Motivational orientation and its relationship to academic achievement among students of the Department of History at the University of Diyala

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ABSTRACT

The current research aims to identify:

1- Motivational orientation among students of the Department of History, University of Diyala .

2- The significance of the statistical differences according to the gender variable and the stage of study in the motivation orientation of the students of the Department of History at the University of Diyala.

3- The correlation between motivational orientation and academic achievement among students in the Department of History, Diyala University

In order to achieve the objectives of the research, the researcher followed the descriptive and associative approach. The research community was represented by students of the History Department at the Faculty of Education for Humanities, Diyala University for the academic year (2021-2022), their number (613). The basic research sample was randomly selected according to the Stephen Thompson equation, as it reached (236) male and female students. The researcher used the scale of motivational orientations as a tool for the current research, and the face validity, structural validity and internal consistency coefficient of the research tool were extracted, and then the reliability was extracted by the two methods of repetition, as the value of the coefficient of reliability reached (0.84) and the Cronbach alpha method (0.86) . To extract the results of the current research, the researcher used the statistical portfolio of social sciences (Spss 25) to analyze the data and then interpret it .

Keywords :Motivational Orientation , Academic Achievement

INTRODUCTION

Research problem

Academic achievement among students is one of the most important topics that has preoccupied all teachers, specialists and educational psychologists, and everyone related to the educational process, and perhaps among the educational problems facing parents and professors is the poor level of student performance and the negative consequences that affect academic achievement in particular and in their future lives in general, and hence we find that the reason for the decline in academic achievement is due to several factors, including family factors, economic factors, and administrative factors, and when students are unable to practice thinking and the low level of motivation, the chance of success and excellence in their academic lives becomes very weak, so students have become in need Thinking and motivation development programs , (Ali, 2016: 11) andn The problems facing teachers are how to develop motivation among students who reach the university with a predetermined position on their ability to succeed or fail, as students need what motivates them to do the learning that they are asked to do, and their motivation to do the learning may be self-internal or external motivation coming from parents and peers, as Zaghloul sees (Keller 1987) that one of the most important reasons behind the failure of the educational process is the weakness or absence of motivation among students at the university towards learning a new subject or experience, and he sees that the weakness of motivation is due to multiple factors, including the neglect of teachers In education or the inability of teachers to raise it among students towards learning a specific topic (Al-Zaghloul, 2011: 172)

Researcher sees being presence on campus that students are at risk of poor motivation orientation , so they should be helped to strengthen these orientation by focusing on building and developing their motivation orientation , which leads to the proper orientation of their future goals

The researcher prepared a survey questionnaire that she submitted to the professors of the Department of History at the University of Diyala, Faculty of Education for Human Sciences, which included Do you notice

that the students of the Department of History in all its grades have motivational tendencies? The answers were that students have medium to low motivation .

From what has been presented, the current research problem is crystallized as follows:

1. Is there a correlation between motivational orientation and academic achievement among students of the Department of History at the University of Diyala?

Second: Significance of the research

Motivations are of great importance in provoking the individual's inclination towards learning, and they are considered an essential thing in the learning process, on which the achievement of the goal of learning in any of the various areas of learning depends, whether in learning the style or methods of thinking or forming values and orientation , as well as the acquisition of information and problem solving and in all acquired behavioral methods, so the professor must be aware of discovering the stimuli that lead to the students feeling pleasure in order to continue his inclination to work for a sufficient period of time through which he can obtain ideas and scientific materials that he is required to learn (Kholi, 2002: 206).

It is the meeting point of all students and teachers who work in the educational and learning process and all those who are related to the educational process, as it plays an important role in the students' learning, because it attracts the attention of the learner, and keeps him active throughout the learning period. It is an internal force that drives behavior and drives him to do something. Motivation can arise through internal factors of self (such as interests, tendencies, desires, needs, etc.) and external factors of the environment such as (things, ideas, people, places, etc.). Motivation constitutes what concerns the teacher and students as a means and purpose, and it is one of the necessary learning needs because we want university students to be entertained, loving, and interested in what they learn and how they are educated. On the other hand, the development of tendencies, orientation , and interests is one of the university's goals and objectives as a result of learning and education. Al Qassim, 2000, 63)

The significance of motivation for learning is shown by its work to stimulate student activity in a significant and noticeable way. Good learning occurs while the loss of motivation for learning makes students tend to be lazy and idle . (Al-Tuhami, 2008: 121)

Motivation contributes to natural change, emotions and knowledge of individuals on the side of attention, understanding, remembering and forgetting or on the side of influencing learning and thinking. Motivation helps a lot in knowing the individual differences of students in academic achievement. We often see students with high intelligence, but their academic achievement is low and students with low ability. However, they have high academic achievement, meaning that the expectation of achievement is positively or negatively different from what happens. The factor responsible for this situation is always the low or high level of achievement motivation among students at the university (Abu Alam, 1986, 24).

Motivation is an important requirement in learning, and whatever the universities are equipped with equipment, teachers, books and curricula, it will not work if students do not want to learn. The necessary factors that make students loving and willing to learn are the abilities and personality of the student himself, in addition to the incentives, strategies and characteristics of learning .

(Alawneh, 1997: 16)

Motivational orientation are considered one of the important topics in educational psychology, and their importance is shown by their ability to give students many opportunities to experience educational activities, and they are among the variables that have a significant and direct impact on students' performance and interaction during the university stage, as we can explain many aspects of behavior in light of our reliance on the students' motivation because the performance and behavior of the individual and his perseverance in carrying out multiple learning tasks depend on the amount of the student's motivation, in addition to the fact that motivation may be directed and built internally, that is, it arises from the same individual to do a certain thing for his personal satisfaction to solve a specific problem, or externally, and these motives often include some material rewards such as money, prizes, or morale such as praise (Karkhi, 2020: 11).

Motivational orientations are patterns with different environmental and educational tasks. Motivational orientations are active when the individual has a specific short or long-term goal. They are on two directions. The first is internal orientations, which are challenge, curiosity, independent ability and perseverance. External orientations are the work of easy tasks and the satisfaction of teachers and parents. The student is dependent on others to accomplish his tasks. The individual lives in a society in which material conflicts spread and control many different areas of life, without any regard for moral and spiritual values, which results in a decrease in motivations among individuals.Skinner, 1980: 83)

Recently, educators have noticed that students vary in their levels of achievement and learning even when all circumstances are similar. Students may learn in the same universities and at the hands of the professors themselves and even the educational materials they study themselves, but some of them learn more than others, because some students study diligently and with interest and others are lazy about studying and care about other

things far from the educational materials. Therefore, scientists have put several factors that lead to this disparity, and the most important of these factors are the motivational tendencies of students .
(Atom et al., 2011: 169)

The college stage is of great importance in the lives of students because of the psychological, educational and social changes it brings, as it is the stage of individual independence, self-confidence, intellectual advancement and intellectual launch (Dallah, 2020 : 173) .

The Faculties of Education for the Human Sciences are a natural extension of our nation's rich educational heritage and work to develop educational knowledge and its applications with regard to the teacher and the learner. The College starts in performing its humanitarian mission from solid scientific foundations derived from that bright educational heritage as well as some contemporary efforts of its professors working in its field to contribute to the comprehensive development of Iraqi society. (Kazem, 2017 :57)

From the above, the importance of the current research can be highlighted through the following

1. The importance of stimulating the students' motivation, directing them and generating certain interests that make them embark on cognitive, emotional and motor activities outside the scope of the studied work.
2. The importance of academic achievement among students of the Department of History at the University of Diyala.
3. The importance of the university stage because its students constitute the stage of youth and this stage is one of the most important stages in human life.

Third: Research Objective

The current research aims to identify

1. Motivational orientation among students of the Department of History at the University of Diyala .
2. The significance of the statistical differences in the motivational orientation according to the gender variable (males/females) among the students of the Department of History at the University of Diyala .
3. The correlation between motivational orientation and academic achievement among students of the Department of History at the University of Diyala.

Fourth: Research Limitations

1. Scientific limits: two measures of motivation orientation – degrees of academic achievement.
2. Human Limits: Students of the Department of History at the University of Diyala for the academic year 2021-2022.
3. Spatial limits: Faculty of Education for Human Sciences at the University of Diyala .
4. Temporal Limits : School Year 2021_2022 .

Fifth: Terminology
First: Motivational Orientation : Defined by
Jaber and others ., 2002

as The stimulation of behavior by internal factors from the individual himself, his needs, characteristics, tendencies and interests, or by external factors from the surrounding environment, such as things, people, ideas and topics (Jaber and others.,2002:100)

operational definition of motivational orientations

It is the degree that a student obtains through their answer on the scale of motivational orientations that the researcher will build .

Second : History defined it as

Al-Salmani (2010): That it is a science looking for the time and its conditions and the conditions of what is related to it in terms of determining that its timing and the time in the language, which is the definition of time in the language, which is to set the time for the descent of a mortal, whether he has passed or was present or will come(Al-Salmani,2010: 18)

Third : Academic Achievement: defined by each of Saeed 2012

The level achieved by students at the end of each year through the results obtained from the exams offered by teachers. (Saeed, 2012, 72)

Operational definition of academic achievement

The researcher defines academic achievement as: It is all that the student acquires from the information and skills and verifying the extent to which students benefit from those prescribed materials through the grades obtained by students in examinations prepared by professors at the university .

Table (1) Previous studies

Sr. No.	Name of researcher, year and country	The Aim of the Research:	Research Sample	Methodology of the study	Tool	Results
1	Al-Zubaidi 2005 , Iraq	Identify the degree of internal and external motivation orientation among middle school students	400	Descriptive approach :	Motivational Trend Scale and Learning Strategies Scale	There are no differences in the values of the correlation coefficients of the three learning strategies in the two types of internal and external motivation orientation
2	Rugabi 2014 , Iraq	Identify the internal and external motivation orientation of middle school students	400	Descriptive approach :	Motivational Orientation Scale and Classroom Enhancement Methods Scale	There is no relationship between internal and external motivational orientations and the methods of classroom reinforcement of the entire sample
3	Fox-Waterman.	Identifying the relationship between the social and economic situation and the motivational orientation that included the method of parental treatment	30	Descriptive approach :	Parental treatment method scale that includes internal and external orientation	The parental treatment method helps to determine the type of motivational orientation of the child
4	Jan 1996 Australia	Balancing internal orientations with students' post cognitive abilities	143	Descriptive approach :	Internal and external orientation scale and cognitive abilities scale	Students have high confidence in their own self-control of success or failure in academic matters and have demonstrated knowledge in learning strategies in the sense that internal motivational tendencies have more than external motivational tendencies

Chapter (3)
Research Methodology
The researcher adopted the descriptive approach to achieve the objectives of the current research, which is defined as: an investigation focused on one of the educational or psychological phenomena as they currently exist in order to diagnose and reveal their aspects in addition to determining the relationship between its elements . (El Ghanam et al., 1981, 51) .

❖ **Research Community**
The current research community is determined by students of the University of Diyala, Department of History, Faculty of Education for Human Sciences, male and female, and from the four stages of study for morning studies for the academic year (2021-2022AD). The total number of students reached (613) male and female students, distributed by (249) males, and(364) females .

❖ **Research Sample**
The current research sample was chosen in a stratified and random way with a proportional distribution according to the equation of (Stephen Thompson), as the number of the sample reached (236) and by (38.50%) distributed by gender by (96) males and (140) females, and Table (2) shows this.

Table (2) shows the distribution of the research sample according to the gender and stage variable

Stage :	Number of males	Number of females	Total	Percentage
First year	21	29	50	21.21
Second Year	38	50	88	37.36%
Third year	19	33	52	22.02
Fourth year	18	28	46	19.41%
Total	96	140	236	100%

Research Tool: Motivational orientation Scale
A)Defining the concept to be measured (Defining the concept of motivational orientations)
The researcher reviewed a number of researches and studies related to motivational orientation in order to prepare the appropriate tool to achieve the objectives of the research such as Fox and Timmerman's study (Fox & Timmerman, 2000). Since the researcher relied on the theory of (Fox & Timmerman, 2000) a theoretical framework in the treatment of the current research, the researcher prepared the scale according to this theory, which defines motivation orientation as (motivation to work through important factors of internal self or external factors. The internal motivation to participate in work is mainly because the work is interesting and attractive. The external motivation is represented by the motivation to work mainly in response to something far from work per se) .
B)Identifying the scopes of the concept of (motivational orientations)
After analyzing the components of the definition of motivational orientations, the areas of the scale of motivational orientations and the theoretical definition of each field were identified. Two areas were identified in light of the theory, which was referred to in Chapter Two as follows: - The first scope: internal orientations,- The second scope : internal orientations.

Formulation Items validity
This step is one of the important and main steps to be followed in building any scale(Allen&yen, 1979, p.118), and after identifying and defining the areas included in the scale, and reviewing the relevant literature and previous studies that the researcher was able to obtain , the items were collected and formulated for each field, and accordingly, the items of the scale of motivational orientations were developed and defined in their initial form, as its items reached (42) items distributed over the first area (internal orientations) (22) items and in the second area (external orientations) (20) items , and the researcher adopted to formulate the items of the scale of the following steps: -
1. the researcher being informed about the previous literature and studies, which were referred to in defining the concept of the scale .
2. Benefiting from the following scales: Lieber Scale (Lepper, 2005): Scale (Fox & Timmerman, 2000): Scale (Ali, 2006): Scale (Bedouin,2019):
Based on the above, the researcher drafted (42) items formulated in the style of the report phrases.
A)Answer Alternatives
The scale consists of five alternatives and in order to gain the total score of the respondent in the scale, the weights of the alternatives were : (5-4-3-2-1)
B)Validity of Items Scale
The scale of motivational orientations was presented in its initial form consisting of (42) items to a group of experts with specialization in the field of educational and psychological sciences, which numbered (26) experts attached (1), and the experts made their observations in the items , and the researcher relied on the opinions of the experts with the value of (K^2) to maintain, delete or amend the item , and when comparing the values of (K^2) calculated with the tabular value of (3,84) at the level of significance (0,05) and degree of freedom (1), (8) items were deleted and (6) items were amended, so the number of items (34) item became:

Exploratory application of the test
The objective of this application is to determine the clarity of the test instructions, the clarity of the items in terms of wording, meaning and calculating the time taken to answer the test. Therefore, the researcher applied the scale to a sample of (49) students, which is the same sample referred to in () table (). It was found that the test items and instructions were clear and understandable to all sample members and that the time taken to answer ranged between (22-26) minutes with an average of (23) minutes.
Answer time = 1127/49=23 minutes.

❖ **Statistical analysis of items**

The process of statistical analysis reveals the psychometric characteristics of the scale items that help the scale preparer in choosing the items with good characteristics, and this in turn leads to increasing the validity and reliability of the scale, (Ahmed, 1981, p. 255) and the researcher followed the following steps to conduct the statistical analysis:

Statistical Analysis Sample

To achieve this, the researcher selected a sample of (170) male and female students, who were randomly selected according to the stratified random sample method with proportional distribution and according to (29.10%) .

Discriminatory power of vertebrae

The calculation of the discriminatory power of the item is an important standard characteristic because it indicates the ability of the items of the scale to detect individual differences between people (Ebel, 1972, p.399), and in order to verify this, the researcher took the following steps:

Extreme-group style

1. Applying the test items to the statistical analysis sample of (170) individuals.
2. The order of the 170 forms is descending from the highest grade to the lowest grade.
3. Determining (27%) of the forms that obtained the highest scores of (45.9). After rounding, the number is (46) forms, and(27%) of the forms that obtained the lowest scores of (46) forms. Thus, two groups were sorted with the largest size and maximum differentiation possible (Anastssl, 1997, p.208)
4. Extracting the mean and standard deviation of the examiners' scores for each group of each item of the scale.
5. Applying the T-test to two independent samples to test the difference between the mean scores of the upper group and the lower group in each item . The T-value is an indicator to distinguish each item by comparing it to the tabular value of (1.98) at the level of significance (0.05) and degree of freedom (90). All items were distinguished because the T-value calculated for all items is greater than the T-tabular value, as the calculated T-value ranged between (3.064- 11.446).

Psychometric indicators of the scale

1 Face Validity

Ebell indicates that the best way to use face validity is for a number of specialists to estimate the extent to which the scale represents the attribute to be measured (Ebell, 1972, p.79). Face validity was verified when the test was presented to a group of experts in the field of educational and psychological sciences.

2- Construct Validity

It is the extent to which it can be determined that the scale has a specific theoretical construction or feature (Anastasi, 1976, p.151) This was achieved in the current scale through the researcher extracting the following building validity indicators: -

- Extracting the discriminatory power of the test in the manner of the two extremist groups.
- The degree of the item is related to the total degree of the test, as follows:

To achieve this, the researcher used Pearson correlation coefficient to extract the correlation coefficient between the scores of each item and the total score of the scale to verify the strength of the correlation of the item with the scale. To know the significance of the correlation coefficients, the T-test was used to indicate the correlation coefficient. It was found that all correlation coefficients are statistically significant, as the T-tabular value reached (1.97) at the level of significance (0.05) and the degree of freedom (168). The calculated T-value was greater than the tabular value of all correlation coefficients. The calculated value ranged between (4.046 - 6.086).

B - The relationship of the item score to the total scores of the field

The Pearson correlation coefficient was calculated between the scores of the sample members on each item and the total score of the field to which you belong. To know the significance of the correlation coefficients, the T-test was used to indicate the correlation coefficient. It was found that all correlation coefficients are statistically significant, as the T-tabular value reached (1.97) at the level of significance (0.05) and the degree of freedom (168). The calculated T-value was greater than the tabular value of all correlation coefficients. The calculated value ranged between (4.439-6.752).

C - The relationship of the scope score to the total score of the scale

To know the significance of the correlation coefficients, the T-test was used to indicate the correlation coefficient. It was found that all correlation coefficients are statistically significant, as the T-tabular value reached (1.97) at the level of significance (0.05) and degree of freedom (168). The calculated T-tabular value was greater than the T-tabular value of all correlation coefficients.

Second: Reliability

The scale is stable if it gives consistent results when re-applied. The constant scale gives the same results if it is re-applied to the same sample members and under the same conditions (Sheikh, 1982: 205). The reliability of the scale of motivational orientations has been extracted in two ways:

A. **Testing and retesting: (Test-Retest)**

The researcher applied the test to the individuals of a sample of (100) students chosen in a random method, and then it was reapplied to the same sample two weeks after the first application of the scale and then according to the Pearson correlation coefficient between the grades of individuals in the first application and their grades in the second application. The reliability coefficient in this way for the scale as a whole was (0.83), which is a good reliability coefficient, as Gilford (Guilford, 1956) believes that the correlation coefficient must be at least 0.70 (Abu Alam : 2011: 500).

B - Alpha Cronbach method

The value of the reliability coefficient calculated in this way for the scale as a whole was (0.86), which was conducted on the reliability sample scores of (100), which is a good reliability coefficient that can be relied upon, as some measurement and evaluation literature indicates that the values of the reliability coefficients are good if they are more than (0.70) (Abu Alam :2011: 500).

Statistical means

In order to achieve the objectives of the current research, the researcher used statistical means by the statistical program SPSS:

Fourth Chapter

Presenting and interpreting the results

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

The first objective: To identify the motivational orientation of the research sample.

In order to achieve this goal , the mean score of the research sample (236) students of the Motivational Orientation Scale was extracted, as the value of the arithmetic average reached (126.767) degree and standard deviation (18.211). When testing the significance of the difference between the arithmetic mean of the sample scores and the hypothetical average of the scale with a value of (102) degree. Using the T-test of one sample, it was found that the calculated T-value is equal to (20.893) and when balanced by the tabular T-value of (1.97) at the level of significance (05.0) and degree of freedom (235), it was found that the calculated T-value is greater than the tabular T-value, i.e. there is a significant difference between the arithmetic mean of the sample and the hypothetical average of the scale in favor of the sample and Table(3) shows this.

Table(3) Results of aT-test to identify the motive orientation in the research sample.

SAMPLE	Sample arithmetic mean	Standard Deviation	Hypothetical average scale	Degree of freedom	T value		Level of Significance
					Calculated	tabular	
236	126.767	18.211	102	235	20.893	1.97	statistically significant

To know the differences between each field of motivational orientation in the research sample, the mean, standard deviation, calculated T-value and tabular value were extracted as shown in Table (4):

Table(4) Results (T-test) to test the significance of the difference between the arithmetic mean and the hypothetical average to identify each field of motivational orientation in the research sample.

Categories	Sample size	Sample arithmetic mean	Standard Deviation	Hypothetical average scale	Degree of freedom	T value		Level of Significance
						Calculated	tabular	
Inner Orientation	236	70.941	9.075	54	235	25.831	1.97	statistically significant
Outward Orientation	236	55.826	13.807	48	235	8.708	1.97	statistically significant

This result is attributed to : Students and parents view learning as having economic and social returns in the future, which means that parents encourage their children to make an effort and carry out scientific and

academic activities in order to achieve self-satisfaction and a sense of the pleasure of academic achievement itself and a sense of the pleasure of this achievement.

The sample members carry out academic activities as a result of a subjective act and they feel the pleasure of work and tend to be self-fulfilled . In addition, the literature indicates that the internal orientation is an acquired and learned motivation from the environment in which the educated individual lives and interacts with it, and it seems that the environment in which students live, the most important of which is the home and community environment, encourages the development of curiosity and exploration,as well as it encourages interest and desire to succeed, which leads to the activation and guidance of behavior, and then it provokes self-reflection and impulsivity among students.

Gansbrg & Bronstein points out that "internal motivational orientation depend on the nature of the family factors that affect the individual. The harmony of family members with each other or the ambition of parents and their positive orientation towards the learning process, and the family's cultural richness are among the most prominent variables that contribute to building internal motivation" (Gansbrg & Bronstein,1995).

The second goal: Finding the significance of the statistical differences in the motivational orientation of the research sample according to the gender variable (males and females)

It is clear from Table (5) that there is no statistically significant difference in the scale of motivational orientation according to the gender variable (males, females) in the research sample , as the average scores of males reached (123.990), with a standard deviation of (19.922), and the average scores of females reached (128.746) with a standard deviation of (16.746), and the calculated T-value was (1.952), which is smaller than the tabular T-value (1.97) at the significance level (05.0) and a degree of freedom (234).

Table(5) The results of the test of the significance of the differences between the mean scores of the research sample according to the gender variable

Gender	Sample size	Artimetic mean	Standard Deviation	Degree of freedom	T value		Level of Significance
					Calculated	tabular	
Males	96	123.990	19.922	234	1.952-	1.970	statistically function
Females	140	128.746	16.746				

This result is attributed to : that when students reach the university level, their awareness of their professional desires and practical ambitions increases, as they seek to compete with themselves and with others. On the other hand, the degree of this awareness and desire to compete constructively with students of both sexes has become convergent in recent years due to the global openness to the different cultures of the world through social networking sites, technological and information development, as well as the early responsibility of the research sample within the family, makes them have motivation to achieve their academic career with excellence commensurate with their cognitive abilities so that they can get a job after graduation through the academic specialization or complete their scientific career by applying for postgraduate studies that provide them with better opportunities to obtain a job .

The third goal: **The correlation between motivational orientation and academic achievement in the research sample**

The Pearson correlation coefficient was used to identify the relationship between motivational orientation and academic achievement, in the research sample of (236) male and female students , and the value of the correlation coefficient reached (0.569), and after using the T-test to test the significance of the correlation coefficient, it was found that the calculated T-value reached (10.584), which is greater than the tabular T-value of (1.97) at the level of (05, 0). This result shows that there is a positive and statistically significant correlation between the two variables and Table (6) shows this.

Table (6) shows the relationship between motivational orientation and academic achievement

Variables	Sample size	Correlation coefficient	T value		Level of statistical significance at the level of 0.05
			Calculated	tabular	
Motivational Orientation	236	0.569	10.584	1,97	Significant
Academic Achievement					

Table(7) shows the correlation between the internal and external orientation of motivation and academic achievement in the research sample:

Table(7) shows the relationship between the internal and external orientation of motivation and academic achievement in the research sample

Scope	Correlation coefficient	T value		Significance level at 0.05
		Calculated	tabular	
Internal	0.477	8.302	1.97	statistically significant
External	0.403	6.736	1.97	statistically function

According to Table (7), the value of the correlation coefficient between the internal orientation of motivation reached (0.477), which is a statistical function, as the calculated T-value reached (8.302), which is greater than the tabular T-value of (1.97). The correlation coefficient between the external orientation of motivation reached (0.403), which is a positive and statistically significant correlation coefficient, as the calculated T-value reached (6.736), which is greater than the tabular T-value of (1.97) .

This result is attributed to : The educational system currently in place is mainly based on the assessment of students according to their level of academic achievement. Therefore, academic achievement represents a challenge for students to achieve and a major goal that must be achieved. The students' possession of internal and external motivational orientations is a natural result as it represents a process of force that moves and directs the student's behavior towards achieving his goals as it is a prerequisite for self-learning. It is one of the incentives and rewards in the ownership of students of motivational orientations to achieve this goal .

Recommendations
1. Include the curricula in the Ministries of Education , Higher Education and Scientific Research in a way that develops mental abilities in a way that suits each stage and each academic discipline of various types.
2. Encouraging interaction between the family and educational institutions by holding seminars in order to develop motivation and make it an integral part of the culture of the home and society .

Suggestions
1. Conducting similar studies for the current research on different social strata and academic stages other than university students and balancing them with the results of the current research.
2. Conducting other studies that address the relationship of motivational orientation to other variables not covered by the current research, such as (parallel thinking) .

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