Research Article

Academic emotions among university students

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Abstract:
The study aimed to identify, Academic emotions of university students, and The differences in academic emotions according to the stage variable (second-fourth) among university students. To achieve the objectives of the research, the researcher translated the academic emotion scale prepared by Beckern (2001) and applied it to a sample of (500) male and female students who were randomly selected from the students of Al-Mustansiriya University for the scientific and humanities faculties. The results came to the following: University students enjoy high academic enthusiasm, and There are differences in the positive academic emotions in favor of the fourth stage.

Keywords: Academic emotions, university students

Introduction:
The process of training in sports is one of the processes that requires following the scientific methods specific to the stages of preparation for athletes, and that the success of the training process depends on the ability of coaches and their consideration of the individual characteristics of the athletes and the selection of the best training methods and the best stages of the time division of the numbers of athletes, as it is very important when preparing training programs to choose the methods The appropriate means and methods for each stage of training, as well as the selection of exercises that must be appropriate to the ability and energy of the athlete. Weightlifting is one of the games that is directly affected by muscular strength as a basis for the development of athletic achievement. For this reason, muscular strength for the sport of weightlifting is of particular importance in the training process. The lifter has turned into a great strength to implement this lift, hence the importance of research in knowing the effect of frequent intensity exercises in developing the muscular strength of lifters in lifting the net by lifting weights for young people, it will be a work guide for trainers and specialists in training young people in the sport of weightlifting and preparing them physically to perform this lift and that the process of reaching To this level requires finding a training program that connects the athlete who depends on the development of muscular strength by using frequent intensity exercises leading to the so-called fatigue limit to the best level and the best achievement.

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Research problem

University education focuses on the student's cognitive aspect more than his interest in other aspects, and this leads to an imbalance in the educational system and generates multiple problems. The social and emotional aspects of the student must be taken care of in the educational process. Educational situations provide us with an important source of diverse emotional experiences. Attending the classroom or the classroom and studying and tests elicit emotions such as pride, hope, shame, boredom and anxiety. These emotions that students feel in the educational environment are called academic emotions (Pekrun.et al, 2009, P:153)

Research importance

Academic emotions include all types and patterns of emotions that students experience in the classroom during learning, and in situations related to the performance of academic tasks, such as the joy of learning, pride in success, and anxiety related to exams. Academically, negative emotions such as anxiety, anger and boredom are often at high levels among low academic achievement, while students with high academic achievement feel high levels of learning joy and pride (Meyer & Turner, 2002, p69.(

Academic emotions affect students' ability to process information, understand and perform in general, and academic emotions have the ability to stimulate thinking, but the emotional state can negatively affect learning. When students feel high levels of excitement or enthusiasm, this feeling may make them think indifferently. Or more quickly than thinking carefully or in an orderly fashion   (Pekrun, Frenzel, Goetz, & Perry, 2007)

research aims

The study aimed to identify

1-Academic emotions of university students

 2-The differences in academic emotions according to the stage variable (second-fourth) among university students.

search terms

Academic Emotions

Pekrun, 2001): the set of feelings associated with academic learning and achievement outcomes such as success and failure such as emotions (anxiety, comfort, shyness) or with achievement activities and learning processes such as studying such as emotions (pleasure, boredom, anger) (Pekrun, 2001, p:184(

Theoretical framework

academic emotions

Students and professors spend long hours in the classroom, and social relationships develop between the two parties that may last a lifetime. There, in the classroom, important life goals are determined depending on the individual capabilities of the students and on the collective spirit prevailing in educational institutions, and because of the importance of academic emotions, they are immersed in intense emotional experiences The interactions direct and influence learning and performance and influence the personal development of students at all levels of study (Pekrun, Goetz, Titz, Perry, 2002)

Then, knowledge in the field of emotions developed to confirm that emotions are essential to human achievement efforts, and that they are no longer just a casual phenomenon that is likely to occur in academic situations where emotions have been recognized as having a critical and important role for students' academic learning, achievement, personal growth, and psychological

health. (Pekrun& Stephens, 2010: p 258)

Becron's Control-Value Theory of Academic Emotions:
Theory of Academic Emotions Control-Value
Pekrun's value-control theory (Pekrun, 1992) is a social cognitive approach to academic emotions (Frenzel, Goetz, Lüdtke, Pekrun, & Sutton, 2009; Frenzel, Pekrun, & Goetz, 2007), and is a theoretical classification of the internal structure of academic emotions (Pekrun, Goetz, & Perry, 2005; Pekrun, Goetz, Frenzel, Barchfeld, & Perry, 2011.(
This theory was developed by Reinhard Pekrun because there are no integrated theories about academic emotions. al., 2007, p: 17)
This theory has developed an integrated theoretical framework for analyzing the impact of precedents (previous events) and emotional experiences on achievement and academic contexts, and its most important features are evident in the following:
Emotions are viewed as a set of interrelated processes of psychological sub-systems that include: emotion, motivation, expression, cognition, and psychological processes.
The students' appraisals of the previous events of academic emotions are basic, as they are supposed to mediate the influence of situational factors. The theory also assumed many dimensions of assessment to describe emotions, including equivalence, goal, expectation and probability, controllability, potential confrontation, subjective causation versus other subjectivity, And the normative significance of emotional arousal events, in addition to that, the theory assumed two sets of evaluations of importance, especially for academic emotions, as follows:
First: Control - self-control through achievement activities and their results, for example, the expectation that perseverance and diligence in study can be activated and will lead to success.
Second: the subjective value of these activities and outputs (for example, the perceived value of success (the following assessments of control and value are important for eliciting academic emotions), expectations of situation output, expectations of action control, expectations of action output, and finally expectations of the outcome of the situation) where it is assumed that the expectations of the outcome of the situation and expectations Action Control and Action Outcome are used to assess the final outcome of the ability to control and the potential outcome. A student who expects that he will have the ability to make an effort and that that effort will lead to success will have (positive outcome expectations), and conversely a student who believes that he will not be able to adequately prepare for the upcoming test will expect failure (negative outcome expectations), according to Becron. (Pekrun) Academic emotions related to the expected outcome (eg hope, anxiety), In retrospect the outcomes, and the emotions related to the achievement activities are determined by the evaluation of precedents (previous events), and control and value are necessary and important precedents for the formation of academic emotions.). Concern appears when expectations include the possibility of failure, provided that the goals are intrinsic (attributing the causes of failure internally or externally to the context). Value assessments also include perceptions and perceptions of the importance of actions or behaviors related to achievement, which are called actions values (for example: the value related to a specific activity such as dealing with numbers in mathematics), and they can be internal such as: internal interest in mathematics, or external such as: evaluation of a particular activity because it It leads to obtaining an external reward, and this may happen automatically over time. Repeated exposure to a particular activity or output leads to emotions that no longer require conscious cognitive assessment, for example: when the teacher asks "Who is ready to take the test?" Many students automatically begin to feel anxious about future assessment, with little or no awareness of the cognitive effort required. (p:345, Pekrun & Stephens, 2012)
 In light of this, the joy of learning, which is linked to activity and linked to outcomes, arises from high control evaluations and high output values and subjective activity. As for anxiety as an emotion linked to outcomes, it must result from low control evaluations, coupled with high values

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of achievement outcomes. Outcome-related anger is expected to result from low internal (and high external) control ratings in conjunction with high achievement outcome values. Boredom, as an emotion entirely related to an action or behavior, can result from a low control pattern and low action values.

Pekrun et al., 2002 (Pekrun et al., 2002) classifies academic emotions according to a specific conceptual scheme according to a set of criteria or dimensions:

1. Equivalence: It refers to whether the emotion is desirable or not, in which academic emotions are divided into positive and negative.
2. Excitement: It means whether the emotion promotes or inhibits physiological activation or excitement, and in which academic emotions are divided into activating and inhibitory.
3. Subject focus: which means whether the emergence of an emotion is related to a test or learning a specific activity, or a specific task, in which the emotions are divided into academic emotions related to the learning activity and academic emotions related to learning outcomes.
4. Time reference: which indicates whether the emotion that appears before, during, or after a specific event or situation to which it is exposed (past, present, or future emotions), and the model distinguishes between positive and active emotions (such as the joy of learning, and pride). , hope), positive inhibitory emotions (such as rest, relaxation), activating negative emotions (such as anxiety, shame, anger), inhibitory negative emotions (such as boredom, despair, frustration), and while some emotions are directed by activity such as feeling the joy of learning, others are directed by outcomes. Like feeling ashamed

In order to understand the nature of the impact of positive and negative emotions on the outcomes of the learning process and academic achievement, it is necessary to consider the level of excitement or activation for each emotion. It is clear that positive academic emotions will not always lead to positive effects on motivation and learning, and negative emotions will not always lead to Negative influences, for example, the inhibitory positive rest emotion may lead to indolence and procrastination, which in turn leads to negative effects on the learning process (Pekrun, 2006, p218)

 The positive emotional state can limit effort, and lead to superficial cognitive processing, and on the other hand, the negative activated feeling of anxiety leads to a positive motivational effect on the high confidence of students, and not all positive and negative emotions have an equal effect (Linnenbrink & Pintrich, 2004 (p:302), Baker also provided an integrative explanation for these emotions in two ways:

The first method: It integrates many personal aspects related to cognitive and metacognitive structures, motivation, and self-education.

The second method: works on integrating the personal and contextual aspects, taking into account the emotional processes of teachers and students.

Assumptions about the excitement of achievement lie at the heart of the theory. It has been assumed that assessments of current academic emotion activities and their past and future outcomes are of primary importance in this regard. Outcomes are self-important to them, which means that controla ppraisals and value appraisals are the most determinants of these achievements and to some extent, individual precedents should influence these emotions by affecting primarily control and value appraisals. Antecedents are individual achievement goals as well as achievement-related control and value beliefs. However, the theory acknowledges that academic emotions are influenced by non-cognitive factors, including genetics and physiological temperament, with regard to factors that determine interaction both in the classroom and in social settings and in the broader socio-historical context, the theory notes that these factors influence Estimates of the value of individual control over individual achievement emotions, the theory deals with the effects of academic achievement emotions on students' academic participation and performance. Specifically, it is assumed that emotions affect cognitive resources, motivation, use of strategies, and self-regulation versus external regulation of learning, and that these processes

are supposed to mediate the effects of academic emotions on achievement. Inside and outside the classroom Turner & Waugh, 2007, p24)

Emotions in general can be affected by a range of factors, such as situational perceptions and assessments that activities and results are the most important things that result from the emotions arising from achievement activities and performance results and evaluations related to them. As mentioned earlier, among the various assessments dealt with in emotion assessment theories, self-control over activities and outcomes and the subjective values of these activities and outcomes are considered the most closely related to the control value theory. On evaluations of control, Pekrun et al. emphasize that there are three types of relevant causal expectations (Pekrun, 1988, p:297.(

1. Action-control expectations, which are expectations that indicate the possibility of starting and carrying out an activity of completion successfully (self-efficacy expectations), such as the student's expectation that he will be able to exert sufficient effort to learn some subjects. Bandura, 1977, p42)

2. Action-outcome expectations: these activities will lead to results that the student wants to achieve, such as the student's expectation that he will get a good grade because of his efforts.

3. Situation-outcome expectations: It is the expectation that these outcomes will occur in a specific situation without the individual's intervention, such as the student's expectation that he will obtain a good grade even if he does not make an effort. However, the expectations of this type will be low in cases of achievement. Achieving success and avoiding failure depends on self-effort, so expectations that success can be achieved, or at least prevent failure, presuppose the realization of sufficient internal control over activities and the results of their achievement as implied by positive control over work and expectations of work results.

In any case, not all emotions can be included in the academic emotions, especially social emotions. Such as the emotions directed by a student towards the academic achievement of another student (such as the emotions of contempt, envy or admiration for the academic achievement of another student.(

The point of view used in this study focuses on the idea that the emotions associated with achievement activities are only a part of the achievement emotions. Examples of the academic emotions related to results are the case of students feeling joy and pride when achieving good academic results, and a feeling of frustration and shame when they fail to achieve academic results. Good, excitement arising from learning, boredom from instructions issued in the classroom, or anger about task requirements are just a few examples of activity-related associations.

The student feels the emotions and explains them from his personal point of view. The emotions include a set of psychological processes that are interconnected with emotional, cognitive, physiological, and motivational components. There are many emotions related to the learning process such as anger, joy, happiness, pride, and hope. Most of the research that was conducted on academic emotions focused on Emotions associated with achievement outcomes such as hope and pride associated with success or anxiety and shame associated with failure. (Pekrun& Stephens, 2012: p:49)

Research Methodology

Research community: The current research community consists of students of Al-Mustansiriya University / morning study from the scientific and humanities faculties for the academic year (2020-2021), and their number is (35,935) male and female students, amounting to (12055) male and female students in the scientific faculties and (23,881) male and female students in the humanities faculties And by (17482) males and (18453) females.

Research sample: The sample of the current research was selected in a stratified random manner, amounting to (500) male and female students distributed equally between (male - female) stage (second - fourth) and specialization (scientific - human) from the scientific faculties (College of

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Engineering and College of Science) with (250) male and female students, and from the humanities colleges (the College of Arts and the College of Education) were selected, with a number of (250) male and female students.

Study tools

First: The Academic Emotions Scale Experts specialized in translation, the (Pekrun) Academic Emotions Scale consists of (24) items.

First - Positive academic emotions: Students feel positive and energized emotions that increase motivation and stimulate flexibility in learning, and then raise their academic achievement.

(Relief), (Enjoyment) (Pride(

Negative academic emotions: the emotional state negatively affects learning, and negative emotions predict a decline in academic achievement, such as (hopelessness) (anger) (anxiety.(

Second, the psychometric properties

Apparent honesty: This kind of honesty was achieved for the current scale when it was presented to a group of experts in psychology to take their views on the validity of the paragraphs of the academic emotion scale and their suitability for the study community, who agreed 100% on the validity of the scale and its alternatives, instructions and method of correction

Second: Reliability: The stability of the academic emotion scale was extracted using: Cronbach's alpha equation of internal consistency: The Facronbach equation was applied to the scores of members of the stability sample, and the internal consistency equation Facronbach for comfort emotion was (0.67), and the stability coefficient of pleasure was (0.66) and pride (0.75). The stability coefficient of despair (0.78), anger (0.77) and anxiety (0.82), which is a reliable stability coefficient when compared to previous studies that used this method in calculating stability

the fourth chapter

The first goal: the academic emotions of university students

To achieve this goal, the researcher applied academic emotion scales to the research sample of (500) male and female students. The T-Table, which amounts to (1.96) with a degree of freedom (499) and a level of significance (0.05), and the table shows that.

T-test table for the difference between the sample mean and the hypothetical mean of the academic emotion scales.

emotions	sma	standard deviation	hypothetical mean	Calculated T-value	tabular value	degree of freedom	Indication level
Comfort	17.32	2.65	12	44.93	1.96	499	significant
fun	17.98	2.58	12	51.94	1.96	499	significant
Pride	18.22	2.76	12	50.33	1.96	499	significant
Despair	10.67	4.42	12	-6.72	1.96	499	not significant
Anger	13.92	4.42	12	9.74	1.96	499	significant
Anxiety	14.60	4.47	12	13.03	1.96	499	significant

The result of the image refers to the following table from the presented research sample: positive academic emotions (comfort, pleasure, and pride) at a high level. Interpretation of university students Tarbiyah Pekrun and colleagues (Pekrun et al., 2002), as the results of the study in Pekrun, Pekran, academic negative (anger), and anxiety) at a high level, while the emotion of

despair is not statistically significant, which indicates that university students are not feeling hopeless. . He explained this result in the study in the next volume when they offered what they were offered to sell in return for their offer.

The second goal: the differences in academic emotions according to the stage variable (second – fourth.

To achieve this goal under test demonstrates this.

The results of the t-test for the differences in positive and negative academic emotions according to the change of stage (second-fourth)

scale	stage	number	average	deviation	calculated T-value	tabular value	Indication level
Comforts	second	250	16.82	2.86	4.26	1.96	significant
	Fourth	250	17.81	2.31			
joy	second	250	17.48	2.93	4.46	1.96	significant
	Fourth	250	18.49	2.05			
pride	second	250	17.64	3.05	4.86	1.96	significant
	Fourth	250	18.81	2.31			
Despair	second	250	11.11	4.36	2.24	1.96	significant
	Fourth	250	10.23	4.44			
anger	second	250	14.03	4.30	0.55	1.96	No significant
	Fourth	250	13.82	4.54			
worry	second	250	13.98	4.51	3.13	1.96	significant
	Fourth	250	15.22	4.35			

The results of the study indicate that there is a difference in the relationship according to the stage variable in favor of the fourth stage for positive academic emotions, as for negative academic emotions, despair was significant in favor of the second stage, anxiety was significant in favor of the fourth stage, and anger was not significant.

The result is explained in light of the theory adopted by (Bickron) that is because the students of the fourth stage reflect their experiences that they acquired during the previous study stages. Cognitive strategies and the ability to control his academic emotions and behavior increases, and the fourth stage students have reached a stage of maturity and control over their emotions. They have negative academic emotions due to the pressures of the exam and the resulting exhaustion, and fear, anger and anxiety about failing the exam negatively affect the students' emotions, as well as assigning students to intensive and continuous academic duties generates negative emotions, or failing the exam the previous time creates confusion for the student because of fear of repeating that experience

Recommendations

1. Urging the faculty to use teaching strategies that stimulate their positive emotions, such as feeling the joy of learning, and to assign teachers to students with challenging tasks to reduce their negative emotions such as feeling hopeless.
2. Activating the role of counseling units in universities to reduce the negative academic emotions that students are exposed to in universities through the development of positive academic emotions.

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