

## **Goal-Oriented Skills and their Relationship to the Achievement of History among Sixth Grade Students of Literature**

By

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### **Abstract**

The level of skills of orientation towards the goal and their relationship to the achievement of history among students of the sixth grade of literary. 2. The level of skills of orientation towards the goal among students of the sixth grade literary in the subject of modern and contemporary history of the Arab countries and their relationship to achievement according to the gender variable (male - female). To achieve the aim of the research, the researcher used the descriptive approach (correlation studies). The research population was represented by the population of 3,762 students in the governorate of Diyala for the academic year (2021-2022). The basic research sample was selected at 220 students. The researcher adopted Al\_Mayahi scale (2016) for target orientation skills and the scale consists of (30) items distributed across four fields. The statistical analysis sample was (220). The scale's psychometric characteristics were verified by Face Validity, and thus validated by the Alpha-Cronbach coefficient at (0.81). To extract the results of the current research, the researcher used the Statistical Portfolio of Social Sciences (SPSS) and the (Microsoft Excel 2016). The researcher applied the research tool to the basic research sample and the most prominent results of the current study were: Sixth grade literary students have the skills to go towards the goal with high effectiveness. Goal-oriented skills can contribute to raising students' academic achievement. In the light of the results of this research, the researcher has made several recommendations, including: Instructing teachers through seminars to pay attention to students' scientific orientations towards their goals Working on the use of programs, models or strategies aimed at developing the goal orientation of students at different levels of study. To complement the current research, the researcher proposes to conduct similar studies to the current research on students' goal-oriented skills and their relationship to achievement at other levels of study.

### **Introduction**

#### **Chapter One**

##### ***Definition of the research***

##### ***First: The Problem of the research***

With the acceleration of humanity's knowledge, the proliferation of technical means and means of communication and the rapid development of technology, the quality of education has become one of the most important challenges facing the educational system in general. Students' interest in the learning process varies, and some give it great attention, while some other students do not show much interest in understanding the scientific subject They seek only high grades, resulting in a lack of orientation and goals among students, as well as a decrease in the level of achievement due to the lack of use of diverse learning methods, and the

reliance on parents and relatives to set goals, which has led to the focus and orientation of students towards achieving only grades. This is one of the most important current educational problems without attention to the utilization and relevance of the subjects (Younis, 2022:528).

Hence the problem of research emerges as follows:

1. Level of goal-oriented skills of sixth grade literary students.
2. Level of educational achievement of students in the sixth grade in the subject of history according to the gender variable (male-female)

### ***Second: The Significant of the research***

Interest in learning has become an imperative; It is important in our daily lives, determining the social status of the individual, especially at the beginning of the twelfth millennium, which is witnessing rapid scientific and technological development. In this context, our society is witnessing an evolutionary movement towards the best with the aim of developing educational reality and raising the level of learning inputs and outputs. and improve its quality at various levels of study, providing the community with highly competent individuals empowerment ", qualified to take the lead in advancing and reaching a ranking among other societies (Damas, 2008; Leidenhag, 2021).

The importance of studying the history curriculum as one of the social subjects that has a distinct place in the educational process. History is a record of the lives and experiences of nations in the sequence and harmony through which the student is aware of the interdependence and understanding of the relationships between the juveniles and interprets them to know their causes and consequences. This is linked to the study of all its aspects and the study of contemporary history that we live in because this era needs individuals with special characteristics, including adaptability, positive interaction, analysis and criticism of events and information (Al-Hasmouti, 2019; Lougheed, 2020).

Educational achievement plays a major role in constructing and determining the process of education. This is a complex process that is influenced by different factors, some of which relate to the learner, his or her preparation, abilities, mood and health qualities, some of which relate to the learner's learning experience, way of learning and the potential surrounding the learner, so school achievement has attracted the attention of many educators and psychologists in view of the active role that leads to the desired change in the student's behaviour (Al-Khatib et al., 2002; Malcolm, 2020).

The interest in studying the skill of orientation towards the goal is due to its importance in the psychological field and applied and practical fields such as the administrative field, the educational field and the academic field, and the orientation towards the goal is an essential component in the individual's pursuit towards self-realization and assertion, as the individual feels the achievement of himself through what he achieves, and what he achieves of goals, and in what he seeks from a better lifestyle, and greater levels of human existence (Khalifa, 2000:16), indicate the studies conducted in this field (as a study Al-Mayahi, 2016) that the orientation towards the goal varies from one society to another according to the type of culture or civilization prevailing in society, civilization imposes on its children a cognitive and qualitative pattern that distinguishes them from others, and contemporary psychologists have turned to studies across civilizations as a way to reveal the similarities and differences between the two or more groups belonging to diverse cultures (Khalifa, 2000:17).

The orientation towards the goal is one of the basic conditions on which the learning process depends in any of its multiple fields, except in the learning or formation of trends or

values or the acquisition of knowledge and information, and that one of the factors that directly affect the orientation of the goal is the choice of the types of activity that he desires and the promotion of opportunities for independence and self-reliance, learners who can be called active learners and are characterized by orientation towards the goal is high because they manage their learning adequately and in ways They have a stock of knowledge strategies where they are ready to use them when necessary to reach the desired achievement (Abu Alia, 2004:12).

The preparatory grade is an important stage of education in the student's life, and highlights the importance of this grade as part of adolescence, which is a stage of conflict and psychological crisis, requires care, orientation and attention by the family and the community to ensure its passage in a way Thus, this stage has great and special importance in the development of an individual's personality, Its characteristics, requirements and problems must therefore be understood to ensure that students are treated in an educational manner that has a positive impact on the development of their personalities (Al-Haji, 2007:21).

The importance of the current research is as follows:

- 1- Curricula and the prominent role they play in providing information to students.
- 2- History curriculum with events and facts that preserve the nation's heritage.
- 3-The educational achievement that represents the student's identification identity in transit for another course of study.

### ***Third: The Aim of the Research***

The current research aims at identifying:

- 1.The level of goal-orientation skills of sixth grade literary students according to the gender variable.
2. The level of achievement of the history subject among the students of the sixth grade literary in the subject of history according to the gender variable (male- female).

### ***Fourth: Limits of the Research***

The results of this research are defined by a set of determinants:

- 1- ***Scientific boundaries***: skills of orientation towards the goal, achievement.
- 2- ***Human Boundaries***: Students of the sixth grade of literature.
- 3 -***Spatial boundaries***: Preparatory and secondary daytime studies schools of the government of Baquba district and its environs.
4. ***Temporal Boundaries***: First semester of the academic year (2021-2022).

### ***Fifth: Definitions of Basic Terms***

***First: Skill***: (Zayer and Aiez, 2019:85), state that it is a performance that is characterized by a high degree of quality and stability and reduces the effort and time wasted for the individual, whether applied mentally or manually

***Second: Goal-oriented skills*** is defined by (Muhammad, 2016: 244) as all the skills that the learner seeks to achieve and pushes him to exert all his abilities to achieve his sense of satisfaction

***Third: Achievement*** (Abu Jadaa, 2003:469): It's the outcome of students' learning after a certain period is measured by the degree of achievement test to achieve its goals and up to the present.

**Fourth: History Defined by Hamid and Muhammad:** Recording, Describing and Analyzing Events that Took Place in the Past, on Neutral Scientific Grounds, to Arrive at Facts and Rules that Help Understand the Present and Predict the Future (Hamid and Mohammed, 2019: 16).

**Fifth: Sixth Grade Literary:** The third year of the preparatory stage and the function of this stage is to prepare students to the higher stage of the Asian stage is the undergraduate stage (Ministry of Education: 2009, 8).

## Chapter Two

### Theoretical Literature and Previous Studies

#### *First Theme*

#### *First: Goal-orientation skills*

#### *Introduction to the concept of goal-orientation*

The concept of orientation towards the goal is important or contemporary concepts associated with motivation, and an essential component of an individual's pursuit of achievement and self-fulfillment, as they represent the highest social needs he seeks, motivates the individual to do things and deal with the various life situations that confront him, the driving force of knowledge of behaviors associated with efficiency (Al-Mayahi, 2016:34).

Dweck defined goal orientation as "the primary goals that individuals can pursue," and the researcher sees a goal-orientation as "an internal state of motivation for the task that an individual performs to accomplish it."

Directions of orientation towards the goal: the work of Elioth, Megragor and Gables (Gables & Mcgregor : Elliot: 1999). To classify patterns of objectives based on three directions in the orientation towards the goal.

Learning Objectives - Mastery, Performance Scorer - Courage, Performance Objectives - Argument.

#### *Models of goal-oriented skills*

The following are the presentation of theoretical models explaining the concept of orientation towards the goal.

**1.Nicholls Model (1984),** Nicholls pointed out that the orientation towards the goal is a dynamic cognitive pillar that enables the individual to integrate into different tasks, as different orientations lead to a variation in the individual's interpretation of achievement situations and integration into it, and Nichols believes that the orientation towards the goal serves as a cognitive guide for the processes associated with achievement, as well as being an informed determinant of the outcomes of learning situations.

**2.The Ames Model (1984, Ames):** that the orientation towards the goal in individuals consists in the use of different methods for the purpose of integrating into the situations of achievement, as it focused on the orientation towards the goal in the classroom environment rather than the framework of the school environment in general, (Ames,1984:486).

**3.Dweck's1986 Model:** Dweck based her work on Seligman's helplessness learning theory in the study of goal-orientation, as Dweck believes that students with equal ability show one of two types of motivation as a response to challenging tasks in which failure is likely, so

we find that some learners show a pattern of disability response in academic tasks as they focus on personal competence (1986,23 Dweck).

**4. Elliot's Model (Elliot, 1988):** One of the most prominent three-dimensional models of orientation towards the goal is the model of Elliott because it integrates the binary models of orientation towards the goal and the components of fear and sizes of motivation, as Elliot expanded the concept of performance to two dimensions (courage and reluctance), which was represented by the orientation towards the goal (performance - fear), and orientation towards the goal (performance reluctance), and this distinction is supported by experimental evidence in the fields of psychology, (Elliot, 1988,13) .

### ***Second Theme: Previous studies***

#### ***First: Studies on goal orientation skills***

***Al-Mayahi Study (2016):***The study aimed to identify the orientation towards the goal and its relationship to the organized concentration of self among the students of the preparatory stage, and the research population consisted of students of the preparatory stage (fourth \_ fifth) only males and females in its branches (scientific \_ literary) in Baghdad Governorate Al-Karkh III for the academic year ( 2014 - 2015) and their number (16682) by ( 9159) for males and ( 8523) for females, and the research sample chose ( 4) schools, they were selected by random class method as their number reached ( 200) students by ( 100) of the scientific branch and ( 100) For the literary branch of each grade, (the researcher has used the following statistical means: statistical bag (spss), Pearson correlation coefficient, Z-test) (Al-Mayahi, 2016).

#### ***Second: Studies on academic achievement:***

The study aimed to familiarize the teaching skills of history teachers in the preparatory stage and their relationship to the achievement of their students, and the research population consisted of all preparatory schools in Diyala governorate, which number (51) preparatory schools by (24) schools for girls and (27) schools for boys, the research eye chose (38) schools and teachers by (17) schools and (21) teachers distributed to the preparatory schools in Diyala Governorate The researcher used the following statistical means:

The Chi-square, arithmetic Mean, Percentage, and Pearson Correlation Coefficient (Al-Kariti, 2014).

#### ***Aspects of benefit from previous studies:***

##### ***Previous research studies have reported the following:***

1. Accessing to sources related to the subject of his research.
2. Identify theoretical literature and previous studies.
3. Crystallization the research problem and determine its importance.
4. Choosing the appropriate research tool and methodology suitable for the study.
5. Getting benefit from the suggestions and recommendations in conducting the study and interpreting its results.
6. The selection of appropriate statistical means.
7. Analyzing and interpretation of research results.

## **Chapter Three**

### **Research Methodology and Procedures**

#### ***First: Research Methodology***

This chapter includes a presentation of the methodology and procedures followed in the

current research, which will achieve its objectives starting from the identification of its methodology and population, its sample and the method of its selection, the identification of its tools and measurement procedures, as well as the identification of the most important statistical means used in it. Which fits into the nature of its research, an approach that works to collect data for a number of variables, analyze their data, determining whether there is a relationship between them, find the value of that relationship and express it quantitatively through the so-called correlation coefficient (Melhem, 2010: 319).

***Second: The research population and its sample***

**1. Research Community:** One of the first steps to consider when each researcher wants to choose his sample for a particular population is to identify the population as a step that requires a comprehensive description of it in terms of its elements or characteristics, and the original population means all individuals, vocabulary, objects or people, and those who have to do with the research that the researcher can seek to generalize the results to (Muhammad, 2012:47), and represents the research population as follows:

**A- School population:** The current research population consists of all the middle and secondary daytime schools for girls and boys and mixed schools that are located within the center of Diyala Governorate and its suburbs belonging to the General Directorate of Education of Diyala Governorate (Directorate of Education of Baquba) for the academic year (2020-2021) of (70) schools of (27) for boys, (25) for girls and (18) from mixed school.

**B- Student Community:** The researcher also identified the research population of the sixth-grade students, which number (3762) students by (2632) students and (1130) female students, as the researcher obtained the number of preparation students from the school administration through the field visit.

**2-Research sample:** (1972, EBEL) believes that the capacity and size of the sample is the preferred framework in the testing process, the higher the sample size the less the standard error, the research sample means part of the original community, and one of the most important steps to conduct research is to choose the research sample, which represents a part or segment of the community with, and the sample should be properly representative of the community (Al-Zuhairi, 2017): 139) .

**A. Student Sample:** The researcher selected the sample of students by random class method from the preparatory schools in the Baquba District Center, which number (5) schools, and the sample size reached (220) students by (110) male students and (110) female students.

**B. Sample Schools:** The researcher chose (5) schools to represent her research sample by (2) a school for boys, (2) a school for girls and a school (1) mixed school.

**Third:** The research tool is the main source of information and data, (Abdul Warith, 2011:103), and the current research requires the provision of a tool to measure the skills of orientation towards the goal, and the researcher will provide a detailed satisfaction of the procedures for preparing the research tool as follows:

After reviewing the previous studies related to measures of goal-oriented skills, the researcher found two local studies, namely (Al- Mayahi study 2016) and (Tarad study 2020). The researcher has adopted the scale (Al-Mayahi 2016) and the following reasons:

- 1 Suitable for to the current search aim.
- 2 Suitable for the nature of the search sample.

3 The working environment of the scale was verified, and its psychometric indicators were identified in a study (Al-Mayahi 2016).

**1. Scale Description:** The researcher has adopted a metric (goal-orientation) The scale consists of 30 items distributed across four areas: (Mission orientation is made up of (7) items, mastery orientation is made up of (7) items, social orientation is made up of (9) items, orientation towards avoidance of action is made up of (9) items Each item has developed (4) alternatives (Always applies to me (4), sometimes applies to me (3), rarely applies to me (2), it never applies to me (1)). Psychometric properties such as reliability and validity were extracted through the indicators of apparent honesty, construction reliability and validity using the alpha-Cronbach equation.

**2. Validity of the scale the items:** After identifying the fields and the items of the scale, the researcher has presented it to a group of experts and referees specializing in the field of Teaching Methods, educational and psychological sciences, measurement, and evaluation, to give their observation on the items of the scale regarding the validity of items and alternatives and the percentage agreed on items of the scale (100%).

**3. Preparation of instructions for the scale:** In order to give the scale good results, it should be ensured that clear-formulated instructions are prepared for the scale to determine what is required for the examiners. The instructions for the scale are a guide to the respondent on how to answer (Suleiman, 2006:389).

#### **4. Scale instructions:**

**An "Answer instructions:** The researcher formulated instructions for the scale, including how to respond accurately, in a clear manner and general information, the number of items and time allotted to answer with an example showing how to answer. The researcher hid the aim of the scale, and also asked students not to give their names to be sure and to avoid embarrassment so as not to be affected during the answer to which Cronbach states that the correct naming of the scale may make the respondent fake his answers (Cronbach, 1970:4).

**B. Experience of clarity of instructions and items:** This experiment was adopted to verify the clarity of the scale's instructions, fields and items, the appropriateness of the suggested alternatives and the average time taken by the respondent to answer all the items of the scale, the researcher applied the scale on Sunday 12/1/2022 to 60 students, distributed across three schools, after the completion of the application, the measurement items and instructions were found to be clear and understandable and the time required to respond to the scale items was approximately 16 minutes.

**Statistical analysis of the items:** Specialists in psychometrics point to the importance of statistical analysis of paragraphs because it reveals the accuracy of the scale in measuring what was prepared to measure (Abdulrahman, 1987, 414) The scale of goal-orientated was applied to the sample of statistical analysis of (220) students selected randomly of (5) preparatory school students from the Directorate of Education of Diyala From both gender (males - females) and to the sixth grade of literary branch that was adopted for statistical analysis and to achieve this, the following procedure was carried out:

#### **The discriminating power of the goal-orientation scale items**

The T test was used for two independent samples. The aim of this procedure is to maintain the discriminating items, so if the item has a discriminating power, that means that item has the potential to distinguish between high-ranking and low-ranking respondents in this

concept measured by the item, If the item does not distinguish according to this image, it is useless and must be deleted from the final image of the scale (Tyler, 1989:100) These procedures were carried out using the T test of two independent samples as the statistical analysis sample was withdrawn from the research community (60) student and a student from the sixth grade literary student.

***Internal consistency (correlation of item score to the overall score of the scale):***

This method depends on the internal consistency of the item, which is distinct from the first method (Discriminatory power) ,as it reveals the homogeneity of the scale items, to compute the correlation between the item degree and the overall goal-orientation skills scale, the researcher used the Pearson correlation coefficient, and the results were that all the coefficients calculated between the item degree and the overall degree were a statistical function when compared to the tabulated and overvalued value (0,254) of the indicative level (0.05).

***The Degree of the Item Relates to the Degree of the Field to which it belongs (The Use of the Pearson Coefficient):***

It is clear from the results that all the values of the correlation coefficients calculated between the degree of the item and the total degree of the field to which it belongs were statistically significant when compared to the tabulated values of (0,254) significance level (0.05).

***Internal Correlation Matrix (Using the Pearson Correlation Coefficient to Calculate the Correlation between the Four Skills)***

To verify that the goal-orientation scale field are linked to each other, the researcher used the Pearson correlation coefficient to compute the correlation, and it turns out that all the computed correlation coefficients were a statistical function when compared to the critical values of the coefficient of correlation to the tabulated values which are (0.254), and the indicative level is (0.05), this result indicates that students' goal-orientation skills are interrelated and therefore it can be said that the scale measures one total degree.

***Scale Validity:*** Psychological scales require abundant psychometric characteristics of them, the more of these characteristics that indicate the calculated accuracy of the scale can be based on them, (Abu Hatab et al., 2008: 19-8), and the indicators of the validity of the measure of goal-oriented behavior have been verified as follows:

***Face Validity:*** It is one of the basic and important conditions that should be provided in the data collecting tool, (Mansour et al., 2014: 269).

***Constructing Validity:*** It is one of the types of validity that concerns the researcher when he designs the scale or test, and sometimes it is called it the concept of validity, (Al-Zuhairi, 2017: 227), and one of its indicators is that, the researcher is extracting ( the coefficient correlation of the degree to the overall scale), this type of validity has been achieved in the current scale through the use of two methods to extract the distinction of items in statistical analysis, namely, the extremist group method and the internal consistency method (The relation of the item's grade to the overall degree of the scale and the correlation of areas with each other). This type of validty is achieved through the following indicators:

- Indicators of internal consistency of items through sub-items level coefficients to the overall scale.
- Coefficients of the degree of sub-item to the degree of the field to which it belongs. - Matrix of internal linkages



**Second: Reliability:** It means the consistency in the results. The test is reliable if we obtain the same results when re-applying to itself when re-applying to the same individuals and under the same conditions (Alzobae et al. 1981:30), so, reliability has been verified by using the Alpha-Cronbach formula.

**Statistical means:** The researcher has used the following statistical means:

- The T test for two independent tenets, Pearson's correlation coefficient, the Cronbach alpha equation, the T test for one sample to test, T-testing, multiple regression analysis.

## Chapter Four

### Presentation and Interpretation of Results

This chapter includes the presentation, interpretation, and discussion of the results of the study reached according to the objectives presented in the first chapter, as the following:

**The first aim: The level of skills of orientation towards the goal and their relationship to the achievement of history among students of the sixth grade of literary.**

To achieve this aim, the T test for one sample was used to determine the significance of the statistical differences between the sample mean score and the hypothetical mean score of the scale, and Table (1) shows this:

**Table 1.** The results of the T test for one sample to know the level of goal-orientation skills of the students of the sixth grade literary

Field	Category	No.	Arithmetic mean	S. D	Hypothetical mean	T value	Level of significance	Referee
Mission oriented	Male	110	19,282	2,542	15	14,874 1,980	0.05	Function
	Female	110	18,571	2,733		8,468 1,980	0.05	Function
	The Sample as a whole	220	19,281	2,461		25,805 1,960	0.05	Function
Mastery orientated	Male	110	22,884	3,567	17,5	13,330 1,980	0.05	Function
	Female	110	22,523	2,965		10,980 1,980	0.05	Function
	The Sample as a whole	220	23,281	3,232		26,529 1,960	0.05	Function
Social orientated	Male	110	26,282	3,649	17,5	21,250 1,980	0.05	Function
	Female	110	24,095	3,918		10,907 1,980	0.05	Function
	The Sample as a whole	220	25,613	3,809		31,591 1,960	0.05	Function
Orientation towards avoiding work	Male	110	26,576	<b>3,832</b>	22,5	9,395 1,980	0.05	Function
	Female	110	26,928	<b>2,840</b>		10,104 1,980	0.05	Function
	The Sample as a whole	220	26,554	3,449		17,432 1,960	0.05	Function
The scale as a whole	Male	110	95,025	<b>8,859</b>	75	19,963 1,980		
	Female	110	92,119	<b>6,648</b>		16,687 1,980		
	The Sample as a whole	220	94,731	7,635		38,328 1,960		

Through the results of table (1) above, the 6th grade students generally have a high level of goal orientation skills, showing that the mean computing of the sample as a whole is (94,731) compared to the hypothetical mean of 75, as shown by male superiority over female computing mean for male (95,025) The computing mean for females (92,119) is due to self-reliance and achievement of the set goals. This result was consistent with the study (Dirwish and Abu Hilal, 2005) and the study (Tukhita, 2009), which found statistical differences for the benefit of males, and disagreed with the study (Al-Arabi, 2013).

**The second aim: The level of achievement of the subject of modern and contemporary Arab History among students in the sixth grade according to the gender variable (male - female)**

To achieve this aim, a one sample T- test was used to determine the level of statistical difference between the mean sample and the hypothetical mean scale, and table (2) shows this:

**Table 2.** *The results of the T test for one sample to know the level of academic achievement of the students of the sixth grade literary in the subject of history*

Category	No.	Arithmetic mean	S. D	Hypothetical mean	T value Comp. Tab.	Level of significance	Referee
Male	110	67,241	10,356		17,468 <sup>1,980</sup>	0,05	Function
Female	110	73,136	10,356	50	23,440 <sup>1,980</sup>	0,05	Function
The Sample as a whole	220	71,826	9,824		32,969 <sup>1,960</sup>	0,05	Function

Through the results of the above table, students in the sixth grade of literary, generally have a high level of educational achievement in history subject, showing that the mean computing of the sample as a whole is (71,826) compared to the hypothetical mean which is (50), also, as illustrated the females' have superiority over males at the level of educational achievement, when the mean arithmetic of female is (73,136) and the computational mean for males (67,241) with an indicative level (0.05).

**Table 3.** *Results of regression analysis of independent variable in variable scores goal orientation skills.*

Independent variable	regression coefficient B	standard Error	Standard Regression Coefficient Beta	T Value	Tabulated Level	Significance 0,05
Fixed limit	103,700	10,563		9,818		Significance
Professionalism	0,639	0,289	0,210	2,213		Significance
Building tools	-0,731	0,365	-0,232	-2,002		Significance
Classroom interactions	0,002	0,299	0,001	0,007	1,96	Not Significant
Test Questions	-0,308	0,355	-0,093	-0,870		Not Significant
Interpretation of results	-0,022	0,284	-0,007	-0,078		Not Significant

## Chapter Five

### Conclusions, Recommendations, and Suggestions

#### Conclusions

In the light of the research results reached, the researcher will produce the following:

1. Sixth grade literary students have the skills to move towards the goal with high effectiveness.
2. Goal-orientated skills can contribute to raising students' educational achievement.

#### Recommendations

Based on the results of the current research, the researcher recommends the following:

1. Instructing teachers through seminars to pay attention to students' scientific orientations towards their goals
2. Working on the use of programs, or models or strategies aimed at developing goal orientation among students of different levels of study.

#### Suggestions

To complement the findings of the current research, the researcher proposes to do the

following: Goal-orientation skills of students and its relationship to achievement in other academic stages.

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