Cognitive Motivation among Students of the Faculty of Education and its Relationship to the Trend to Teaching Profession

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Abstract :

The present research aims to identify thecorrelation between cognitive motivation andthe trend towards the teaching profession among students of the Department of Chemistry in theFaculty of Education for Pure Sciences - Ibn al-Haytham, as well as to identify the differences in the relationship according to the variable type (male, female). The measures of cognitive motivation and the trend towards the teaching profession were applied, using pearson's correlation coefficient,t-testfor one sample, andthe t-test of two separate samples.

First Chapter
Introducing research

Research problem:

Motivation is what induces individuals to carry out certain behavioral activities, and direct those activities to a certain destination, the individual behaves a certain behavior to result in such behavior results or consequences that satisfy some of his needs and desires. As the motivation and motivation of students make them accept to engage in cognitive and cognitive activities, which means exploiting their potential and achieving high levels of performance and active contribution to various learning activities, it means guiding and participating students in the educational process and responding positively to it (Ahmed, 2012, 2-1) and it also promotes students' attitudes towards The profession of education in the sense of resurrecting positive trends towards the teaching profession, as the trend regulates the motivational, emotional, cognitive and cognitive processes around some aspects of the field in which the individual lives.

The motives are one of the most important topics in the interpretation of human behavior, since all kinds of behavior performed by the individual is due to a particular motive, and we can not explain a particular behavior without knowing the motives behind that behavior, it is the starting point for any behavior performed by the individual, and motives on types and types (cognitive motivation) that have an important role in learning for all stages of study, and this motive is the desire of the individual to obtain knowledge, understanding and mastery Collecting information and solving problems (Hazmi, 2015, 9), this is what educational institutions, including universities, seek, as their main goal is to make the student self-driven to learn and acquire knowledge, which in turn reflects on his attitudes towards the professions to which he will join in the future, which are prepared chemically and scientifically.

The Faculty of Education, as the college responsible for preparing teachers, has a responsibility to prepare an educated and conscious generation, which must seek in preparing it for these teachers to take into account the creation of a teacher who loves his profession as a giver and creator, which in turn requires that he have a trend towards the teaching profession. This trend may have something to do with cognitive motivation.

Despite the importance of the topic of the trend towards the teaching profession among students of the Faculty of Education, he did not discuss especially in some specialties specifically such as chemistry departments - as far as the researcher knew and did not give any results about it, specifically the study of his relationship with cognitive motivation. Low cognitive motivation loses the student's desire, excitement, continued progress and direction towards the things and variables surrounding him, or attention or awareness, and adjusts the experience with which he interacts, thus leading him to fail to achieve his goals (Breka, 2007, 28). Especially in circumstances such as those experienced by students, with difficulty in obtaining a job or profession after graduation, which makes them added to the list of unemployed, which may weaken their cognitive motivation.

Therefore, this research came as an attempt to fill the investigation in statistical signals about the level of cognitive motivation among university students in the chemistry departments, the level of trend towards the teaching profession, the nature of the relationship in terms of strength and direction between cognitive motivation and the trend towards the teaching profession, as well as knowing the differences in the relationship according to the sex variable.

The importance of research:

The human mind is the most vital and complex part, so this emphasizes the interest in human cognitive activity, and in recent years has increased interest in understanding different cognitive processes, in terms of their types, functions, nature and modus operandi in order to detect psychological phenomena, understand human behavior and develop human abilities, in the midst of tremendous and rapid developments in information and successive changes in the field of knowledge, so individuals must be prepared capable of absorbing this information and self-driven towards absorbing it and transforming it into New knowledge enables them to face current and future situations and problems.

Hence the role of educational institutions in building the mental and motivational abilities of students, in terms of revealing the possibilities or abilities available to them and bringing them into existence, and urging them to seek knowledge with self-motivation knowledge emanating from themselves, and strengthening their attitudes towards the professions that they will occupy in the future, thinking about the future is one of the main objectives of modern education, especially since it is influenced by successful knowledge, as the participation of students in the educational process and interaction With it and the positive response of students and the provision of excitings that create a kind of challenge for the learner, that will enhance the motivation of knowledge (Ahmed1,2012) as well as strengthen the trends of students towards the teaching profession, as the faculties of education are no longer concerned not only with specialized preparation, but also in preparing the student to adapt to his profession in the future by providing him with positive directions towards it, the success of the teacher in his profession is mainly related to the trends he carries towards the profession of the **future.** In addition, the teacher is the key element in the educational process - to learn, as his cognitive and emotional characteristics play an important role in the effectiveness of the educational process, and the teacher's attitudes towards the teaching profession are among the factors that help him achieve many educational goals, which

confirms the good choice of those enrolled in the teaching profession by adopting the desire and trend towards the teaching profession as one of the indicators through which they are accepted to practice the profession (Majid and Saad, 2012, 220).

Therefore, the importance of this research is highlighted in theory and practice:

1- Providing statistical indicators on the level of cognitive motivation and the trend towards the teaching profession and the relationship between them, these indicators will give the concerned authorities of students in the faculties of education the necessary action on the basis of which, in terms of providing educational and psychological guidance in the event of low levels of variables among students, or work to strengthen them among students and maintain them in the event of high levels.

2- This research provides theoretical information on the nature of the relationship in terms of strength and direction between them, enriching the psychological library with this information.

Search objectives:

The research aims to achieve the:

1- To learn about the level of cognitive motivation among students of the Department of Chemistry in the Faculty of Education for Pure Sciences - Ibn al-Haytham.

2- Learn about the level of the trend towards the teaching profession among students of the Department of Chemistry in the Faculty of Education for Pure Sciences - Ibn al-Haytham.

3- Learn about the relationship between cognitive motivation and the trend towards the teaching profession among students in the Department of Chemistry at the Faculty of Education for Pure Sciences - Ibn al-Haytham.

4- Identify the differences in the relationship between cognitive motivation and the trend towards the teaching profession among students of the Department of Chemistry at the Faculty of Education for Pure Sciences - Ibn al-Haytham according to the gender variable (male, female).

Search limits:

The research is determined by students in the fourth grade in the Department of Chemistry at the Faculty of Education for Pure Science - Ibn al-Haytham at University of Baghdad morning study for the academic year 2018-2019.

Research terms:

The current research is determined by the terms of the research that make up the main variables in the research:

1- Cognitive Motivation :

Ozbel defined it in 1978 as "a person's need for knowledge and the desire to solve their problems, so that this need remains strong as long as the problem remains unresolved or the requirements needed to solve it abound" (Executioner, 2014, 28)

The definition (Ozbel, 1978) will be relied upon as a theoretical definition in this research.

The procedural definition is (the overall degree that the student receives from his answer to the measure of cognitive motivation used in this research).

2–Trend :

Qatami 1998 defined him as "an educated psychological readiness to respond positively or negatively to the exciters of individuals, things or subjects that call for such a response and are usually expressed with love or hatred"(Naifa,1998,631).

The trend towards the teaching profession

Al-Majidel knew him and was happy that he was

2- Majid and Saad, 2012 as "a relatively educated readiness and inclination, formed by the accumulation of cognitive and behavioral experiences, which requires specific responses of the individual and the community, negatively or positively, towards the patterns of different life thrills" (Majid and Saad, 2010,23-24).

Procedural definition: (The degree to which students receive their response to the paragraphs of the measure of direction towards the teaching profession used in this research.

Second Chapter
Theoretical framework and previous studies
First: The theoretical framework:
1- Cognitive motivation:

There are two types of motivation for learning according to the source of its excitement: external motives, and internal motives. External motivation is externally sourced such as teacher, school management, parents, or even peers. The learner may accept to learn in pursuit of the teacher's satisfaction or to gain his admiration and encouragement, and to receive material or moral awards. Or the learner may accept to learn to please his parents, earn their love and appreciation for his achievements, or to receive a material or moral reward from them. School management may also be a source of motivation for the learner with its material and moral incentives. Peers can be a source of this motivation in their admiration or even envy of their colleague. Internal motivation is the source of the learner himself, as he may learn motivated by an internal desire to please himself, or in pursuit of a sense of learning pleasure, and gain the knowledge and skills he loves and tends to because of its importance tohim.

For more details on the research variable, researcherTan adopts the cognitive point of view as a theoretical framework for cognitive motivation, as it specializes in cognitive variables, as well as being associated with the individual's cognitive needs.

Cognitive point of view:

Modern cognitive theories look at the mechanism and work of motivation, try to answer how the motivation arises and generates in the individual, as it focuses on learning related to the cognitive needs of the individual, especially the interior, and how his cognitive structures provoke organization and balance, as well as the driving characteristics of the learner, which is a goal of balance and organization, and considers that the use of Learning strategies and

educational activities within the class have an impact on the development of (cognitive motivation) among learners, as it contributes to the learner's constant excitement and access to knowledge, making him able to face problems even if they are complex (Yusuf and Naifa,2000, 428).

Knowledge is often the basis of the attention of those with a cognitive perspective, as it relates to all kinds of information that an individual acquires in the life situations to which he or she is exposed, as well as to the processes associated with the way this information is acquired, and how to keep it in memory and reuse it, these processes are called (cognitive processes). For individuals who respond to the effects or events whether external or internal in light of the results of the cognitive processes they conduct on these events and stunts, as the process of perceptual perception and the interpretations of the individual that gives it determine the behavior of the individual, because the human being has a free will to make appropriate decisions and behavior as What he sees fit, and there are other factors added to this such as the intention of the individual, his expectations, and his interpretation of things, and accordingly the individual is active, persistent and effective, and has motives and needs, consisting of his quest to understand and control the environment in which he lives (Zagol, 2012, 221).

2- **The trend towards the teaching profession:**

Most scientists agree that trends are gained, although there is little effect of an individual's genetic composition in identifying certain features and characteristics that contribute to the formation and growth of the trend, the environment with its different elements plays an active role in the formation, growth and modification of individual trends (Collective, 37,1995).

The positive trends that the student carries towards his future career help him from creativity and development, as opposed to the negative trends towards them that hinder him from fulfilling his message and achieving its goals (Al-Attab, 42,2001).

The trend towards teaching plays an important role for teachers, as their attitudes towards subjects and educational activities, their colleagues, and themselves affect their ability to achieve the desired educational goals, as well as the learning that leads to the formation of appropriate trends among learners, is more useful than knowledge-based learning only (Majidel and Saad,27,2012).

The teacher with a positive trend towards the teaching profession is ready, he loves his profession and is passionate about it, and this leads to him making all his efforts to improve his level, and looking for everything new to enrich his knowledge, unlike the teacher with a negative trend who views the profession as just a reason more than a means of earning a living, and therefore his effectiveness is low impact (Suleiman,1987,75).

Rating trends:

Trends are classified on the following basis:

أ‎- Source (individual trends, group trends)

B- Clarity (virtual directions, hidden directions)

C- Intensity (strong trends, weak trends)

D. Target (positive trends, negative trends)

E. Status (General Trends, Special Trends) (Ahmed, 2012, 1)

- **Trends properties**

  Mode (Zahran, 2000, 175) the following characteristics of trends**:**

1- Be educated and acquired, not innate genetic.

2- The direction has three basic components (cognitive, emotional and behavioral)

3- Stable, relatively sustainable and can be modified and changed under certain circumstances

4- It consists of a relationship that arises between the individual and the subject of the trend.

Directional functions:

A number of educators have identified multiple directional functions, including:

- Help the individual organize and understand the world around him

- Enables him to express his basic values.

- Reflected in the behavior of the individual and his sayings and actions and how he interacts with others (Ahmed,1,2012) and adds the following functions:

- It helps the student-teacher to advance in the fields of knowledge and becomes more popular with the subject he studies, making him feel easy and fun for her.

- Help the learner choose his future specialization and decision-making (Majidal and Saad 29,2012).

Second: Previous studies:

The researchers' previous studies will be presented in Table 1, which includes studies on cognitive motivation, followed by studies on the trend towards the teaching profession table (2):

Table (1)

Previous studies on cognitive motivation

No.	The name of the researcher and the year	The goal of the study	Sample	research tools	statistical means	Results
1	Al , Khelaifi 2000	Relationship of learning skills and cognitive motivation to academic achievement in a sample of students of the Faculty of Education at Qatar University	test	test	Pearson Link Coefficient, The T-Test for One Sample	A statistically significant positive relationship between cognitive motivation and its four components and educational attainment
2	Yahya 2010	Identify the	test	test	The second	A high level of

| | | cognitive motivation of students of the Faculty of Basic Education at Mosul University, and find out the impact of sex variables and specialization on cognitive motivation | | | test of two independent samples | cognitive motivation among students of the Faculty of Basic Education, the presence of an effect of the variable specialization on cognitive motivation and for the benefit of science, but the sex variable did not have an impact |

Joel (2)

Previous studies on the trend towards the teaching profession

No.	The name of the researcher and the year	The goal of the study	Sample	research tools	statistical means	results
1	The lumberjack 2001	Knowledge of the effectiveness of an educational program for practical education in the performance of the student teacher of teaching skills and his trend towards the teaching profession	77	test	The second test of two independent samples	The pilot group outperforms the officer in practical education and the trend towards the teaching profession
2	Saad Al , Majid 2012	Learn about the trends of student teachers in education colleges towards their future profession	334 students from Kuwait and 254 students from Damascus			The type has influenced the trend towards the teaching profession and for the benefit of females

From previous studies, we find that the current research is more comprehensive and complementary to this research in terms of revealing the relationship between the two variables of cognitive motivation and the trend towards the teaching profession.

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Third Chapter
Research approach and procedures
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1- Research approach:

The researchers adopted the method of descriptive research, to suit it with the nature of the research, it studies the phenomenon and describes it and expresses it quantitatively and as it is in nature, by giving a digital description explaining the amount of its existence, the degree of its association with each other, in the sample of the research, and following the methodological procedures adopted in determining the research community and randomly withdrawing its sample.

2- The research community and its sample:

The research community included students of the Faculty of Education for Pure Science - Ibn al-Haitham - Department of Chemistry, for the academic year (2018-2019), and a sample of 230 students was taken, with 118 students and (112) fourth graders.

3- Research tool:

The two researchers have adopted the mechanisms, to achieve the objectives of the research:

A- Measure of cognitive motivation:

The measure (cognitive motivation) prepared by Ola Ahmed Al-Jallad in 2014 was adopted and the scale consists of (49) paragraphs, in front of paragraph (5) alternatives are: (fully ok) and given to him grade (5), To (never agree) and given a score (1), this is for paragraphs with the subject, but paragraphs against the subject on the contrary are given grades: (fully OK) grade (1), to (never ok) given grade (5)

a- **Measure the trend towards the teaching profession:**

The measure of the trend towards the teaching profession for students of the faculties of education prepared by (Anayat Zaki) in 1973 was based on and consists of (41) paragraphs spread over five dimensions:

(Personal view of the profession, view of the personality of the teacher, personal assessment ofhis abilities, future of the profession, andcommunity view ofthe profession) .

Each items has five alternatives (I strongly agree, agree, unsure, do not agree, do not strongly agree) and give weights (5, 4, 3, 2, 1) for positive items and (1, 2, 3, 4, 5) for negative items.

By combining the degrees of negative and positive items, the degree of direction can be determined, whether positive or negative, after excluding the repeated phrases (35, 16, 7) and the degree (96) has been developed as a degree of neutrality, so if the degree of neutrality increases, it represents a positive degree or if the degree of negativity is lower than it is.

The process of correcting students' responses is based on several controls by which responses to which they apply can be identified and selected:

Extracting standard properties (secometre) for search tools:

1- Extracting the validity of the two measures:

The two scaleswere presented to a group of experts and specialists in psychological and educational measurement(Annex 1) and the researchers adopted a percentage (80%) It is

more standard for accepting the paragraph in the scale, and has obtained the approval of all experts for all three items of the metrics used in the research.

B. Extract the reliabilityof the two scales:

In order to extract reliabilityfor the two measures, the method of retesting was used, by applying the same measures to a sample of students of the Faculty of Education for Pure Sciences - Ibn al-Haytham / Chemistry Department   numbering(60)students and then reapplying the same standards on the same students after a period of two weeks, after which she The researchers calculated pearson's correlation factor between student grades in the two applications, and the values of the association coefficients ofthe two applications, which represent stability coefficients (0.88) for the measure of cognitive motivation, and the measure of the trend towards the teaching profession reached the value of reliability(0.80).

Thesetan valuesare a good indicator of the reliabilityof students' answers, as reliabilityis good if the value of the correlation factor between the first and second applications (0.70) is more.

After extracting the honesty and reliabilityof thetwo measurements, it became valid used inthe research.

4- **Application procedures:**

After the validity and reliabilityof The two scales was extracted,theywere applied to the research sampleof230students in the faculties of educationfor puresciences - Ibn al-Haytham - Department of Chemistry.

5- Statistical means:

The assent statistical methods were used:

1- Pearson Link Coefficient: to extract thestability of thetwo scales, as well as to extract the correlation betweenthe variableof the research.

2- The following test for one sample: to identify the level of cognitive motivation and the trend towards the teaching profession.

3- The following test of two independent samples: to identify the differences in the relationship between cognitive motivation and the trend towards the teaching profession according to the sex variable.

Fourth Chapter

interpret and discuss results

The first goal: knowing the **level of** cognitive motivation among **students** of the Department **of Chemistry in the Faculty of Education for Pure Sciences** - Ibn **al-Haytham:**

Thescale of (cognitive motivation)   was applied to the research sample and the results showed that the mathematical mean of the grades of the sample members reached (126)

degrees, and with a standard deviation of (21.15), when comparing this mathematical average to the hypothetical mean of the scale, which was worth (138) degrees, and using the next test of one sample, it appeared that the hypothetical value of the scale, which was 138 degrees, and using the next test of a single sample, it appeared that the Calculated psych (8,604) degrees, which is greater than the t-table value(1.96)degrees, so it is a statistical function, atthe level(0.05) and with a degree of freedom(229)and this result indicates that university students enjoy (cognitive motivation), as shown in table(3).

Table3(Next test to indicate differences between the mean
Computational and meanhypothesisof the research sample scale in the scale (cognitive motivation)

Sample	mean Arithmetic	Deviation Normative	mean hypothesis	T value		Significance At the level(0.05)
				Calculated	Scheduling	
230	126	21,15	138	8,604	1,96	function

From table (3) it is clear that there are differences between the means sample and the hypothetical average of the scale and in favor of the average sample i.e. the enjoyment of cognitive motivation by university students, and this result isconsistent with the theoreticalframework, andconfirmed(Murray)that cognitive motivation and theneed to achieve one of the most important human motives (Hazmi, 2015: 10).

   This result is also consistent with the result of a study (Al-Khelaifi, 2000), and a study (Yahya, 2010).

The second goal: to identify the level of trend towards the teaching profession among students of the Department of Chemistry in the Faculty of Education for Pure Sciences - Ibn al-Haytham:

To achieve this goal, the arithmetic mean of the research sample scores of(230) studentswas calculated on the trendscale towards the teaching profession and their mean arithmetic (109) and standard deviation(18.12),while the point scoor the degree of neutrality of thescale is (96), and to identify the differences between the arithmetic average and the degree of cutting the next test was used for one sample and table (4) explains the details of this.

Table (4)

Calculated and scheduled T value to indicate the difference between the arithmetic mean and the point score of the trend towards the teaching profession

Num	Average Arithmetic	Standard deviation	Cutting For the	T value		Level of cance
				Calculat	Schedul	
230	109	18,12	96	10,800	1,96	0.05

From table4,it is clear that thecalculated T value of(10,800)is greater than thetable T value of (1.96) at the indication level (0.05) and the degree of freedom (343), i.e. there are differences between the calculation average and the degree of The pieces are in favor of the average arithmetic of the sample, which indicates that the level of trend towards the teaching profession is high among students of the department of chemistry in the Faculty of Education for Pure Sciences - Ibn al-Haytham, and this result can be due to the fact that the desire of students to appoint or specialize and practice the profession, generated a positive trend towards their profession, which they will enjoy after graduation.

The third goal:to identify the relationship between cognitive motivation and the trend towards the teaching profession among students of the Department of Chemistry in the Faculty of Education for Pure Sciences - Ibn al-Haytham:

The results showed a positive and statistically significant relationship between cognitive motivation and the trend towards the teaching profession among students of the department of chemistry in the Faculty of Education for Pure Sciences - Ibn al-Haytham reached (0.76) . This result can be explained by the fact that whenever a student has a positive outlook for the future and for the profession he loves, he or she will have a cognitive motivation and a desire for academic achievement.

The fourth goal: to identify the differences in the relationship between cognitive motivation and the trend towards theteaching profession among students of the Department of Chemistry in the Faculty of Education for Pure Sciences - Ibn al-Haytham according to the gender variable (male, female):

To achieve this, the correlation between cognitive motivation and the trend towards the teaching profession was extracted when the chemistry department requestedit separately and then used the sy-test to find out the differences in the relationship and table(5)explains the details

Table (5)

Z value for differences in the relationship between cognitive motivation and the trend towards the teaching profession among students according to the gender variable (male, female)

Variables	Number of sample members		Link transactions	Z value		Level of significance
				Calculated	Scheduling	
Sex	males	118	0.72	0.76	1.96	0.05
	Female	112	0.76			

The calculated psych value(0.76)is lower than thepsychedomatic value of (1.96) at the indicative level (0.05) andthe degree of freedom(228),indicating differences in the correlation relationship according to thesex variable and in favor of females,and this result can be explained by females more willing to teach the profession so their cognitive motivation is linked to this trend and more strong than males.

Conclusions:
1-   The educational experiences and educational information that students of thefaculty of education meet for pure sciences - Ibn al-Haytham supports the trend towards the teaching profession.
2-   The pattern of thinking affects the individual's motives and trends.
3-   Socialization develops the trend towards the teaching profession among females more than males

Recommendations:

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

1. Promoting the cognitive motivation of students in the department of chemistry to benefit from it in the development of their scientific responsibilities.

2. Take advantage of the positive trends among the students of the chemistry department towards the teaching profession and try to get them into work in the future in the teaching profession and not benefit from them in other work away from specialization.

propositions:

1. Conduct a similar study for the current research on other scientific departments.

2. Conducting a similar study to the current research on faculties of education at other universities and other scientific disciplines

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Supplements:

Join (1)
Extension No.(1)
Names of experts and arbitrators to know about the validity of the test

to	Expert's name	Specialization	University and College
1	A.D. Bassam Mahmoud Mohammed	Educational psychology	Institute of beautiful arts / Baghdad
2	Dr. Ahsan Aliwi Nasser	Measurement and evaluation	Baghdad University / Education for Pure Sciences - Ibn al-Haytham
3	Dr. Fadel Jabbar Jouda	Educational psychology	Baghdad University / Faculty of Education for Pure Sciences - Ibn al-Haytham

| 4 | A.M.D. ZahraA. Abdul Mahdi | psychology | Al Mustansiriyah University / Faculty of Arts |
| 5 | A.M.D. Afaf Ziad Wadi | Measurement and evaluation | Baghdad University / Faculty of Education for Pure Sciences - Ibn al-Haytham |