
Self-efficacy and its relationship to academic achievement among students of the Department of History at Diyala University

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Abstract

The current research aims to identify:

- 1_ Identifying the self-efficacy of students of the history department.
- 2_ Finding the significance of the statistical differences in the self-efficacy of the research sample according to the variable of gender (male and female) and the educational stage.

3_ Academic achievement among students of the History Department.

4_ The correlation between self-efficacy and academic achievement among students of the History Department.

5_ Significance of statistical differences in the correlation between self-efficacy and academic achievement in the research sample according to the variable of gender (male and female) and the educational stage.

The sample of the current research consisted of (238) male and female students from the Department of History in the College of Education for Human Sciences at the University of Diyala for the initial morning study, with a percentage of (38.14%) of the research community of (624), distributed according to gender, with (98) students and (140) female students were selected using the stratified random method with a proportional distribution.

To achieve the objectives of the research, the researcher built a measure of self-efficacy based on Albert Bandura's theory, which consisted of (34) items in its final form distributed over four dimensions, namely (after self-confidence, the cognitive dimension, after persistence and taking responsibility, and the emotional dimension), and five alternatives were identified on According to the five-point Likert scale, which is (applies to me to a very large degree, applies to me to a large degree, applies to me to a moderate degree, applies to me to a small degree, applies to me to a very little degree), and the weights of these alternatives are (5, 4, 3, 2, 1) for the items positive, and (1, 2, 3, 4, 5) for the negative paragraphs. The researcher analyzed the paragraphs of the scale statistically by extracting the discriminatory power, and the researcher extracted the psychometric characteristics of the paragraphs from the validity (virtual and constructive) and stability by two methods (re-test, Cronbach's alpha). To process the data statistically using the statistical package (SPSS), the discriminatory power equation was used, and the t-test (T_Test) for two independent samples, Pearson's correlation coefficient, alpha-Cronbach equation, the t-test, the one-sample z-test, the t-test for the significance of the correlation coefficient, and multiple regression analysis.

The researcher reached the following conclusions:

- The characteristics of the societal environment for male and female students are almost the same, in addition to the methods of modern socialization that try to provide opportunities for females to be equal or close to the roles of males, which led to the absence of statistically significant differences according to the gender variable in self-efficacy.

2- The lack of interviews and guidance for students of history departments, especially students of the first stage, to introduce them to how to interact with the university

educational environment and with their peers, which led to the presence of statistically significant differences according to the variable of the school stage in self-efficacy.

3- The positive direct relationship between self-efficacy and academic achievement came as a logical result, because the research sample possessed self-efficacy and obtained a good level of achievement, in addition to that possessing self-efficacy directly affects patterns of thinking and behavior so that it acts as self-aids in facing problems through competition and achieving high achievement .

And through the findings of the researcher in his current research, he recommends the following:

1- Introducing students to the importance of self-efficacy and its positive effects on the level of their academic achievement and their adaptation to the university environment.

2- Holding seminars and workshops for faculty members responsible for teaching courses in the history departments to demonstrate the importance of using learning strategies that raise the level of self-efficacy among students.

3- Holding guidance seminars for students of history departments, especially first-stage students, to demonstrate the importance of having self-efficacy.

4- The need to enrich educational materials with the principles of self-efficacy for students of history departments.

5- Benefiting from the self-efficacy scale by researchers in the future.

In the light of his findings in his current research, the researcher suggests conducting studies similar to the current study:

1. Studying the correlation between self-efficacy and academic achievement for other educational stages.

Research problem

The issue of the development of university education in society is not an issue of quantity as much as it is an issue of the essence, content, content, methods and sufficiency of education in creating scientific and technological manpower capable of contributing to the building of modern society and its effectiveness and advancement in the future. Which means that university education does not mean merely collecting information, but rather requires the creation of tools to deal with information that will always give it new dimensions and greater influence. An important issue follows from this realization, which is that the value of what we know lies in its ability to influence and change, and that in the absence of effective creative work, science hardly exists at all. (Al-Abadi and Al-Ta'i,

25: 2020). He points out (Kumar, 1985). That academic achievement is considered a major criterion for judging the extent of what a student achieves in his academic future, and it includes a set of facts, skills, inclinations, values, and cognitive, skillful, and emotional aspects. (kumar, 1985:10)

(Kaplan and Sadock, 2005) see that the percentage of students who suffer from low achievement reaches 80% of the total number of students. The low cumulative GPA of students is their stay at the university for a longer period than normal for years of graduation from the bachelor's level in an effort to raise their cumulative averages to the minimum required for graduation, and this reduces the outputs of university education and contributes to the slow movement of universities in meeting the development needs of qualified cadres and thus wasting human energies. It is expected to contribute to advancing the comprehensive development of society. (Kaplan & Sadock, 2005: 13)

Hill points out et al. (1999) that there is a great disagreement about the most influential factors in low achievement, some of them attributed it to individual factors that have nothing to do with the intelligence and abilities of the individual, which are inherited factors, and some of them attributed it to multiple environmental social and economic factors and the environment of the individual himself, and there is another opinion that indicates He pointed out that achievement is an integrated process, and it is a process of interaction between genetic factors and their various influences on the school with all its physical and academic variables. (Al-Tal et al., 1999: 26(2))

Self-efficacy is one of the very important dimensions of the human personality, because it has a great influence on the behavior and actions of the individual, as it plays a major role in directing and determining behavior. As the behavior practiced by the individual affects the way and how he perceives himself. (Hussein, 1987: 41_ 75)

The scientist Bandura talked about the concept of self-efficacy, by which he meant the individual's expectations and beliefs about his personal competence in a specific field, as he believes that such expectations and beliefs about self-efficacy greatly affect the individual's motivation for behavior or non-behavior in a situation. Self-efficacy affects the nature and quality of the goals that the individual sets for himself and the level of perseverance and performance. As the belief in the existence of a high level of self-efficacy increases the motivation to set more difficult goals and to exert more effort and perseverance to achieve such goals, but in the case of a belief in a low level of self-efficacy, this would lead to setting easy goals in order to avoid failure. Individuals with a high level of self-efficacy tend to undertake more challenging tasks. They are also more determined to achieve goals and have the ability to persist for a longer time in the effort compared to individuals with a low level. The concept of self-efficacy is also related to the nature of the reasons that the individual attributes to success or failure. The individual

who has high self-efficacy in a particular field often attributes the reason for his failure in this field to the exerted effort factor, while those who have a low level of self-efficacy often attribute their failure to their weak self-abilities. (Al-Zagloul, 2010: 154), and the research problem is revealed by answering the following question:

What is the relationship of self-efficacy with academic achievement among students of the Department of History at the University of Diyala?

research importance

University higher education is one of the important stages in the educational process, as it represents the top of the educational pyramid in light of the changes that occur and which the security society is going through, represented by social and technological changes and challenges, and changes that require change in the university system. qualified in various fields, spreading culture, conducting research, contributing to social and economic development, and meeting the needs of society. It includes sub-sections, the most important of which are the goals of higher education, its structure, management, financing, curricula, teachers, methods of evaluating it, its connection with society, and student care within its framework. And that the stage of higher education, like any other educational stage, derives its goals from the nature of the community and the era in which this exists, with the different universities and higher institutes. Therefore, the importance of developing such institutions can be attributed to the importance of its role in transferring countries, especially developing ones, in the stage of underdevelopment, to an advanced stage of the growth . (Abdul Rauf, 2019: 7)

The competence of the individual in dealing with the environment depends on general capabilities through which the cognitive, social and behavioral components are integrated to lead to a series of actions to achieve certain goals, and this competence requires coordination between several sub-skills to manage them and organize ever-changing differences. Environment is partly related to judgments about the faculties operating in the situation. Perceived self-efficacy concerns judgments about an individual's ability to carry out a series of behaviors required to deal with a given situation. (Rifa'a, 2016: 1012)

Alwan and Al-Mahasneh (2011) indicate that individuals' perception of their competence affects their academic performance in multiple ways. Students who have a high perception of their competence face challenging tasks and make a great effort and show flexibility in using different strategies. Therefore, individuals who have high self-efficacy pose the greatest challenges. to achieve their goals. (Alwan and Al-Mahasneh, 2011, 399)

The researcher believes that the students' lack of self-efficacy stems from the students' indifference to education and they are not aware of the responsibility of being university students and teachers after graduation. Therefore, the issue of thinking and self-efficacy

is one of the very important topics, as most university students lack these two important characteristics.

Academic achievement is of great importance in the educational process, as it is one of the most important educational outcomes that students seek. Achievement has received increasing attention from educational and social researchers due to its importance in the life of the student and society, as educators use it as an effective tool that enables them to know the extent of change in students' behavior. They can adjust educational goals. (Fahd, 2019: 50)

The importance of the research is evident in the following points:

- 1_ This research is the first of its kind (as far as the researcher knows) that dealt with vertical thinking and self-efficacy and their relationship to academic achievement among students of the History Department in the specialty of methods of teaching history in Iraq.
- 2_ The importance of the science of history, as it is the record of the nation, its facts and events.
- 3_ The importance of university students as leaders of the educational process in the future.
- 4_ The importance and necessity for students to enjoy self-efficacy for self-development.
- 5_ This research is a modest scientific addition by the researcher.
- 6_ The importance of academic achievement because it helps students achieve their educational goals.

research aims :

The current research aims to identify:

- 1_ Identifying the self-efficacy of history students.
- 2_ Finding the significance of the statistical differences in the self-efficacy of the research sample according to the variable of gender (male and female) and the educational stage.
- 3_ Academic achievement among students of the History Department.
- 4_ The correlation between self-efficacy and academic achievement among students of the History Department.

5_ Significance of statistical differences in the correlation between self-efficacy and academic achievement in the research sample according to the variable of gender (male and female) and the educational stage.

Research limits: The current research is determined by the students of the History Department in the College of Education for Human Sciences at Diyala University for the academic year (2022/2023).

Define terms:

Self-efficacy: defined by Bandura.

It is an individual's beliefs about his potential to perform at expected levels of performance, and influence actions that in turn have an impact on their lives and determine how people feel, how they think, how they motivate themselves and how they behave. (Bandura, 1986, p.145)

The procedural definition: It is the total score obtained by the students of the History Department in the College of Education for Human Sciences at the University of Diyala by answering the paragraphs of the self-efficacy scale, which was built for this purpose and which the researcher will apply to them.

Academic achievement: Arafakamel (1999)

This is reflected in the results of a test or tests designed to measure school information and the students' understanding of it. And the skill he reached from learning a specific subject or subjects with a set of questions, taking into account specific conditions in their formulation. (Kamil, 1999: 215)

Procedural definition: It is the average of the university student (research sample) in all subjects at the end of the semester, which is registered in the academic record of the student.

Theoretical framework and previous studies:

Theoretical framework: First: self-efficacy

Our behaviors and preferences are influenced by the way we perceive our potential effectiveness in the face of environmental pressures and demands. This is what Bandura called "self-efficacy." People tend to take on tasks that they can actually accomplish, while avoiding activities that they believe are beyond their capabilities and capabilities. Highly effective people are more free to face obstacles and changing experiences in sex People with low effectiveness tend to see their problems as frightening and frightening, unlike what they really are, and then relax and avoid facing these problems. With a

reasonable degree of numbers, the lack of confidence can be overcome as well. About it those individuals who trust in me They are moderately effective, they conclude that by teamwork and cooperation, they succeed in bringing about the required changes in society, and they mobilize their efforts and resources to achieve this (Bandura, 1971: 37).

Interest in the concept of self-efficacy began with the scientist Albert Bandura in his dissertation that he presented in 1977, where the presence of these individual beliefs among individuals, male or female, referred to the individual's belief in his ability to achieve success and take the initiative in achieving achievement, and then the individual's expectations about Self-efficacy as a general mediating variable between belief and actual behavior. It must be taken into account when wanting to change behavior and then understanding and predicting behavior. The individual's awareness of his self-efficacy related to his ability to perform a task is one of the concepts affecting the individual's effectiveness and his actual ability to accomplish that task. (Abdul Raouf, 2018: 194). Competence is seen as the beliefs of individuals about their ability to produce designed levels of performance that exert an influence on the events that affect their lives. Competence beliefs determine how individuals feel, think, and motivate themselves and their behavior. Such beliefs produce different effects through four main processes. These processes include processes Cognitive, motivational, emotional and selective (Bandura, 1994: 72). Self-efficacy affects the nature and quality of goals that individuals set for themselves and the level of perseverance and performance. The belief that there is a high level of self-efficacy increases the motivation to set more difficult goals and to exert more effort and perseverance to achieve such goals, but in the case of a belief in a low level of self-efficacy. This would lead to setting soft goals in order to avoid failure. On the other hand, individuals who have a high level of self-efficacy tend to undertake more challenging tasks and are more determined to achieve goals and have the ability to persist for a longer time in the exerted effort compared to individuals with a low level. (Zagloul, 2010: 154).

Characteristics of self-efficacy:

- 1_ The individual's self-confidence in the success of performing a job.
- 2_ The presence of a sufficient amount of ability, whether mental, psychological or physical, in addition to the availability of motivation in various situations.
- 3_ Self-efficacy grows through the interaction of the individual with the environment and with others, as it grows through training and the acquisition of personal experiences.
- 4_ It is associated with expectation and prediction.
- 5_ It is not just realization or expectation, but it must be translated into making effort and achieving desirable results.

6_ is the set of decisions, beliefs and information about the individual's levels, potentials and feelings.

7_ It is determined by several factors such as the difficulty of the situation, the amount of effort, and the extent of perseverance of the individual. (Faisal, 2011: 11)

Types of self-efficacy:

First: National competence: National competence is linked to events that citizens cannot control, and it also works to give them ideas and beliefs about themselves as owners of one nationality or one country, for example the spread of modern technology.

Second / collective competence: it is a group that believes in its capabilities and works in a collective system to achieve what is required of it, and that the roots of group competence lie in the competence of the members of the group, and that many of the problems and difficulties they face require collective efforts and support to bring about any change, and an example of this is the football team if it believes in his abilities and his ability to win for a competing team, he thus has a high collective efficiency, and vice versa.

Third / general self-efficacy: It is the individual's ability to perform behavior that achieves positive and desirable results in a specific situation, control life pressures that affect individuals' behavior, and issue self-expectations about how he will perform the tasks and activities he performs and predict the effort, activity and perseverance necessary to achieve the desired work. doing it.

Fourth / Special self-efficacy: It is the individuals' special judgments related to their ability to perform a specific task in a specific activity, such as knowledge of mathematical operations.

Fifth: Academic self-efficacy: It is the individual's awareness of his ability to perform educational tasks at desirable levels, and it is affected by a number of variables, including class size, academic age, and level of academic readiness (Al-Khafaf, 2013: 159_160).

The theory of self-efficacy:

Social Learning Theory (Albert Bandura, 1977)

Self-efficacy is a theoretical formation developed by the scientist Albert Bandura in 1977 in his book (Social Learning Theory). Over many years, Bandura tried to lay the philosophical and theoretical foundations for the concept of self-efficacy.

Bandura believes that people can learn the new behavior by watching others and that they practice the behavior in a social situation. Bandura talked about self-efficacy and confirmed that it is effective when people's beliefs about their capabilities to produce specific levels of performance that exert an influence on the events affecting their lives. Self-efficacy is also determined by how they think. People, how motivated they are, how they act, and how they feel about their self-efficacy.(Hellriegel, 2001:103_105)

Also, self-efficacy stems from and is strengthened by the firm belief of an individual that he can successfully implement the behavior required of him to achieve the desired results. (Bandura, 1977:126)

Since self-efficacy refers to controlling the individual's personal activity and strength, the person who believes in his ability to cause a certain event is able to manage the course of his life, which is determined by his self-efficacy and more actively in other situations, and that this reflects the individual's belief in his ability to control his environment, and reflects This individual belief is the individual's self-confidence regarding his ability to interact with the pressures of life. (Schwarzer, 1998:14)

And Bandura identifies one of those pressures that threaten the individual when dealing with it is the negotiation process. (Bandura, 1983:5)

Bandura (1977) presented his theory of self-efficacy, which includes the behavior of the initiative and perseverance of the individual depends on the individual's judgments and expectations related to his behavioral skills and their adequacy to deal successfully with the challenges of the environment and surrounding conditions, and these factors in Bandura's opinion play an important role in psychological adjustment and disorder and in determining How successful is any treatment for behavioral emotional problems? (Hamdi and Daoud, 2000: 44-45)

People fear and avoid new threatening situations and think they are beyond their capabilities, while they act confidently when they think they can handle those situations. (Deivins, 1982:241)

Second: Academic achievement:

Educators and psychologists cared about academic achievement to the same extent, as they are linked to each other. Many psychological factors affect the academic achievement of the university student. Academic achievement is receiving increasing attention from those in charge of the educational system, as well as specialists in the field of educational psychology and parents, because of its importance in the life of the student. For example, educators care. Because it is one of the important criteria

that are used in the field of educational evaluation. As for educational scientists, they are interested in studying academic achievement in various aspects Influencing academic achievement and who is looking for the interaction and overlap between environmental and genetic factors to determine what the individual shows of academic achievement. (Al-Rousan, 1996: 98).

Academic achievement goals:

- 1_ Academic achievement is the main source that enables us to identify the extent of the learning process and its success, and depends on its results in classifying students and providing estimates about their performance.**
- 2_ Allowing the follow-up of the course of learning and appreciating the things that the learner has learned and realized, and the things that are difficult for him to realize, and this helps the teacher and the educational administration to reformulate the educational goals.**
- 3_ Using the results obtained by students in the process of academic achievement to work on increasing motivation for learning, and increasing their motivation to study and curiosity, as giving grades and incentive rewards after exams and commenting (positive or negative) on their performance is linked to the psychology of reinforcement, so if the student feels that his performance Less or less than the results of his colleagues who excelled him, and the professor supported them, encouraged them, appreciated their efforts, and they were admired and appreciated.**
- 4_ Providing students with patterns of behavior agreed upon in the educational institution.**
- 5_ Determining the responses that must be reinforced by the students. Through the results of achievement, the professor is able to identify their scientific progress and improvement, as well as the difficulties that students encounter and impede the correct access of information to them, which helps the professor in choosing the appropriate methods of explanation, and this leads to students' interest in learning, and it is This is a stimulating and motivating element for learning. (Yusuf, 2008: 121)**

previous studies :

- A study on self-efficacy: a study (Jaafar, 2016)**

(The need to communicate with others and its relationship to self-efficacy and emotional intelligence among university students)

This study was conducted in Iraq aimed at identifying the self-efficacy of university students, the difference in self-efficacy among university students according to the variables of gender (male - female stage one - four) The relationship between the need to communicate with others and self-efficacy among university students The relationship between self-efficacy and intelligence The emotional level of the university students, and the research was determined by the students of Al-Mustansiriya University for the morning study and for the first and fourth stages. The study sample consisted of (500) students. A female student, and for the purpose of achieving the objectives of the research, self-efficacy, the researcher adopted the scale (Tahereh, 2012), and the researcher used virtual honesty to indicate the validity of the scale items. The Alpha Cro-Nabach method has reached the stability coefficient (0.87), which is a reliability coefficient that can be relied upon based on the absolute criterion. That the research sample of university students have self-efficacy, the research sample (male, female) There is no difference in self-efficacy and there is no difference in stage, but there is an interaction between gender and stage. The results indicated that there is a contribution of self-efficacy and emotional intelligence in the need to communicate with others based on the results. (Jafar, 2016).

Research Procedures / First: Research Methodology:

The researcher adopted the descriptive correlational research approach, and the descriptive approach is the most common and widespread type of research, as it is concerned with the conditions and relationships between variables and does not stop at describing a phenomenon or describing the reality as it is, but understanding that reality and portraying it by collecting data and information and analyzing, interpreting, comparing and evaluating in the hope of reaching generalizations Meaningful, which further clarify the nature of the relationship between the variables of the research problem (Al-Zubaie, 1981, 53).

Second: the research community:

“Society is defined as all the vocabulary or units of the phenomenon that is the subject of the study” (Al-Samak: 1986, 50). In the College of Education for Humanities, males and females, and the four academic stages of morning studies for the academic year (2022-2023 AD), the total number of students reached (624) students, distributed by (256) males and (368) females, according to the four stages.

Third: Research Sample:

The research sample means a partial group of society and is representative of that society (Abu Allam, 1989, 82-83). Choosing a sample that represents a real

representation of all the variables of society will save the researcher time, effort, and accuracy in the results and material costs (Al-Jabri, 2011: 246). They numbered (238,012), and after rounding, (238) male and female students, with a rate of (14.38%), distributed according to gender, with (98) male and (140) female students.

Table (5) shows this:

Table (5)

It shows the distribution of the research sample according to the variables of gender and stage

percentage	the total	number of females	male number	stage
%21.01	50	32	18	first
%21.01	50	28	22	second
%36.55	87	49	38	Third
%21.43	51	31	20	fourth
%100	238	140	98	the total

Research tool: self-efficacy scale:

The researcher built a measure of self-efficacy consisting of (34) items in its final form distributed over four dimensions, namely: (the cognitive dimension, the self-confidence dimension, the persistence and responsibility dimension, and the emotional dimension).

Honesty is considered one of the basic pillars in building standards and psychological and educational tests to measure what was set to measure it and not others, and the research tool may differ in its sincerity depending on its distance or closeness to the determination of that characteristic to be measured (Suleiman and Abu Allam, 2010: 583) because it indicates the ability of the scale to measure The characteristic to be measured (Faraj, 1980: 360)For the purpose of verifying the validity of the paragraphs, the researcher presented the scale to a number of arbitrators in the field of teaching methods of history, measurement, and calendar, who numbered (22) arbitrators, to verify the validity of the paragraphs of the scale, the suitability of alternatives, and the clarity of instructions, as mentioned in the procedures for building the scale.

Statistical means:

The researcher used statistical methods chi-square, Pearson's correlation coefficient, Cronbach's alpha equation, the T-test for two independent samples, the torsion and flattening coefficient, the standard error, the arithmetic mean, the median and the mode, the T-test for one sample, the one-way variance test and the z-test test) and multiple regression analysis.

Presentation and interpretation of the results:

The first objective: to identify the self-efficacy of the students of the History Department in the College of Education for Human Sciences.

In order to achieve this goal, the arithmetic average of the scores of the research sample (238) male and female students was extracted for the self-efficacy scale, as the arithmetic mean value was (114.781) degrees with a standard deviation of (13.568). Its value is (102) degrees and using the t-test for one sample, it was found that the calculated t-value is equal to (14.533) and when balanced with the tabular t-value of (1.97) at the level of significance (0.05) and a degree of freedom(237) It was found that the calculated t-value is greater than the tabular t-value, that is, there is a significant difference between the arithmetic mean of the sample and the hypothetical mean of the scale, in favor of the arithmetic mean of the sample, and table (25) explains that.

Table(25)

The results of the t-test to test the significance of the difference between the arithmetic mean and the hypothetical mean to identify the self-efficacy of the research sample.

Significance level 0,05	T value		degrees of freedom	hypothetical mean of the scale	standard deviation	The arithmetic mean of the sample	sample
	Tabular	calculated					
Statistically function	1.97	14.533	237	102	13.568	114.782	238

To find out the differences between each domain of self-efficacy in the research sample, the arithmetic mean, standard deviation, and the calculated and tabulated T-value were extracted as shown in Table (26):

table(26)

Results (T-test) to test the significance of the difference between the arithmetic mean and the hypothetical mean to identify each area of self-efficacy in the research sample.

Significance level 0,05	T value		degrees of freedom	hypothe- tical mean of the scale	standard deviation	The arithmetic mean of the sample	Sample volume	domains
	Tabular	calculated						
Statistically function	1.97	7.836	237	36	5.765	38.929	238	After self-confidence
Statistically function		10.483		30	5.114	33.475		Cognitive dimension
Statistically function		9.557		21	4.002	23.479		After insisting and taking responsibility
Statistically function		18.575		15	3.239	18.899		emotional dimension

This result is due to: One of the sources of self-efficacy is direct experiences, such as the success of individuals in overcoming the problems they face, and that overcoming problems requires the individual to choose a method to solve that problem by following systematic steps to reach the solution, and this in turn corresponds to the findings of the researcher. Results In the first objective, the possession of the research sample for vertical thinking depends mainly on a systematic method for solving problems, and Bandura indicates that the individual's beliefs in self-efficacy are formed depending on a group of factors and sources, most notably the way the individual interprets the results of his behavior and previous experiences and how to benefit from them in Solving the problems facing (Bandura, 1998,: 50).

In addition to the individual's achievements in any position, which is the most influential and most reliable source of competency information because it is based on personal mastery experiences. (feltz, 1983:264), as repeated successes in the negotiation process increase expectations of mastery with self-efficacy, while repeated failures reduce it. (Bandura, 1977: 126), and the researcher believes that the achievements of the repeated research sample through their achievement of success in the previous academic stages, whether for the primary and secondary levels, and their admission to the university level, has become a source of increasing expectations of mastery with self-efficacy, which is reflected positively on the current result in their possession of self-efficacy .

This result agrees with the study of (Taherah) and the study of (Najat).

The second objective: to find the significance of the statistical differences in the self-efficacy of the research sample according to the variable of gender (male-female) and the variable of the educational stage (first-second-third-fourth):

A- According to the gender variable (male-female): It is clear from Table (27) that there is no statistically significant difference in the measure of self-efficacy according to the gender variable (male, female) in the research sample, as the average score for males was (113.806), with a standard deviation of (12.894), and the average score for females was (115.464) with a standard deviation of (14.025), and the calculated t-value was (0.928), which is smaller than the tabular t-value (1.97) at the significance level (0.05) and the degree of freedom (236).

table (27)

The results of the test of the significance of the differences between the mean scores of the research sample for self-efficacy according to the gender variable (male - female)

Significance level 0,05	T value		degrees of freedom	standard deviation	SMA	Sample volume	gender variable
	Tabular	calculated					
is not statistically significant	1.970	0.928	236	12.894	113.806	98	males
				14.025	115.464	140	females

This result can be attributed to: The sources of self-efficacy for males and females are close and common, because they are from one societal environment, as there is a great similarity in the characteristics of the environment to which they belong, as well as modern upbringing methods that try to provide opportunities for females to be equal or close to their roles. males, all the way to the university environment that takes into account individual differences between students, providing unified courses for both sexes, and the success of faculty members in using modern teaching strategies and methods based on learning theories that contributed to the presentation of the study material and its reception by students in a manner commensurate with males and females in the classroom.

B- According to the variable of the academic stage (first-second-third-fourth):

The average score of the research sample for the first stage was (122,280), the average score for the research sample for the second stage (118,560), the average score for the research sample for the third stage (108,506), and the average score for the research sample for the fourth stage (114,431). Table (28) shows this:

Table (28)

The arithmetic mean and standard deviation according to the variable of the school stage

standard deviation	SMA	number of the sample	stage
14.559	122.280	50	first
12.755	118.560	50	second
10.037	108.506	87	Third
13.891	114.431	51	fourth

To test the significance of the differences between the academic stage, the researcher used one-way analysis of variance, and table (29) shows that:

Table (29)

The results of the one-way analysis of variance for the degrees of the research sample according to the variable of the educational stage

Significance	T value		mean of squares	degrees of freedom	sum of squares	source of contrast
	Tabular	calculated				
function at the level of 0.05	2.643	14.800	2319.327	3	6957.982	between groups
			156.712	234	36670.657	within groups
			-	237	43628.639	the total

It is clear from Table (29) that the calculated p-value of (14,800) is greater than the tabular p-value of (2.643) at two degrees of freedom (234, 3) and a significance level (0.05). This indicates that there are statistically significant differences according to the variable of the school stage, and to know the differences Statistics between the arithmetic averages of the school stages. The researcher used the Scheffe test to find out the significance of the statistical differences or not. After making comparisons between the school stages, it was found that the difference is statistically significant between the stage (first and third) and the stage (first and fourth) (second and third), because the calculated value is greater than the critical value For the Scheffet test of (7.930), as for the rest of the academic levels, there is no statistically significant difference, as it was found that the calculated value for the Scheffet test is smaller than the critical value. Table (30) shows this:

Table (30)

The difference between the mean, the calculated value, and the critical value of the Scheffe test

Significance level at (0.05)	Chevy's critical value	Calculated Schiffet value	difference between the averages	budget
non function	7.930	2.208	3.72	first and second
function		38.440	13.774	first and third
function		9.925	7.849	first and fourth
function		20.481	10.054	second and third
non function		2.747	4.129	second and fourth
non function		7.203	-5.925	Third and fourth

This result is attributed to: The students of the first stage need more time in order to be able to interact properly with the university educational environment compared to the students of the third and fourth stage who have gained interaction experiences with their peers on the one hand and with the prevailing educational system in the university stage on the other hand. The researcher believes that the differences The statistical function between the students of the second and third stages can refer to the academic courses that need to use the processes of application, analysis and evaluation, and not be limited to the processes of remembering and understanding.

The third objective: to identify the academic achievement of the students of the College of Education for Human Sciences:

To identify the academic achievement of the research sample of (238) individuals, the general arithmetic average of the degrees of the research sample was extracted as shown in Appendix (8) and Table (31) showing the level of academic achievement estimates for the research sample:

Table (31)

Shows the level of academic achievement estimates of the research sample

percentage	Repetition	Term	Appreciation
-	-	less than 50	low

%0.42	1	50 to less than 60	tolerable
%27.73	66	60 to less than 70	moderate
%52.10	124	70 to less than 80	well
%19.75	47	80 to less than 90	Very good estimate
-	-	90 to 100	excellence
100%	238		the total

It is clear from Table (31) that the highest frequency of the research sample estimates according to the degrees of academic achievement was within the level of (good) with a frequency of (124), followed by a level of (average) with a frequency of (66), followed by a level of (very good) with a frequency of (47) and ranked The last level is (acceptable) with a frequency of (1) only. The fourth objective: the correlation between self-efficacy and academic achievement among students of the History Department in the College of Education for Human Sciences:

The Pearson correlation coefficient was used to identify the relationship between self-efficacy and academic achievement in the research sample of (238) male and female students, and the value of the correlation coefficient was (0.428). (7.266), which is greater than the tabular t-value of (1.97) at the significance level (0, 05). This result indicates that there is a positive and statistically significant correlation between the two variables, and Table (35) shows that:

Table (35)

Explain the relationship between self-efficacy and academic achievement

The level of statistical significance is at the level of 0.05	T value		correlation coefficient	Sample volume	variants
	Tabular	calculated			
function	1,97	7.266	0.428	238	Self-efficacy
					Academic achievement

This result is attributed to: the existence of a direct, positive, statistically significant correlation between self-efficacy and academic achievement, which means that the higher the level of self-efficacy among students, the higher the level of their academic achievement. His motivation, increases his effectiveness and participation in activities inside and outside the classroom, and raises his level of expectation for success, which reflects positively on the level of his academic achievement. He indicates (Ghalib, 2021) that students who enjoy high self-efficacy have more willingness to carry out difficult tasks and perseverance in order to achieve success. (Ghalib, 2021, 315).

The fifth objective: the significance of the statistical differences in the correlation between self-efficacy and academic achievement in the research sample according to the variable of gender (male, female) and the variable of the educational stage (first-second-third-fourth):

A- According to the gender variable (males-females): To identify the significance of the differences in the relationship between self-efficacy and academic achievement according to the gender variable, the researcher used the subtest to indicate the difference between the correlation coefficients for the degrees of the members of the research sample, and it was found that there were no statistically significant differences in the correlational relationship Between self-efficacy and academic achievement according to the gender variable, as the z value was (0.357), which is smaller than the tabular value of (1.96). Table (36) shows this:

Table (36)

Differences in the relationship between self-efficacy and academic achievement in the research sample according to the gender variable

Significance level at (0.05)	z value		standard value	Correlation coefficient value	number	gender	Self-efficacy Academic achievement
	Tabular	calculated					
non function	1,96	0.357	0.490	0.454	98	ذكور	
			0.443	0.416	140	اناث	

B- According to the variable of the academic stage (first-second-third-fourth):

To identify the significance of the differences in the correlation between self-efficacy and academic achievement according to the variable of the school stage, the researcher used the (Chi-square) test to indicate the difference between the correlation coefficients for the degrees of the research sample, and it was found that there were no statistically significant differences in the correlation between self-efficacy and academic achievement. The calculated (Chi-square) value was (0.219), which is smaller than the tabular value of (7.82). Table (37) shows that:

Schedule (37)

Differences in the relationship between self-efficacy and academic achievement in the research sample according to the variable of the educational stage

Significance level at (0.05)	Chi-square value		Correlation coefficient value	number	gender	Self-efficacy Academic achievement
	Tabular	calculated				
non function	7.82	0.219	0.424	50	first	
			0.392	50	second	
			0.439	87	Third	
			0.375	51	fourth	

Conclusions:

The researcher reached the following conclusions:

1- The characteristics of the societal environment for male and female students are almost the same, in addition to the modern methods of socialization that try to provide opportunities for females to be equal or close to the roles of males, which led to the absence of statistically significant differences according to the gender variable in self-efficacy.

2- The lack of interviews and guidance for students of history departments, especially students of the first stage, to introduce them to how to interact with the university educational environment and with their peers, which led to the presence of statistically significant differences according to the variable of the school stage in self-efficacy.

3- The direct positive relationship between self-efficacy and academic achievement came as a logical result because the research sample possessed self-efficacy and obtained a good level of achievement, in addition to the fact that possessing self-efficacy directly affects patterns of thinking and behavior so that it acts as self-aids in facing problems through competition and achievement high.

Recommendations:

And through the findings of the researcher in his current research, he recommends the following:

- 1- Introducing students to the importance of self-efficacy and its positive effects on the level of their academic achievement and their adaptation to the university environment.
- 2- Holding seminars and workshops for faculty members responsible for teaching courses in the history departments to demonstrate the importance of using learning strategies that raise the level of self-efficacy among students.
- 3- Holding guidance seminars for students of history departments, especially first-stage students, to demonstrate the importance of having self-efficacy.
- 4- The need to enrich educational materials with the principles of self-efficacy for students of history departments.
- 5- Benefiting from the self-efficacy scale by researchers in the future.

Suggestions:

In the light of his findings in his current research, the researcher suggests conducting studies similar to the current study:

1. Studying the correlation between self-efficacy and academic achievement for other educational stages.

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