

# Motivational Contracts Of Nursing College Students

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## Abstract

The current research aims to identify the motivational beliefs of the students of the College of Nursing, and to identify the statistically significant differences in the motivational beliefs of the students of the College of Nursing according to the gender variable (male, female) stage (first, second, third, fourth), specialization (scientific) and the research sample consisted of (300) male and female students from the College of Nursing at Dhi Qar University for the academic year (2022-2021) for the morning study, were decided by a random medical method. The validity and reliability of the scale items were calculated, and the researcher used the statistical means that were calculated by the computer program (SPSS) which is the second test for one sample, the following test T-Test for two independent holidays, the Pearson correlation coefficient. Throwing equation as satisfaction for internal consistency Convolution attribution the second test for the significance of the correlation coefficient chose the viewer, and the most prominent results were as follows: The research sample unites them with motive beliefs; there are no statistically significant differences between the dukur and the female in the motive feelings

**Keywords:** Motivational contracts, nursing, students.

## Introduction

- Research Problem

The educational process is the cornerstone of human life and works to form a healthy personality that contributes to building society and elevating it towards excellence. Psychologists and educators have found the process of education exposed to many problems, and many of them are due to the lack or low motivation to learn and due to the exacerbation of this phenomenon in the school environment. In general, and the university community in particular, and its deepening and spread among students, as it leaves negative effects during the learning process for the learner or student, or lowers the scientific culture of university students, which negatively affects the building of an educated society. (Hajim, 2018: 2) For this reason, students may succeed or fail during

learning, so they try to search for the reasons for success and failure, that is, they may attribute success and failure in performance to several reasons such as the difficulty of the exam, the teacher's attitudes towards them, or the lack of desire for a particular subject, and that a large part of his beliefs is based on our remembrance of previous events and on We do not attribute it to or adopt it from the interpretations of these events (Wenier Graham, 1990:49). Undoubtedly, there are many students who suffer from disorders and anxiety about themselves and their scientific future, so that the anxiety and emotions they have leads to stability in their emotions and behaviors. The cause of anxiety alone may be due to the turmoil of the learner and its decline in another learner, which affects his motivation to learn. (Cripe, 2004:212). Based on the

foregoing, the research problem can be determined by answering the following question: Do students in the College of Nursing have motivational beliefs?

- Research significance

Motivational beliefs are of great importance to students in the classroom, where students can understand new or unfamiliar learning situations by referring to their motivational beliefs, which serve as a frame of reference that guides students' actions, feelings, and thinking in the subject area. Teachers and faculty must have good ideas and knowledge. Motivational beliefs, because these beliefs affect and help them to understand the difference in students' behavior and academic achievement, which may be due to students' differences in their motivational beliefs. (Pajares, 2003: 143)

Motivation is important by studying its characteristics and how to develop them in the learner in his field of learning and behavior. Raising the level of his university interaction and academic achievement and studying motivation is an important basis for understanding and directing behavior, and it is essential in understanding needs and tendencies. Therefore, much of the work of parents, professors and others interested in dealing with students is focused on the problem of motivation. (Said, 2008: 127) Many researchers have been interested in studying students' motivational beliefs because of their impact on their constructive thinking to reach academic achievement. They assert that beliefs act as positive or negative contexts for the learning process. Positive motivational beliefs make the learning process easier, while negative motivational beliefs hinder them, direct learning experiences, observation, and Teachers, parents, peers, and social comparisons produce these beliefs, yet these positive or negative beliefs after they are formed become resistant to change. This serves as a guide to students about their expectations for success or failure on that task in the future (Boekaerts, 2002: 1-4). Motivational beliefs contribute effectively and effectively to the academic performance of students, because it allows them to identify the extent of their abilities or their ability to perform the tasks or school work required,

and may give them the ability to understand and learn all academic subjects efficiently and what they need from vocabulary for what they study and the importance of the tasks or study work that they perform And the return benefit to them from performing this work, and all of these help to raise the achievement level or the academic performance of students in general (Raddadi, 2002: 16).

Through the foregoing, the importance of the current research can be determined by the following:

1. It deals with an important segment of society represented by the students of the College of Nursing, as they have the responsibility to develop the future of the educational process in the community.
2. The current research may contribute to enriching the Arab library in general and the Iraqi library in particular by building a scale of motivational beliefs.

- . Research Aims: The current research aims to identify:

1. Motivational beliefs when applying to the College of Nursing.
2. Statistically significant differences in the motivational beliefs of nursing college students according to the gender variable (male - female).

- Research limitations: The limits of the current research consist of the following:

1. Objective limits: the motivational beliefs of nursing students.
2. Human limits: a sample of students from the University of Dhi Qar / College of Nursing (males and females).
3. Time limits for the application of the research: the academic year 2021. 2022.
4. Spatial boundaries: Dhi Qar University - College of Nursing in Dhi Qar Governorate

- Definition of terms

- Pintrich and others defined it by (Pintrich, et al, 1993) in the (MSLQ) model: the beliefs that revolve around the efficacy and the individual's perceptions of himself that drive him to perform a specific behavior, which includes three main components: the value component, the expected component,

and the emotional component (Pintrich, et al, 1993: 804).

## Literature review

### 1. Motivational Beliefs

In recent years, many researchers have been interested in studying students' motivational beliefs and their impact on their academic achievement. The researchers emphasized that these motivational beliefs push the learner as positive or negative contexts that enter the learning process. Students' positive beliefs help them facilitate the learning process, while their negative beliefs lead to Obstruction of the learning process, that these motivational beliefs come as a result of many experiences from the direct learning process, the statements of teachers and parents, and observation, as well as from the subjective processes that represent our self-defined conceptual concepts, that these subjective processes include a group of metacognitive processes such as self-awareness, self-reflection And self-evaluation, as well as the importance of the task and its evaluation of the goals to be achieved personally, after these beliefs are formed when the learner is resistant to change, whether they are positive motivational beliefs or negative beliefs (McCombs, 2001, p91-85). The concept of beliefs: (Beliefs Is the conviction that something is right or wrong, such as the belief that the world is the right place for us to live or not? and our belief in the extent to which this person is worthy or not worthy of occupying a particular position? Is he a person of good behavior or not? People differ in the content of their beliefs, the conviction they adopt related to them, and the related emotions and feelings (Praven, 2010: 225). Prepare Beliefs terminology mysterious face Special in Ultra psychological. Many researchers has tried to discriminate between beliefs, directions; Where explain that direction more sentimental, and beliefs more Knowledge (Hofer & Pintrich, 1997: 112) and system beliefs the individual she destination a look, and his perspective that proceed with it the work in Tasks learning; Beliefs the individual Could you that set How Choose entrance learning?, and any strategy will

use it and which one? Will he avoid it? And to Which Bezel, and what an effort will continue in the work in this is the mission? (De Corte, et al., 2000: 698). For beliefs Effects strong and effective in All decisions that take it the individual, loyal All his choices, loyal All his behaviors 900) (Aksan, 2009) The educational environment has long been concerned with motivational beliefs and how the mental activity used in the processes of attention, cognition, remembering, comprehension and other mental activities of students is provoked, then continued interest in them by philosophers and thinkers during the successive centuries, and scholars and researchers continued to focus on these topics (Zghoul and Zughul, 2003: 17). Students and teachers are motivated in learning situations and activities when they are challenged to engage personally, effectively in learning, that their motivation to learn is directly or indirectly related to their inclinations and goals, with their abilities, needs and opportunities for success, which increases their learning in the following situations, and increases their motivation For learning (Qatami and Nayfa, 1998: 274). The future image of the individual in life is one of the important motives that push the individual to good behavior and direct him towards the better, which he always seeks to achieve, and then what the individual believes is a motive that moves his behavior towards achieving the desired goal. It is based on social values, depends on the guidance of the family, is influenced by the success or failure of other people of the same belief, and is very much dependent on the idea of the same individual. And through these variables, the motivational beliefs of the individual may change to the highest or the lowest, or transformed to another field with goals other than the first goals. Therefore, the home and school had an important duty to guide the students and help them to know themselves and draw the future picture that suits them. The concept of beliefs is a very broad concept in its connotations, so it is used in many areas, including motivational beliefs, and motivational beliefs are the opinions and values issued by individuals about goals, events or areas of life, and include the individual's awareness of his

self-efficacy, his ability to learn, the maximum learning and change Motivational beliefs, goal orientation, objective anxiety, will, awareness, and orientation toward success and failure. The motivational beliefs used by students are affected by several influences. Is the learning material that the student studies, is it interesting or not? Is this subject important or is it useless? And is the effort made by the student appropriate to do this task or not? These influences complement each other, it is possible that the learned material is interesting and useful, but it is not important, or the motivation of students to learn this material is low because of its difficulty). Pintrich (1993) asserts that learners who believe that the subject matter is interesting and important, and that they have a high effectiveness towards completing the tasks they are required to do, get high marks in the study subjects, while students who are anxious about tests get low marks, i.e. That there is a positive correlation between some motivational beliefs (self-efficacy, task value) and academic performance, and there is a negative correlation between test anxiety as one of the motivational beliefs and students' academic performance (Pintrich, et al., 1993: 801-813). Motivational beliefs are among the concepts that are commonly used in the field of education and psychology, because of their importance in determining and evaluating the academic performance of students, and it is a basis test in light of which and through which it is possible to judge the size of educational production in terms of quantity and quality among students (Jarwan, 1999: 15). The need for motivational beliefs represented a general need, based on trying to reach a certain level of success and distinction. Students who believe that they have a strong need for achievement feel that they are attracted to activities that involve a kind of challenge. Therefore, the need for achievement, according to the student's beliefs, refers to a greater degree to motivate him to deal with information, regardless of its difficulty (Adass, 2005: 384-385). Belief is the information and knowledge that a person has about a specific subject, that is, it links a subject with a specific characteristic that

characterizes this subject (Abdullah, 1989: 58). It is in (Rokeach, 1972) a simple expression that can be extracted consciously or unconsciously from a person's saying "I believe in a subject or situation." And the goals of life as desirable or undesirable, and the first type of it is called descriptive or existential beliefs, such as the belief that the sun rises from the east, and the second type is called evaluative beliefs, such as the belief in the usefulness of a certain type of food. The third is the imperative or customary beliefs that are based on customs or mores, such as: the belief that it is desirable for children to obey their parents (Rokeach, 1972: 113). Beliefs in general are organized through a number of dimensions, perhaps the most important of which are the following dimensions:

- A. Simple undifferentiated versus complex differentiated.
- B. Predominant central feeling versus implicit marginality.
- C. Confirmed vs Unconfirmed.
- D. Listed on appropriate evidence versus based on inappropriate arguments.
- E. The subtle versus the inaccurate.
- F. The firm versus easy to change (Abdullah, 1989: 59-60).

Wang (2008) stresses that motivational beliefs result from within the individual, that is, they are a self-generated act, and improve the level of competence and enjoyment in performing academic tasks, and accordingly, the individual's behavior will be determined by his motivational beliefs about his abilities to perform academic tasks. Therefore, the process of predicting behavior will be facilitated by the individual's motivational beliefs and not by his previous achievements, and this does not mean that he can accomplish tasks that are external or that require abilities beyond his capabilities only, but rather by believing that he will accomplish them, and in order to accomplish tasks, coordination between beliefs must be coordinated. Individual's motivation, abilities and cognitive skills (Wang, 2008, p634)

## 2. Theoretical foundations of motivational beliefs

- Pintrich et al. model, et al, 1993: This model is considered from the contribution

of Pintrich and his colleagues in (1990-1993), through which he tried to explain the learning process. This model is divided into three main components:

1. Learning strategies: this includes two sub-components: cognitive strategies and meta- cognitive strategies.
2. Resource management strategies, which includes four sub-dimensions (time and study climate, effort organization and self-management, learning with peers, asking for help).
3. Motivation beliefs: The researcher will focus on this component as it pertains to the subject of the research, and Pentrich and his colleagues collected those motivational beliefs behind academic performance from social cognitive theories.

The researcher has adopted this model to be a theoretical framework for building the Motivational Beliefs scale, and it is more objective and acceptable in interpreting the Motivational Beliefs.

1. The expectancy component: the motives in their activation of the behavior are related to each person's expectations system, and by expectation we mean the person's belief that a particular behavior will lead to a special result. Its importance, value and significance for the person) as the higher the value of the goal, the greater the value in activating the behavior. (Hegazy, 2012: 156-157). The expected component consists of two sub-dimensions:
  - A. Controlling learning beliefs: It is the belief that the effort put in by the student will lead to positive results.
  - B. Self-efficacy for learning: is the students' assessment of their ability to master the task (Burlison, et al, 2009, pp1315-1316).
2. Value component: It refers to the students' intrinsic values and orientations toward the task, such as curiosity, challenge, and mastery, and external orientations, such as obtaining grades, rewards, evaluation by others, and competition. It also indicates the importance and usefulness of that task. The value component consists of three sub-

dimensions: internal goal orientation, external goal orientation, and task value.

- A. Internal goal orientation: This dimension refers to the student's awareness of the reasons for his involvement in learning, as is the degree to which students see themselves participating in a task for reasons such as curiosity, challenge, mastery, and curiosity (meaning that the student focuses on learning and mastery).
- B. External goal orientation: This dimension expresses the degree to which students see themselves participating in a task for reasons such as obtaining grades and rewards, competition with peers, and evaluation by others.
- C. Task value: Task Value Here the student's focus is on the value of the task in itself, that is, it refers to the students' assessment of the importance and usefulness of the task (Pintrich & Schunk, 2002, pp127-132).

It refers to the set of beliefs that the student realizes about his love for what he learns and his enjoyment of the need for the courses he studies, and it also includes the student's beliefs about the importance of the task or his schoolwork. The value of the task appears in the student's answer to the following question: Why am I doing this work? This answer shows the reasons for the student's performance of the school task, such as discussions and solving exams, and this term is mentioned in some studies as the internal value versus the external value.

3. Affective component: It is only one dimension that refers to two areas of exam anxiety: the cognitive domain (consisting of negative thoughts that impair performance), and the emotional domain (indicating the emotion and arousal from the exam) (Mustafa, 2013: 484). It is assumed that these motivational beliefs lead to three general types of motivational behavior: choice (choosing to do one work over another), the level of

participation or integration (integration into the task or work effectively, preparation and treatment at the deep levels) and the level of perseverance (continuing to work despite facing difficulties)) (Pintrich, et al, 1994: p145). It refers to the set of concepts and beliefs that the student perceives and feels about his emotions as a reaction when dealing with school work in general and with exams in particular, such as a feeling of extreme nervousness and a feeling of tension that makes him forget what he has learned, and think about what he will do after failing to perform exams and the consequences of This is from events and problems, and the test anxiety of the student appears in his answer to the following questions: How do I feel about this task? What will I do if I fail to do the job? What are the events and problems arising from this failure? This type of anxiety is related to test situations, so that these situations provoke in the individual a feeling of fear and great anxiety when facing the test, and it may be present in a high degree and affect the individual's performance on the test and it is called crippling anxiety, while the moderate level of it is normal and does not greatly affect the individual's performance in the test and is called The easy anxiety (Abdul-Khaliq, 1987: 31).

### 3. Previous studies

1. Study of (Nasser 2015): Cognitive and motivational beliefs and their relationship to self-organized learning among university students. The study aimed to reveal the relationship between cognitive beliefs, motivation and self-organized learning among university students, and to reveal the effect of gender and grade on cognitive beliefs, motivation and self-organized learning, as well as to identify the extent to which cognitive beliefs affect motivational beliefs and self-organized learning, and the study sample consisted of (412) male and female students were randomly assigned according to the proportional method, and for the purpose of achieving the objectives of the research it

was necessary to use tools to measure each of the cognitive beliefs, motivational beliefs, and self-organized learning, and because there is no scale to measure motivational beliefs, and self-organized learning to the knowledge of the researcher; The researcher built a scale for each of them, as for the cognitive beliefs scale, the researcher adopted the Wood & Kardash scale, 2002) after translating and adapting it to the Iraqi environment, analyzing its paragraphs and finding its validity and stability. It was found that the variables of cognitive beliefs and motivational beliefs contribute to self-organized learning, while the matrix of correlations between research variables (cognitive beliefs, motivational beliefs and self-regulated learning) indicated that there is a statistically significant relationship between them, as the value of the multiple correlation coefficient between the three variables reached. Nasser, 9-11: 2015) (0.85) degrees

### Research Methodology

In the current research, the two researchers relied on the descriptive (relational) approach as one of the important and appropriate scientific approaches in psychological studies. The phenomenon is as it is in reality, as it is accused of being an accurate scientific description, and expresses it quantitatively and qualitatively. As the qualitative expression describes the phenomenon and clarifies its characteristics, while the quantitative expression gives us a numerical description to show the amount and size of the phenomenon, and the degree of its connection with other phenomena (Obaidat, 1996: 289).

**Research Population:** The research community means all individuals or elements that share one or more characteristics that distinguish it from the rest of the societies through which the researcher seeks to generalize the results of the study to them (Al-Jabri and others, 2013: 178). As the current research community is determined by the request of the College of Nursing at the University of Dhi Qar, the data was obtained from according to a letter facilitating an assignment to the College of Nursing No.

(5417-1407) dated (12-28-2021) and for both sexes (males - females) for the academic year (2020 / 2021). Their number is (341) male and female students, by (115)

males at a rate of (33%) and (226) females at a rate of (66%) distributed to the College of Nursing (4) stages.

**Table (1): The research community for students of the Faculty of Nursing distributed by gender (males - females) and stage (first - second - third - fourth)**

The stages of the College of Nursing	male	The ratio	female	The ratio	The total number of students of the Faculty of Nursing
M 1	29	8%	70	20%	341
M 2	35	10%	65	19%	
M 3	30	%8	46	13%	
M 4	21	6%	45	13%	

**Research Sample:** The sample is a model that includes part of the units of the original community concerned with research and study, which are representative of it. Choosing the sample is necessary because the researcher cannot study all units of the original community (Kandilji, 1993: 113). The purpose is to complete the research procedures and achieve its goals. The researcher chose the random method

proportional, as the sample was chosen for each of the sexes (males - females) according to their percentage of the community, and through that the sample of the current research consisted of (300) male and female students selected in a proportional random way from the total community by (71) males, and (23) and females at a rate of (229) and a percentage of (76) as shown in Table No. (2)

**Table (2): The research sample distributed by stage and type**

Faculty of Nursing	stage	male	The ratio	female	The ratio	total summation
	Stage 1 stage 2 stage 3 stage 4	71	%23	229	76	300

**Research instruments:** In order to achieve the objectives of the current research, it is necessary to provide two tools that are compatible with the research literature, the theoretical framework and the characteristics of society. Anastasia 1976 defined the measurement tool as (an objective and codified method for measuring a sample of behavior), (Anastasia 1976 p 27). With the following steps:

1. **Motivational contraction scale:** After reviewing previous studies and reviewing

the psychological literature, and in order to achieve the objectives of the current research, the researcher prepared a motivational beliefs scale for nursing students, through which motivational beliefs can be measured.

A: Define the concept of motivational beliefs: In order for the scale to accurately measure the concept, we must define the behavior that must be measured clearly and consistently, and to achieve this goal, and after reviewing previous studies and literature related to the Motivational

Beliefs scale to perform a specific behavior. (804: Pintrich, et al, 1993)

B: Determine the areas of the scale: Based on the definition based on motivational beliefs, the researcher identified three areas for the motivational beliefs scale (value - expected - emotional). Each of these areas was defined and these definitions were fixed with the special paragraphs for each field.

C: Formulating the paragraphs of the scale and distributing them according to the components in their initial form: One of the most important steps in preparing the scales is the formulation of the paragraphs. The accuracy of the scale depends on the strength and accuracy of measuring the quality or characteristic for which the scale was developed to measure it (Khairallah, 1987: 413). The characteristics of the scale depend and depend on the characteristics of measuring the items, after determining the theoretical definition. Then defining the fields, the two researchers were able to formulate the paragraphs of each of the fields according to these, according to the following steps:

1. The behavioral consent should be clear.
2. Avoid starting with the negation method in formulating behavioral attitudes.
3. That the paragraph measures only one goal (Samara, 1989: 81).

The two researchers were able to formulate (39) paragraphs in their initial form to measure motivational beliefs distributed into (3) domains, (12) for the first domain, (12) for the second domain, and (15) for the third domain.

D: Preparing the scale instructions :It is best to make the scale's instructions easy to understand, clear, and give the respondent an initial picture of how to answer, and not mentioning the respondent's name will make him or her feel comfortable. So that he does not give himself a perfect picture, (Alport, 1963: 106). In order to meet the

requirements of the research, the researcher is keen to include a description of the scale so that the respondent does not get confused when answering, as there is no right or wrong answer as far as it expresses the opinion of the respondent and that the researcher only one can see the answer. It also urges the instructions of the examinee to give an honest answer and to avoid leaving any paragraph without its answer, and also the instructions indicated that there is no need to mention the name.

E: Determining the weights of the alternatives and the method of correction (presenting the tool to the arbitrators)

In order to identify the validity of the paragraphs of the scale, the researcher presented the scale in its initial form of (39) items to (20) experts from specialists with experience in the field of educational and psychological sciences, and educational measurement and evaluation. To express their opinions and observations about the scale in judging is the suitability of the scale for the purpose for which it was made. In light of what the experts decided, some paragraphs were modified and minor comments were given. Thus, the scale consists of (32) items that will be statistically analyzed.

### Survey application:

The two researchers conducted this application, the aim of which was to know the extent of the clarity of the instructions, the paragraphs of the scale, as well as the extent to which respondents understand the paragraphs of the scale and its alternatives. And to identify the difficulties they face in answering, as well as the time taken to answer, so the two researchers applied the scale to a random sample consisting of (30) students As a student, it is necessary to verify the extent to which the sample, on which the study was conducted, understands the scale's instructions and the extent to which its paragraphs are clear to them (Faraj, 1980: 160)

**Table (3): The first exploratory application**

Faculty of Nursing	The first stage	The second phase	third level	The fourth stage	the total 30	The total number of the exploratory sample, males and females, from
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	5	5	10	10		both stages (30) male and female students
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F: Correcting the scale and finding the total score :The scale items were formulated in both positive and negative formats. As the number of paragraphs with positive content was (22) paragraphs, and the number of paragraphs of negative content was (9) paragraphs. As for the answer alternatives towards the content of the paragraphs, the researcher used Likert's five-way method (applies to me completely, applies to me a lot, applies to me moderately applies to me a little). It does not apply to me at all). Corresponding to the scale of degrees (5, 4, 3, 2, 1). This is with regard to the items with positive content. As for the items with negative content, they are matched by a scale of degrees (1, 2, 3, 4, 5). In this way, the total score for each respondent on the scale was calculated from the sum of their response scores on all the items, so the highest score that can be obtained is (96) and the minimum score is (32). The hypothetical mean of the scale was (96) to judge the research sample if they had motive beliefs or not.

### Statistical analysis of the paragraphs of motivational beliefs

For the purpose of conducting a statistical analysis of the items of the Beliefs scale, the scale consisting of (32) items was applied to a sample of (300) male and female students.

### Calculating the psychometric properties of paragraphs:

The two researchers calculated the psychometric properties of the paragraphs represented by discriminatory strength and internal consistency (paragraphs validity).

- 1- The method of the two terminal groups (Discrimination Power of items): In order to ascertain the characteristics of each paragraph, the researcher applied the scale to the sample members of the number of (300) male and female students, and corrected the answer form. The discriminatory character of the sample size segment was extracted, and the degrees of the sample members were classified from the highest total score

to the lowest total score. The result and the result were determined the total for the two extreme groups and the percentage of each group (27%). Kelly suggested that when calculating the discrimination power of the paragraphs by the sample members (27%), the number of members in each extremist group in the two extreme groups in the total result (Awda, 1998: 286) and the number of individuals in each group was (81) students. in the upper group and (81) students in the lower group. The researcher used the t - test for two independent samples in calculating the significance of the differences between the averages of the two groups in the scores of each item of the scale. On the basis that the calculated t-value represents the discriminatory power of the paragraph, and it became clear that all paragraphs are distinguished because they are statistically significant. Because its calculated value is greater than the T-table value of (96, 1) with a degree of freedom (160) and at a significance level of (0, 05).

2. Internal consistency (paragraph validity): The internal consistency was calculated as follows:

A. Relationship of the paragraph to the total score of the scale: In calculating the validity of the paragraphs, the two researchers relied on the Pearson correlation coefficient between the scores of each paragraph and the total degree because the degrees of the related paragraphs are gradual, knowing that the sample of paragraphs' validity consists of (300) students in the current research, and it turns out that all the correlation coefficients are statistically significant, if the values of the paragraphs are Its correlation coefficients with the degree are greater than the tabular value of (0,0113), with a degree of freedom (298) and at a level of significance (0.05)

B- The relationship of the paragraph's degree to the degree of the field it belongs to:

The two researchers used this method to find the correlation coefficient between the degree of each paragraph and the degree of each domain to which it belongs to verify the measurement of motivational beliefs for each domain and the effectiveness of the paragraph as a whole. The field of vision is used as an internal test and the Pearson correlation coefficient is used. It reached (0.0113) at the significance level (0.05) and with a degree of freedom (298). Through this indicator, it became clear that all the paragraphs of the scale express their domains.

C\_ matrix of internal relationships (relationship of the component to the other and the relationship of the component to the total degree) To this end, we analyzed a sample of (300) male and female students, and the results showed that all the correlation coefficients between each component and the other components and the total degree are statistically significant, which indicates that these components measure motivational beliefs, as all the calculated correlation coefficients were higher than the tabular value. The amount is (0.0113) at a significant level of (0.05) with a degree of freedom (298) and this is a good indicator of the validity of the scale construction.

### **Standard characteristics (psychometrics) of the motivational beliefs scale**

#### **First: Indicators of the validity of the scale (Validity of the Scale)**

A: Apparent validity : This validity was verified when the Motivational Beliefs Scale was presented in the field of educational and psychological sciences, measurement and evaluation in its initial form, and it was agreed on the validity of the Motivational Beliefs paragraphs to be measured.

B: The validity of the construction: The construction validity means the degree to

which the scale is measured in a theory or a specific feature, and the specialists point out that there are some indications, and indicators of construction sincerity, perhaps the most important of which are the differences between individuals, as it is logical to assume that individuals differ in the extent of their measured property, and this assumption should be reflected on their performance on the scale, (Faraj, 1980: 315).

#### **Second: (Scales Reliability)**

The stability was calculated using the retest and Facronbach methods, as follows:

1. **Test - Retest:** To extract stability in this way, the scale was re-applied to a sample of (30) male and female students with an interval of (14) days since the first application. Where Adams indicated in order to re-establish the stability of the scale, it should not be more than two weeks from the first use. The Pearson correlation coefficient was calculated between the first and second degree of use. The correlation coefficient (81.0) is a measure of access, and this value is a good indicator of the stability of the individual's response to the scale over time. Where (Al-Isawy) indicated that if the correlation coefficient between the first and second applications is (70.0) or more, then this is a good indicator for the stability of standards in educational and psychological sciences, (Al-Esawy, 1985: 58).
2. **Cronbach 's Alpha:** The goal of finding the reliability coefficient in this way is to ensure the consistency of the individual's performance on the general scale from one paragraph to another. If it indicates the overall homogeneity of the items of the scale - and the stability of the responses of individuals, the content of the scale whenever it is homogeneous, the stability of the internal consistency will be high (Al-Zamili et al., 2009: 276). Given that the paragraph is a self-contained scale, the discrepancies between the degrees of the stability sample are calculated on all the paragraphs of the scale. Where the scale is divided into a number of individuals equal to the number of its

paragraphs, the stability was extracted in this way from the scores of the forms of an independent sample of (30) male and female students.

#### **Description of the scale in its final form:**

The final version of the Motivational Beliefs Scale: After verifying the standard characteristics of the indicators of statistical analysis, validity and reliability, the Motivational Beliefs Scale has become in its final form of (32) items distributed over the components (value, expected, emotional). Applies to me sometimes, applies to me often, applies to me rarely, never applies to me) and corresponds to a scale of degrees (5, 4, 3, 2, 1) respectively for the positive paragraphs and (1,2,3,4,5) respectively For negative paragraphs that measure the concept.

#### **Presentation, discussion and interpretation of results**

#### **The first objective: to identify the motivational beliefs of the students of the Faculty of Nursing:**

To achieve this goal, the researcher applied the Motivational Beliefs Scale to the experts, which consisted of (32) items. On the research sample consisting of (300) students, and the results of the research showed that the arithmetic mean of the scores of this sample on the scale reached (113.113) degrees, with a standard deviation of (02434.15) degrees, and for the purpose of knowing the significance of the differences between the arithmetic mean and the mean The hypothesis that reached (96) degrees. The researcher used the spontaneous test for one sample, and the difference was found to be statistically significant. The calculated t - value reached (536.20), which is greater than the tabular t-value of (96.1), at a significance level of (0.05), and with a degree of freedom (299). This means that the research sample have motivational beliefs. And Table (4), shows that.

**Table (4): The one-sample t-test for the motivational beliefs scale**

variable	the number	Arithmetic mean	standard deviation	hypothetical mean	T value		Indication level
					calculated	tabular	
motivational beliefs	300	113.8133	15.02434	96	20.5356	96.1	function

This result is consistent about what the value component addresses, one of the areas of motivational beliefs that represent the importance of the course material and the student's focus on the value of the task in itself, which refers to the students' assessment of the importance and usefulness of the task. (Pintrich & Schunk, 2002, 127)

#### **The second goal: statistically significant differences in motivational beliefs according to gender:**

The value of the correlation coefficient for the male sample of students was (627.0) and the Fisher standard value (735.0), while the value of the correlation coefficient for the female sample was (681.0) and the Fisher standard value was (830.0), and after using the hyperbolic test it appeared that the positive value Calculated (686.0) at a significance level (05.0), which is less than the tabular Z value (1.96) which indicates that there are no differences for the variable beliefs and according to gender (males - females) as shown in Table (5).

**Table (5): The value of the correlation coefficient and the standard Fisher value of the variable and according to sex (male - female)**

sex	the number	The value of the correlation coefficient between beliefs and helping behavior	Standard Fisher value	z value		Indication level 05. 0
				calculated	tabular	
male	71	627. 0	735. 0	686. 0	96. 1	nonfunction
female	229	0.681	830. 0			

This indicates that there are no differences in the relationship between beliefs and helping behavior and according to gender (male-female).

### Recommendations

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

1. Consolidating the concept of motivational beliefs among students by organizing cultural development courses to help them achieve the largest possible number of motivational beliefs.
2. A statement to the measurement specialists from these standards that were prepared for the purposes of the current research in their scientific research.

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