



Self-Activity Among Internal Department Supervisors

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The current research aims to identify the level of self-activity and reveal the statistical significance of differences in the level of self-activity according to the two gender variables (male-female) among a sample of male and female supervisors in the Department of Internal Affairs at Wasit University. The research sample consisted of (150) male and female supervisors who were selected using stratified random sampling. To achieve this, the researchers developed a self-activity scale based on the theory of (Roon kurtus, 2012) and consists of (30) items distributed towards three dimensions: (mental activity, emotional activity, physical activity). After that, the research instrument was applied and the psychometric properties of the scale were tested for validity and reliability. Reliability was extracted in two ways: Cronbach's alpha and the test-retest method. The scale's reliability using the test-retest method was (0.86), while the reliability using Cronbach's alpha was (0.83). The research results showed that the supervisors of the internal departments enjoy self-activity and a positive attitude in their job performance, and there are no statistical differences according to gender between males and females. In light of the results shown, the researchers presented a number of recommendations and suggestions.

Keywords: Self-Activity, Internal Department Supervisors, University Administration, Gender Differences

OPEN ACCESS

ISSN 2541 2299 (online)

ISSN 2089 4155 (print)

Edited by:
Wanda Rahma Syanti

Reviewed by:
Widyastuti
Cholicul Hadi

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Received: 04 January 2026

Accepted: 05 January 2026

Published: 06 January 2026

Citation:
Rawaa Jaafar Abd Al-
Mayahy, Hussein Karim
Mohammed Al-Anzi (2026)
Self-Activity Among Internal
Department Supervisors

Psikologia : Jurnal Psikologi. 11i1.
doi: 10.21070/psikologia.v11i1.2111

INTRODUCTION

A. Research Problem

Self-activity is an expression of the individual's reality that he wants to achieve in an effective, personal, and self-directed way. This activity works to guide the individual's behavior, and it also works to develop and enhance the individual's positive state with the desire to maintain the positive state of his condition, which is stimulated by self-activity. Those individuals who have effective, active, and positive thinking about themselves have the strength of self that contributes to compensating for their reality with a more positive state in the future.

Supervision is one of the main functions that contributes to serving students within the Department of Internal Affairs, through which it returns to achieve their stability and helps them to be self-active for their growth and development, according to the care they receive within the halls of the university, and the other services provided by the university environment. The university is an academic and educational institution whose components and goals are directed towards society. Supervisors have come to live within the framework of a high professional environment. The work tasks of supervisors in internal departments are a process of participation and preparing a healthy environment. The effectiveness of self-activity for supervisors contributes to employing their abilities in order to achieve self-adaptation to the environment of the university community in particular and the larger society in which they live. Also, the supervisor of internal departments is one of the main elements in the university who works to develop his self-activity, pay attention to his inclinations and employ them, discover his cognitive abilities and help him overcome his psychological, social and cultural problems (Malham, 2007: 242).

It is considered Supervisors of internal departments One of the most important human resources in the community University student Understanding is key to the process The president in terms of guidance and Guidance Follow-up and the dhyit was characterized by its complexity and multifaceted nature. In field work This means that achieving the desired goals and activating all the components of the process...Supervisory no It happens automatically! But it depends primarily on the supervisor He is responsible for managing the work Supervision Based on sound scientific and technical principles.

The supervisors' own self and activity have

a positive relationship with achievement in various areas of life, and are an important motivator for them to face their problems and pressures, thus contributing to achieving their goals. Human behavior depends primarily on what the individual believes about their activity, expectations, and the behavioral skills required for successful interaction with others.(Bandura, 1997: 32).

B. Importance of the Research

It lies The importance of researching the role of supervisors working in internal departments and the nature of their self-directed activity lies in its contribution to acquiring knowledge and concepts, providing them with social and personal adjustment and social integration. Furthermore, the supervisors' role as a comprehensive educational support has its own stance, logic, and conditions that contribute to developing their self-directed activity through cognitive, intellectual, psychological, and social aspects. The nature of the supervisors' work and their degree of self-directedness also contribute to their success as supervisors. They need to feel self-satisfied, enjoy happiness, achieve psychological well-being, and interact effectively with others and colleagues within the directorate to which they belong. The work of supervisors is linked to social relationships that must be based on mutual understanding and consultation, because the supervisor in their institution influences the behavior of those they supervise and raises their morale, which contributes to their performance.

An individual's sense of self-activity is enhanced by personal harmony in various ways, or it guides individuals to choose challenging tasks. Individuals with a strong sense of self-activity develop strong character, improve their mental health, and support human achievement.(Bandura, 1994:81).

Self-activity is also a component of personality, which is represented in self-convictions and the ability to control demands and overcome difficult problems that the individual faces through his self-actions. Self-activity is also related to what the individual believes about his capabilities in dealing with environmental stimuli, and this dealing is a type of task that the individual must do in relation to the stimuli of the science environment (Zahran, 2003:35).

Individuals' performance is also affected by their perception of self-activity, which refers to an individual's judgments about their capabilities in order to reach planned performance patterns. The feeling of this activity is represented by convincing

the individual that it is possible to carry out a required behavior to achieve a certain outcome successfully. Self-activity includes the feeling of mastery because it affects the individual's behavior through three methods: such as choosing the type of activity and the method of performance in which the individual engages, and perseverance in completing difficult tasks that help to tolerate failure. Individuals who do not possess a feeling of self-activity usually face deficiencies and believe that they have low capabilities and are greatly hindered (Qatami, 2004:162).

Furthermore, the distinctive aspect of an individual's self-perception is manifested in their behavior or their perception of their own activity, which constitutes a crucial component of the self-concept system. An individual's beliefs and self-activity are revealed through the cognitive perception of their personal abilities and diverse experiences, both direct and indirect. Therefore, self-activity enables an individual to determine the path they follow in terms of behavioral procedures, whether innovative or conventional. This path empowers the individual with the confidence and capabilities required by the situation. Moreover, self-activity occupies a central position in human power, as it influences thought patterns, actions, and emotional arousal. The higher the level of self-activity, the greater the achievement and self-esteem, and the lower the emotional arousal, enabling the individual to better manage the pressures they face.(Bandura, 1997:192-214).

C. Research Objectives

Research objectives The current research aims to identify :

1. Self-activity among supervisors of internal departments at Wasit University.
2. Statistically significant differences in self-activity among supervisorsYInternal divisions according to gender variable (male-female).

D. Research Limitations

Research limitations: The current research is limited to supervisors of the internal departments affairs department of both genders at Wasit University for the academic year (2024 - 2025).

E. Defining the Terms

1. Self-activity: defined by both
 - a. Pandora(Bandura, 1977)An individual's ability to express their beliefs about engaging in certain behaviors, their flexibility in dealing with difficult and

complex situations, their resilience in the face of challenges, and their perseverance in accomplishing assigned tasks.(Bandura, 1977:192).

- b. Riger (Regeher, 2000):A general cognitive process that occurs as a result of an individual's expectations, enabling them to solve problems and face new challenges.(Regeher, 2000: 334).
- c. The youngster (2005):An individual's ability to solve his problems and face all the challenges that affect his degree of optimism and positive outlook, which motivates him to perform his daily tasks (Al-Nash'i, 2005:12).

Definition of theory The activity selfy: The researchers adopted Bandura's definition(Bandura, 1977) This is because of his socio-cognitive theory, which the two researchers adopted and used as their theoretical framework in interpreting the results of the current research.

Operational definition to activity selfY: The score obtained by the respondent when responding to the self-activity scale used in the current research.

2. Supervisors of internal departments

THEORETICAL FRAMEWORK

Psychologists and researchers have distinguished between an individual's self-activity and its relation to their belief in their abilities. This self-activity is defined by a specific domain and influences the individual's self-concept, which refers to their evaluation and feelings about themselves. Self-activity, on the other hand, represents an individual's feeling about their ability to accomplish a task. However, the influence of the self on an individual's ability to perform is greater than that of self-activity. (Zimmerman and Cleary, 2006:100).

Self-activity is also one of the topics closely related to human achievement in various fields of life, as well as being an expression of the individual's motivation that cannot be attributed to a biological need or external factors, but is based on the self-need to deal with the environment (Al-Makhlafi, 2010: 4).

While the concept of self-activity emerged in Bandura's unilateral theory of behavior modification, which views an individual's self-activity as contributing to the determination of persistence and perseverance, it represents a cognitive medium for an individual's expectations regarding their self-activity.

It determines the nature of the behavior the individual will perform, the amount of effort the individual will exert to achieve their goals, and the degree of perseverance the individual will demonstrate in the face of difficulties that may stand in their way.(Bandura, 1977:191).

The level of an individual's self-motivation to perform in different areas and situations is indicated, and it varies according to the nature or difficulty of the situation. The level of activity becomes clearer when tasks are arranged according to their level of difficulty and the differences between individuals in their expectations of self-efficacy. An individual's self-motivation can also be determined by simple and similar tasks of a similar level of difficulty, but it mostly requires a strenuous level of performance. The amount of activity among individuals varies according to several factors, the most important of which are:

- a. Level of creativity, skill, and stress tolerance.
- b. Level of accuracy and productivity.
- c. Stress tolerance and self-control (Al-Abdali, 2009: 51).

Self-activity is often similar from one situation to another. Individuals generalize their sense of self to situations similar to those they encounter. The degree of generality varies between unlimited (which expresses the highest degree of generality) and limited (which is restricted to a specific field, activity, or tasks). Its degree varies according to the following determinants:

- a. Degree of similarity of activities.
- b. Means of expressing potential (behavioral, cognitive, emotional).
- c. Qualitative characteristics of the situation, including the characteristics of the person or situation at the center of the behavior (Al-Zayyat, 2001: 510).

1. Sources of self-activity

The scientist Bandura proposed four sources of an individual's self-activity, and that these sources differ from each other in terms of their intensity and extent of influence. These sources are performance achievements, alternative experiences and social persuasion, and emotional and physiological states.(Palsdottir, 2005: 16).

- a. Performance achievements: These are called mastery experiences, which are experiences resulting from purposeful performance. An individual's successful experiences constitute a powerful factor that positively influences raising the level of self-activity in the individual, and with repeated success, their self-power increases, while failure leads to a

decrease in that activity.(Pajares, 1996: 4)

- b. Alternative experiences: These experiences are called learning by modeling and observing others, and they refer to the indirect experiences that an individual can gain. Seeing others perform difficult tasks and activities can lead to higher expectations, good observation, a desire to improve, and perseverance.(McCown, Driscoll & Roop,1996:269)
- c. Verbal persuasion: Here comes the fact that an individual's talk about certain experiences to others and the individual's persuasion of them, or the information that comes verbally through others, may give him a kind of incentive to perform and act. The persuasion may be from the individual's side. An individual who verbally convinces himself that he is able to control an activity is likely to exert more effort and persevere in order to maintain a better level of performance compared to another individual. Likewise, an individual's imaginative experiences, which can be considered a source for developing his self-activity, and because they give images that the individual forms with the power of imagination, have the ability to act as stimuli or triggers for real responses, such as using mental images in training for a certain performance (Ghanem, 2005:114).
- d. emotional and psychological state This refers to the internal factors that determine whether an individual can achieve their goals, taking into account other factors such as (the perceived strength of the model, the self, the difficulty of the task, the effort required by the individual, and the assistance they may need to perform (Bandura, 1997:100).

2. Advantages of self-directed activity

There are general characteristics of individual self-activity, including the following:

- a. An individual's confidence in their own ability to succeed in performing a task.
- b. It provides a set of laws, beliefs, and information about an individual's levels, abilities, and inherent potential.
- c. Self-activity is determined by many factors such as the difficulty of the situation, the amount of effort exerted, and the degree of perseverance of the individual.
- d. Self-activity is not a fixed or stable feature of personal behavior, but rather a set of laws that relate not only to what a person accomplishes, but also to what they are

capable of accomplishing, and it is a product of personal ability.

- e. The presence of a degree of self-capacity, whether physiological, mental, or psychological, in addition to the availability of self-motivation in the situation (Cynthia & Babko, 1994:364).

3. Theories of self-activity

First: The theory of causal attribution: The theory of attribution, or causal attribution theory, is so named because it deals with the methods and approaches that attribute an individual's behavior and self-activity to determinants, which are:

- a. Internal self-determinants: These consist of an individual's actual physical abilities or skills, and their motivation, which represents the world that guides action and maintains motivational strength. When people attribute their success and failure to internal factors such as ability and effort, they possess high internal control because they feel in control of their destiny, and their success or failure is due to the effort exerted. Internal personality is relatively stable and requires significant effort to modify due to its connection to personality axioms and beliefs.(Clifford, 1981:37)
- b. External environmental determinants: These include the difficulty of the task, luck, and the influence of others. These are factors that the individual has no control over, and they can be easily changed to improve the individual's performance in the task. These factors are not fixed because they fluctuate over time (Al-Rimawi, 2008:225).

Secondly :theory Self-vitality and One kurtus (Roon Kurtus, 2012):

Presentation The sign Ron kortus (Roon Kurtus, 2012) Imaginecomprehensive to For activity selfY as a concept it indicates In the case of a person possessing the necessary qualities Power and Enthusiasm for life and embracing it with energy and effectiveness, coupled with a high level of physical and mental fitness. Which it motivates him about positive impulse pain Fruit to become its existence Self and Person al In A state of psychological well-being and self-satisfaction and Self-activity was also explained as having four Dimensions The president is:

- a. The activity Physical : It is an embodiment of a state Safety and Physical health Which supplies it A person with the vital energy to accomplish tasks and activities With energy

and activity High, and It is actually more important to enable a For an individual It encompasses productive work and the performance of daily life tasks, and it also partly refers to the lifestyle of the individual Daily life in terms of his diet, sleep, healthcare, housing conditions, and the nature of the spatial environment in which he lives in terms of organization, cleanliness, and available services.

- b. The activity Mental: what Refer to owning the individual Mental energy and The ability and fitness that enable him to think calmly and rationally with a For focus and attention Intellectually sensitive to gaps and problems, and cognitively focused On solving problems, Mental vitality requires the enjoyment of the individual With an appropriate level of mental health, the level of vitality mentalityYA share in predicting a person's behavior.
- c. The activity emotional: emotional vitality skills your Emotional sensitivity, and To control Emotional, and emotional expression at both the verbal and non-verbal levels, as well as! Regarding a person's adoption of A Positive psychological attitudes to wards life Which make individual joy fully! And enthusiastic! And satisfied Enjoy With tranquillity Bal Despite life's troubles and circumstances(Ron Kurtus, 2012: 8).

Third: Social Cognitive Theory: Contributions Albert Bandura and his work in developing his theory(social cognitive)In the personality of During the Research that She did it Learning by observation By modeling or simulation(AlusY,28:2000).

The theory is that Personal beliefs about His activity selfY she The key to understanding the driving forces of behavior lies in the fact that human behavior is fundamentally based on an individual's beliefs about their actions and their expectations regarding the behavioral skills required for continuous interaction with life's events. Yes(Bandura, 1997:22-37)

And as This theory focused on Individual self-activity In the field of behavior acquisition and interpretation, Bandura introduced many new concepts and views such as reciprocal determinism. Chat self, Self-regulation, and the idea that there might be a time difference between stimulus and response, which Bandura termed social cognitive theory as a result of his work, has gained significant importance in psychology for its contribution as a factor!

mediator! In behavior modification (Radwan,40:1997).

An individual's beliefs about His activity Self-awareness through cognitive perception of personal abilities and multiple experiences, whether A Whet her direct or indirect, these beliefs reflect an individual's ability to control environmental factors.(Bandura, 1989:122).The activity selfY he One of the behavioral drivers is that an individual who believes in their abilities is more active.! In appreciation! For himself, this represents a cognitive mirror for the individual and makes him feel his ability to control the givens of the environment through the actions and adaptive means he undertakes and his self-confidence in facing the living (Al-Mazrou, 2007: 36).

It has been adopted researcher that theory Ron Curtus As a theoretical basis for Individual self-activity Because this theory she has the status The president and Sound in scientific research To explain the educational and psychological aspects, as well as Interpret Research objectives.

METHOD

Chapter Three: Research methodology and procedures This chapter includes a review of the procedures undertaken to achieve the research objectives in terms of the research population and sample, the steps followed in constructing the scales, and the conclusion.! By applying it in order to use it to achieve research objectives, and the statistical methods used in data analysis.

First: The research community: that Current research community Supervisors of the Department of Internal Affairs of Student Housing at Wasit University, whose numbers were taken by the Housing Division in the aforementioned department.

1. Search tool: scale activity Self

- a. Preparing paragraphs, measurement method, and instructions: The researchers' goal By reviewing A lot of Measure ments Arabic and the foreign Related and closely related to the research topic. A Dis agreement research her It is on Building a scale Activity self Internal department super visors Because those studies have It differs from Iraqi society because The nature of our environment and Community About Us Iraqi for him His life and Its unique circumstances differ from other societies. There for Depend The two researchers On Ron Curtus's theory And in its three dimensions, as

The researchers did Place five alternatives in front of each paragraph to measure it.

- b. Statistical procedures for item analysis: The researcher that By conducting statistical analysis of the scale items and After that, Emphasis on the Believe and thest ability For the scale and The most import an procedures she:

- 1) Apparent truthfulness: The researchers have doneParagraph drafting Self-activity scale for His picture Firstaccording to a to define the theory and its three dimensions, and there for eTmput Answer alternatives On the items of the scale and According to its dimensions to which poverty belongs, so The research erthat Presentation questionnaire paragraphs For the scale Look and The primary and composed of (30Paragraph on group From the experts And the arbitrators are from among Specialization in the perhaps and From the souly Educational institutions from inside and outside Iraq To express their opinions in range acting poverty yat in measure ment A ctivity selfY and knowledge bezel power The paragraph for after which I placed in Each paragraph The paragraph was retained. Which came with a percentage of understanding b80%orMore than opinions They are counted Valid paragraph However, if their acceptance rate is less than 80%, that item is removed from the scale, and then the experts and judges They expressed their approval All paragraphs that were prepared had an acceptance rate ranging from (80% - 87%). The scale has arrived in its final form.(30) paragraphs, And it was completed Dis playing the scale on a sample Current research is an illusion Supervisors of internal departments.
- 2) Method of correcting the scale Activity selfY: In order to obtain the total score for the scale that the respondent receives on the scale Activity selfY, As it was end There are five alternatives for each paragraph, and they apply to me (always, mostly, sometimes, rarely!, (Never apply) corresponding to grades in succession(1,2,3,4,5).
- 3) Statistical procedures for analyzing items on the scale activity Self: The statistical procedures for analyzing scale items include Activity self through Distinguishing paragraphs scale And the

building was true Ha As follows:

Paragraph differentiation: that road Calculating discriminatory power The scale items are processed through a Rt Yes The total scores obtained by the sample members after correction are listed in ascending order from lowest to highest score, and it has been Taking the lowest (27%) of the grades and Which knows for The lower group, and took Top (27%) of scores and Which is known as Upper Group, The researcher relied that on This is amazing the road Which is known as The two extreme groups, as the number of individuals in the discrimination sample (150mHonorable and honorable As it was Applying the independent samples t-test to find the discrimination of scale items Which The results showed that all items on the scale were significant. The calculated t-test values were greater than the critical value (1.96) for a significance level of (0.05) and (128) degrees of freedom, as shown in Table (1).

[Table 1. About here]

- 4) Sincerity the Building on the scale of the activity Self :It was done medicine This method was applied to a sample of scale builders numbered(150)m Honor and supervisor As follows :

The relationship of the paragraph to the overall score (internal consistency):I have Pearson's correlation coefficient was used.in order to Finding the relationship between each paragraph From the scale By the overall score on the scale activity Self and as As shown in the table(2):

[Table 2. About here]

When testing correlation coefficient is above All the coefficients were found to be statistically significant, because degree Calculated values he Greater than the tabulated value of (1,96) and At level (0,05) Degrees of freedom (0,238).

2. Scale stability Activity selfY

- a. Retesting method: to The stability has been calculated scale that way through application gauge Current research On the eye A unit consisting of(20mHonor and supervisor, and after Reapply Research scale After passing(14)

day From the app For the first time, Then, Pearson's correlation coefficient was used between the scores of the two applications to find the relationship between them, and it appeared that stability Correlation coefficient it reached (0.82).

- b. Cronbach's alpha for internal consistency: I To make sure The scale remains stable in this way, since The researcher that Applying this method Using the (20) A form from the reliability sample only, so The value of the stability coefficient was gauge Activity selfY(0.84) and Which is considered High stability. And then it became a scale Activity selfy in its final form, it possesses Psychometric measurement characteristics of Honesty and steadfastness, harmony Self-activity scale(30) paragraphs and meet Paragraph Five Alternatives, and Applied scale On the research sample Current supervisor of internal departments.

3. Statistical methods used in the research

The researcher used that Statistical methods that came suitable Search present As follows :

- a. Pearson's correlation coefficient: To extract all correlation coefficients included in the current research, including the relationship between the score of each item and the total score, as well as to extract Pearson's correlation coefficient in order to Finding the relationship between each paragraph From the scale By the overall score on the scale activity Self (Abu Al-Nil, 1987: 183).
- b. Independent samples t-test: To determine the differences between the highest and lowest scores in the differentiation of the scale items (Awad, 1999: 141).
- c. Elva Cronbach: To obtain the reliability coefficient of the scaleSelf-activity(Abdul Rahman, 1998: 172).
- d. One-sample t-test:To compare the average scores with the hypothetical average (Awad, 1999: 141).
- e. The t-test for correlation coefficients: To test the statistical significance of all correlation coefficients (Allam, 2000: 412).
- f. relative weight: To arrange fields and importance Self-activity scale

RESULT AND DISCUSSION

Chapter Four: Presentation, Interpretation, and Discussion of Results

This chapter includes a presentation and discussion of the research findings in accordance with

the objectives of the current research. In light of the findings, the researchers have put forward some recommendations and suggestions.

- a. First goal: Self-activity among supervisors of internal departments at Wasit University: To achieve this goal, the researchers applied a scale Self- activity On the research sample present and Showed The results show that the arithmetic mean of the scale Self-activity(93.6534) degrees with a standard deviation of (4.89543) degrees, when compared to the hypothetical mean of (67) degrees, and using the t-test for a single sample (The t-test showed that the difference was statistically significant, as the calculated t-value reached (122.342) degrees, which is higher than the tabulated t-value of (1.96) degrees at a significance level of (0.05) and with degrees of freedom.(149Table No. (3) Explain that.

[Table 3. About here]

The results shown in the table above indicate that the individuals in the current research sample demonstrate self-activity, which is consistent with the findings of Ron Curtus (2012).(Having a high level of physical and mental fitness motivates him towards a positive and productive drive, so that his personal and subjective existence is in a state of psychological well-being and self-satisfaction.

- b. Second objective: The significance of statistical differences in the level of Self-activity I have Supervisors of internal departments According to the gender variable.

In order to identify statistical differences in the level the Self-activity I have Supervisors of internal departments: Depending on the gender variable, an independent samples t-test was used, and the mean and standard deviation were calculated for the male and female samples on the scale .Self- activity When comparing the male average with the female average, no statistically significant differences were found. self- activity As indicated by the calculated T-value of (-1.837)less When compared to the tabulated t-value of (1.96) at a significance level of (05)(0) and degrees of freedom (149These are not statistically significant, and the table(4This explains it.

[Table 4. About here]

The researchers explain this result in light of theory.(Ron Kurtus, 2012) To what he indicated Me, no Individuals And from both sexes, those who enjoy Self-activity Contrary to

the effort they exert in the job and like that the time the This are busy in it to Confrontation All the difficulties they encounter during that work Also, nature Individuals' trust in Their activity Self Be high In contrast, ZDad Effort made In addition to increasing the insistence The chall engeon passing that difficulties (Ron Kurtus, 2012:27).

CONCLUSION

In light of the findings The researchers and may be :

1. The supervisors of the internal departments are self-motivated and demonstrate a positive attitude in their job performance..
2. There are no statistically significant differences. I have Supervisors of internal department sand According to for variable A Sex between males and females.

Recommendations: Based on the researcher's findings that from the Results and the Interpretations, then mA They recommend the following:

1. Attention must be paid to Supervisors of internal departments By presenting the to support moral and Material in order to achieve a level higher From compatibility functional And the educational and For myself.
2. Numbers Training programs and a job Work shops Purposeful and fruitful development to Supervisors of internal departments and Training them according to Plan suitable and Clarifying visions Future For the goals.
3. Contributing to employment skills Supervisors of internal departments on development Positive thinking To support them in helping students raise their self-level.

Suggestions: Continuation! Current research The researcher suggested that On the researchers As well as graduate students Conducting research A Tia:

To complement the current research, the researcher suggests that other researchers conduct the following research:

1. Procedure study Similar to the current research and on other samples.
2. Procedure Study of self- activity And its relationship to intelligence emotional to University students.
3. Procedure A study of logical thinking through self-directed activity among educational counselors N.
4. Procedure study relation ship variable the Academic integration through self-activity Among university students.

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Table 1 / Discriminatory power of scale items Activity selfY

T	Upper Group		Lower Group		Calculated T-Value
	Arithmetic Mean	Standard Deviation	Arithmetic Mean	Standard Deviation	
1	4.655	1.658	4.650	1.477	3.463
2	48.26	0.903	2.871	1.001	2.955
3	3015	1345	3.207	0.983	5.623
4	4984	1.666	2.881	0.685	7.977
5	1723	1.543	4.051	0.876	4.086
6	3507	1.281	3.453	0.776	4.527
7	4292	0.981	2.289	0.312	1.834
8	2923	1.890	4.092	1.102	4.823
9	2676	0.893	2.842	0.863	5.994
10	3107	1.587	3.449	1.454	4.356
11	4492	1.882	3.992	1.105	6.823
12	2107	1.573	4.745	1.027	9.773
13	2446	0.976	4.213	1.690	6.903
14	4615	1.289	2.831	1.172	8.723
15	3293	0.772	4.003	1.074	5.513
16	1.784	1.067	1.436	0.638	3.079
17	4,000	1.075	2.778	1.218	8.187
18	3.723	0.960	2.029	1.316	4.395
19	4.476	0.792	3.765	1.087	3.370
20	3.969	1.131	2.098	1.197	6.396
21	4.261	0.988	3.153	1.082	2.772
22	3.538	1.119	2.982	1.409	5.098
23	3,400	1.234	1.916	0.842	9.276
24	3.293	1.465	2.895	1.601	2.945
25	3.881	1.663	2.372	1.933	6.998
26	4.854	0.930	4.442	1.783	3.264
27	1.689	1.883	3.618	1.910	4.772
28	4.660	0.702	2.951	1.990	5.237
29	3.552	0.593	3.873	0.341	4.947
30	2.639	0.863	2.890	0.640	2.841

Table 2 / Correlation transactions Pearson Between the item score and the total score on the scale activity Self

Paragraph Sequence	Correlation Coefficient	Paragraph Sequence	Correlation Coefficient	Paragraph Sequence	Correlation Coefficient
1	0.554	11	0.528	21	0.382
2	0.263	12	0.432	22	0.427
3	0.542	13	0.532	23	0.352
4	0.431	14	0.327	24	0.342
5	0.382	15	0.325	25	0.342
6	0.562	16	0.231	26	0.478
7	0.342	17	0.432	27	0.236
8	0.320	18	0.442	28	0.317
9	0.437	19	0.421	29	0.487
10	0.542	20	0.348	30	0.456

Table 3 / Results of a one-sample t-test for the Academic Hope Scale

Sample	Arithmetic Mean	Standard Deviation	Hypothetical Mean	Calculated T-Value	Tabulated T-Value	Degree Of Freedom	Level Of Significance
150	95.9847	4.90642	67	126.418	1.96	149	0.05

Table 4 / Differences in academic preference according to gender variable

Sex	number	arithmetic mean	standard deviation	Degree of freedom	Calculated T-value	tabulated T-value	Level of meaning (0.05)
Males	75	92.93	14.152	149	1.472-	1.96	Non-functional
females	75	101.17	12.914				