated					
Statistical function	1.97	32.705	265	150	30.260	210.681	266

In order to find out the differences between each field of achievement struggle in the research sample, the arithmetic mean, standard deviation and the calculated and tabular T-value were extracted as shown in Table (4):

**Table (4)** The results of (T-test) to test the significance of the difference between the arithmetic mean and the hypothetical average to identify each area of achievement struggle in the research sample.

Significance level 0.05	T value		degree of freedom	The hypothetical mean of the scale	standard deviation	Mean of Score	sample	fields
	tabular	calculated						
Statistical function	1.97	37.184	265	30	5.695	42.985	266	-1 Motivation towards behavior
Statistical function	1.97	36.617	265	30	5.964	43.391	266	2-target
Statistical function	1.97	30.364	265	30	6.135	41.421	266	3-perseverance
Statistical function	1.97	29.306	265	30	6.509	41.696	266	4-Mangment
Statistical function	1.97	33.366	265	30	5.695	42.985	266	-5control

It is clear from the following table (4)

1 - Motivation domain towards behavior: the arithmetic mean was (42.985) and the standard deviation was (5.695), and the calculated T-value reached (37,184), which is higher than the tabular value of (1.97), and it is statistically significant in favor of the arithmetic mean, because the arithmetic mean is greater than the hypothetical average of (30).

2\_ Objective field: The arithmetic mean was (43.391) and the standard deviation was (5.964), and the calculated T value reached (36.617), which is higher than the tabular value of (1.97) and it is a statistical function in favor of the arithmetic mean, because the arithmetic mean is greater than the hypothetical average of (30).

3- Perseverance field: the arithmetic mean was (41.421) and the standard deviation was (6.135), and the calculated t-value reached (30.364), which is higher than the tabular value of (1.97), and it is a statistical function in favor of the arithmetic mean, because the arithmetic mean is greater than the hypothetical average of (30) .

4- Control field: The arithmetic mean was (41.696) and the standard deviation was (6.509), and the calculated T value was (29.306), which is higher than the tabular value of (1.97), and it is a statistical function in favor of the arithmetic mean, because the arithmetic mean is greater than the hypothetical average of (30) .

5- Domain of control: The arithmetic mean was (41.985) and the standard deviation was (5.695), and the calculated T-value reached (33.366), which is higher than the tabular value of (1.97), and it is a statistical function in favor of the arithmetic mean, because the arithmetic mean is greater than the hypothetical average of (30) .

This result is attributed to: that the students' aspirations to obtain high levels of achievement come from several factors, including those related to the individual himself to achieve his inner needs and desires, and others with regard to the trends of educational institutions, the family and society that push them towards perseverance, as he sees (1938, Murray) that beings

have Humanity is a set of physiological and psychological needs that they struggle to satisfy. He considered that the need for achievement is one of the most important needs in the life of a human being and believes that individuals are motivated to achieve and achieve success in various tasks not only for the motive of obtaining reinforcement or reward, but for the sake of achievement In itself (Al-Zogoul and Al-Hindawi, 2004:294), and in order to achieve the academic goals, the students seek to organize their efforts and time to focus attention on the objective stimuli and exclude the non-objective stimuli to achieve the educational objectives, and this reflects the importance of these objectives that motivate the student to obtain information related to the task to be accomplished. Emphasizing them, preserving them, and recalling them when needed. Al-port believes that our possession of goals is the extent that distinguishes us from the animal and from the personality. The patient, and that the emergence of the individual's own struggle is linked to the development of conscience, where the conscience in childhood is influenced by external authorities, while in adulthood it is a self-determined state. (Saleh, 1988: 93-96). Accordingly, individuals whose motivation for achievement is high determine their goals carefully, and their self-confidence is also high. (Al-Kinani et al., 1994: 140-149)

It is clear that students display a high level of self-centeredness and strive to achieve their future and career goals. They are fully committed to getting the job done, whether through their own intrinsic motivational factors, their energy dedicated to work and hard work, and their personality traits that reflect a strong desire to achieve goals, an interest in academic achievement and a struggle for success (Costa&MC Crea, 1998: 122)), and the result of this study agrees with the study (Muhammad, 2014), Emmons, 1986), the study of (God's seed), and the study (Karim, 2020).

The second goal:

Finding the significance of the statistical differences in the achievement struggle of the research sample according to the gender variable (male-female).

It is clear from Table (5) that there is no statistically significant difference in the achievement struggle scale according to the gender variable (female, male) in the research sample, as the average score of females was (209,447), with a standard deviation of (29.690), and the average score of males was (212.514). With a standard deviation of (31.138), the calculated t-value was (0.810), which is smaller than the tabular t-value (1.97) at the significance level (0.05) and the degree of freedom (264).

**Table (5)** The results of the test of the significance of the differences between the mean scores of the research sample, the achievement struggle, according to the gender variable (males - females)

Significance level 0.05	T value		Degree of freedom	Standard deviation	Mean of score	Sample size	Gender
	Tabled	Calculated					
Not statistically significant	1.97	0.810	264	31.138	212.514	107	Male
				29.690	209.447	159	Female

This result is attributed to: The absence of statistically significant differences between the gender variable males and females came as a result of nature due to the convergence of ideas and possession of knowledge to reach the educational goals, as a reflection of the learning environment that takes into account the individual differences between males and females, as well as the developments that occurred in the community, which was one of the Its results are closely related to the responsibility of males and females, whether inside or outside the home, and this result agrees with the study of (Mohammed, 2014) and the study of (Sheldon & Kasser, 2008).

## Conclusions, recommendations and suggestions

### Conclusions

1- The research sample owns the achievement struggle, to aspire them to obtain high levels of achievement. This comes from several factors, some of which are related to the individual himself to achieve his internal needs and desires, including what is related to the trends of educational institutions, family and society that push them towards perseverance to achieve goals.

2- There are no statistically significant differences according to (gender), (college), (study stage), because the educational environment within the university institution was able to reduce the differences between males and females through the provision of standardized courses as well as the use of evaluation methods based on Objectivity and comprehensiveness suit both parties, in addition to the fact that students at this stage gain close experiences through previous stages or life experiences. the problems.

### Recommendations:

1. The necessity of paying attention to enhancing the achievement struggle of university students, and providing an educational environment that allows them to freedom of participation, expression, exchange of ideas, and enhancing opportunities for independence and self-reliance.
2. Providing the teaching staff with the results of this study in order to pay attention to them in modern topics.

### Suggestions:

1. Conducting correlational studies between achievement struggle and other variables such as self-concept, sense of self.
2. Conducting the same study on other research societies, such as university students.
3. Studying the relationship between quality of life and achievement struggle.

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