

perceived motivational climate among university students Research extracted from a master's thesis

By

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Abstract

The aim of the current research is to identify: - The level of perceived motivational climate among university students. In order to achieve the goal of the research, the researcher acquainted the researcher with many previous studies and some theories related to the subject of the research. - Never) and a correction key (5-4-3-2-1) for the positive items and (1-2-3-4-5) for the negative items, as the scale consists of (28) items, and after checking the psychometric properties of the Motivational Climate Scale Perceived and its paragraphs, it was applied to the basic research sample, which numbered (379) male and female students, with (155) male and (224) male students distributed (187) for the scientific specializations, and (192) for the humanitarian specializations, they were chosen by the random stratified method with a proportionate distribution from the original population After analyzing the data statistically using the Statistical Package for Social Sciences (SPSS), the following result was obtained

Keywords The university students (the research sample) enjoy a level of perceived motivational climate.

Chapter One

Introduction To the Research

The quality of the general academic climate within the university environment plays an important role, the more the academic climate is not appropriate in that it does not stimulate students' motivation and motivate them to acquire and verify information and does not help students to have a deep understanding of the subject matter, but rather contributes to the establishment of simple superficial knowledge based on memorization And memorization whenever this leads to the students' inability to reach the correct answers on their own (Gano-overway & Ewing: 2004:317).

As students in the classroom rely mainly on competition, which makes them transfer their results to their general abilities (performance orientation), while students whose orientation is directed toward the task (orientation toward mastery) are more convinced that success is the result of attention and effort (desired and Al-Azmi, 2020: 462).

The lack of an appropriate motivational climate in some educational environments for many reasons can increase the impact of behavioral problems and limit the possibility of current and future student achievement (Ommundsen, 2006: 297).

There is no doubt that students are affected by the surrounding environment or the distinctive motivational climate for competition, as many psychological aspects that depend on how students perceive their abilities first and then to the requirements of the competitive situation in addition to how they perceive the direction of the surrounding environment, formed by the professor and peers and all the elements surrounding the student that direct his motivation. To achieve goals without others, which affects his behavior and psychological development (Murray 1988: 31). The problem of the current research can be summarized by the following question: (Do university students have a level of perceived motivational climate?)

The importance of research

The university environment is not a place in which academic learning takes place only, but rather a small community in which members interact and influence each other. Therefore, all necessary requirements and capabilities must be prepared to create the appropriate university climate for students (Abu Hatab and Sadiq, 1978: 515).

Tariq Muhammad Badr El-Din (2014) also emphasized that motives need to be strengthened and developed in order to create a positive atmosphere and psychological environment for students, and that the major responsibility in working to create this positive climate and psychological environment lies with the professor who has the power to influence all students (Badr El-Din), 2014: 73).

Since the importance of an appropriate motivational climate that stimulates students' motives towards learning lies in directing their awareness towards using new learning strategies, creating positive attitudes for them towards the classroom and consolidating their beliefs that effort leads to success and excellence (Ommundsen, 2006:301).

As the motivational climate is based on individuals' awareness of what the professor or any person who has an impact on the individual expects or claims. Similar to the orientations of achievement goals, the motivation climate has been classified into two dimensions, namely, focus on the task and centering towards the self, and to avoid confusing these two dimensions, it has been called performance climate and climate climate. Al-Itqan (Al-Shabiba, 2015: 6).

This is the climate of mastery in which students receive positive support from the teacher, who makes them feel that they have an important role in the classroom when they work hard and show improvement and help each other and make effort and perseverance to achieve the highest possible level. In addition to that individuals with high abilities receive greater attention and appreciation from the teacher, as Ames (1992) confirms that the basis of the performance climate is that the individual does not tend to improve and raise his level or focus on the qualitative aspect of performance, but rather his entire direction is in the classroom. Academic success with the least possible effort, where the criterion of excellence is due to comparison with others (Hassan, 2014: 66).

Research Objectives

The current research aims to identify:

The level of perceived motivational climate among university students.

Research limits

The current research is limited to Babylon University students and for both sexes (males - females) for the academic year 2021-2022.

Define terms

Perceived motivational climate:

defined by: Hassan 2014: It is the motivational environment in which the individual is placed and related to factors related to mastery and performance, which affect the goal orientation (Hassan, 2014: 69).

Laurie and Martha 2013: The perceived learning environment by students that stimulates their motivation towards learning and facilitates the integration of his ego and his perceptions of mastery when performing learning tasks and its positive impact on his goal orientation (Lori & Martha, 2013: 316)

The second chapter:

The Theoretical Framework

Perceived motivational climate

The concept of the perceived motivational climate

The real breakthrough and interest in the motivation climate in the second text of the twentieth century was in terms of accurately formulating concepts and addressing them procedurally, or research methods and measurement methods. Opinions differed about defining an accurate concept of motives, as the motivation climate is considered the broadest internal drivers of behavior understandable, as it includes in its broad concept all the causes of behavior and its external drivers. And the interior that drives the individual to his work or a meaningful behavior and to continue it for a period of time until the goal is achieved, as the concept of the perceived motive climate is based on Nichols model for the motives of achievement that was established through a set of behaviors such as (reward, punishment and reaction) whether from parents or teachers, and I have. The theoretical framework for achievement goals arose as a response to a number of motivation theories (Nicholls, 1984; Hassan, 2020)

The dimensions of the perceived motivational climate

1. Atmosphere of workmanship

This dimension is related to the excessive sense of the student's control over the outcomes of his effort, as the individual returns to himself only when he wants to achieve the goals and makes all his efforts and struggles to achieve the goal or accomplish the task, as his challenging tasks become an opportunity for growth and learning, this feeling takes the individual tasks. Challenge and enter independent of others and this leads to a response towards mastery (Abu Auf, 2020; Henry, 2020)

Adopting mastery goals is similar to directing the student towards an adaptive motivational pattern of achievement behavior, while adopting performance goals leads to non-adaptive motivational patterns of achievement behavior. High, while there is an adaptive motivational pattern among the goal-oriented students in a climate of mastery, regardless of the level of their abilities and competence (Melinda, 2014; Junaid, Santaria, & Thaba, 2021).

2- Performance climate

Students with a high tendency towards performance goals are characterized by their interest in obtaining preferred judgments or avoiding negative judgments from others because they are aware that they are more efficient. This model has the student less judgmental, as in most cases he cannot control the performance of others (Abu Auf, 2020: 17.)

A performance-oriented climate emphasizes high ability, competition, and positive social comparison among students. In this climate, the teacher emphasizes the importance of outperforming peers or exceeding the usual levels of gifting.), to excel in their performance compared to their other colleagues in the classroom, here the competition was strongly emphasized by exerting high levels of performance in the learning process, which leads to a competitive environment, and it was found that this alienates the less superior students who are of weak scientific levels. (Dweck&Leggett,1988:219).

Theories that explain the perceived motivational climate

Cognitive theory

Cognitive theory indicates that behavior is united by an individual's thinking, beliefs, and expectations. Hence, some of these theories assume that the individual has basic needs to understand the environment, to feel sufficiency, self-regulation, and to actively deal with the world around him. This assumption is consistent with Piaget's observations about balance, which is based on Dissolving new information in a way that makes it consistent with his cognitive structures. The correlative and behavioral interpretations of motivation see that the behavioral activity is a means or a pretext to reach a specific goal independent of the behavior itself. It is outside the scope of the individual's will. As for the cognitive explanations, they accept the assumption that the human being is a rational creature, with a free will that enables him to make his decisions consciously as he desires. Therefore, these explanations emphasize concepts more related to central averages such as intention, intention and expectation, because the mental activity of the individual It provides him with an inherent self-motivation and refers to the behavioral activity as an end in itself and not as a means, and it usually results from the processes of processing information and sensory perceptions available to the individual in the exciting situation in which he is located, and thus the individual enjoys a high degree of self-control (Zaghloul, 2012: 221).

Achievement goal theory

Recently, interest in the achievement goals theory has emerged as a theoretical basis for researching differences, such as Dweck and Ames. Comparing the performance of individuals with others and the desire to show their ability in front of them in order to obtain praise and avoid appearing stupid in front of them. They are not products of their environment, but they are also productive and influential members of that environment. In this regard, Cramblet (2005) indicates that goal orientation theory views learning as a process that includes both self-direction on the part of the learner based on self-actualization, and social orientation in the context of the surrounding environment and based on meeting the needs and requirements of that environment and exploiting its potential (Elliot, Mcgregor & Gable, 1999:7).

Achievement goals orientations affect how experiences are learned in learning situations, as they provide a framework that enables him to assess achievement behavior, set personal learning goals, and make effort to achieve his desired goals. Differences in achievement goal orientations may lead to qualitative differences in an individual's attitude toward performing academic tasks. When the focus is on mastery goals, the motivation here is internal, while if the focus is on performance goals, this leads to external motivations such as focus on achievement. This theory assumes that individuals are more motivated if the work they perform is directed towards a goal to be achieved. The learner is more motivated to learn If he has a goal of learning which is achievement, increasing learning and intellectual and cognitive advancement, and the theory of goals is concerned with mental processes and stresses the importance of the ability of perception in obtaining learning and remembering, and also

confirms the existence of a rational relational link between the goals that the individual seeks to achieve and the behavior resulting from this motivation to reach that. The goal without neglecting the external factors. This theory represents a model of achievement motivation that is widely used to study and explain motivation in the field. The primary goal of people in the achievement situation is to show what they have of certain qualifications and abilities in order to achieve the goals of behavior. Recent research seeks to understand, explain and explain the learning motivation through the goals that the student seeks to achieve. Individuals are more motivated when their goal is to learn. These chosen goals fall between two poles of performance, the first pole is the external direction, and the second pole is the internal direction (Ben Youssef, 2008: 40).

Chapter Three

Research Methodology and Procedures

First, the research methodology

The method is one of the important and basic matters in the implementation of scientific research, because it represents the most honest approach to solving many problems in a scientific and theoretical manner, as well as its contribution to the progress of scientific research. On access to reliable knowledge (Mahjoub 1990: 83).

Second, the research community

The current research community included the students of the primary morning study at the University of Babylon for both specializations (scientific - human) and both sexes (male - female) for the academic year (2021-2022). males and (7816) female students, while the number of students in the humanitarian majors reached (14,452), with (6,336) males and (8156) females.

Third / research sample

It is part of the population in which the study is being conducted, chosen by the researcher to be studied (Daoud and Abdel Rahman, 1990: 67). (379) male and female students, amounting to (155) male students and (224) female students, distributed (187) for scientific majors, and (192) for humanitarian majors.

Fourth: the search tool

For the purpose of achieving the goal of the research, the researcher prepared a scale of the perceived motivational climate:

A- description of the scale

After the researcher reviewed the literature and on a number of theories, tests, standards and previous studies, and relied on the (Youth Scale 2015), Karama Ahmed Scale (2014), Al Nabulsi Scale (2014), Sefers et al. (1992). The answer is (always - often - sometimes - rarely - never) and weights (5, 4, 3, 2, 1) are given for positive paragraphs and the opposite for negative paragraphs.

B- The steps of preparing the paragraphs of the perceived motivational climate

1. Logical analysis of the scale items

Ebel indicated that the scale is truthful if its paragraphs measure what they were designed to measure. It consisted of (18) arbitrators and specialists in educational and psychological sciences, measurement and evaluation. They were asked to express their opinion

on the validity of the paragraphs of the scale in terms of their suitability to the research sample and whether their formulation was good or needed modification, as well as their approval of the approved alternatives for each paragraph, and in light of the arbitrators' observations, the researcher conducted some simple modifications, and the researcher adopted the chi-square test to find out the validity of the paragraphs. It turned out that the value of the chi-square is a function of all the paragraphs, as the calculated value of χ^2 reached (18), which is greater than the tabular value of χ^2 of (3,84) at the degree of freedom (1) and the level of significance (0.05) and based on the opinions of the arbitrators and specialists and their observations, the paragraphs of the Perceived Motivation Climate Scale remained (28) paragraphs, with the exception of some minor modifications that the researcher took into consideration. After completing these procedures, the scale became ready for application to the sample of the analysis to my statistic, these paragraphs were apparently honest.

Statistical analysis of the scale items:

Specialists in psychometrics point out the importance of the statistical analysis of the items, because it reveals the accuracy of the scale in measuring what was prepared to be measured, and accordingly, the items that have good characteristics should be kept and the inappropriate ones should be excluded. For the purpose of analyzing the items of the perceived motivation climate scale, the researcher followed the following:

A- The discriminatory power of the items of the Perceived Motivational Climate Scale:

The researcher followed the following steps to find the discriminating force.

- ❖ Measurement tools were applied to the statistical sample of (379) male and female students, then the researcher corrected the measurement tools.
- ❖ Arranging the total scores from the highest score to the lowest.

A percentage (27%) for the upper group and (27%) for the lower group of scores were adopted to represent the two peripheral groups, and the sample of the statistical analysis consisted of (379) male and female students. As the number of students in the upper group was 102 and their scores ranged between (129-101) and the lowest group reached (102), their scores ranged from (87-52) for the perceived motivational climate scale, so that the percentage (27%) makes the two groups the best in terms of size and contrast (Irvin & Willam, 2018: 122).

The T-test was applied to two equal samples to test the significance of the differences between the upper and lower groups for each item. The calculated t-test was considered an indication of the discrimination of each item of the scale by comparing it with the tabular value of (1.96) at the level of significance (0.05) and degree of freedom (202). The following results appeared, that all paragraphs of the scale are distinct because the calculated T-value was greater than the tabular value, where the value of the coefficient of distinction for the perceived motivational climate scale ranged between (4.13 - 11.20), so all the paragraphs are distinct.

Second: Internal consistency

The validity of the paragraphs is an indication of the ability of those paragraphs to measure the very concept that the scale measures, through which it can be known whether each paragraph of the scale is in the same path in which the scale is carried out, and this can be verified through the following procedures:

1- The method of correlating the degree of the paragraph with the total degree of the scale

This type of correlation method is done by finding the correlation between the degree of respondents on each item of the scale and their total score that they get when their responses to all items of the scale, and after that the items with a high correlation coefficient are kept and

items with a low correlation coefficient are deleted (Regorg, 2015: 142-143).

In order to find out the extent of the correlation of the scores in each of the scale's items with the total score, the Pearson correlation coefficient was used, and it appeared that the values of the correlation coefficients between the scores of the items and the total score of the perceived motivational climate scale may range between (0.152-0.619) and when compared with the tabular value of (0.098). At the level of significance (0.05) and the degree of freedom (377), it appears that all paragraphs of the scale are statistically significant.

2- The method of correlation of the degree with the domain to which it belongs for the perceived motivation climate scale

By finding the correlation between the scores of each item of the scale and the total score of the domain to which those items belong, where Pearson's correlation coefficient was used, and it appeared that the values of the degree correlation coefficients with the domain to which the Perceived Motivation Climate Scale belongs may range between (0.204-0.778). It appears that all the values of the correlation coefficients of the scale items in the domain to which they belong are higher than the tabular value of (0.098) at the level of significance (0.05) and the degree of freedom (378), they are statistically significant.

3. The method of domain correlation with the total score of the perceived motivation climate scale

The main objective of this method is to find the correlation between the scores of the respondents on each domain and the total score of the perceived motivational climate scale. Pearson correlation coefficient has been used and the results appear below.

Table 1. *Total degree and domain degree correlation coefficients*

Indication level	tabular	degree of association	Field
Significant	0,098	0.830	field of mastery
Significant	0,098	0.752	field of performance

It appears in the above table that all the values of the field degree correlation with the total degree of the perceived motivation climate are higher than the tabular values of (0.098) at the level of significance (0.05) and the degree of freedom (377).

Psychometric characteristics of the perceived motivational climate scale:

Psychometric properties are one of the basic conditions that should be available in educational and psychological research tools and their purpose is to increase the accuracy of the tools used in the research in order for the tools to be more effective and commensurate in measuring the research variables, as they give us a quantitative description of the measured phenomenon. Research (Urdina,2014:127).

Honesty:

Validity refers to the degree to which the test measures what it is supposed to measure, and then allows an appropriate interpretation of the scores. Therefore, honesty is the most basic consideration in developing and evaluating tests (Ji, et al., 2012: 250-251). The validity of the perceived motivation climate was verified in two ways

Face Validity:

Apparent validity indicates that the test apparently measures what it was designed to measure. The test that has good apparent validity is likely to improve the test items outwardly, not only by evaluating and showing them appropriately. This type of honesty was verified in

the scale, when its items were presented to a group of the arbitrators in the educational and psychological sciences and taking their procedures on the validity of the paragraphs, and those who expressed their agreement on the validity of all the paragraphs.

Construction Validity:

The construct validity reflects the scale’s ability to measure a specific hypothetical formation or a specific feature, and for this reason it is described as the most representative type of validity of the concept of honesty. This type of honesty depends on a detailed description and analysis of the trait or characteristic to be measured, and it requires a lot of information about the behavioral manifestation’s indicative of this trait or characteristic being measured by looking at various sources and studies.

This validity of the Perceived Motivation Climate Scale was verified through the indicators of the statistical analysis of the items using the two peripheral groups method.

Stability

The concept of test stability refers to the concept of confidence or reliability in the test results, in the sense that the test estimate for the apparent degree or trait under measurement is fixed if it is repeated at different times; A fixed scale gives the same results if the same thing is measured several times in succession, and for this reason, the concept of stability means the extent to which the test measures the true amount of the characteristic that it aims to measure. The test scores are fixed if the test measures a certain trait in a consistent measure in the varying circumstances that may lead to measurement errors (Kline, 2000, P: 7).

Table 2. Stability sample for the Perceived Motivational Climate Scale

Total	Female	Male	the college
10	6	4	College of Education for Human Sciences
10	5	5	College of Engineering
10	5	5	Pure Education College
10	4	6	Faculty of Basic Education
40	20	20	Total

The researcher verified the stability of the scale in two ways:

Test-Retest Method:

The method of re-testing is to apply the scale twice to the same individuals to measure the trait, which gives two marks for each respondent. The reliability coefficient according to the re-test is the degrees we obtain from applying and re-applying the scale to the individuals themselves, and with a period of time not exceeding two weeks between giving the scale for the first time and brought it back again (Adams, 1964, p.58). Therefore, the researcher extracted the reliability coefficient by retesting after applying the scale to the stability sample of (40) male and female students, then re-applying the scale to the same sample after (14) days and using the correlation coefficient (Pearson) between the scale scores in the first application and the scale scores in The second application, and the correlation coefficient was (0.85), which is a good stability coefficient that indicates the consistency of the respondents’ answers over time

Coefficient Alpha Cronbach Method:

This method is an indicator of equivalence, that is, it gives good, estimated values of the equivalence coefficient along with the internal consistency or homogeneity, meaning that it indicates the consistency of the individual's performance from one paragraph to another. Extracting stability by the alpha Cronbach coefficient means calculating the correlations between the internal paragraphs in the scale and dividing it by the number of parts. A division

equal to the number of paragraphs, where each paragraph constitutes a sub-test until the stability of the perceived motivation climate scale is extracted. Statistical analysis of the answers was conducted, where it appeared that the Facronbach reliability coefficient for the current scale was (0.74) and this coefficient is acceptable because the coefficient of determination is greater than (0.05) It was determined by psychometricians.

Statistical indicators of the perceived motivational climate scale:

The researcher found the statistical indicators for the Perceived Motivational Climate Scale and found that the highest possible total score obtained by the students is 129 and the lowest total score is (52) with a fixed hypothetical average of (84) degrees and to prove that psychological phenomena are distributed among the members of the community in a moderate way. Statistical indicators were extracted to find out how close the distribution of scores is to the normal distribution, which is a criterion for judging the sample's representation of the society to which it belongs, and then the possibility of generalizing the results. Therefore, the statistical indicators of the scale were extracted on the sample of statistical analysis of (379) and the results shown in the following table were reached.

Table No 3. Shows the values of the statistical indicators of the perceived motivational climate scale

379	Sample volume
94.91	Arithmetic mean
95.00	Mediator
105	mode
12.557	standard deviation
157.685	variance
-592-	skewness
0.125	Standard error of torsion
1.744	kurtosis
0.250	standard error of kurtosis
52	lowest degree
129	highest score

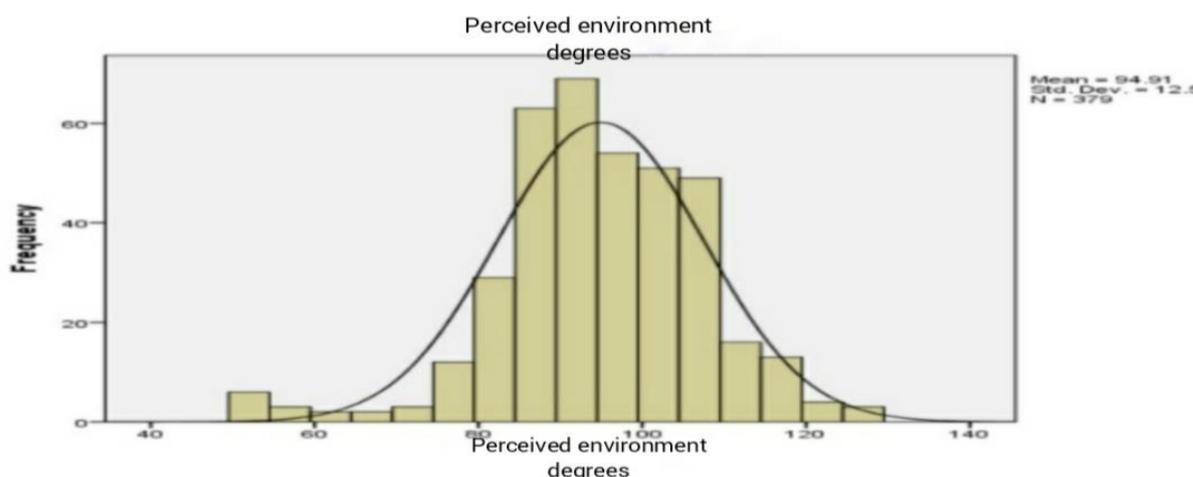


Figure 1. Statistical indicators of the perceived motivational climate.

It is evident from the statistical indicators of the Perceived Motivational Climate Scale that they were close to the moderate distribution, which gives an indication of the sample's representation of the community and the possibility of generalizing the results.

Chapter Four

Presenting and Interpreting the Result of the Research Objective:

Identifying the level of perceived motivational climate among Babylon University students.

After applying the scale to the sample of (379) male and female students from the University of Babylon and analyzing the students' answers about the perceived motivation climate scale, the results showed that the arithmetic mean was (94.91), with a standard deviation of (12,557), and the hypothetical mean of the scale reached (84) and to examine the significance Statistical differences between the real mean and the hypothetical mean, the t-test was used for one sample, and the confirmed results appeared in the table below. It appears from the table that the calculated t-value of (16,91) is greater than the tabular t-value of (1.96), at the level of significance (0.05) and the degree of freedom (378). This means that the apparent difference between the arithmetic mean of the sample and the hypothetical mean of the test is significant. Statistics as shown in the following table.

Table 4. *The calculated and tabular t-test value and the statistical significance of the perceived motivational climate scale*

Indication Level	T test value		Freedom Degree	Standard deviation	hypothetical mean	SMA	Sample volume
	Tabular	Calculated					
0,05	1,96	16,91	378	12,557	84	94,91	379

It appears from the above table that the calculated value of (T) is higher than the tabular value. The reason for this is that the learning environment is positively stimulating and focuses on learning for the sake of learning, and the university environment is an appropriate and encouraging place for the learning process and positive feedback plays a major role in motivating students and affects the Choosing their goals, and the university stage is considered a stage of setting goals and moving towards achieving them, and a stage characterized by youth and vitality and the aspirations that it carries for the future in all aspects of life. Therefore, the results showed a high level of the perceived motivational climate among students. The achievement goal theory indicated that learning is a process that includes both self-orientation on the part of the learner based on self-actualization, and social orientation in the context of the surrounding environment and based on meeting the needs and requirements of that environment and exploiting its potential (Al-Dhaisat, 2014: 7).

The presence of a high level of motivational climate can be associated with positive results such as in-depth cognitive processing of information and better learning performance. To believe that effort leads to success (Seifriz, 1992:375).

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