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GOAL ORIENTATION AND ITS RELATION TO SELF-WORTH AMONG
STUDENTS OF ANBAR UNIVERSITY

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ABSTRACT

The current research aims to identify:

- 1- The level of the areas of goal orientation (control, performance - Avoid goals, performance - avoid goal) among Anbar University students.
- 2- The level of self-worth of students at Anbar University.
- 3- The strength of the correlational relation between the areas of goal orientation (control, performance - avoid goals, performance – avoid goal) and self-worthiness of Anbar University students.

The research was limited to a sample of (200) both male and female students from Anbar University, and the specialization were (scientific and humanitarian) for the academic year (2019-2020). The standards were applied electronically due to the Corona pandemic, and to achieve the current research objectives, the researcher adopted the goal-orientation scale by (Taha, 2019) according to what Elliott see (Elliott, 1997), by applying his three-dimensional model, represented by (mastery goals) and (performance – avoid goal) goals, and (performance – avoid goals) goals, with some modifications to the scale. By adding a fifth gradation to the scale to suit the research community, as it consists of (20) paragraphs in its final form, distributed into three areas, after verifying the psychometric properties of the scale of validity and reliability.

The researcher also adopted the self-merit scale built by (Al-Waeli, 2019) according to Crocker theory (Crocker, 2004: 393) for self-worthiness, which consists of (34) paragraphs, in the form of reportable expressions. The researcher also verified the psychometric properties of the scale: And after data analysis, the following results were discovered:

- The sample has a high level of orientation towards the goal in two areas: (mastery goals) and goals of (performance – avoid goals). The average of the sample's scores on the two

fields were statistical significance. The sample has a medium level of target orientation in the range (performance - avoid goal), and the average scores of the sample members in the field were not statistically significant.

- The sample has a high level of self-worth, and the average scores of the sample individuals on the self-merit scale were statistically significant.
- There is a positive functional correlational relationship between the goal orientation in two areas, (mastery goals) and the goals of (performance – avoid goals) and the self-worthiness of students at Anbar University. On the contrary, there is a negative functional correlational relationship between orientation towards the goal in the field of goals (performance – avoid goals) and self-worthiness of Anbar University students.

In light of the research results, the researcher recommends a set of recommendations and suggestions.

First: research problem

It can be taken for granted that students' orientation towards the goal and its ambiguity, can lead to a decrease in the level of academic achievement, and increase the percentage of Failure, dropout, feeling hopeless, frustrated, and loss of hope, because they are unable to achieve the goals they seek (Al-Zaghoul et al., 2015, p. 539) Also, Academic achievement Deterioration and the low level of motivational trends towards knowledge and learning, lead to lack of trends towards achieving goals, and a weak desire for learning and achievement (Radhy, 2015, p. 129). As students enter the academic field while they have goals they seek to achieve, but they differ in that. Some of them want to excel, and some of them only want success, and some of them learn to acquire knowledge. This can be observed during students' dealings with these types of goals on which they determine their choice of information and knowledge that they want to study, as some have high confidence in themselves, that would help them develop themselves and acquire Skills and investing them for success, while others focus on themselves and become unable, so they are frustrated by the consequences of failure (Zaghoul et al., 2015, p.542).

Based on the above, students differ in the nature of the goals they seek to achieve, as we find those heading towards (performance) in the educational field, which makes them focusing on the impressions that can be reflected as a result of their learning on others, while we find some people heading towards (mastery) Which prompts them to focus on mastering the skills and to be more effective in preparing information and respond to their own motives in the first place, and the orientation towards the goal, whether it is towards (performance) or towards (mastery), has different effects on students' perseverance and improving their learning. (Al-Shammari, 2012, p. 3)

In addition, the study of Barron et al. (2001, Barron) revealed the effects that (performance goals) and (mastery goals) have on students' efforts and experiences in the academic field, as (mastery goals) are related to openness to work with colleagues, and open participation and taking the opinions of others. As well as receiving all the ideas, whether weak or strong, and this helps explain why those goals promote successful and effective learning

and the desirability of the educational process. While (performers) show higher scores in their peers' choices and less tolerance for dissent from others whose ideas are clearly wrong, they also have a high level of anxiety in providing their opinions, and they exclude weak opinions but receive strong ideas in ways that may ultimately lead to their success (Barron, 2001, p. 320).

Also, the concept of self-worthiness is one of the mechanisms of power as it is the center of students' motivation to do any work or study activity, as it helps them face the various academic pressures that impede his achievement performance, and students' self-worth levels rise through practice and continuous training on some educational and scientific activity skills. It is a set of personal, scientific and practical traits and qualifications that enable the individual to achieve distinct and standard performance rates that exceed normal rates (Richard, 2010: 88).

Through the researcher's simulation of students of Anbar University, for being a teaching at the university, it has been observed that some students' responses to the duties assigned to them decrease, and their desire to learn decreases, which will negatively affect their achievement, cognitive and social performance, and this may be negatively related to the self-worth that they may enjoy, and through All the foregoing raised the cognitive curiosity of the researcher, and she considers it a problem that deserves research and study.

Based on that, the researcher tries to answer the following questions:

Do university students have a goal orientation? Do they have the self-worth that they should be characterized by? What is the correlation between (goal-oriented and self-worthy)?

Second: The importance of research

Goal orientation is considered as the cognitive guide for students to complete the study tasks to achieve better learning, which requires students to improve their skills, knowledge and ways of thinking with the quality of participation in educational tasks, and this matter requires the student to develop patterns of motivational thinking that contribute to approved learning. On the self, as well as observing the student while performing the educational task, he needs to think about the reasons behind his pursuit of learning, as the student who works to obtain high grades is likely to participate in different intellectual processes and behaviors to compete with others in learning something new or improving certain skills he has. (Mattern, 2005, p. 29)

Thus, we find that students differ in their orientation towards the goal, some of them who move towards the goal (performance - avoid goal) will avoid seeking help because they fear that asking for help makes others realize that it is a sign that they are less capable than they are in class, while students who are oriented towards goals are preoccupied (Performance - avoid goals) with achievement behaviors to prove their abilities to others and obtain recognition and social appreciation, in addition to determining their sufficiency in light of their relationship with others (such as obtaining a

good reputation and high achievement grades, while students who are oriented towards the goals of (mastery) have the ability to develop themselves and formulate a set of goals. Self, future and attempting to achieve it, interest in behavior towards achievement, focus on learning, developing their skills, creativity in their work, and understanding what they learn quickly). (Elliot, 1999, p.17). In this regard, Van Webern study (2008) indicated that students have orientation towards the goal of (performance - avoid goals) approaching the achievement tasks performed by students with an orientation towards the goal of (mastery), and this is determined in light of students' performance and the focus of their efforts on the topics that The teacher sees it as important on the tests, also that the goals of (performance - avoid goals) are related to achievement more than the goals of Mastery, as they encourage students to define and follow up their educational program that the teacher sets, such as (knowledge of the subject and learning outcomes that the teacher considers the most important (Van Yperen, 2008, P.93)

The importance of self-worth is also formed from the individual's sense of his effectiveness, importance and ability to move towards achieving success and providing his needs without waiting for the giving and initiative of others, and the worthy person does not pretend when describing himself, and does not overstate when trying to show himself in various life situations. The (self-worth) drives the individual to improve his performance in life due to the high and unique potentials he possesses among his peers or colleagues in various areas of life, and makes him complete and permanent vitality, as he does not accept little and does not like repetition (Deci & Ryan, 1995: 33).

And the importance of feeling self-worth is a measure of how an individual evaluates himself. Realizing that he has a unique value, there is no other person like him in the world, and he encourages trying new things, meeting new people, and truly enjoying life. Self-worth is important to help in overcoming difficult and different situations (Crocker J., wolf c.t, 2001: 600).

Jennifer Crocker (2004 Jennifer Crocker) states that self-worth is the desire that the individual stays throughout his life trying to find and achieve it. The individual is responsible to himself and his community for what he does and thinks (Crocker. J, 2004: 434).

The importance of Self-worthy in positive psychology is what makes the individual deserving of love, respect, admiration and appreciation, and its decrease develops within the individual feeling of unworthiness in taking any area of future life (Crocker, 2004: 396).

The importance of self-worthiness in the strong influence in leading and directing the group, so we see the individual directing the work with confidence and ability, and also explaining what is required to do in front of the group to reach the right solutions, as well as working to establish a culture of high performance by working on motivating the team or group to Performance, and works to encourage the teams independently and to

empower it, by urging the commitment of the team to the observations to reach the highest good results (Al-Shetwy, 2017: 9).

Stephen Neff study (Stephen 2001) indicated that self-worth is related to the characteristics and advantages of a person with successful performance, and it is also related to people who perform high efficiency in a manner that exceeds what is among other people and for any specific performance or behavior (Geng, 2013: 12) .

Geng study (Geng, 2013) showed that self-worth has a relationship between specific self-esteem, self-desire and self-efficacy (Geng, 2013: 95).

The study (Buck et al., 2003) emphasized the importance of self-worth in achieving school competence, and thus provides us with motivation to study, which can affect the grades obtained in school, and that spending more study time is typically associated with obtaining high grades. Thus, students who base their self-worth on school competence will study more, because their self-worth is dependent on high grades (Buck et al, 2003: 4).

The researcher believes that the importance of self-worthiness of individuals as they are considered more self-respectful and more convinced and satisfied with life, as well as reassurance and self-confidence, not feeling feelings of anxiety or depression, and their less affliction with mental illnesses, as they are more off and respected by others, and they feel much more than friendliness and friendship and thus they are more cooperation.

Based on that, the theoretical and practical importance can be clarified as follows:

First: The theoretical importance

The theoretical importance of the current research is highlighted in the following:

- 1) The scarcity of local and Arabic researches and studies - as much as the researcher awareness of orientation towards the goal and self-worthiness, as the researcher did not find any local studies, as well as the scarcity of Arab studies in this, especially among university students.
- 2) The importance of the society covered by the study, as the group of university students is among the most important segments of society that require attention and research in orientation towards the goal and the level of self-worth.
- 3) The importance of studying the correlational relationship between goal orientation and self-worth, due to the lack of studies linking research variables - to the best of the researcher's knowledge and knowledge - especially in the local environment previously and at the present time.

Second: Application importance

The current study contributes, in practice, to the following:

1) The results of the current study can be used to draw the attention of officials in university institutions to increasing the interest of university students with their orientation towards the goal and the nature of self-worth.

Third: Research objectives:

The current research aims to identify:

- 1- The level of goal orientation (Mastery, performance - avoid goals, performance - avoid goal) among students of Anbar University
- 2- The level of self-worth of students at Anbar University.
- 3- The strength of the correlational relationship between the areas of goal orientation (Mastery, performance - avoid goals, performance - avoid goal) and self-worthiness of Anbar University students

Fourth: Research Limits:

The research is determined by students of Anbar University, from both genders (male - female) with scientific and humanitarian specializations, all stages for the academic year (2019-2020).

Fifth: Defining search terms:

The researcher will clarify the following terms which are used in the research:

First: Orientation towards the goal defined by:

* **Nicholls (Nicholls, 1989):** Divergent perceptions of success, and different reasons for embarking on and absorbing the achievement activity (Nicholls, 1989, p. 328).

* **Elliot (Elliot, 1997):** mental representations represented by the cognitive, emotional, and behavioral aspects of future events that drive, stimulate and continue the behavior until the goal is achieved (Elliot, 1997, p.72)

* **The theoretical definition of goal orientation:** The researcher adopted the theoretical definition of Elliot (Elliot, 1997) as the owner of the theoretical model adopted and on which the scale was built, as a measurement tool.

* **Procedural definition:** the overall score that the student (respondent) obtains when answering the paragraphs of the measure of orientation towards the goal prepared by the researcher in her current research.

Second: Self-worth known by:

* **(Wolf & Crocker 2003) :** A set of knowledge, skills, values and attitudes possessed by the individual, which unite together to form a specific behavior required to perform a set of different tasks efficiently and effectively continuously (Wolf Crocker 2003: 234).

Crocker (Crocker, 2004) : The individual's pursuit of Mastery of different environmental events, by using his capabilities and experiences, and

working effectively and continuously, in the direction of success and self-realization (Crocker 2004: 430).

The theoretical definition of self-worth: Based on that, the researcher adopted Crocker (Crocker, 2004) definition as a scientific theoretical definition of the concept of self-worth.

* **Procedural definition of self-worth:** the degree that the respondent obtains on the self-merit scale that the researcher will adopt on the slice of the university student sample.

Third: University students:

Al-Zoba'ie (2000) : defined them as students who successfully completed high school and joined a university, whether it was human or scientific departments, males and females (Al-Zobaie, 2000: 61).

The theoretical framework and previous studies

First: orientation towards the goal:

The main concern for theoretical and experimental work related to the study of the goal-orientation perspective, which is considered a basic perspective for research in motivation differences, is the result of the efforts of many researchers in this field, including Nicholls (1984), Ames (1984), Dweck (1986) and Mudgley (Mudgley, 1987) and Elliot (1997). The following is a presentation of theoretical models explaining the concept of goal orientation:

Explained models for goal orientation

First - Nicholls' model (Nicholls, 1984):

Nichols pointed out that goal orientation is a cognitive dynamic pillar that enables the individual to integrate into different tasks, as different trends lead to a variation in the individual's interpretation of achievement positions and integration with it, and Nichols believes that goal orientation is a cognitive guide for the processes associated with achievement, as well as It is a main determinant of the outcomes of learning situations, as the main goal of the individual in the course of achievement is to achieve his desire and ambition in order to identify high levels of competence for the purpose of reaching achievement, as well as that the goal of the individual's achievement behavior is mastery, and individuals differ in the interpretation of ability Mastery, as a result that their goals may be relatively unstable (Nicholls, 1984, p. 332). This Nicholls referred to two dimensions of goal orientation, namely (the orientation toward integration into the task, the orientation toward integration into the ego) (Nicholls, 1990, p. 115).

Second - Ames model (Ames, 1984):

Ames emphasized that the individual attributes the causes of success and failure to the extent of the group's influence in demonstrating the emotional response to success and failure, as the effect of collective or individual and competitive action in the classroom educational environment leads to different perceptions and goals for achievement. Those goals affect

individuals' translation of their feelings about success and failure (Ames, 1984, p. 486).

Also, Ames (Ames, 1990) indicated that it is difficult to direct students towards the goals of Mastery in competitive classroom environments and this is an indication of the influence of situational factors and the classroom environment in directing individuals towards their goals (Ames, 1990, p. 421). Thus, it has identified two dimensions of yesterday orientation towards the target are (the trend towards the goals of mastery, orientation towards performance targets) (Ames, 1992, p.228).

Third - The Dweck Model (Dweck, 1986):

Dweck relied in her work on the theory of learning helplessness (by Seligman) in the study of goal orientation, as Dweck believes that students who have equal ability show one of two patterns of motivation in response to challenging tasks and in which failure is likely. Some learners show a deficit response pattern in academic tasks as they focus on personal competence, as well as their lack of ability and expression of negative emotions such as anxiety and boredom, while individuals' behavior is characterized by a tendency towards mastery to avoid possible failure, and this makes them focus on the task and not on their capabilities. They often express positive emotion, such as enjoyment in the task (Dweck, 1986, P.1042). Accordingly, Dweck indicated two dimensions of goal orientation (learning goals, performance goals) (Dweck, 1996, P.362).

Fourth: The Elliot Model (Elliot, 1997)

The Elliot model (Elliot, 1997) is one of the most prominent three-dimensional models of goal orientation, as it combines two-dimensional models of goal orientation, and between the avoid goals and Avoid goal of motivation. (Performance - Avoid goals), and the orientation towards the goal (performance - avoid goal), and this distinction is supported by empirical evidence in the fields of psychology, and Elliott believes that the orientation towards the goal is the result of the individual's own interests, as each goal drives different types of actions and outcomes that are related to achievement. (Elliot, 1988, p.13)

And if Elliott believes that the correlation of Mastery goals with inclinations and the correlation of avoid goals goals with actual performance, then students 'performance is better when they focus their efforts on the topics that the teacher thinks are important, and this helps explain that students direct the avoid goals towards the goal of performance more than they direct towards the goal of Mastery, As achieving the goal of performance avoid goals in the school hall requires superiority over others, in addition to that, we find them especially alert to the teacher's directions, tips, and study instructions, and thus this method puts students with goals (performance - avoid goals), in providing good performance in the classroom, unlike students who focus on the goals of mastery, and this is a logical possibility in the light of the various criteria contained in goals (Elliot, 1997, P.222). Thus, Elliott classified goal orientation into three dimensions:

1- Mastery Goals Orientation:

Students who are oriented towards the goal of Mastery are characterized by the ability to develop themselves and acquire minute details, as they view educational tasks as opportunities for competition and a challenge to their abilities, and they are also distinguished by constant perseverance in difficult tasks, as well as their use of metacognitive and self-organizing strategies than others, and this makes them preoccupied with duties Educational in order to complete it and achieve their sufficiency according to their own standards.

2 - Performance goal advancement orientation:

The owners of this approach focus on external standards of adequacy, especially comparison with others, in order to prove their capabilities and obtain recognition and appreciation, in addition to achieving high levels of task performance, and these goals are described as an orientation (performance - avoid goals) with positive psychological value. Empiricism indicates that there is a statistically significant correlation between objectives (performance - avoid goals), with desired results such as performance with a high level of achievement.

3- Performance goals Refrain Orientation:

The owners of this approach tend to avoid failure and not to be subjected to negative judgments from others as an indication of their weak abilities. They have high levels of anxiety and make little effort when they are assigned to school duties, as they show low levels of achievement, and so these goals are self-defeating motivation trends A negative psychological value (Elliot, 2005, P.187).

previous studies.

Second: Self-worth

The third axis: Self-worth

Explaining theories of self-worth

There are some theories that explain self-worth such as the following:

First: Pandora's theory

Bandura believes that individuals learn by observing the behavior of others and its results, and learning by observation greatly reduces the dependence on learning by trial and error, and allows the rapid acquisition of previous complex skills, which cannot be acquired only by practice, and that both previous abilities (The ability to act symbols, future thinking, self-reflection, self-regulation, and learning by observation) is the result of the development of complex psycho-neurological mechanisms and structures in the individual, where both psychological and experimental forces interact to define behavior and provide it with the necessary flexibility (BanduraA, 1982: 122)).

Second: Competence Motivation Theory

Robert White (Robert White, 1959) asserted that merit motivation is one of the most basic human motivations based on a strong personal desire for an individual to control his environment (White, 1959: 321). Maturation plays a fundamental role in activating the role of merit motivation, as the behavior that leads to the promotion of effective knowledge, treatment and neglect of some topics is not random behavior but rather a behavior resulting from an enormous flow of energy, and it is also a selective and directed behavior. In addition, it is continuous, not only seeking to satisfy the basic needs (primary drives) of a person, but also satisfying a fundamental need that lies in qualifying the individual to deal with the environment, so we can say that merit not only depends on the incentives for culturally acquired achievement but also It has deep biological roots, and one example of this is the smile that a nine-month-old child shows after completing the work (this work may be simple, but it is a good job) (Al-Jadani, 2014: 67).

Third: The theory of internal motivation (Decie, 1980)

Edward Dee's theory (Decie1980) is called cognitive motivation theory and Dee's theory is based on two basic elements:

First: It assumes that individuals have the ability to decide what they want and to make decisions that result from individuals' interpretation of environmental events, processing the information available to them through the environment and dealing with it through their cognitive abilities such as memory, thinking and planning what should be done.

Second: It assumes that individuals share several behavioral patterns in order to feel worthy and that they control their interactions with the external environment (Halasa, 2016: 140).

Desi believes that the behavioral patterns that are driven internally are based on the need for individuals to be competent, and they wish to feel their effectiveness and their capacity for internal control when carrying out the behavior. So when the individual is driven internally, according to Desi, he is in a deep and continuous preoccupation with activity and action, as the activity seems to nourish him and push him to work, especially when the reason for the person's behavior is in competence and merit and not coercion from the outside (Deice 1980: 340). And that internally driven individuals seek merit.

Fourth: Jennifer Crocker's theory (Jennifer Crocker, 2004)

Crocker assures that feeling satisfied and competent in different fields can achieve high merit, but inefficiency and orientation towards success when it comes to achievement or work, etc., and through it the individual feels that he is not worthy and effective and thus does not achieve his goals. It is not necessary for an individual to have a great sense of self-confidence in every area of life. But the important thing for the individual is to have self-confidence in the main activities of his life and his high sense of self-worth in general (Crocker, 2004, 48). Whereas Clark Jones (Clark Jones, 2012) points out that one of the ways in which we obtain a healthy sense of self-worth is through early and repeated experiences of success, and successful

experiences enhance our sense of competence and Mastery and make us feel good about ourselves (Clark Jones, 2012: 341).

The achievement of self-worth is when the individual reaches a level of control over environmental situations through certain subjective and objective measures. For example, the student who feels that he is worthy in himself works in his interaction with the environment through his superiority in his academic achievement and that makes him feel pleasure and joy, and the engineer who contributes to adding good new to his field of work so that he feels successful and superior, all of them lead them in order to achieve Self-worth, they use their ability and potential to reach excellence and success and receive appropriate reinforcements (Crocker, 2004: 583)

Based on that, the dimensions of self-worth can be identified as follows:

Self-efficacy

It is the confidence of the individual regarding his ability to perform multiple tasks or activities so that the individual is more aware of himself if he has the desire to achieve goals, as it affects the goals that are distant and related to the ability to accomplish a certain behavior (Crocker, 2004: 431).

Going towards success

Crocker believes that the orientation towards success is a feeling of a strong tendency to achieve success and accomplish the work and duties that require effort and skill, and an ambition to achieve future goals. The worthy individual takes from his self-worth as a stepping stone towards a more successful future and a tendency to succeed and orient to it. (Crocker2004: 445).

Self-realization

Crocker believes that self-realization is an innate tendency for the individual to achieve his potential to the fullest extent possible, and to have positive traits such as extroversion, self-conformity, moderation in ideas, and high self-acceptance, including the emotions, emotions and feeling it includes. Responsibility (Crocker, 2004: 450).

First: Studies related to goal orientation

* **A study of (Ames and others) (Ames & et .al, 1988) :** aimed at identifying the characteristics of students with the attitudes of Mastery goals and the characteristics of students with the orientation of performance goals, as well as identifying the correlation between the directions of achievement goals (Mastery, performance) and learning strategies The selection of tasks and the causal attribution, on a sample of (176) male and female students from high schools, and the results of the study found that students with Mastery goals presented reports in which they used effective learning strategies and preferred tasks that challenged their abilities, and they had positive attitudes towards the classroom. Whereas, students with performance goals focused on their capabilities and evaluated their

capabilities negatively and attributed the reason for their failure to a lack of their capabilities (Ames & et al, 1988, p. 260).

* **A study (Elliot, 1997)** : Elliot conducted a study aimed at dividing the goals of Mastery, the goals of (performance - avoid goals), and the goals of (performance - avoid goal), which were tested in a classroom at the University of Rochester on a sample of (204) male and female students by (82) of males and (122) females, and the results of the study indicated that (mastery goals) were based on achievement motivation and expectations of high competence, while (performance goals - avoid goal), they were based on fear of failure and expectations of low competence, while The goals of (performance - avoid goals) were based on achievement motivation, fear of failure and expectations of high efficiency (Elliot & et al, 1997, p. 218).

Second: Studies related to self-worth:

- **The study of (Saqr 2015)** : The study aimed to identify the extent of the effect of the availability of emotional intelligence dimensions on the availability of the dimensions of merit, and then present the meritocracy framework, which deals with the concept of merit and its dimensions, and the extent of the influence of emotional intelligence in achieving merit. The results of the statistical analysis resulted in a difference in the degree of availability of merit at different levels of management, qualification and experience, as well as a statistically significant effect of emotional intelligence on merit (Saqr, 2015 (13:

- **The study of (Al-Gailani 2015) (State of Palestine)** : The study aimed to identify merit and its relationship to personal and social compatibility among university students. It was applied and, on the study, sample consisted of (305) university students... The results revealed that the research sample possesses high self-worth and a level of consensus Personal and social is high, as it revealed the existence of a relationship between merit and personal and social compatibility of university students, and there are differences between merit heights and low merit and personal and social compatibility, and there is also a statistically significant effect between merit (low - high) and the type of college (Arts - Sciences) on personal compatibility And Social (Al-Gailani, 2015: 45).

Research methodology and procedures:

First: Research methodology:

In the current research, the researcher used the Descriptive method, using the method of correlational relations, for its suitability in achieving the research objectives. The relational descriptive method is one of the methods of scientific research, and it depends on the study of reality or phenomena as it exists in reality (Abbas et al. 2007: 72).

Second: Research Society:

The research community represented by students of Anbar University both (scientific and human major) in the academic year (2019-2020), morning study only. The research community were (20015) male and female students:

(42%) of them which equal (8382) students: scientific studies, and (58%) (11633) of the humanitarian studies.

Distributed in (18) colleges, including (11) scientific colleges and (7) humanitarian colleges.

Table (#1) shows the details of the research community, sorted according to gender (male - female) and specialty (scientific - humanitarian). As for the gender variable, the percentage of males was (40%) by (8097) students, and for females it was (60%) and by (11918) students.

Table (1)

The research community: sorted by gender and specialization

<i>Community research</i>	<i>Gender</i>		<i>Total</i>
	<i>male</i>	<i>Female</i>	
<i>Major scientific</i>	3353	5029	8382
<i>Humanitarian</i>	4744	6889	11633
<i>Total number</i>	8097	11918	20215

Third: Research sample:

The researcher has chosen a stratified random sample, to be representative of the different classes in the original society. A sample of (200) male and female students was selected, including (80) male and (120) female students, as shown in Table (2).

Table (2)

The research sample sorted by gender and specialization

<i>Community research</i>	<i>Gender</i>		<i>Total</i>
	<i>male</i>	<i>Female</i>	
<i>Major scientific</i>	34	50	84
<i>Humanitarian</i>	46	70	116
<i>Total number</i>	80	120	200

Fourth: two search tools:

First: The measure of orientation towards the goal:

1. Description scale orientation toward the goal:

after the researcher on theoretical frameworks, and the previous literature to the subject of research, it has been the adoption of a measure (Taha, 2019) as adopted in building the scale on according to what Elliott sees (Eillot, 1997) by applying triple dimensions sample of (The goals of mastery), goals of (performance - avoid goal), and goals of (performance - avoid goals). As the researcher made simple modifications to it in the scale gradient by adding a fifth gradient to the scale, so the scale consists of (20) paragraphs in the style of declarative statements with five-point gradation (it applies to me always, applies to me, applies to me sometimes, applies to

me rarely, does not apply to me at all) According to the correction key that indicates the assignment of the score (5) for the first alternative (it always applies to me), the score (4) for the second alternative (often applies to me), the score (3) for the third alternative (sometimes applies to me) and the grade (2) for the fourth alternative (applies to me) Rarely) and score (1) for the 5th alternative (it never applies to me).

The scale consists of three components:

* **(Mastery goals)** : It consists of (7) paragraphs that carry the sequence (1, 2, 6, 7, 17, 19, 20) and thus the highest score that a desirable person can obtain for this component is (35) and the lowest possible score. That the respondent gets it on paragraphs (7) and the hypothetical mean of the component (21)

* **Objectives (Performance avoid goals)** : It consists of (6) paragraphs that carry the sequence (8, 9, 10, 11, 12, 12) and thus, the highest score that a desirable person can obtain for this component is (30) and less A degree that the respondent can obtain on paragraphs (6) and the hypothetical mean of the component (18)

* **Performance goals approach:** It consists of (7) paragraphs that carry the sequence (3, 4, 5, 14, 15, 16, 18) and thus, the highest score a respondent person can obtain for this component (35) and the respondent can get the lowest score in paragraphs (7) and the hypothetical mean of the component (21)

2. Validity of scale paragraphs:

The paragraphs of the scale were presented to a group of (10) arbitrators in the field of education and psychology for judging the extent of clarity of the instructions and the understanding of the statements of the respondent. All the paragraphs were approved by the arbitrators by more than (80%) and accordingly, the measure of orientation towards the goal consists of (20) paragraphs divided into three main components.

3. Preparation of scale instructions:

The researcher prepared instructions for the scale that included how to answer the paragraphs, urging the respondents to be accurate in the answers, and giving an example showing how to answer. The researcher concealed the goal from the scale, so that the respondent would not be affected while answering. The researcher asked the respondent to place a sign (\surd) under the alternative, which represents his answer on a five-step scale.

4. Exploratory application:

The scale was applied on a random sample of (20) students, (10 female, and 10 male) in order to determine the clarity and understanding of instructions and phrases measure and calculate the time it takes to answer, so the researcher asked the respondents to read the instructions scale and the paragraphs with accuracy, and to ask for clarification if there is any ambiguity in the instructions or the scale, This experiment showed that the

respondents understood the scale instructions, and the clarity of the paragraphs, as the time spent in answering ranged between (10-15) minutes, with an average of (13) minutes.

5. Statistical analysis of the paragraphs of the Goal Orientation Scale:

First: Distinguishing paragraphs:

The strength of paragraphs in distinguishing between individuals were verified, by applying the measure on a sample statistical analysis of the (200) students from the students of Anbar University note that the application of the scale was electronically through the creation of a link to the two measures and applying it electronically, and the answers were corrected, and the total score for each form were counted, And all the questionnaires were sorted from the highest overall score to the lowest, after that the two end groups were identified with (27%) of individuals, then the number of individuals in each group became (54) male and female students, and after applying the (Independent Samples t-test) to know the significance of the difference between the two groups in grades terminals each paragraph of the scale, it shows that T calculated values ranging from (5,435- 12,089) which is greater than the tabular value amounting to (2.00) degree of freedom (106) and the level of confidence (0,05)

Second: the internal consistency method:

The relationship of the paragraph score with the total score of the scale was calculated by using the Pearson correlation coefficient, for the sample of statistical analysis (200) male and female students. The values of the paragraph correlation coefficient with the total score of the scale ranged between (0.425 - 0.548) which is higher than the critical value of the correlation coefficient at the level of Significance (0.05) and the degree of freedom (198), which is (0,139).

Psychometric properties of the scale:

First: Verify the scale:

The two types of validity have been achieved in the goal orientation scale:

1- Apparent Validity: This validity of the goal orientation scale was verified by presenting it in its initial form to a group of arbitrators specialized in the field of education and psychology, as their number reached (10) and as mentioned in the procedures for adopting the scale.

2 - Validity of construction: This type of validity of the scale was verified through the discriminatory strength of the paragraphs and the internal consistency as mentioned previously.

Second: Stability of scale:

The stability of the goal orientation scale has been confirmed by (Alpha Cronbach) method as follows:

*** Alpha Cronbach equation:**

To calculate the value of (Alpha Cronbach) stability, the answers of the statistical analysis sample of 200 male and female students were used, and the value of the (Alpha Cronbach) stability coefficient for each of the areas of orientation towards the goal was as shown in Table (3) below.

Table (3)

The values of stability coefficients using the Alpha Cronbach method for the goal orientation scale

No	basic criteria	coefficient of stability
1	Mastery goals	0,84
2	Goals (performance – avoid goal)	0,80
3	Goals (performance – mastery goal)	0,82

It is a good indicator of the stability of scale, as Cronbach asserted that a scale with a high stability coefficient is an accurate scale (Cronbach, 1964: 639).

Second: self-worth measurement

In order to achieve the objectives of the current research and regarding to self-worth, and after the researcher's awareness of the theoretical framework and previous studies. Accordingly, the researcher adopted a scale of (Al-Waeli, 2019) which is a measure of self-worth can be measured that suits university students. Which based on **Crocker** theory, (Crocker, 2004: 393) for Self-worthiness, which is (the individual's pursuit of mastery of various environmental events, Using his capabilities and experiences, and working effectively and continuously in the direction towards success and self-realization), and the scale contains three areas: (self-activity, orientation towards success, self-realization)

1. Description of Self-Merit Scale:

The Self-Merit Scale consists of (34) items, distributed on three dimensions: Self-efficacy, consisting of (11) items, and orientation towards success, consisting of (10) items, and Self-realization, consisting of (13) items, according to a five-point scale for response is: (Applies to me Always, applies to me often, it applies to me sometimes, it applies to me rarely, it never applies to me). When the grades are corrected, it is given the lowest score (1) and the highest score (5). Therefore, the highest score that the respondent can obtain for answering the scale paragraphs is (170), and the lowest score that can be obtained is (34), and the hypothetical average for the scale is (102) degrees.

2. Scale validity

The researcher presented the scale prepared to measure self-worth to (10) of the referees, who specialize in the field of educational and psychological sciences, and was amended in light of their observations, the drafting of some paragraphs. All paragraphs were approved by the arbitrators at a rate of more than (80%). It consists of (34) paragraphs.

3. Preparing self-worth scale instructions

The researcher sought to make the scale instructions clear and accurate, and the marking is with a sign ($\sqrt{\quad}$) under the alternative that applies to the respondent among the five alternatives (it applies to me always, applies to me often, applies to me sometimes, applies to me rarely, does not apply to me at all). The respondents were asked to answer it honestly and honestly for the scientific research, and there is no right or wrong answer as far as expressing their opinion, and that the answer is not seen by anyone but the researcher, noting that the time spent in responses on the scale is (23) minutes.

4. Statistical analysis of the items of the Self-Merit Scale:

First: Distinguishing paragraphs:

The strength of the paragraphs in distinguishing between individuals was verified by applying the scale to the sample of statistical analysis, which is 200 students from the university, noting that the application of the scale was electronic due to the Corona pandemic by creating a link to the scale, and the answers were corrected, then the total score for each question was calculated, And all the questionnaires were sorted from the highest overall score to the lowest overall score, after that the two end groups were identified with (27%) of the individuals and thus the number of individuals in each group became (54) students and after applying the T-test for two independent samples (Independent Samples t-test) To find out the significance of the difference between the two extreme groups in the degrees of each paragraph of the scale, it was found that the calculated T values ranged between (3.198 - 9.422), which is greater than the tabular value of (2.00) with a degree of freedom (106) and a level of confidence (0.05)

Second: the internal consistency method:

The relationship of the paragraph score with the total score of the scale was calculated, using the Pearson correlation coefficient, for the sample of statistical analysis (200) male and female students. Significance (0.05) and the degree of freedom (198), which is (0,139).

Psychometric properties of the scale:

First: validity of the scale:

The two types of self-worthiness scale validity:

1- Apparent validity: This validity of the Self-Merit Scale was verified by presenting it in its initial form to a group of arbitrators specialized in the

field of education and psychology, as their number reached (10) and as mentioned in the procedures for adopting the scale.

2 - Validity of construction: This type of validity of the scale was verified through the discriminatory strength of the paragraphs and the internal consistency as mentioned previously.

Second: Stability of scale:

The reliability of the scale of self-worth has been confirmed by the way of Alfa Cronbach as follows:

*** Alpha Cronbach equation:**

To calculate the value of alpha constancy, the answers of the sample of statistical analysis of (200) male and female students were used, and the value of the scale reliability coefficient was using Cronbach's alpha equation (0.83), which indicates the consistency of the paragraphs between them.

Statistical means

The researcher used the appropriate statistical means and used the Statistical Package (SPSS) in processing the data and extracting the results, as follows:

1- Pearson Correlation: Extracting the paragraph correlation coefficient with the total degree of the two measures and extracting the correlation between the two variables.

2- T-test for one sample: to find out the significance of the difference between the arithmetic mean and the hypothetical mean of the two measures.

6- T-test for two independent samples: to extract the distinction of the two scales' items.

7- Alfa Cronbach Correlation: to extract the stability of the two scales.

Results and discussions:

The first objective: To identify the orientation towards the goal with its three components among students of Anbar University

After applying the measure of orientation towards the goal in its final form, which consists of three separate fields on the sample members, (200) male and female students, the researcher extracted the arithmetic averages and standard deviations for each component, as the arithmetic mean of the component of Mastery goals reached (23,343) and with a standard deviation (5,412) The theoretical mean of the component is (21), and the arithmetic average of the goals of (performance - avoid goal) ((22,890) with a standard deviation (5,487) and the theoretical mean of the component is (21), and the arithmetic mean of (performance - avoid goal) is (19,990) and with a standard deviation (4,376) and the theoretical mean of the component is (18). To find out the significance of the difference between the arithmetic

averages and the theoretical averages, the researcher used the t-test for one sample, and the results were as shown in Table (4)

Table (4)

The T-test for one sample of the components of goal orientation among university students

Orientation towards the goal	Arithmetic mean	standard deviation	Theoretical mean	Computed	T-value Tabular	Significance at (0.05)
Mastery goals	23.343	5.412	21	6.133	2.00	Function
Goals (performance-mastery goal)	22.890	5.487	21	4.871	2.00	Function
Goals (performance-avoid goal)	18.590	5.376	18	1.55	2.00	Not Function

The following points can be noticed from the table above:

1. Students have Mastery goals at a high level, since the calculated T value of (6,133) is greater than the tabular T value of (2,00) at the level of significance (0.05) and the degree of freedom (199).
2. Students have goals (performance – mastery goals) at a high level, since the calculated T value of (4,871) is greater than the tabular T value of (2,00) at the level of significance (0.05) and the degree of freedom (199). This can be explained by what Elliot pointed out in his theory (Elliot- 1999) that individuals have a goal orientation (Mastery, performance goal - intrepid) in order to achieve a high level of academic achievement and better performance on exams, as well as being more persistent. A tendency to persist in work and diligence in it, and their motivation increases when they face difficulties in order to achieve progress towards goals of positive psychological value (Elliot & et al, 2005, P.172).
3. Students have goals (performance - avoid goal) at an average level, because the calculated T value of (1.55) is smaller than the tabular T value of (2.00) at a level of significance (0.05) and a degree of freedom (199). This can be explained according to what Elliot (1999) pointed out that directing students towards the goal of (performance-avoid goal) is their unwillingness to take risks in educational situations in terms of avoiding scientific materials that need analysis, thinking and remembering in order to move away from Difficult tasks and choosing easy tasks to avoid exhaustion and failure to perform (Elliot, 1999, p. 188).

The second goal: To identify the self-worthiness of university students.

To achieve this goal, the researcher took the sample responses on the self-merit scale consisting of (34) items. The results of the research showed that

the arithmetic mean of the scores of this sample on the scale reached (122,411) degrees and a standard deviation of (15,194) degrees, and upon knowing the significance of the difference between the arithmetic mean and the hypothetical average that reached (102) degrees, the difference was found to be statistically significant at the level of (0.05), as the calculated T value reached (0.588), which is greater than the tabular T value of (1.96), and with a degree of freedom (199). This means that the research sample possesses a high degree of self-worth. Table (5) illustrates this.

Table (5)

The arithmetic mean, standard deviation, and t-value of a self-worth scale

Variab le	Samp le	SMA	standar d deviati on	Hypothesi zed mean	Comput ed	T-value Tabul ar	indicati on (0,05)
Self- worth y	200	122.4 11	15.194	102	19.075	1.96	Function

This result indicates that university students have self-worth. And that they are characterized by positive features such as extroversion, self-conformity, self-acceptance, including emotions, excitement, and a sense of responsibility. They also have a strong sense of inclination to achieve success and accomplish work, and an ambition to achieve their future goals and do what is expected of them. Confidence about their ability to perform multiple academic tasks or activities so that they would know more about themselves if he had the desire to achieve goals, as indicated by (Crocker, 2004).

The third objective: The correlational relationship between the three areas of goal orientation and self-worthiness of the research sample is known.

The researcher found the correlational relationship for the main research sample of (200) male and female students from among the two research variables (the three areas of goal orientation) and (self-worth), and by using the Pearson correlation coefficient, it appeared that the values of the correlation coefficients as shown in Table (6) are as follows:

Table (6)

The T-test for the significance of the correlation coefficients for the relationship between self-worth and goal-orientation in its three domains

Orientation towards the goal	number	Correlation coefficient between goal orientation and self-worth	Computed	T-value Tabular	Indication level (0.05)
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Mastery	200	0.632	11.490	1.960	Function
Performance – mastery goal	200	0.546	9.254	1.960	Function
Performance – avoid goal	200	-0.211	3.057	1.960	Function

The following points can be noticed from the table above:

1- The value of the correlation coefficient between the goals of Mastery and self-worth amounted to (0.632), which is a positive relationship, and to know the significance of the relationship, the researcher used the T-test for the significance of the correlation coefficient, and the calculated T value reached (11,490), which is greater than the tabular value of (1.96) at the level of significance (0, 05) and the degree of freedom (198), which means that the relationship between the goals of Mastery and self-worth is a statistically significant direct relationship.

2. The value of the correlation coefficient between the goals of (performance-courage) and self-worth amounted to (0.546), which is a direct relationship, and to find out the significance of the relationship, the researcher used the T-test for the significance of the correlation coefficient, and the calculated T value reached (9,254), which is greater than the tabular value of (1.96) when The level of significance (0.05) and the degree of freedom (198), which means that the relationship between the goals of (performance-courage) and self-worth is a statistically significant direct relationship.

3- The value of the correlation coefficient between the goals of (performance - avoid goal) and self-worthness amounted to (0,211-), which is an inverse relationship. To find out the significance of the relationship, the researcher used the T-test for the significance of the correlation coefficient, and the calculated T value reached (3,057), which is greater than the tabular value of (1.96) at The level of significance (0.05) and the degree of freedom (198), which means that the relationship between the goals of (performance - avoid goal) and self-worth is an inverse relationship statistically significant.

From this, the researcher confirms that there is a clear correlation between orientation towards my goals (Mastery and (performance - avoid goals)) and self-worthness of Anbar University students. The researcher explains it to the existence of a relationship of influence and influence between them, so when self-worthness is achieved, this may constitute a direction towards the goals of Mastery (and performance - avoid goals) of the individual, and it may be the opposite with respect to the relationship of self-worthness and its relationship to the goal of (performance - avoid goal), that is, the greater the self-worthness of the student, the decrease The orientation towards the goal of (performance - avoid goal) among the students and this is consistent with what was indicated by (Crocker, 2004)

that self-worth is achieved through successful experiences that enhance our sense of competence and Mastery and make us feel good about ourselves, and at the same time It opens the door to take a direction toward future goals (Crocker, 2004).

Recommendations:

In light of the research results, the researcher recommends the following:

- 1- Providing mentoring programs in universities to move students from performance goals to Mastery goals.
- 2- It is necessity to instruct teachers to follow modern teaching methods and enrich academic courses on the basis of depth and expansion to suit students 'abilities and their mental and cognitive capabilities. And also work on how to achieve their self-worth.
- 3- Holding workshops and seminars for university students to work on self-development and self-worth.

Suggestions:

In order to complement and develop the current research, the researcher proposes to conduct subsequent studies such as:

1. Conducting similar studies on different social and professional sectors and other educational stages and comparing them with the results of this research.
2. Conducting an experimental study on the impact of group counseling program to develop the self-worthiness of university students.
3. Conducting a study dealing with the goal orientation and its relationship to other psychological variables among university students.

Resources

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