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The role of artistic activities in developing the academic achievement of middle school students

Salah Hassan Alwan

Art Education Department, College of Fine Arts, Baghdad University, Ministry of Higher Education and Scientific Research, Iraq

Prof. Lecturer Muhammad Juwaid Hasina

Art Education Department, College of Fine Arts, Baghdad University, Ministry of Higher Education and Scientific Research, Iraq

Abstract---Artistic activities are considered one of the most prominent types of visual arts through which artistic expression is practiced, whether it is intellectual expression or the expression of feelings and feelings. From an emotional and psychological point of view, psychological researchers have also been interested in the field of adolescent arts, for what it contains of psychological facts and indications that reflect their motives, struggles and hidden desires in an unconscious and transcendent manner. Which artistic activities carry for their direct impact on adolescent students and know the impact of these activities on academic achievement through a scale built by the researcher for this purpose. This study found the following: 1) There are differences in the motivation for academic achievement and in favor of the post-test. 2) Technical activities can develop the motivation for academic achievement and make positive change in this field, and this is confirmed by the current study through its findings. The most important recommendations were presented: Giving the utmost importance to the practice of artistic activities for all academic levels in a manner that ensures the mental, skill and emotional development of the student, and this is what the modern educational philosophy emphasizes. As stated in the most important proposals: The effectiveness of artistic activities in self-acceptance among middle school students.

Keywords---academic achievement, middle school, psychological.

Methodological framework

Research problem

Modern education is witnessing a great, renewed and continuous trend, with the aim of reaching the highest levels of achievement, and it no longer focuses on the amount of knowledge information only, but rather emphasizes how to reach that information and work on the psychological, emotional and skill factor (modern education now goes beyond the limit The great barrier of the school and the family, as it has become a social activity that interacts with the surrounding environment, and is thus moving away from what it used to be until it has become worthy of being called modern education) (Cosine, 2020, pp. 25-26).

Artistic activities are one of the pillars of modern education and represent, along with other academic subjects, a system that aims to achieve comprehensive and balanced development for all aspects of personality, because of these activities of positive repercussions on the learner's personality on the one hand and on the development of skills and information on the other hand, as it seeks to build an integrated, balanced individual Internally and interacting with its environmental and social surroundings, the promotion of artistic activities in all its fields has become an urgent necessity and an important source in the educational process, as artistic activities are considered one of the most important factors in building students and developing their cognitive abilities and their remarkable contribution to releasing pent-ups by raising skill performance. And emotional, which was confirmed by researchers in the educational field, and thus urged students to take initiative, take action, participate and integrate with peers, which achieves the integration of personality at all levels. In achieving his goals and the individual's sense of pride and pride in achieving his desires, (and that the student's academic success depends on the amount of his motivation towards studies the stronger the motivation, the better the academic achievement. On the contrary, the student's enthusiasm decreases and his tendency to achieve academic achievement decreases, and his achievement is neglected when his motivation towards academic achievement declines (Al-Yousifi, 2006, p. 17).

The weak motivation for students' academic achievement can lead to discouraging students' potential and their academic preoccupation, which makes their achievement weak, which results in a cumulative failure that leads to dropout and disability and consequently loss, failure to face problems and escape from reality, as you see theories in psychology The hadith that "Motivation is a prerequisite for the occurrence of learning and that its absence in the educational situation prevents the occurrence of learning. Motivation does not cause behavior, but rather provokes the individual to perform the behavior, and that the best degree of arousal is the average degree, as it leads to better achievement. The lack of motivation leads to boredom, while the large increase in motivation leads to turmoil and anxiety, which leads to discouragement of the efforts of the learners" (Majid, 1990, p. 27). This means that the balance in the motivation for achievement is the origin and goal that this study seeks study Journey and through the researcher's experience in the field of teaching and the exploratory study that he carried out, he noticed that there is a weakness in the motivation of academic achievement among students of the preparatory stage, and this

weakness led to slackening in the performance of school duties, due to several factors that we will discuss later..., which resulted in a lot Of the cases of academic failure, poor achievement and evasion of school duties, and perhaps repeating the year, so the researcher preferred in this research to find a way to develop this aspect, which is one of the most important psychological factors, which leads to an increase in students' achievement as it is closely related closely with the student's desire for success Hence the question of the current research, which is what is the role of artistic activities in developing the motivation of academic achievement among students of the preparatory stage.?

Research importance

The importance of the research appears as follows:-

1. The importance of artistic activities in developing the motivation for academic achievement among middle school students.
2. The importance of activating the aspect of activities in schools because of the emotional, skill and mental aspects it represents.
3. It is an addition to libraries, researchers and those interested in academic achievement and academic achievement.

Research goal:

The current research aims to identify (the role of artistic activities in developing the motivation for academic achievement among students of the preparatory stage).

Research limits: The current research is determined by the following limits:

Spatial boundaries: Ministry of Education, Directorate of Education Rusafa/2, Department of Education of cities.

Time limits: the academic year 2021-202.

Objective limits: artistic activities - academic achievement motivation.

Human limits: middle school students, morning study. .

Terminology:

Language role:

Define it (Saliba, 1971) defined it as: "A relationship between two terms that can be defined by each other, or a relationship between two cases that can be reproduced from each other, or a relationship between two conditions, one of which depends on the proof of the other, meaning that each of the two things depends on the other. It is divided into A scientific role, an additional role or with me, and an equal role. The scientific role is the dependence of knowledge of all the known on knowledge of the other, and the additional or substantive role is the coherence of the two things in existence so that one of them is only with the other, and the equal role is the dependence of each of those who are upset over the other" (Saliba, 1971, pp. 566-567)

The procedural definition of the role: It is the functional significance of the artistic activities, to motivate the academic achievement of the middle schools, and this motive indicates an internal state that leads the person to a specific goal or the desire to succeed and thus satisfy the pathological needs that reduce the tension of the student.

Technical Activities

He defined it: (Al-Saud, 2010, p. 234) as: "Those programs and activities that concern the learner, his inclinations and interests inside and outside the school, and they mean what he exerts of mental or physical effort in practicing the various types of artistic activities that are commensurate with his abilities and serve his mental, physical and emotional development and work to enrich his experiences and the acquisition of various skills, which contributes to its development and requirements, and thus the progress of society because it is part of it".

Procedural definition of artistic activities: they are the sum of artistic activities (sculpting) that are accomplished by middle school students (the research sample) who are studying regularly, through which they can vent their feelings, emotions and skills and use them as an incentive to motivate academic achievement.

Language development:

The Arabic Language Academy, 2014) indicates that the linguistic origin of the word development is due to its triple action (growth), that is, it grows, and the word (growth), means something increased and increased, and the thing grew, that is, it made it grow" (Arabic Language Academy, 2004). , p. 636)

Idiomatically

(Al-Kubaisi, 2000): refers to "the degree of efficiency and quality in mastery" (Al-Kubaisi, 2000, p. 101)

Khaled indicates that development is a multi-dimensional process that includes reorganizing and directing activities in all its aspects, in addition to improving quality and efficiency. It also includes radical changes in some habits, beliefs and trends for societal growth and achieving variation and progress (Khaled, 2005, p. 6).

Procedural development: "It is the development of academic achievement motivation among middle school students through artistic activities".

Definition of motivation

Language: defined by (Ibrahim, 1988): (Motivations are the factors that drive behavior and provoke the mental and kinetic aspects, and they are responsible for what we observe from the continuation of the emergence that leads to the satisfaction of our organic and psychological needs. and contribute to its activation and continuity until the goal is reached). (Ibrahim, 1988, p. 375)

Procedural Motivation: "It is the total score obtained by the students on the academic achievement motivation scale prepared for this purpose in this research.

Academic achievement motivation

(Tyler and Fakihar 1966) defined it as “a directing force that drives behavior towards the achievement of a study goal” (Tyler and Fakihar 1966, p. 13)

Atkinson, 1966): It is "the strength of the individual characterized by relative stability in order to approach success and achieve the goal, and it is interacting with the possibilities of success and failure." (Atkinson, 1966, p. 13)

Academic achievement motivation procedurally: It is the amount of grades that the student obtains in light of his answers to the measure of academic achievement motivation prepared by the researcher for this purpose.

Chapter Two

Theoretical framework

The first topic: Art and the concept of artistic activities: The arts in all their directions, methods and techniques are a form of creativity and renewed and continuous innovation, in which all mental, skill and physical capabilities are employed, as they are a reflection of those capabilities, which stem from psychological needs and self-affirmation. Humanity since the beginning of artistic expression in ancient civilizations, whose motives were linked to worship, exorcism, and escape from the obsession of fear, an extension to the modern arts and the changes that accompanied them in styles and schools, up to contemporary arts, and “art is also” a set of general and useful principles. Which leads to the achievement of the goal, ... Art is classified as a kind of activity or production from which aesthetic effects should be generated, and among the authors are those who distance the purpose of benefit from artistic works and limit them to the gratification of the pleasure principle” (Khashabah, 1990, p. 275).

As for al-Bassiouni, he went further, as he considered art to be a harmonious system with other systems, as he pointed out in this regard that “art is not as other people think of it, it is a transient, entertaining matter that the individual resorts to in his spare time, inevitably not occupied by a preoccupation, and he abandons it when he is Busy to collect a living, art is something more than that, art is the mental and emotional discipline of man, when it conforms in his revelations with the systems of the universe in which he lives” (Al-Bassiouni, 1981, p. 182). Their thoughts and feelings make them gain balance with the environment more than they were before expressing these means, and thus gain psychological health, and art has succeeded in revealing many psychological states of man” (Al-Bassiouni, 1972, p. 227)

From here we feel that art has an urgent need to express what is going on in the heart of man, and perhaps the needs extend to be multi-purpose in a fast era characterized by utilitarianism and highlighting the identity of human citizens and belonging to those groups through a line pursued by the artist. It is not a means of entertainment or entertainment, and if it meets sometimes with the opinions of moralists or others, this is an accidental meeting, because its purpose is to be an expression of the needs of the soul and the highest ideas of peoples, it is a pattern of sensory expression and a “living substance” of truth, just as art It

is not a kind of play, but rather the act of a human being who possesses consciousness and the action of a thinking human (Al-Sabbagh, 2010, p. 144).

The psychological and social foundations advocated by modern education can be summarized as follows:

- 1- "The principle of educated interest and its consideration as the main axis
- 2- The principle of self-activity and learning by doing
- 3- The principle of freedom, i.e. it applies to the child's tendencies and interests.
- 4- Considering the school as a social institution and looking at it as a picture of social life. (Al-Khaza'ala et al., 2011, p. 34).

Hence, it is clear that artistic activities are an integral part of modern education and cannot be neglected, as it seeks to build the personality of the individual and integrate his experiences in the midst of contemporary social transformations. To pay attention to these activities and develop them to keep pace with the tremendous scientific development that is taking place in various parts of the world.

Artistic activities are among the most beloved activities that learners respond to and empty their energies and talents according to the skills they enjoy (artistic activity is a procedural tool for artistic expression, which is a symbolic expression that reflects the owner's personality, motives, conflicts, special needs, feelings, feelings, trends, and his relations with his family and social environment and artistic activity It is any activity carried out by the learner using different artistic materials and tools, whereby the student is provoked by the raw materials of art in different ways, even if he intends to play with them and experiment with them) (Kanzi Ali, 2015, p. 3).

The Importance of Artistic Activities: Artistic activities have an important role in highlighting students' creativity by presenting activities appropriate to their abilities and abilities within the school. Therefore, as a result of modern educational efforts, artistic activities have become part of the philosophy of modern education and part of the modern curriculum, because it is capable of forming satisfactory and acceptable practices and habits, characterized by accuracy, order and beauty. Our daily life, including clothing, housing, and furniture... So any productive or industrial activity is not devoid of artistic taste and the aesthetic aspect, and if it is not, then it is a monotonous and cheap production, and any natural image that appears around us devoid of spaces of magic and beauty is dead and dry images. To imagine the earth without growing green or trees, and we cannot imagine the sky gray in color, nor all human faces are repeated images without change, and the buildings are the color of clay, and also we cannot imagine the absence of music, calligraphy and color) (Al-Sadiq Bakhosh, 2007, p. 12).

Objectives of Technical Activities: Technical activities have a set of objectives that can be summarized as follows:

Developing the emotional or emotional aspect: This means the extent to which the learner feels when practicing the artistic work, which helps him to develop his sensory or emotional awareness until he becomes - as we say - sensitive and

sensitive. It depends on his emotional logic, in the sense that the red color he uses in his paintings, for example, does not agree with white or black, not because it is a common color, or acceptable to people, not for any of these reasons, but because it is a color that has acquired a passion in the soul of the artist and took a side of Aspects of his sense and conscience, conscience is the dominant aspect of the artist's thinking and pioneer during his work (Khamis, 1993, p. 23), so we can say that if the learner presents an artistic expression in which color is used, or he has the right to use decorative paper in the design of a gift box, This is a training for him to use conscience, so his readiness grows until he becomes sensitive and tender, expressing through lines, drawings and colors his repressions and emotions.

Training on unlimited use: It appears through the learners' practice of works of art, where their senses move from their limited self-style to their objective style that knows no boundaries. It is moments in which the learner is stripped of all his personal whims and desires. They are moments when the senses work just to fulfill their function for this. In the practice and enjoyment of the works of art, the learners have a great impact on unlimited training of their senses. (Khamis, 1993, pp. 24-25).

Training on the method of integration at work and dealing: The nature of the process of creativity and innovation requires the individual to have a method of integration, for example, the artist is engaged in his painting, like the poet and musician, each of them during his work does not represent the method of complete vigilance nor the method of complete forgetting, and therefore psychologists express This mental state is called semi-unconscious, i.e. the state in which the flow of feeling and unconsciousness meet in one plane, and this is usually done in moments of creativity and innovation. Therefore, when learners practice artistic works, they are trained in the method of integrating work and dealing (Khamis, 1993, p. 27).

Venting some emotions and thoughts: Mental health depends on the extent to which we are given opportunities to express our emotions and thoughts. We only have to be affected by everything we see, touch and hear. Here came the value of expressing the emotions or thoughts that children feel, normal or abnormal, and the value of artistic activities as a means to achieve this, as the practice of the learners of artistic works helps to express their feelings and thoughts, so they feel comfortable, balanced and psychologically stable.

Self-affirmation and a sense of self-confidence: "The artistic works that the learner does, if their performance is usually linked to achieving goals that we aspire to, but they are all manifestations of self-affirmation and a sense of self-confidence. Until they feel their entity from the limited work in this field. Therefore, artistic activities and the learners' practice of its various aspects of activity make them feel themselves and their entity because:

First: Works whose nature is predominantly practical or tangible.

Second: Works that have room to express the special preparations and tendencies of the learners, but the value of a single artwork depends on the extent of its appearance in a distinctive character for it, and differs in its parts and entity from the other artwork" (Khamis, 1993, pp. 30-31).

Occupying leisure time in a beneficial manner: "The school seeks to provide various means of activity, and artistic activities are one of the aspects of this activity on which the school relies in the process of entertaining learners and training them on some artistic activities that enable them to occupy their leisure time in or outside the school, but it will not be This is unless the teacher succeeds in creating a strong passion and a permanent tendency towards practicing and enjoying artistic works" (Khamis, 1993, p. 33).

These goals can be summarized and enumerated as follows:

1. The practice of artistic work for the educated makes it sensitive and tender, because artistic work depends in its essence on feeling and conscience, not on the mind and the mind.
2. Training learners to use and refine all their senses, such as training the eye for good vision, the ear for hearing harmonious music, and vocalization for good reading.
3. Training the learners to integrate into all the work that comes to them, or encounters them in social situations, without control or complacency on their part, because control limits the production of the individual, and negligence robs him of the respect of others for him, such as his cooperation with his colleagues, and his willingness to do any artistic work requested of him.
4. Learners acquire a tendency to make all their work hobbies that they practice for pleasure, so they perform these works well, as work becomes a delicious hobby for them, not a dry material goal.
5. Developing the spirit of the group and belonging to it through cooperation based on positive participation in the implementation and analysis of artistic works to reach the best solutions for collective artistic work.

These goals and more that we seek to achieve through our relationship with technical activities and through our interest in the scientific material and knowledge of all its aspects to reach the production capacity to be reached.

Aspects that students' artistic activities develop: Artistic activities seek to achieve a number of aspects related to students, which are as follows:

Cognitive aspects: It plays its role in developing mental capacity and mental activity from thinking, remembering, imagining, meditating, and analyzing, "there is no way to have technical experience without the learner familiarizing himself with the basic information of many of the artistic activities he performs, which also helps him to realize the relationship It also helps the learner to think well in revealing the relationships and links between shapes, colors, lines, areas, textures and blocks, as they are all considered essential elements in the formulation of the artwork, and thus the learner can change.

Intellectual aspects: "It is the development of learners' abilities to acquire knowledge, skills and technical culture for a set of technical concepts and terms, and to understand them to help them reveal facts, and develop their abilities to solve the problems they face" (Fadl, 1990, p. 63).

That is, the learners get to know some knowledge related to the meaning of artistic activities and the names of materials and how to use them for artistic work.

Emotional aspects: developing the learners' abilities to acquire the correct performance patterns through moral and spiritual values, adopting good example,

and positive behavior, with the aim of bringing them up on good citizenship and belonging to the homeland and the nation, and developing their sense of responsibility and respect for public order, and private property rights and their preservation.

Social aspects: "It is represented in developing the learners' abilities to have self-confidence, self-initiative and self-reliance, for positive adaptation in society, coexistence and interaction with it, respect for group values and teamwork" (Al-Saud, 2010, p. 119)

It means that learners learn the spirit of collective participation among them and positive interaction in the same classroom or at school.

Skill aspects: To develop the learners' cognitive and skill abilities to use tools, materials and equipment in a safe and correct manner, to produce utilitarian artworks through the implementation of organized free activities. Thus, the learners are trained to master the works of drawing and shaping with clay and to practice collage work (cutting and pasting), and if some of these are mastered Skills each learner according to his interest.

Aesthetic aspects: It is represented in developing the learners' abilities to respond aesthetically to the artistic form and borrowing the necessary materials and various raw materials to compose the artwork.

Creative aspects: Develop learners' abilities to see familiar things through a new artistic perspective, in a way that ordinary eyes cannot comprehend, and it is expressed in an artistic form with distinct creative specifications. So for later innovation at a very high level. (Fadl, 1990, p. 64)

Motives for performing artistic activities: There is no doubt that it is necessary for parents and educators to know the motives of their children in general and the motives of artistic expression in particular.

Aesthetic motives (for pleasure): "The nature created by God Almighty calls for contemplation, contemplation, and enjoyment of its assets, as it reflects the aesthetic components among its elements, and the practice of plastic art makes the individual enjoy his artworks by tasting these works.

Social motives: They are acquired motives that the individual learns from his school environment and his surroundings, leading to self-expression and affirmation. There are also social issues surrounding the learner's environment, where the teacher can direct his learners towards drawing it. He also uses artistic activity as a means to build social relationships among the learners themselves through Cooperation in the production of artworks" (Al-Saud, 2010, p. 119).

Therefore, we find it necessary for the family, educators and teachers to know the motives of their children in general and what is related to artistic expression in particular, in order to support those motives, especially aesthetic ones, which contribute to the development of public, social taste to know how to deal and communicate with others through artistic activity and to practice it as A vital form of free expression of self, feelings and thoughts, and a way to develop mental preparations in general and creativity in particular.

Economic motives: The environment surrounding the learner is replete with different consumed and non-consumable materials, so it is necessary to direct the learners to exploit these materials and produce artworks from them at the lowest costs and with the least effort. (Since the artistic activity would be a factor of economic progress as well, and the officials in the educational system would work to improve the quality of technical activity, and provide educational institutions with the necessary tools and materials to implement the art education lesson to the fullest extent, under the supervision of qualified teachers and full-time) (Al-Shaibani, 1992, p. 342). According to the foregoing, there are many studies that have conducted real experiments, to increase the level of income through some aspect of artistic activities.

Historical motive: "The history of any nation is a source for the production of artistic works, so it is possible for learners to acquire a lot of knowledge and skill experiences about the history of their nation through the learner's practice of producing artworks related to the history of this nation, and there are national and national issues that can be expressed through artistic activity for that." It is necessary to link the learner with the current events around him and make him an active element through his artistic treatment of these events" (Al-Saud, 2010, p. 120)

A scientific cultural motive: "The learner's practice of artistic activity makes him acquire many concepts and terms that are expressed in artistic work, and artistic activity is a means of cultural communication between different peoples, and this appears through art exhibitions and others (Al-Saud, 2010, p. 120.)

Psychological motivation: One of the uses of artistic activities is to reveal the psychological and personal states of learners, through the learner's projections of his emotions in one of the forms of art, theater or handicraft. These motives are represented in the following cases:

Motivation of self-expression: "It is in itself a language whose content is drawing, shapes and colors. This concept expands to include all other means of expression that can carry meaning where communication is not done through words only. Some learners may resort to their automatic tendency to use the language of drawing along with It is combined with acquired verbal language as two complementary means of expressing themselves and communicating with others. (Rayan and Al-Khazraji, 2007, p. 111)

The motive of venting of emotions: Perhaps the motive of venting of emotions is the most important among the motives that artistic activities aspire to, especially for the middle stage, where the peak of accelerated growth in its mental, physical and psychological aspects, and here these activities work to reduce the intensity of these emotions and control them and transform them in favor the society. The Role of Artistic Activities in the Educational Process: Artistic activities have a fundamental role in the educational process. In addition to developing mental and physical skills, they enhance the educational aspects through the general objective of the Ministry of Education in the Republic of Iraq, which is to prepare a good citizen, as the Ministry paid attention to artistic education and developed a curriculum for education. By supporting the material and issuing the Art

Education Teacher's Guide for all levels, the Cobone study concluded that "students who participate in artistic activity have the ability to academic achievement, and they have a high IQ, and they are positive for their colleagues and teachers" (Capon). , 1979 P: 663)

Technical activities are programs that are developed by textbook designers or the teacher himself, who innovates and creates in these activities to deliver information to the student and acquire skills and experiences, and they are often linked to the textbook and take place inside the classroom. The classroom, and among the artistic activity programs are those related to the textbook, including to society and the outside world, to be a good and productive citizen in society" (Al-Saud, 2010, p. 234).

"School subjects are nothing but means that work in one system that seeks to educate students and direct them towards the common good, and the practice of art is like other study subjects if the learner practices it and gives him real experience. It must interact and grow as a unit, not as parts, and this is consistent with the scientific basis of the philosophy of modern education and the principles of psychology. There should be no preference between science and art, or between language and art, or the so-called "science democracy" that does not differentiate between materials or between people. In this regard, UNESCO emphasized in an episode on the relationship of sciences to each other, which states that art should occupy the same position as other subjects in the different stages of education" (Al-Saud, 2010, p. 158). "The link between art and education is a strong one. When people practice art, savor it, and understand it, it becomes education in itself. When education achieves its correct goals and performs in the required manner, it will have the qualities of art. If the audience improves its sense and taste through contemplation of artworks, we can say that it has been fortunate in education, and art is the most important thing in art. Everyone has their feelings and formulates them, and if people are influenced by art, they reach the highest levels of education" (Al-Hunaidi, 2008, p. 16).

The second topic: motivation and academic achievement

The concept of motivation: There is no doubt that the term (motivation) has passed our ears as educators in many citizens, whether in the content of psychology subject, or skills or methods and strategies of teaching, and in each of them I dealt with the term motivation and its provocation, as it is an essential element in the educational process, and in order to We will learn about (motivation) more. We will delve into general and educational psychology in particular, to extract the juice of what its theorists have concluded and recommended for those interested in academic achievement and achievement.

First, we point out that the word "motivation" has its roots in the Latin word "moverea," which means "to move" in psychology, where the study of motivation includes an attempt to identify the specific causes or factors for action or behavior. Weinberger & McClelland), "The word motive is used in the current life with a broader and more comprehensive meaning than its own psychological meaning, to include needs, motives, stimuli, motives, habits, goals, emotions ...

etc. The literal meaning of the word (motive) includes all of the above in terms of It includes the meaning of moving or pushing” (Mustafa, 1955, p. 32)

There are many concepts related to motivation, and in order to stand on the origin of this concept, it is necessary to refer to the roots of this word. The concept of motivation in the English language is referred to by the word (motive), which means to move, and it is any material or ideal thing that works to stimulate performance and behavior, meaning that The word motive is taken from the triple verb to push, i.e. to move something from one place to another place and in a specific direction. An active weight, so the subject of the behavior is the motive, as it is the one who transforms the behavior into an action, and accordingly, any behavior that a person performs needs activation, which works to show the behavior into an action, and its activation is the motive, meaning an activating stimulus, an engine.

(Bani Younis, 2007, p. 14), and accordingly, “The motive is the set of internal conditions that move the individual to meet a specific deficiency or need, whether it is biological, psychological or social, and the function of the motive is to satisfy the individual’s needs and maintain his balance and adaptation in his external environment. And the Interior” (Ahmed and Al-Adili, 2008, p. 94), “The concept of motivation, like other psychological concepts with controversial characteristics in psychology studies, is a concept that recurs in psychology sources under multiple names, some of which carry the concept of motivation, and some of them carry other meanings that need to be distinguished and identified from them. (Instinct, Need, Motivation, Motivation, Intent, Will, Innate Motivation, Characteristic) However, Motivation is a more common and used term and concept” (Al-Azergawi, 1991, p. 64), “The importance of motivation appears from the educational point of view in terms of being an educational goal in itself. Stimulating and directing students’ motivation and generating specific interests for them, which make them accept cognitive, emotional and kinetic activities outside the scope of school work and in their future lives, is one of the important educational goals sought by any educational system. It can be used in order to achieve specific educational goals effectively, by considering it as one of the determining factors of the student’s ability to achieve and achieve (Nashwati, 2003, p. 206). Concepts related to motivation: After we know the concept of motivation, we will clarify some of the concepts associated with it and the type of relationship between them.

Need: “The need creates and creates in us a state of arousal, and this state of arousal provides us with the energy and strength necessary to go towards satisfying that need and eventually reach the motivating goal.” In the body of food, water, or other things, if you find that satiation is achieved, and accordingly, the need is the starting point for arousing the motivation of the organism, which stimulates its energy and pushes it in the direction that achieves its satiation (Bani Younis, 2007, p. 17-18).

Motivation: “It is motives that activate behavior with the aim of satisfying the needs of physiological origins associated with the survival of the organism. It activates the behavior and prepares it for work, and it also refers to the increase in the tension of the individual as a result of the presence of an unsatisfied need or as a result of a change in his organic aspect, as this tension makes the individual ready to make special responses towards a specific topic in the external

environment or distance from a specific topic with the aim of satisfying his need or restoring its physiological balance" (Bani Younes, 2007, p. 18).

The motive: "W.E. Vinacke defines the motive as referring to the stimuli of the external environment that help activate the motivation of individuals, whether this motivation is based on physiological or social dimensions. Awards and rewards are examples of these motives. Success and fame, for example, are motives for achievement. Accordingly, Basically, the need arises in the living organism as a result of depriving it of a certain thing, and it follows that the motive (the stimulus) arises that mobilizes the energy of the organism and directs its behavior in order to reach the motive (the goal) (Abdul Latif, 2000, p. 79).

Desire: At first glance, it becomes clear to us that the concept of desire is a desirable thing that one of us seeks to reach that desire, and from here it is linked to the concept of motivation, where (the desire is the individual's feeling of inclination towards certain people or things, such as the student's desire, for example, to travel to a certain place, and the desire is in opposition to The need that arises from a state of deficiency or disorder, as it arises from the individual's thinking about it or realizing the desired things, and it also seeks to achieve pleasure, while the need aims to avoid pain. Taking medicines that he does not want, or he may want something he does not need, for example, he may want to eat sweets and he does not need it, rather it may be harmful to his health) (Rajah, 1976, pp. 66-67).

Types of motives: "conscious or conscious motives: they are the motives that the individual is aware of, feels and is aware of so that when the individual realizes the motives for his behavior, solutions are found to many behavioral disorders to which the person is exposed in terms of evaluation and evaluation. Such motives Emotionality is easy to evaluate and evaluate, and thus it becomes easy to modify human behaviors (Al-Arfawi, 2009, p. 89).

Subconscious or unconscious motives: "These are motives that we are not aware of, do not feel, and are not aware of and are observable indirectly as they need measures to detect them, such as the use of projective scales. According to the Freudian school, these unconscious motives are divided into temporary unconscious motives, which are The motives that the individual does not feel while performing the behavior, but he can reveal them and determine their nature if he reflects on his behavior and the motives that move him. And there are permanent unconscious motives, which are the pent-up motives that the individual cannot reveal and determine. Its nature, no matter how much effort and will is exerted, which cannot become conscious except by special means such as hypnosis, for example. Psychological needs, psychological trends, habits, and level of ambition are unconscious motives, and examples in our daily life of unconscious motives are slips of the tongue, slips of the tongue, The pen, and forgetfulness" (Muhammad Mahmoud Bani Younes, 2007, p. 32).

Individual motives: These are the motives that emanate from each individual individually

Social motives: They are motives that emanate from more than one person, i.e. emanating from a particular group, or from a person within a small or large group” (Al-Arfawi, 2009, pg. 90).

Imaginary motives: they are motives that may not actually exist, as they are just fantasies or expectations that the individual expects and imagines, while they may not have a basis in reality” (Al-Arfawi, 2009, p. 90)

Theories that explain the concept of motivation: The researcher will briefly address some of these theories:

The humanistic theory: "The humanistic theory is concerned with explaining motivation in relation to personality studies rather than learning studies, as is the case with relational and cognitive theories. Most of the concepts of this theory are attributed to Maslow 1970) who rejects the assumption that all human motivation can be explained in terms of concepts. Associative or behavioral, such as motivation, deprivation and reinforcement, despite his recognition that some forms of human behavior are motivated by the satisfaction of certain biological needs” (Nashwati, 2003, p. 212)

Psychoanalytic Theory: Psychoanalytic theory traces its origins and most of its concepts back to the Austrian scientist (Freud), which takes a radically different approach from the aspects of relational, humanistic, and cognitive theories, in terms of the concepts used and the perceptions of their followers of the human being, his behaviors and the development of his personality. This tendency is the concept of unconscious motivation to explain what the individual does in behavior, without being able to identify or know the motives behind this behavior and this is what (Sigmund Freud) called repression, i.e. (the individual stores all his experiences in the subconscious), and according to them, an interaction occurs between the unconscious desires Which arose from the motives of sex and aggression and the desires of early childhood, so that the society composed of adults prevents children from expressing the behavior resulting from the sexual instincts and aggression, and accordingly suppresses this behavior and appears in the form of practicing some patterns of subversive behavior directed either towards the self or towards society, which can be Explanation of many of them, which appear to be abnormal with subconscious motives far from the individual’s awareness and awareness” (Kafha, 2004, p. Which drives him to carry out certain activities, "According to Freud's theory, a kind of interaction occurs between early childhood experiences and repressed unconscious desires caused by sexual and aggression stimuli, as parents and other adults prevent children from free expression of behavior specified by these stimuli, which these children hate. To suppress this behavior and deposit it in the subconscious store. However, the process does not end there, as the processes of suppression do not completely end the effectiveness of the sex and aggression stimuli and their impact on behavior, but rather they exercise their effect in determining behavior on a subconscious level, where pent-up needs, desires and motives can be expressed in other disguised behavioral forms, which are embodied Sometimes in his practice some patterns of disruptive behavior directed towards self or society.

Therefore, many behavioral patterns, which appear to be abnormal or unreasonable on the surface, can be explained by subconscious motives far from the awareness and awareness of the individual” (Nashwani, 2003, p. The explanations and concepts it provides for the developments in which human behavior and its mechanisms are going through, help the teacher to understand more of the behavior of his students, and he was also able to achieve the most effective communication with them, and thus his role leads to the achievement of better education.

Correlational theory: This theory is concerned with explaining motivation in the light of behavioral-oriented learning, or the so-called stimulus-response theories. The one who follows a response leads to learning and strengthening this response, while discomfort or dissatisfaction weakens the response that follows it. According to this law, the search for gratification and the avoidance of pain or discomfort refers to sufficient motives behind learning certain responses in a particular stimulus situation. Behaves or responds according to a desire to achieve states of gratification and avoid states of pain” (Nashwani, 2003, p. 208)

Cognitive Theory: (Relational and behavioral explanations for motivation see that behavioral activity is a means or a pretext to reach a specific goal independent of the behavior itself. The responses issued in order to obtain rewards or reinforcements refer to an external motivation determined by factors independent of the owner of the behavior himself, which indicates the inevitability Behavior and its control are stimuli that may fall outside the scope of the individual’s will. As for the epistemological explanations, they accept the assumption that the human being is a rational creature, enjoying a free will that enables him to make conscious decisions as he desires (1965, Hunt), so these explanations emphasize more related concepts, averages. Central such as intent, intention and expectation, because the individual’s mental activity provides him with an inherent self-motivation and refers to the behavioral activity as an end in itself and not as a means, and usually results from information processing processes and sensory perceptions available to the individual in the exciting situation in which he is located, and thus the individual enjoys a high degree of self-control) (vander, 1980, p210), motivation is considered according to the cognitive perspective in the educational aspect as “an internal state that moves the learner’s thoughts, knowledge, cognitive structures, awareness and attention, and insists on the It is necessary to continue performance to reach a state of cognitive balance, and based on this, it depends on cognitive treatments in order to achieve cognitive balance, as well as on choices, decisions, plans and interests, and considering what leads to success and failure, and in this context, expectations of success and failure play an important role in Conceptual analysis of motivation, and the owners of this trend also assume that individuals need to absorb new knowledge and transform it into appropriate cognitive schemes, which will enable them to control and represent the new experience, which makes them feel cognitive balance, and the latter represents the concept of the need for understanding, which constitutes the most important motivational motives The learner’s learning” (Jabr, 2015, pp. 129-130).

Academic achievement motivation - concept and historical development

Motivation for achievement Motivation generated by the individual, urging him to compete in situations that include levels of excellence and superiority. It is the struggle to master difficult challenges, as well as being a performance motivated by the desire to succeed. Motivation for achievement includes different patterns and types of behavior, and the element of challenge intervenes in it. And the motivation to accomplish something significant, as well as being the incentive to solve difficult problems that challenge the individual and stand in his way.” Byrne & Kelley, 1981, P 163). The following is a presentation of the most prominent of these theories.

Henry Murray: "The American psychologist, Henry Murray, is considered the first to accurately introduce the concept of the need for achievement, by describing it as one of the important components of personality, in his study under the title "Explorations in Personality" (Explorations in Personality)" (Khalifa, 2006, p. 10), through which he raised interest in three types of needs, which became the subject of major theories in motivation, especially in the educational field, which were represented in the need for achievement, the need for belonging and the need for control. The need is the subject of careful analysis, as well as providing an accurate classification of psychological needs (Al-Zelitni, 2008, p. 161), and he gave a definition of the need for achievement" as: "the desire or tendency of the individual to overcome obstacles, exercise strength, and struggle to perform difficult tasks well and quickly whenever possible" Khalifa, 2006, p. 11), and he explained that the achievement motive arises from different needs such as: the pursuit of excellence, the achievement of lofty goals, success in important tasks. 112), and since Murray's point of need came from An important topic from the axes of his theorizing of personality and its growth, considering the historical background of the person and his future goals. He looked at needs in general in terms of desires and actions and in terms of their amalgamations and ramifications.

McClelland's theory: "The academic achievement motivation theory is one of the explanations that have met with tremendous success and acceptance by researchers to understand the real motivations of students towards achievement in the school environment, and McClelland is a pioneer in this direction. Culturally, McClelland was influenced by Freud's psychoanalytic theory, and he combined in his method Freudian clinical analysis of motivation and the rigor of the experimental method in psychology" (Abd al-Rahman, 1998, p. 442).

Known as the theory of the need to excel, developed by McClelland, and the motive for achievement has won an important place in his model, and received a great deal of attention, which was manifested in his research and studies that he conducted around him (Maamaria, 2012, p. 97). The real motives of students towards achievement in the school environment, and McClelland expressed the achievement motivation as a hypothetical formation that means the feeling associated with evaluation performance where competition to reach standards of excellence, and this feeling reflects two main components: the desire for success and fear of failure, through the pursuit of The individual has to exert effort and struggle for success, attaining the best and superiority over others (Fayed, 2015, p. 95), and McClelland considered achievement motivation a criterion for the

progress and backwardness of peoples. In his theory, individuals are divided into two different types, so that the first type is characterized by high achievement of work, and the second type is characterized by enthusiasm to complete work at a high degree, and they are high achievers, and McClelland describes the people of achievement. High compared to their peers with low achievement, that they are able to bear the average risk and have the ability to calculate its possibilities, and they use their experts to achieve their goals and choose their work and get attached to it, to become something of their entity and conscience, and they expect to gain more material returns, as a criterion for measuring work performance successfully (Balrabe, 2011, p. 236-237), "In this context, McClelland's conception provided a theoretical basis on which to explain the growth of achievement motivation for some and its decrease for others, so that the more positive the return, the higher the motivation and the more negative it decreased. On the effect of experience on the achievement motivation, given that individuals with high achievement motivation accept and engage in work in the following situations, unlike those with low achievement motivation" (Abu Talib, 2008, pg. 52).

Atkinson's theory: Atkinson formulated his "theory of motivation, which is closely related to achievement motivation. His theory is in the form of mathematical relationships that predict the extent of the monkey's tendency and orientation towards success and the extent of his desire to avoid or avoid failure. Atkinson's theory summarizes the relationship between the determining factors for achievement motivation, whether it relates to the tendency to achieve success or the tendency to avoid failure. (Khalifa, 2000, p. 117)

Goal Orientation Theory: "The goal orientation theory, which is sometimes called the achievement goals theory, is one of the most important theories that have become the focus of attention in the field of achievement motivation, which has a significant role in the academic field. This theory was developed by cognitive and educational psychologists, and through it They explained how individuals learn to perform in academic tasks, and consider it one of the most appropriate theories to apply in order to understand and improve the learning and teaching processes" (Radi, 2015, p. 129). This theory is based on the assumption that students' academic motivation can be understood, by looking at them as attempts to achieve goals The students' behavior is also considered to be the result of their desires to achieve those goals, and the goal has been defined as: "What the individual is trying to achieve or the goal towards which the effort is directed, for example that when the individual sets goals for himself, he will select a set of actions that he believes will help him in achieving These goals, as achievement goals are defined as: "those reasons that lead the student to engage in the achievement task." They represent an organizational framework for the learner's behavior in achievement situations, limiting the way he perceives these situations, and providing him with a set of the principles and criteria for interpreting information, selecting and evaluating behavior, and therefore achievement goals are motives of an academic nature that direct students' behavior during their learning" (Abu Ghazal, 2015, p. Problem solving and cooperation in the school environment, which makes technical activities an entry point to increase academic achievement, and the second type targets

performance, which contributes to completing these activities to the fullest and thus obtaining the highest academic evaluation.

Self-efficacy theory: (Self-efficacy or what is also called self-efficacy is a key to understanding motivating behavior, and behind it is meant the individual's beliefs about his ability to perform the tasks he deals with, and these beliefs are linked to various behaviors related to achievement such as: information processing, achievement performance, motivation, and are considered Self-efficacy is one of the central concepts in (Bandura) theory in social cognitive learning, as it is considered as a cognitive mediator of behavior, limiting the nature of the behavior that the individual will perform, the amount of effort he will exert, and the degree of perseverance that he will show in facing the problems and difficulties he encounters) (Abu Ghazal, 2014 , p. 219), and Galand & Vanlede in (2004) presented a group of completed works on the learner's sense of self-efficacy, which is a term that covers perceived competence, with regard to empirical measurement. They concluded that the learner's belief in his ability to succeed plays a role. The studies conducted in this field have proven that the higher the sense of efficiency, the higher the individual's goals, the more he organizes his efforts, and the better his performance. Promising in the case of difficulty, which is another effect of feeling effective, and it was classified in the academic field as an indicator of academic achievement, choice of study paths and professional choice (Lambert, 2014, p59). And he believes that his various psychological, mental and social capabilities are valid for this performance, as motivation in its two sources plays a positive role in perseverance and reaching the goal of behavior (Al-Farmawi, 2004, p. 56).

Motivation for academic achievement

Since the emergence of achievement motivation research, researchers have tried to build reliable scientific standards in conducting various studies and methodological research that need accuracy in measurement. Research in the field of achievement motivation has concluded that the standards that are used to measure it are divided into two types:

Projective measures: "The first attempt to measure achievement motivation was made by psychologist Henry Murray, who hypothesized that achievement motivation represents social needs that may be reflected in individuals' thinking, presented to them through the subject comprehension test (T.A.T), and thus the "Murray test" was considered a projective method for measuring social motives, and based on the findings of the latter, psychologists: "David McClelland John Atkinson - Russell Clark - Edgar Lowell" modified the understanding test The subject (T.A.T) to measure achievement motivation, trying to raise the need for excellence or excellence among the examinees" (Mahdawi, 2020, p. 130).

Objective scales: "There are many objective scales to measure achievement motivation, some of them were designed to measure achievement motivation in children, such as: Robinson's scale" 1968 (Robinson) and "Weiner scale" 1970 (Weiner), and some of these scales were designed to measure achievement motivation in adults, such as: The achievement motivation test prepared by Hermans 1970, the achievement motivation scale prepared by Meharbian 1969 and the Smith 1973 scale, as well as the achievement motivation scale prepared

by Lynn 1969 and developed by Ray in the 1970s, and the 1965 Mayers Scale, which aims directly to determine whether an individual is trying hard to succeed in school, and the scale consists of topics that require a yes, no, or no answer Rashid, 2005: 179), and these measures have been used in many foreign studies and have also been used in some Arab studies” (Mahdawi, 2020, pg. 132).

Motivation for academic achievement and its relationship to the practice of artistic activities: Opinions varied about the concept of academic achievement motivation, and it was interpreted according to the results presented by scientific experiments that proved that each aspect of academic achievement has a variable that works in different temporal, environmental and social conditions, from here we find that Renewal in scientific research must be present to cover all the needs of educational institutions and those interested in educational affairs and academic achievement. The medium, and its practice as free active activities accompanying the curriculum of nutrition and development in order to achieve the desired educational goals in the context of general growth and development in Iraq (Stubbornness, 2009, p. 10). , which leads to activating the role and responsibility of the teacher during the performance of these artistic activities, as it is represented in stimulating the learner’s motivation, directing and guiding, which leads to The learner interacts with the activity, and then contributes to giving him many new experiences stemming from his motives, tendencies and personal needs. This interaction is consistent in linking the vocabulary of other curricula. The interactive situation between parents and children includes multiple and important elements, including participation that leads to consolidation, and the consequent reinforcement of the children’s behavior that satisfies parents, which results in continuous urging and constant push to improve performance and school success. It is self-evident that artistic activities and the positive spirit they emit have good results in raising the levels of motivation for achievement, while negative emotional components reduce performance and may even hinder it completely at other times) (Abdul-Khaleq, Al-Nayal, 1992, p. 171). An independent human being and it arises from an internal motive, which calls for the practice of artistic activities in its various branches, and works of art that arise by instinct begin with simple and objective ideas characterized by many rational meanings. High mental and practical through several experiences in the field of artistic activities and talent, and he wishes to participate in the school environment pride while presenting these works and it turns out that artworks are a mental force that enjoys a kind of intelligence and imagination. We found it raises their mental abilities in academic achievement without any doubt, and therefore changes will occur from this interference on the level of achievement and the ability to succeed. (Abdul-Khaleq, Al-Nayal, 1992, p. 173)

Indicators of the theoretical framework:

1. Arts in general are expressive means that provide individuals with opportunities to express many of their thoughts and feelings, making them gain more balance with the environment than they were before the expression.
2. Artistic activities are a real need for students to practice and not just a means of entertainment or entertainment.

3. Modern education focuses on making lessons, materials, and the school popular with students, with the play, acting, and suspense they bring into the school.
4. Artistic activities are an integral part of modern education and cannot be neglected, as they seek to build the personality of the individual and integrate his experiences.
5. Researchers in the educational field believe that the curriculum of school subjects still exists in most Iraqi schools, where the negative role of students in receiving knowledge is often based on memorization and indoctrination.
6. Artistic activities have been used as a multi-use therapeutic method. They are of benefit to many patients with organic diseases or with physical, psychological or mental disabilities.
7. The philosophy of artistic activities is linked to the modern progressive philosophy of education, which believes that man lives in a society that is constantly changing.
8. Artistic activities increase the motivation for academic achievement as it is a motivating factor for perseverance and exploitation of the student's free time in artistic works through which he develops his talent and arouses in him a strong sense of the importance of art in particular and its importance in other areas of life in general.
9. One of the fertile grounds on which artistic activities can be established in a regular manner are educational institutions.
10. Artistic activities develop many aspects of the learner's personality, including intellectual, cognitive, skill, mental, emotional and social.

Chapter Three

Research Methodology

The third chapter included a presentation of all the procedures carried out by the researcher to achieve the goal of the research. These procedures included his methodology, the society and the research sample, in addition to the research tool, sample analysis, and the most important statistical methods that the researcher used to reach the final results.

First: Research Methodology: Since the objective of the current research is (to know the role of artistic activities in developing the motivation of academic achievement among students of the preparatory stage), the researcher adopted the experimental research method as it is the closest to achieving this goal.

Second: The research community: The current research community consisted of middle school students - fourth grade - belonging to the Second Rusafa Directorate of Education in Baghdad - the morning study for the academic year (2021-2022), which numbered (152) students.

Third: The research sample: The research sample for middle schools was randomly selected, and the sample of students was selected (38) students were chosen intentionally in relation to the application of the scale for the motive of academic achievement.

Fourth: The Research Tool: The current research required the preparation of the research tool, and accordingly the researcher built a measure of academic achievement motivation based on the following:

- 1- What were the results of the theoretical framework indicators:
- 2- Consultation with specialists and professors in the field of educational psychology, measurement and evaluation, and teaching methods.
- 3- The scale was built in accordance with the school environment in Iraq, taking into account local and Arab standards such as (Ibrahim Qashqosh), (Abdul Latif Khalifa) and (Ahmed Abdul Khaliq)

The construction of the scale included the following procedures:

- 1- The initial version of the scale: After reviewing the previous studies and the measures they included and the results of the theoretical framework of indicators, the researcher built a scale for the motivation of academic achievement in its initial form of (36) items and a three-way scale of answers (totally agreed, agreed, and did not agree). Table No. (1)
- 2- Drafting the paragraphs of the scale and describing its paragraphs:

To formulate the scale items, the researcher was keen on the following:

- 1- The scale's inclusion of areas related to the topic of academic achievement motivation to cover all dimensions of the phenomenon studied.
- 2- The researcher was keen to write the paragraphs in the present form to include the studied phenomenon as it actually exists at the present time among the students in the research sample
- 3- Drafting the paragraphs in a clear, simple and accurate manner and staying away from lengthy paragraphs as much as possible
- 4- Distribute the paragraphs randomly, in negative and positive directions
- 5- Make sure that the paragraph does not carry more than one meaning

Table No. (1) Academic achievement motivation scale

disagree	I totally agree	I agree	vertebrae	No
			I feel proud when my grades are high	1.
			I hold myself accountable for what I accomplished that I did not do with my homework	2.
			I am constantly thinking about my future career	3.
			Ask the subject teacher when you have difficulty understanding the lesson	4.
			An inner feeling drives me to seriousness and perseverance	5.
			I blame myself if I got a low score on the exam	6.
			Make sure you study first, then other interests come	7.

			I complete my homework before entering the lesson	8.
			Focus a lot while the teacher is explaining the lesson	9.
			Studying is a big responsibility that I try not to take on	10.
			I feel happy when I am active in class	11.
			I respond when the teacher asks a question about the topic of the lesson	12.
			I don't care about playing as much as I do my homework at school	13.
			I think about playing with my friends while the teacher is explaining the topic of the lesson	14.
			I don't ask for help with my homework	15.
			I use my spare time to complete my homework	16.
			I study hard to achieve my future ambitions	17.
			I have the ability to overcome the difficulties that I face in my studies	18.
			Make sure you attend classes on time	19.
			I do not hesitate to answer the teacher's questions while explaining the lesson	20.
			Make sure to set a schedule to organize my reading times for my lessons	21.
			I work hard in my lessons to be a respectable and strong person	22.
			I find it difficult to focus on my homework	23.
			I can't find anything in the future that motivates me to read and succeed	24.
			I strive to get the highest grades in all subjects	25.
			Be sure to read about additional topics related to my studies	26.
			I feel satisfied when I do my homework	27.
			I feel that studying is the way to achieve my future ambitions	28.
			I feel sad when one of my friends outperforms me in school exams	29.

Scale validity: Honesty is that the tool measures what it was originally intended to measure (source). To achieve this measure, the researcher has done the following:

A. Apparent honesty: The researcher presented the items of the scale in their initial form to a group of experts and specialists in the field of psychology, measurement, evaluation and teaching methods. It obtained less than (80%) of the experts' agreement to become composed of (30) paragraphs in its final form.

B: The construction validity: It is a necessary procedure to ensure that the scale measures the studied feature through the theoretical construction of its paragraphs.

1. Calculating the discriminatory power of the scale items: "The discrimination indicator shows whether the item discriminates between individuals to the same degree as the total score of the scale. Those with low scores in the total score get low scores in the scale items" (Rajaa Mahmoud, 2007, pg. 401) on the construction sample of (152) female students, and the results were treated statistically, by arranging the results of the construction sample in descending order in the manner of the upper and lower extreme groups, A percentage of (27%) was determined for each of the upper and lower groups, which amounted to (41.04), which was rounded to (41) so that the number of forms in each of these upper and lower groups was (82) forms, and the differences between them were identified by treating their results statistically using the law (t). -test) for uncorrelated samples for the purpose of checking the discriminatory power of each statement.
2. Calculating the internal consistency of the items of the scale: (Al-Nabhan, 2013) believes that "the estimates of the internal consistency of the scale are actually coefficients of homogeneity for the test items, and they reflect the correlation of the responses on one item with the overall degree of the scale" (Musa Al-Nabhan, 2013, p. 293).

Since the expressions were explored through the theoretical framework of the concept of achievement motivation, and its confirmation came with apparent honesty, the sincerity of the internal consistency of this scale, which is one of the types of formative honesty, dispenses with verifying the factorial honesty that requires each statement (15) individuals, and to achieve this purpose, the researcher proceeded to Addressing the degrees of application of the scale in the previous procedure, and for the construction sample of (152) students, by finding the simple correlation coefficient (Pearson) between the degree of weight of each phrase and the total score of the scale, provided that the significance of the correlation is achieved with a value not less than (0.3) according to the determinants of accepting the consistency of phrases internal.

1. Scale stability: Stability means that it "indicates the extent of accuracy, perfection, or consistency with which the test measures the phenomenon for which it was developed" (Radwan, 2006, pg. 97). Stability is extracted in several ways, including test application and repetition, stoichiometric method, segmentation halfway, Hoyt's equation for analysis of variance, Facronbach's equation, Keuder and Richarson's equation.

The researcher used the Facronbach coefficient method to extract the stability of the scale, by adopting the data of the previous application of the scale, which were statistically processed with the Alpha Crunbach equation), to verify the stability.

2. Instructions for answering the scale: for the purpose of accuracy in the answers of the students of the research sample, the instructions for answering about its paragraphs were shown as follows:

A - Asking the sample members to read the instructions for answering the items of the scale

B - Include the scale with an example of how to answer its paragraphs

C - Read the paragraphs of the scale and answer them all without leaving

D- Putting a check mark under one alternative for each paragraph j. The specificity of the answer and not being affected by the answer of other students

3. Correcting the sample's answers to the scale items: The scale included (30) items, including a positive item and a negative item with a three-way scale of alternatives (totally agree, agree, disagree)

The positive items got weights (1,2,3) while the negative items got weights (3,2,1) in light of the scale of alternatives for the scale items (Table No. (2)).

Table (2) Paragraphs of the academic achievement motivation scale

disagree	I totally agree	I agree	vertebrae	No
			I take pride when I get high scores	.1
			I hold myself accountable when I neglect my duties	.2
			I don't think much about my future career	.3
			Ask the teacher when you have difficulty understanding the lesson	.4
			Studying is a waste of time	.5
			I can't find anything that motivates me to be serious and persevere	.6
			I don't blame myself if I get a low grade	.7
			I focus on my studies first, then other interests come	.8
			I complete my homework before the lesson begins	.9
			I don't focus when the teacher explains the topic	10
			Studying is a huge responsibility that I cannot bear	11
			I feel happy when I am active in the lesson	12
			I don't aspire to be advanced in all my lessons	13
			I complete my homework without anyone's help	14
			Try to answer when the teacher asks the questions	15
			I spend my free time doing my homework	16
			I worry when I think about failing in my studies	17
			I study hard to achieve my future	18

			ambitions	
			I have the ability to overcome the difficulties that I face in my studies	19
			Set a schedule to organize the reading times	20
			Do not try to answer the teacher's questions during the lesson	21
			Be sure to read additional topics related to my studies	22
			I don't care that you outperform my classmates	23
			I feel satisfied when I do my homework	24
			I work hard in my lessons to be a respectable and successful person	25
			I feel that studying is the way to achieve my future ambitions	26
			I am excited to continue my studies	27
			It is better to watch cartoons than to read	28
			I'm busy playing instead of completing my homework	29
			I don't mind attending my classes on time	30

Fifth: Experimental requirements: For the purpose of initiating the achievement of the research objective of knowing the role of artistic activities in developing the motivation of academic achievement among middle school students, the experiment procedures were initiated as follows:

- 1- Tribal application of the scale: the scale was applied tribally on a sample consisting of female students from one of the schools located within the sector of the Directorate of Al-Tariah - Rusafa II - Department of Cities Education - Basmaya City, and through the analysis of the results produced by the application) one of the study divisions with low motivation was selected as an experimental sample in the current search.
- 2- Preparing the study material: For the purpose of identifying the role of artistic activities in developing the academic achievement motivation of the research sample, a program was prepared that includes lessons to be presented to the students of the research sample and included the following:

A- Choosing subjects for the study subject: The following subjects were selected (drawing, handicrafts, murals, School Theater).

B- Formulation of educational objectives: Behavioral educational objectives were formulated based on the nature of the study subject in each lesson plan within the duration of the experiment. For the purpose of identifying the validity of these goals, they were presented to a group of experts and arbitrators within the specialization of teaching methods and technical soil, and based on the opinions and observations received regarding them, the plans included a behavioral goal, Table No. (3)

C- Academic content of the academic subject: The academic content of the subject has been prepared by relying on various scientific sources within the field of plastic art, drawing and handicrafts, as well as the field of school theater, while meeting the requirements of artistic activity, taking into account the focus more on the skill and emotional aspect as it is in line with the nature of artistic activities and one of its intended goals. Achieved, as well as their impact on the psychological aspect, which is a key factor in increasing the motivation for academic achievement.

D- Preparing educational plans: The experience included preparing study plans amounting to (8) plans for specific topics that included technical activities according to the objectives of each plan with their observations in line with the current research procedures and achieving its objective.

Table (3) the names of the experts who were hired by the researcher to complete the research tool

Workplace	General and exact jurisdiction	The scientific title	Expert name	No
College of Fine Arts - University of Baghdad	Art Education / Teaching Methods	Prof.	Dr. Saleh Ahmed Mehdi	.1
College of Fine Arts - University of Baghdad	Art Education / Teaching Methods	Prof.	Dr. Raad Aziz Abdullah	.2
College of Fine Arts - University of Baghdad	Art Education/Educational Techniques	Prof.	Dr. Mohamed Saadi Laftah	.3
Ibn Rushd College of Education - University of Baghdad	Psychology/educational psychology	Prof.	Dr. Saad Zayer	.4
College of Fine Arts - University of Baghdad	Art Education / Teaching Methods	Assistant Professor	Dr. Karim Hawass Ali	.5

Lessons schedule: The weekly lesson schedule has been prepared in agreement with the school administration on the basis of the task facilitating book Annex (1) and to ensure that all the lessons mentioned in the educational plans are provided and all the requirements in this regard are prepared from drawing papers, colors, dyes, materials and raw materials that can be used in the lesson of handicrafts, taking into account Providing lessons and conducting artistic activity in the technical halls designated for the subject of art education, as well as outside it within the open space of the school, and table (4) shows this.

Table (4) weekly lesson schedule

o'clock	the topic	today
11-1	pretest	Monday
11-8	Colors free drawing	Monday
11-15	free drawing	Monday

11-22	handicrafts	Monday
11-29	school theater	Monday
12-6	calligraphy and decoration	Monday
12-13	murals	Monday
12-20	post test	Monday

1. Implementation of the experiment: The application of the experiment began on Sunday, which coincides with Sunday, and it ended on Sunday, which coincides with Sunday, as all educational plans that included lessons and various artistic activities were implemented. Appendix (Business Pictures)
2. Post application of the Motivation Scale: After the completion of the experiment, the post application of the Motivation Scale for Academic Achievement was carried out under the supervision of the researcher.

**Sixth: Statistical means: The statistical bag (SPSS) was used
Fourth chapter**

Search results and discussion

The fourth chapter of the current research includes the results of the research, their discussion, conclusions, recommendations and research proposals, as follows:

First: The results of the research: To achieve the goal of the research, the research hypothesis was developed (there are no statistically significant differences under the level of significance (0.05) between the students' scores in the pre-test for the academic achievement motivation scale and their scores in the post-test). The researcher verified them statistically and as it appears in the table below.

(Table 5)

indication	Sig. value	Calculated t value	median difference	post test		pretest		measuring unit	Variable
				A	S	A	S		
moral	0.00	40.25	31.12	3.48	80.46	3.22	49.34	Degree	Academic achievement motivation
The degree of freedom (n-2) = 35, the level of significance (0.05), the significance of discrimination, if the degree of (Sig) < (0.05)									

It appears from the above table that the arithmetic mean in the pre-test of the motivation scale for academic achievement was (49.34) with a standard deviation of (3.22), while the arithmetic mean in the post-test reached (80.46) with a standard deviation of (3.48) and by using the T-test (t-test) the calculated value of

(t) reached (40.25) which is greater than its tabular value of (0.05) below the significance level (0.05) for the degree of freedom (35), thus rejecting the null hypothesis of the current research and accepting the alternative hypothesis, and this confirms that there is Differences in motivation for academic achievement and in favor of the post-test.

Second: Conclusions:

Based on the aforementioned result, the researcher concludes the following:

1. Technical activities can develop the motivation for academic achievement and bring about positive change in this field, and this is confirmed by the current study through its findings.
2. The employment of artistic activities in the field of art education gave the students a broader horizon, greater excitement, and a positive feeling towards accepting the study materials and the importance of study and academic achievement, as it allowed the students to vent their emotions and move away from the daily routine of the educational process.
3. The nature and level of the artworks that were produced during the experiment period clearly indicate the desire of the sample members to study and learn art, and that this desire positively affected their academic ambition in general.
4. The role of artistic activities in developing the motivation for academic achievement is not related to the content of these activities, but rather goes beyond that to the way they are presented in an interesting and different way, for example, making use of marginal materials in the students' environment as well as going out to nature in the school institution space, which contributed to the integration of the research sample into the process educational

Fourth: Research Recommendations:

Based on the conclusions reached by the current research, the researcher recommends the following:

1. Giving the utmost importance to the practice of artistic activities for all academic levels in a manner that ensures the mental, skill and emotional development of the student, and this is what the modern educational philosophy emphasizes.
2. Introducing a program of various technical activities into the weekly schedule of lessons for the intermediate school stages and making it a requirement for the student's success to a higher stage of study to ensure the actual implementation of these activities on the ground.
3. The necessity of holding courses and seminars for those in charge of the perfusion process to show the importance of artistic activities and their role in integrating the student's personality and motivating him towards academic achievement with the ingredients it contains to achieve this purpose.

Fourth: Research Suggestions:

At the end of the research, the researcher suggests conducting the following studies:

1. The effectiveness of artistic activities in self-acceptance of middle school students
2. Conducting a study on the role of artistic activities to develop motivation for academic achievement in other academic stages
3. Employing an educational program based on artistic activity to develop technical skills for preparatory stage students.

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