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Motivation of Mastery among Students of the Kindergarten Department

HayaatTiematMuftan Prof Dr. SaadiJasimAtiyah
hayaat tiemat1978 @gmail,com saadijag.edbs@uomustansiriyah.edu.iqAL-Mustansiryah University / College of Basic Education / Department of Kindergarten

Research Problem

Almost all workers and researchers in the educational field spend on a basic principle and an important strategic goal that the educational process seeks to achieve, which is to bring the student to the desired state of learning represented by mastering the knowledge and skills he is trained on. Mastery as a necessity and a necessary condition for it to be a worthy component of the educational program prepared for that. To reach the standards of excellence and that this feeling results in two main parts: the hope for success, and the fear of failure while the individual strives to make the utmost effort, and his struggle for success and reaching the best level (Hussain, 2015: 56).

The psychologist indicates that people who are motivated by mastery are characterized by the ability to adapt or modify the circumstances with which they interact, which leads to good and perfect performance,with high precision and great quality (Al-Aboudi, Saleh, 2015: 191).

Some believe that perfection motive represents the essence of mastery motive, which has received a great deal of attention from researchers and theorists. For example, Adas 2004 indicates that one of the characteristics of mastery motive is the achievement and mastery of goals (Syed Ahmed, 2008: 23). On the other hand, the motivation for achievement appears in the individual's tendency to achieve himself and strive to preserve a more efficient life and the conditions of human existence worthy of the individual's requirements, and such requirements represent the essence of mastery motivation.

It is expected that the mastery motivation of individuals is related to many personal variables, developmental factors and social conditions, and the cognitive variables in the personality system can have a relationship with the mastery motivation, and the efficiency of cognitive representation is one of those variables.

The problem of the current research is determined in answering the following question:

Do kindergarten teachers have a mastery motive? Are there differences in the mastery motive according to academic qualifications and years of service?

The significance of research:

Proficiency motive represents one of the important aspects in the human motive system in general and in education, academic achievement and academic proficiency in particular. That there is a close relationship between the motive for proficiency and academic achievement, as almost all studies agree in the existence of a correlation between the motive for proficiency and academic excellence, and the decrease in the motive for proficiency and academic delay (Salim, Qambiel, Al-Khalifa, 2012: 83-85).

Despite the importance of mastery motive in human performance levels, what is more important is the level of proficiency, efficiency and mastery in what the individual performs,capability, ability, efficiency, ingenuity and skill, all of which flow into a basic meaning which is the effectiveness of positive and efficient interaction with the environment. (Al-Aboudi, Salih: 190: 2015).

Morgan and Macturk (1995) pointed out that the motivation to perfect differs in the stages of growth, as the more the individual grows, the easier the tasks he performs, which positively affects his motivation to master. Therefore, the motivation for mastery predicts future school and academic success, as it is the basic material from which the motivation for academic achievement and achievement is formed, and the individual can acquire and train on it in the early stages of his life to ensure his success in academic achievement in the later stages of his life (Mabrouk et al., 2004: 2).

KeiIty (119—140: 2003, 2003) believes that parents' perceptions of their children's skills in mastery drive are through growth and self-regulation as well as the relationship between children and parents. Dweck, &Ames,et.al 1977).

Perfection-driven individuals are more active, efficient, and invested in learning, which leads to better performance. The researchers (Unger—Aviram and Moran, Bereby—Meyer, 2004) found that mastery goals are positively correlated with the learner’s metacognitive activities, which are related to the task of transferring education and knowledge, and some studies show that groups that use mastery goals perform better in the transfer task. Knowledge of those that do not use it, and this is an indication that mastery goals are an important factor in transferring skills and improving performance (Unger—Aviram and Moran, Bereby—Meyer :2004; 233).

Motivating the student to learn must be compatible with the use of positive learning strategies that should lead to a more accurate and deeper processing of information and then better academic performance (Rotgans, 2008:43).

Several studies have found that mastery motivation is associated with active cognitive integration (l988 and Meece, Blumenfeld Hoyle), and evaluation and use of cognitive adaptation strategies such as planning, organizing, mastering and integrating (Nolen, Midgley and Kaplan; 1997) and in the study of Farrell and Duke (Dweck, I985).

It was found that individuals motivated by mastery goals achieved a better level of learning compared to those directed towards performance goals. Some studies indicate that there is a positive relationship between the goals of mastery and high-quality integration. Which indicates that the goals directed to mastery affect the results in the long run (Dweck, I985) and the study of (Mustafa, 2014) to the existence of a positive and statistically significant correlation between the degree of academic achievement and the motivation to mastery, especially for females (Mustafa, 2014; 20).

The study of Turner and Johnson (2003 Johnson and Turner) concluded with a study in which they concluded that individuals' proficiency can predict academic excellence. The results showed that the individual's proficiency motivation predicted their performance scores in achievement tests. (Johnson and Turner; 2005:37).

Research Aims

The current research aims to identify:

1-Proficiency motive among the students of the Kindergarten Department.

2-The significance of the differences in the motivation of mastery among the students of the kindergarten department according to the four stages of study.

Research Limits:

The current research is determined by the students of the Kindergarten Department, the four stages of the College of Basic Education, Al-Mustansiriya University for the academic year 2020-2021.

Definition The Terms:

The drive to perfection was defined by:

Bloom (1976, Bloom): It represents an intermediate stage between the level of intonation and the level of excellence. (Bloom, 1976:9).

Morgan (1990) mastery motive as a psychological and psychological force that motivates the individual to try independently, in a focused manner, and with perseverance to solve a problem or perfect a skill or a task that is moderately challenging for him at least. (Morgan:1990: 319).

Murray(1993), The individual's striving to do difficult work and his ingenuity in dealing with ideas and material things, while achieving this quickly and in an independent manner as much as possible, and his ability to overcome the obstacles he faces. (Murray, 1993:7).

Theoretical definition of the concept of mastery motive:

The researcher adopted the definition of Morgan and Maslow (1990, Masliu and Morgan): as the author of the theoretical framework adopted in the current research.

As for the procedural definition: It is the degree that the student will obtain in the scale used by the researcher to measure the motivation of mastery among the students of the kindergarten department.

Theoretical framework: the drive to perfection

Morgan is one of the motivational theorists who referred early to the subject of mastery, even if this label was not explicitly adopted. Murray believes that the intensity of the need for achievement appears through the individual's pursuit of difficult tasks, and this is due to the individual's organization of his ideas and in an independent way to overcome the individual the difficult tasks assigned to him or the tasks facing him and reach a high level of excellence and mastery and his competition with others and peers in order to reach This need is one of the most important psychological needs that the individual seeks, and Murray believes that the need for mastery is one of the major needs through which the individual can reach excellence (Hall and Lindsey, 1999, 230).

Dimensions of motivation to mastery:

There are many dimensions of mastery motivation, which can be addressed as follows:

According to Morgan &McTurk (1995) there are three main dimensions or areas of mastery motivation, which are as follows:

1-Motivation for objective mastery:

Mohammed, (2004) mentions that this dimension is concerned with the study of individuals' attempt to master some tasks and their observation while achieving objective goals, because mastery is linked to specific material goals or topics, and adds (Mohamed, 2004) that the motivation for objective and social mastery are considered two independent dimensions, meaning that Individuals who are motivated to master subjects or educational tasks show less behaviors in expressing the desire to control or interact with others, and those who are motivated to acquire social interactions take less time when trying to master the subjects and educational tasks. (Muhammad, 2004: 127).

2-Motivation for social mastery:

Combs;Wachs (1995) developed an empirical basic principle of social mastery motivation, and this principle assumes that the motivation for mastery at an early stage of life can be distinguished into social and objective dimensions. Through persistent and persistent attempts to initiate social interaction and attempts to maintain this interaction by showing positive feelings during social interactions.

3-Motivation for motor mastery:

It was noted (Morgan &McTurk;1995) when they evaluated the motivation to master that there is a third dimension to the motivation for mastery that must be added to the objective and social dimensions, which is the kinetic dimension. This dimension directs individuals towards perseverance in kinetic games. Students that individuals who have high activity levels cannot persevere in educational tasks that require a high degree of concentration and attention, but their motivation to master appears in motor or sports tasks.

The theory of Morgan and MasIin (1990):

From the mid-seventies of the twentieth century onwards, there was continuous and specialized research on the development of the functions and procedures of mastery motive in individuals. Others in Washington, and Morgan and Harrmon in Colorado work in the same direction,and perfection at that time (Morgan :1992; 12).

The main features that Morgan et al. (1990) put in place for mastery motivation:

1-Continuing the attempt of the individual's attempt to complete the tasks assigned to him and directed to him does not actually end until the successful completion of those jobs.

2-Mastery Motivation deals with the individual's independent attempts to master somewhat difficult tasks with the help of peers and adults.

3-Continuous and focused behaviors on a specific goal are the best example of mastery motivation, and mastery here is a focused effort and time to accomplish a task or to obtain a goal or skill, and therefore the key to mastery motivation is continuity in tasks.

4-The motive for perfection is not only a motive to learn about the world to explore or to gain some skills to control the environment, but it is a motive to solve a problem, master a skill or complete a task.

5-Perseverance is one of the main factors that can be observed through the attempt of the individual.
In accomplishing a task, as well as if the task is somewhat difficult, you need to make a high effort in order to reach mastery, but if the task is already easy, you do not need to make an effort to reach mastery.
6-The tasks used in revealing mastery motivation should be at the level of difficulty appropriate to the level of development of the individual so that success is possible even if they are not accomplished within a short period of time. (Y:organ,l992).

Research Methodology and Procedures
First:Research Methodology: Method1ogy Research
The descriptive method was used in this research based on monitoring and analyzing what is available.
Second:The research community: Research the of Population
The current research community consists of the students of the Kindergarten Department, College of Basic Education - Al-Mustansiriya University for the academic year (2019-2020), numbering (721) students distributed in four stages, with (333) students for the first stage, (174) for the second stage and (104) for the third stage and (110) for the fourth stage.
Third: Induction sample:
1-Construction sample (statistical analysis)
A sample of female students was randomly selected from all stages of the Kindergarten Department (College of Basic Education - Al-Mustansiriya University), which numbered (264) female students from all stages in the Kindergarten Department (College of Basic Education - Al-Mustansiriya University).
Final application sample: The two research tools were applied to the same sample of statistical analysis, which numbered 264 female students from the kindergarten department and for four stages.
Fourth: The research tool:
Since the current research aims to know the motivation for mastery among the students of the kindergarten department, it requires the availability of a scale that has psychometric properties to achieve the objectives of the research.

Proficiency Motivation Scale:
After briefing the researchers on many Arab and foreign studies and reviewing the scales related to the subject of their research, they were unable to obtain a suitable scale to measure the mastery motivation of the kindergarten students because most of the scales that were reviewed were for female teachers and widows and were not suitable for the category of kindergarten teachers, so deliberately The researchers set out to build a tool by which mastery motive can be measured according to the following steps:
Procedures for building a mastery motivation scale:
Define the concept of mastery motive;
The two researchers determined the theoretical definition of the concept of mastery motive according to Morgan's theory. The researchers relied on Morgan's definition (murgan: 1995:13).

A- Determining the dimensions of the scale:

By reviewing the previous literature of the mastery motive, the dimensions of the mastery motive were limited to the dimensions (kinetic mastery motive, social mastery motive, objective mastery motive).

The researchers developed a definition for each of the dimensions, which are:

First: Motivation for objective proficiency: This dimension is represented in the students' attempt to master some tasks and their observation while achieving objective objectives, because proficiency is linked to specific objectives or topics, and that this dimension is concerned with the study of individuals' attempt to master some tasks and their observation while achieving objective goals, because mastery is linked to specific material goals or topics. (murgan: 1995:13).

Second: Motivation for motor mastery: It is the motivation that directs the individual towards perseverance and motor games, and there is a relationship between it and the individual's level of activity (Morgan, 1995: 51).

Third: Motivation for social mastery: It is the motivation that directs the individual towards perseverance and kinetic games, and it is in a relationship between him and the individual's level of activity (Morgan, 1995: 51).

Formulating the scale items:

After the mastery motive was defined, the basic dimensions were developed and defined, which were adopted in building the scale, so that each paragraph of the scale fits the dimension on which it was based, taking into account the theoretical framework of the mastery motive, the researcher formulated (60) items distributed on three dimensions equally.

Answer alternatives: Response Alterative

The researchers have put five answer alternatives in front of each paragraph, which are (always applies to me, sometimes applies to me, applies to me often, applies to me rarely, never applies to), respectively, because it fits with the students of the kindergarten department, as the best pattern for grading the answer alternatives In the standards, it is the five-step gradation (Al-Dulaimi, 1997: 241), and these alternatives were given degrees (1, 2, 3, 4, 5).Survey application:

The researchers sought to conduct this application in order to identify the clarity of the instructions of the scale, its paragraphs and its alternatives, as well as to reveal the ambiguous and unclear paragraphs of the sample members and try to modify them and calculate the time taken to answer the scale. To achieve this, the researchers applied the scale to a sample of (50) students They were chosen at random from the four stages, and it became clear that all the paragraphs and instructions were understandable and clear to the respondents, and that the approximate average time to answer the scale was (15) minutes.

Logical analysis of paragraphs:

The logical analysis of the paragraphs is necessary, because it indicates the extent to which the paragraph apparently represents the characteristic that was prepared to measure it, in addition to the fact that the well-formed paragraph that is related to the attribute contributes to raising its discriminatory power and validity coefficient, (Ghisel et al, 1981:427).

Therefore, the researcher presented the scale in its initial form, consisting of (60) items, with a definition of mastery motive and a definition for each of its dimensions, answer alternatives, and instructions to a group of experts and specialists in education and kindergartens. The percentage, as the Euphrates was accepted, which amounted to 80% or more, and thus (6) paragraphs were deleted for each dimension of one paragraph, bringing the total of the paragraphs to (52) paragraphs, knowing that the researchers set instructions to answer the paragraphs of the scale.

Statistical analysis of the scale items

To carry out the statistical analysis, the researcher performed the following procedures:

1-Calculate the discriminatory power of each paragraph

The aim of calculating the discriminatory power of the items is to reveal the individual differences between individuals in the characteristic or trait measured by the scale. To calculate the discriminatory power, the following steps have been taken.

-The scale was applied to a sample of (264) female students (the scale building sample).

The scores obtained by the sample members were arranged in descending order from the highest score to the lowest score.

-The (27%) of the forms with the highest scores (the upper group) and (27%) of the forms with the lowest scores (the lowest group) were appointed.

-According to the research sample, the number of the sample members is (264) female students, the percentage of (27%) in each group is (71) female students for the upper and lower groups, and thus we have two groups with the largest possible size and maximum variance. (Mehrens& Lehman:1973).

-Taking such a measure is one of the most distinguishing divisions of the levels of weakness and strength. It depends on dividing the degrees into two upper and lower sides, so that the upper section consists of the scores that are (27%) from the strong side and the same percentage from the weak side. (Mr., 1971: 538).

The arithmetic mean and variance were calculated for each group separately and for each item of the scale. The t-test was used for two independent samples (t-test) with a degree of freedom (263) and a significance level of (0,05). It was found that all the items of the scale are distinct, because the calculated values were higher From the tabular values (1,96), and Table (1) shows this

Table (1)
The discriminatory power of the mastery motivation scale items using the two extreme groups method and T-values

Calculated T-value	Lower Group		Higher group		Seq.
	Standard deviation	Arithmetic Mean	Standard deviation	Arithmetic Mean	
6,706	1,080	3,535	0,801	4,605	1
5,297	0,967	3,323	1,058	4,422	2
11,019	0,996	3,323	0,461	4,760	3
8,387	0,982	3,549	0,533	4,662	4
7,257	1,020	3,605	0,547	4,505	5
7,425	1,114	2,985	0,734	4,478	6
9,073	1,009	3,422	0,580	4,676	7
11,744	0,908	3,056	0,622	4,591	8
4,532	1,095	4,169	0,434	4,802	9
10,062	0,968	3,461	0,461	4,760	10
8,569	1,089	3,408	0,513	4,633	11
8,094	1,058	3,633	0,469	4,746	12
5,230	1,137	4,070	0,389	4,816	13
8,466	1,071	2,901	0,989	4,366	14
8,558	1,053	3,478	0,989	4,366	15
6,858	0,913	3,774	0,563	4,647	16
7,759	1,067	3,521	0,566	4,633	17
9,732	1,022	3,591	0,364	4,854	18
7,932	1,027	3,126	1,011	4,450	19
9,282	0,947	3,295	0,760	4,633	20
13,926	0,876	2,943	0,559	4,662	21

12,286	1,010	3,084	0,505	4,732	22
12,526	0,584	3,662	0,584	4,662	23
11,889	1,024	3,084	0,539	4,718	24
13,356	0,980	2,802	0,594	4,619	25
12,924	0,856	2 3,154	0,500	4,676	26
12,654	0,904	3,197	0,476	4,732	27
11,722	1,099	2,929	0,492	4,605	28
13.004	0,948	2,985	0,509	4,647	29
12,286	1,010	3,084	0,505	4,732	30
14,192	1,018	2,816	0,505	4,732	31
9,979	0,969	3,211	0,624	4,577	32
10,384	1,021	3014	0,693	4,535	33
7,284	0,954	3,943	0,377	4,831	34
6,502	1,086	3,859	0,492	4,760	35
10,857	1,078	2,915	0,746	4,605	36
7,991	1,047	3,704	0,420	4,774	37
10,941	0,889	3,422	0,476	4,732	38
11,807	0,948	2,985	0,624	4,577	39
10,812	0,873	3,436	0,505	4,732	40
8,120	1,041	3,126	0,873	4,436	41
7,158	0,970	3,732	0,636	4,718	42
7,837	1,008	3,690	0,453	4,718	43
10,151	0,983	3,507	0,434	4,802	44
9,372	1,059	3,070	0,823	4,563	45
13,520	0,860	3,211	0,475	4,788	46
10,298	1,059	3,183	0,584	4,662	47
8,123	0,988	3,774	0,400	4,802	48
8,333	1,034	3,605	0,476	4,732	49
8,366	1,003	3,633	0,499	4,746	50
8,214	1.008	3,591	0,565	4,718	51
10,075	0,070	3,352	0,491	4,760	52

The relationship of the degree of the paragraph with the total degree of the scale (internal consistency validity).

This method of extracting the internal consistency of the paragraph depends on the correlation between the degree of the paragraph and the total degree of the scale (Nunnlly, 1978: 262), which is a distinction from the first method in that it reveals the extent of the homogeneity of the paragraphs of the scale. Indicating that each item of the scale travels in the same path that the scale travels with all its items (Allen, Lyen, 1979:129).

To find out the correlation between the score of each paragraph and the total score of the scale as an internal criterion, the researcher used the Pearson correlation coefficient where the results were, as Table (2) shows that;

Table (2)

Correlation coefficient between the paragraph score and the total score of the mastery motivation scale

Correlation coefficient	Seq. Group	Correlation coefficient	Seq. Group
0,646	**27**	**0,465**	**1**
0,572	**28**	**0,314**	**2**
0,636	**29**	**0,624**	**3**
0,649	**30**	**0,515**	**4**
0,648	**31**	**0,487**	**5**
0,536	**32**	**0,505**	**6**
0,611	**33**	**0,518**	**7**
0,477	**34**	**0,607**	**8**
0,440	**35**	**0,389**	**9**
0,572	**36**	**0,582**	**10**
0,539	**37**	**0,550**	**11**
0,607	**38**	**0,515**	**12**
0,558	**39**	**0,424**	**13**
0,645	**40**	**0,468**	**14**
0,486	**41**	**0,563**	**15**
0,514	**42**	**0,423**	**16**
0,542	**43**	**0,449**	**17**
0,584	**44**	**0,599**	**18**
0,518	**45**	**0,414**	**19**
0,674	**46**	**0,594**	**20**
0,580	**47**	**0,641**	**21**
0,539	**48**	**0,640**	**22**

0,570	**49**	**0,627**	**23**
0,522	**50**	**0,638**	**24**
0,520	**51**	**0,641**	**25**
0,547	**52**	**0,655**	**26**

3-The relationship of the areas of mastery motive with each other

To calculate the relationship between the score of each paragraph and the total score for the domain to which it belongs, the researcher used the Pearson correlation coefficient, as shown in Table (3)

Table (3)

The values of the correlation coefficient between the scores of the domains of the mastery motivation scale

Third dimension	Seq.	Second dimension	Seq.	First dimension	Seq.
Correlation coefficient		Correlation coefficient		Correlation coefficient	
0,625	33	0,620	20	0,494	1
0,516	34	0,751	21	0,390	2
0,500	35	0,749	23	0,547	3
0,530	36	0,725	24	0,547	4
0,593	37	0,752	25	0,563	5
0,591	38	0,747	26	0,545	6
0,541	39	0,632	27	0,556	7
0,659	40	0,689	28	0,633	8
0,503	41	0,781	29	0,464	9
0,590	42	0,759	30	0,636	10
0,593	43	0,747	31	0,577	11
0,683	44	0,584	32	0,577	12
0,528	45			0,504	13
0,668	46			0,485	14
0,670	47			0,603	15
0,618	48			0,483	16
0,618	49			0,508	17
0,612	50			0,615	18
0,581	51			0,440	19

0,616	52				

4-The interrelationship of the domains:
To verify the correlation of the domains of the mastery motive scale with each other, the researcher used the Pearson correlation coefficient, where the results were as shown in Table (4).

Table (4)
The values of the correlation coefficient of the domains of the mastery motive scale among them

Third	Second	First	Scale fields
0,815	**0,706**	**1**	Motivation for objective mastery
0,713	**1**		Motivation for motor mastery
1			Motivation for social mastery

Psychometric Features of the Scale
A- **Scale validity**: Two types of validity were found for the current scale:
1-Virtual honesty: Face Validity
This type of honesty has been achieved by presenting the scale to a group of experts in education, psychology, psychometrics and kindergartens to judge the validity of the scale (Appendix / 3) and thus this type of honesty has been achieved.

An indicator of the construct validity of the current scale was obtained through (discriminatory power, the relationship of the paragraph's degree to the total degree of the scale, and the paragraph's relationship to the degree of the field. The relationship of the domains to each other.
1-Scale stability:
To achieve this, the researchers used two methods:
The researcher applied the scale to a sample of (60) female students who were randomly selected from four stages from the Kindergarten Department (first, second, third, fourth) and the scale was re-applied to the same sample after a period of (14) days, as Adams sees (Adams) that re-application of the scale to determine its stability should not exceed two weeks, between the application in the first time and the application in the second time (Adams, 1989:5).
The correlation coefficient between the two applications (the first and the second) was calculated using the Pearson correlation coefficient, and the reliability coefficient was (0.85).
2-Alpha coefficient of internal consistency:

This method depends on the consistency in the performance of the individual from one paragraph to another, as Cronbach derived a general picture of the equation of the stability coefficient and called it (Coefficient Alfa). The characteristic indicates that the test is homogeneous, and this means that all items measure one general variable (Travers, 1969, 150).

This method depends on the consistency of the individual's performance from one paragraph to another (Thorndike and Higgin, 1989, 79).

For the purpose of knowing the extent of consistency between the paragraphs of the scale, the researcher used the Facronbach equation on the above-mentioned stability sample, where the value of Cronbach's alpha stability coefficient was (0.830).

The final formula for the mastery motive scale:

The mastery motivation scale in its final form has become valid for application as shown in (Appendix / 4), which consisted of (52) items, and the total score of the respondent is calculated by summing the scores obtained by each of the items of the scale, and thus the highest score obtained by the respondent is (260 degrees and the lowest degree is (52) degrees, and the hypothetical average is (156) degrees.

Statistical means;The following statistical methods were used to achieve the objectives of the research, which are (Pearson's correlation coefficient, Facronbach's equation, one-sample t-test, two-way analysis of variance).

Presentation and discussion of the results:

The results of the research will be presented and discussed with the results of previous studies and their interpretation in the light of the theoretical framework.

Know the motivation for mastery among the students of the kindergarten department:

To get to know the current goal, the researcher used a one-sample t-test in order to find out the significance of the difference

between the mean scores of the sample and the hypothetical mean of the scale, where the results were as shown inTable (5)

Table (5)

The results of the t-test to find out the difference between the mean scores of the sample and the hypothetical mean of the scale

Sig. level 0.05	T- Value		Degree of freedom	Hypothetical mean	Standard deviation	Arithmetic mean	Size of Data	Alternative
	Tabulated	Calculated						
Sig.	1,96	31,027	263	156	28,185	209,822	264	Motivation for mastery

The T-table value at the level of significance (0.05) and the degree of freedom (263) equals (1.96).

It is clear from Table (23) that the calculated t-value of (31,027) is greater than the tabulated t-value of (1.96), which means that there are statistically significant differences between the

mean scores of the sample and the hypothetical average of the scale and this difference is in favor of the average of the sample scores, which indicates that the students Kindergarten department is characterized by mastery.

This can be explained according to Morgan's theory that the individual is motivated by the fact that his performance and work are distinguished and integrated in all its aspects, so he finds that he presents something in a unique and highly skilled manner and in a way that impresses others (Morgan, 1995: 193).

The person who is assigned to perform a task, his behavior must be adapted to the environmental conditions, but the conditions change during the performance of the task, and this means that the person assigned to perform the task must be highly focused and continuously in order to be flexible. This means that cognitive flexibility depends On the other hand, although cognitive flexibility depends on attention processes, the person needs a higher level of attentional control when detecting a change in the situation, so he has to notice the conditions that interfere with his task and use measures that treat Position effectively. (2003:3,Canas,et). This result agreed with a study (Musafa, 2017).

4-Know the significance of the differences in the motive of mastery among the students of the kindergarten department according to the variable of the academic stage.

To achieve the current goal, the researcher calculated the arithmetic mean and standard deviation for each stage, as shown in Table (6).

Table (6)
The arithmetic mean and standard deviation of the school stage variable

Standard Deviation	Arithmetic mean	No	stage
19,751	207,130	23	first
26,092	206,785	107	second
31,589	211,600	30	third
30,675	213,028	104	fourth
28,185	209,822	264	Total

After calculating the arithmetic mean and standard deviation for the study stage, the researcher used an analysis of

One-way variance to find out the significance of the differences between the means, where the results of the analysis of variance were the same

shown in Table (7).

Table (7)
The results of the one-way analysis of variance to find out the significance of the difference in mastery motivation according to the academic stage

Sig. level (0,05)	Calculated t-value	mean of squares	degree of freedom	sum of squares	Contrast source
Non- Sig.	0,972	772,618	3	2317,854	Among groups
		794,649	260	206608,778	Inside groups
			263	208926,633	Total

The tabular value at the level of significance (0.05) equals (262) and with a degree of freedom (263).

As it appears from Table (25) that the calculated maxima is smaller than the tabular maxima of (2,62).

This indicates that there are no statistically significant differences on the proficiency motive scale among the female students of the Kindergarten Department due to the variable of the school stage.

According to Morgan's interpretation, individuals are born with innate motives for learning, but these motives are affected by environmental variables and family treatment methods at home, which leads to their growth in some or their deficiency in others, and the lack of these motives often leads to their lack of efficiency compared to their peers of the same age, so the level of The mastery motive of individuals can predict their efficiency and ability to learn.

There is a meeting of psychologists in general that there must be motives for human learning to occur, in the absence of a motive, there will be no behavior and therefore learning will not occur, so some educational studies indicate that students are often exposed to a decrease in motivation and motivation to academic achievement, and this result is consistent with a study (Nadia, 2019).

Conclusions:

In light of the results of the current research, the following points were drawn:

1-The kindergarten students are motivated by mastery because the calculated t-value of (31,027) is greater than the tabular t-value of (1.96), which means that there are statistically significant differences between the mean scores of the sample and the hypothetical average of the scale and this difference is in favor of the average of the sample scores, which This indicates that the students of the kindergarten department are distinguished by a motive for mastery

2-Female students in the kindergarten department, whether in the first, second, third or fourth stage, do not differ in the efficiency of cognitive representation, meaning that the female students of the kindergarten department at the university level, regardless of grade, are motivated to mastery

Recommendations

In light of the results of the current research, the researcher recommends the following:

1-Emphasizing the role of the educational body in the kindergarten department. Encouraging female students to assert themselves and the independence of their opinions, and to reinforce the concept of critical thinking for them to avoid suggestions that arouse their emotions or make them surrender to false ideas or beliefs without scrutiny.

2-Emphasis on those in charge of the educational process at the university to use means to increase the students' self-confidence and make them more confident in their abilities and self-reliance.

3-Emphasis on the role of the family, encouraging female students to be efficient in cognitive representation and how to rely on themselves in managing their life affairs, and how to gain the motive of perfection

4-Emphasis on the role of scientific committees in kindergarten departments. Focus on developing a training curriculum that develops the skills of female students in educational and educational institutions by paying attention to class discussions that lead to increasing confidence in their expertise and crystallizing it for them.

Suggestions:

In light of the results of the current research, the following future studies can be suggested:

1-Conducting a study similar to the current study on other samples and comparing its results with the current study.

2-Conducting a correlational study between the motive of perfection and some personality traits.

3-Conducting a comparative study between students of the academic levels (preparatory, university) for the motive of proficiency

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