

Academic Passion And Its Relationship To The Tendency Towards Perfection Among University Students

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Abstracts:

The current study seeks to identify the academic passion and its relationship to the tendency towards perfection among university students. To measure academic passion and the tendency towards perfection and extract for them a set of psychometric properties of validity and stability, and after the researcher was assured of the two research tools and their application to the study sample, the study reached the following results:

1. There is a low level of academic passion among university students
2. There are no statistically significant differences between males and females in the academic passion of university students
3. There is a low level of perfectionism among university students
4. There are no statistically significant differences between males and females in the tendency towards perfection among university students
5. There is a statistically significant relationship between the low level of academic passion and the low level of tendency toward perfection.

Keywords: (academic passion, tendency towards perfection).

شفف الأكاديمي وعلاقته بالميل نحو الكمال لدى طلبة الجامعة

المحاضرة أفرار طعمة رضي

رئاسة الجامعة المستنصرية - قسم الرقابة والمراجعة الداخلية

الملخص:

تسعى الدراسة الحالية إلى التعرف على الشغف الأكاديمي وعلاقته بالميل نحو الكمال لدى طلبة الجامعة. لقياس الشغف الأكاديمي والميل نحو الكمال واستخراج مجموعة من الخصائص السيكومترية للصدق والثبات ، وبعد التأكد من أداتي البحث وتطبيقاتها على عينة الدراسة توصلت الدراسة إلى النتائج التالية:

١. انخفاض مستوى الشغف الأكاديمي بين طلاب الجامعة
٢. لا توجد فروق ذات دلالة إحصائية بين الذكور والإإناث في الشغف الأكاديمي لدى طلبة الجامعة
٣. انخفاض مستوى الكمال بين طلبة الجامعة
٤. لا توجد فروق ذات دلالة إحصائية بين الذكور والإإناث في الاتجاه نحو الكمال بين طلبة الجامعة

٥. توجد علاقة ذات دلالة إحصائية بين انخفاض مستوى الشغف الأكاديمي وانخفاض مستوى الميل نحو الكمال.
الكلمات المفتاحية: (شغف الأكاديمي، الميل نحو الكمال).

Chapter One: Introduction to the Research

Research problem

The researcher noticed through a field survey of a sample of Baghdad University teachers about the extent of students' contribution to the academic and cultural activities and events that are held every year, that there is a general reluctance on the part of students to participate in these activities, and that many of them do not have enough desire to participate academically and perform tasks. The survey sample confirmed that many university students lack the motivation to learn and are absent from lectures, which is a clear indication of the extent of academic passion. It must be noted that the tendency towards perfection affects the individual's behavior clearly because it sets him high standards and values. He is very striving through behavior to reach it or at least approach it, which contributes to making more effort, efficiency and effectiveness in the face of different situations. By taking into account the researcher's previous studies related to the variables of the current study, he did not find a local or Arab study that collected both variables, which prompted Al-Bath to adopt his research problem, which can be summarized as follows: Is there a relationship between academic passion and the tendency towards perfection among university students?

The following sub-questions emerge from this question

1. What is the level of academic passion among university students?
2. What are the statistically significant differences in academic passion according to the gender variable (male-female)
3. What is the level of the tendency towards perfection among university students?

4. What are the statistically significant differences in academic passion according to the gender variable (male-female)
5. What is the nature of the statistically significant relationship between academic passion and the tendency towards perfection among university students?

Research Importance

The various nations, emerging from them and on the way to revival, have realized in our modern age the importance of the human element in contributing to building an edifice of progress and renaissance. Therefore, nations have increased their interest in educating their children and directing young people from them to fruitful production, and that is due to the flowing vitality they enjoy. To give impetus to advancing the wheel of development in it, and to play the main role in the process of change and civilizational construction, and educational institutions to bear the greatest burden of knowing everything related to students in terms of their studies in a thorough manner, to show what should be done to develop their personalities and numbers and direct them in the right direction. Research has dealt with passion in many areas such as work, sports, dance, music, etc., and in general, the results show that harmonious passion tends to be associated with positive characteristics, processes, and outcomes, while compulsive passion tends to be associated with negative characteristics, processes, and outcomes. It is noted that studies that dealt with passion in the academic field, despite Its importance for students' academic performance (Stoeber, et al 2011: 516) .(Belanger & Ratelle, 2020: 14) has noted that there have been few studies that dealt with the concept of academic passion and the factors contributing to its formation, strengthening or limiting it in light of contextual and personal factors.The tendency towards perfection stimulates the motive energy that leads to great

accomplishments due to high personal standards and organizational skills (Fros & tMarten, 1990:449). In achieving goals, it is something healthy, necessary and adaptive, just as there is an unhealthy or unadaptive aspiration that occurs when the individual has unrealistic expectations that hinder the achievement of the goal and adaptive perfectionism helps individuals to conform, natural growth and increase the strength of the individual. Perfectionism, which is called adaptive perfectionism, perfectionism is a person's tendency to appreciate perfection or perfection and strive for it (Salim, 2016: 65)

The importance of the current study can be summarized in two aspects

First, the theoretical side

1. Enriching the local library with a study dealing with variables that were not studied together in a previous local study.
2. Providing an integrated theoretical framework on the current research variables.
3. The possibility of opening the door to subsequent studies on study variables for other academic and academic groups

Second, the practical aspect

1. The possibility of employing the current research criteria in later studies
2. Coming up with a set of recommendations to the competent authorities to address some of the university students' problems.

Research Aims

The current study seeks to identify

1. The level of academic passion among university students.

2. Statistically significant differences in academic passion according to the gender variable (male-female)
3. The level of tendency towards perfection among university students.
4. Statistically significant differences in the tendency towards perfection according to the gender variable (male-female)
5. The nature of the statistically significant relationship between academic passion and the tendency towards perfection among university students.

Search Limits

The current research is determined by a set of limits

1. Spatial boundary: University of Baghdad
2. Time limit: 2021-2022 school year
3. The human limit: students of the first morning studies for the four years only.

Define Terms

First: academic passion.

He was known by

1. (Vallerand et al., 2003) is "a strong tendency towards an activity that a person loves, feels important, and in which he invests time and energy, and includes two areas. The type of passion, while the second type is the compulsive passion, where the individual integrates into an activity due to personal or social pressures and the integration in this type of passion consumes time and effort without giving space to other areas of life (Vallerand et al., 2003: 87)
2. (Zigarmi et al 2009): "A continuous positive emotional state in the individual and with Extension on meaning, leads to a state of happiness resulting from repeated cognitive and emotional

evaluation of the activities he loves to practice" (301: Zigarmi et al 2009)

3. (Curran et al 2015): "A human experience without which the individual does not find meaning in his life, as this experience provides the individual with a psychological energy to participate and integrate into activities of value, and it also has direct results that include emotions of pleasure, excitement and enthusiasm" (632: Curran et al 2015)
4. Theoretical definition: The researcher adopts a definition (Vallerand et al., 2003: 87), a theoretical definition of academic passion.
5. Procedural definition: the degree that the respondent obtains based on his answer on the academic passion scale used in the current study.

Secondly, the tendency towards perfectionism

Arafa each of

1. Holinedr, 1965): It is the individual's tendency to set high standards of performance, higher than what the position requires (Holinder1965: 94)
2. Frost et al 1990): "People who have unreasonably high expectations for themselves are rarely satisfied with themselves" (449: Frost et al 1990)
3. Flett & Hewitt: 2003): "It is a personal structure characterized by the struggle to overcome mistakes and set high standards of performance, and it includes three dimensions:
4. Self-directed perfectionism, which means "a person's tendency to set high and unrealistic standards for oneself and evaluate them accordingly".

5. The perfectionism directed by others “appears outside the individual’s realm by setting high and strict standards for others and evaluating them according to strict standards”.
6. Socially acquired perfectionism “measures an individual’s awareness and feeling that others of his or her standing are setting unrealistic standards and rigorously evaluating him based on these standards (Flett & Hewitt: 2003:5)
7. Theoretical definition: The researcher adopted a definition (Flett & Hewitt: 2003)) as a theoretical definition of the tendency towards perfection.
8. Procedural definition: the degree that the respondent obtains based on his answer on the scale of tendency toward perfection used in the current study.

Chapter two: a theoretical framework and previous studies

First: a theoretical framework

First, academic passion

Academic Passion

The concept of passion aroused the interest of ancient philosophers, and despite the scarcity of studies that dealt with research in the psychology of passion, we find many contributions that explain the nature of passion activity. Passion means suffering and describes individuals as slaves to their passion. According to this interpretation, passion is seen as a negative state, because passion controls the behavior and actions of individuals, and according to that interpretation, the passionate individual suffers from many disorders and problems. While the second view explains passion as a positive state, Aristotle recommends that individuals should not be ashamed to display their passion because it reflects higher human traits, or what a person should be. On the other hand, Descartes asserts that passion is strong human

feelings and inclinations inherent in individuals that may be positive if they are the reason behind behavior. In a different viewpoint, during which scientists confirmed that passion may perform a motivational function, for example, there are a number of individuals who exert a high level of performance, and spend a lot of energy and effort, and spend most of their time doing their favorite activity, passion is the reason behind their reaching higher levels. From the achievement (Baum & Locke, 2004) The concept of passion appeared in psychology for the first time in 2003 by Vallerand and his colleagues (Vallerand et al., 2003) with the publication of the first study dealing with the subject of passion, and that study included a definition and definition of the concept of passion as love directed towards a specific activity. And we say passion for it is passion, so it is passionate, and the ghaffa is the covering of the heart and its veil. Completely (Lan Al Arab Dictionary; Dictionary of Songs) The concept of passion refers to the vacancy with an urgent and strong desire to be pursued by an important and desirable activity of the individual, where he exerts the maximum possible amount of his energies and effort to achieve it, and over a long period of time, and this definition is the most closely related to passion, which was presented according to the dual Vallerand model of passion, which includes My dimension of passion (harmonic and compulsive), and it is indicated that passion may range from mere interest or admiration for an idea, up to the point of attraction or strong emotion towards it, and thus motivate students, enhance their sense of ability to successfully complete their work, and their sense of balance (Vallerand & Houlford, 2003), and the current study examines the subject of passion within the academic context. Day (2004) defines academic passion as: an urgent need to achieve high-quality learning, by focusing on activating the most important

elements of the learning environment: attention, motivation, and readiness. Academic passion is also defined as: the motivation towards learning new things and searching for everything new to reach a specific activity and investing effort and energy to achieve it (Carboneau Vallerand, Fernet & Guay, 2008). While Al-Harthy (2015) defines it as: the tendency to the activity that students engage in with pleasure and integrate into it during its practice, and it includes two types, harmonious and compulsive. As for Birkeland & Buch (2015), they define academic passion as: a state that stimulates students' motivation, enhances their mental activity, and gives to the promotion of creativity, and the generation of new ideas and solutions. Based on the foregoing, the researcher believes that academic passion: is the students' feeling of urgency and enthusiasm to an irresistible degree towards academic activities (curricular and extracurricular), and passion appears in two harmonious and compulsive forms.

Factors affecting academic passion

There are many factors affecting academic passion, including family; Where parents' beliefs about their children's abilities and capabilities affect the level and pattern of academic passion, by affecting their academic inclinations and performance, and their attitudes towards academic subjects, and the social environment and related factors affect their cognitive processes, and their motivational beliefs in achieving and achieving their goals. Their achievement of a high level of academic passion, in addition to the psychological effects (such as the academic environment and its requirements, the difficulty of the academic content, competition between bakers, tension and anxiety about building the future, and the financial, social and academic level) are all factors that affect the academic passion of students, as these factors can make them more vulnerable To feel tension and anxiety and thus

exposure to psychological pressures, whose effects are reflected on the amount of effort they exert and thus affect their academic performance (Khan, 2013) Sheldon (2002) believes that the activities that students engage in with passion represent the backbone of their self-identity form, as these activities merge at some point with their identity and become of high value in their lives, and thus the activities of passion become more directed. Since the growth of passion towards an activity results from the interaction between the individual activity and the environment, there are many cases in which the activity becomes passionate among students, and these cases are: when it meets their basic psychological needs within the context of the environment, and when it provides the opportunity for students to freely participate in the activities that are consistent with their own abilities and tendencies, and when the activity gives them the opportunity to engage and interact socially with others, which makes them feel competent and able to carry out those activities (Lalande et., ql, 2017)

After my academic passion

It is possible to distinguish between the two dimensions of passion (harmonic and compulsive) in terms of clarifying how students absorb the passion activity in proportion to their tendencies and interests, and thus integrate it with their identity, and the following is an explanation of each of the dimensionsEd passion:

First: Harmonious Passion

Harmonious passion results from a strong desire and a controlled inner feeling in which students choose to engage in passionate academic activities freely and voluntarily, without the presence of internal or external pressures affecting their choice, which makes them continue to practice it efficiently until it is successfully accomplished, in a manner that is commensurate and consistent

with other life activities. They are required to complete it. Accordingly, the activity becomes a source and part of their integrated self-structure, which leads to a reduction in conflict with other areas of life, adaptation, balance and a sense of comfort (Deci & Ryan, 2000; Hodgins & Knee, 2002; Vallerand et., 2003; Vallerand, 2010) The students' practice of academic passion freely is related to its importance to them and not linked to external pressures. In such a case, despite the importance of this activity for students, it does not dominate other aspects of their lives, but rather harmonizes with them. Hence the importance of harmonious passion in that it enables students to be able to control their desire to participate or not to participate in the activity. Vallerand et al., 2003) Those positive effects that result from harmonious passion deepen students' self-knowledge, affect their ability to make correct decisions, and regulate their practice while participating in academic activities (Mageau et al., 2005; Garland et al., 2010). Its practice under the umbrella of harmonious passion is practiced over a long period of several hours a day, so its impact on students' lives continues over time until it becomes part of their identity and personality. By reviewing the educational literature that deals with the concept of harmonious passion, it is noted that it occupies a large area of the students' personality and affects many aspects of their lives to the extent that they show more openness and efficiency during and after participating in the activities. Students should enjoy experiencing positive results not only during the practice of the activity. Such as positive influence, focus and impulsivity, but also after the completion of an activity such as self-confidence, psychological adjustment. Moreover, students with harmonic passion adapt well to situations in which they are prevented from pursuing their academic passion, as they are able to divert their attention and energy to other tasks that

must be accomplished (Hodgins & Knee, 2002; Vallerand et al., 2003) Based on the foregoing, students with a harmonious passion are characterized by providing a space of freedom to decide about the activities they want to participate in or not to participate in. They are also distinguished by their ability to control and control their feelings during and after participating in them. participate in activities; The student can decide when to participate in the activity and when not to participate in it whenever he wants if he discovers that this has a negative impact on his life. For example, a college student who has a harmonious passion for playing the game of basketball must be able to resist his favorite game with his friends, in order to prepare and prepare for an important presentation without thinking about the game of basketball. The student has the ability to make a decision about not playing on a particular day if necessary, or even to stop participating in an activity if he believes that it has become a negative factor in his life, and therefore participation in the passion activity can be considered a flexible process (Vallerand et al., 2010) Based on the aforementioned, the researcher believes that the harmonious passion is related to the students' feeling of comfort, and their ability to adapt to all the different conditions of their lives in all fields. Brother without creating conflicts between them.

Second: Obsessive Passion

It results from a strong uncontrollable inner feeling and desire that controls the students' feelings and pushes them to engage in only passionate academic activities, and to avoid engaging in other life activities. Students focus their attention on only one activity, ignoring other important activities in their lives, which leads to creating conflict with other activities. Usually, some negative feelings appear during and after the academic passion activity, such as feelings of anxiety and tension, inability to perform

optimally, closing in on oneself, and not benefiting from the experiences of others (Vallerand et al., 2003; Hodgins & Knee, 2002) It is noted that students with a passion pattern are exposed to conflicts that arise between passion academic activity and other life activities, and they also face many negative, emotional and behavioral consequences during and after participating in the activity. For example a student who needs to prepare for an important oral presentation that still needs work, if the student has a passion for playing basketball, he may not be able to resist the invitation to play with his friends. During the game, he may feel stressed and anxious to play basketball instead of preparing for the presentation. Therefore, the student may have difficulties concentrating on the task at hand (playing basketball). Consistent with the above example, students with compulsive cravings come to show strict adherence to the activity, because they often can only engage in the compulsive activity, neglecting the other activities (Hodgins & Knee, 2002) In the same context, students with compulsive passion are characterized by a set of characteristics, including strict stability and inflexibility, which is reflected in their inability to confront the problem of conflict and conflict with other aspects of their lives when engaging in academic passion activity, which leads to the emergence of negative effects such as anxiety, tension and feelings of frustration during exercise Activity and afterwardsTheir values are less than optimal within the bounds of passion activity. Although the passionate basketball player was able to say “no” to his friends and not play basketball with them, he may still struggle in the end because he may have difficulties concentrating on his studies due to the fuss about the missed opportunity to play basketball (Vallerand, 2010) Based on the above, the researcher believes that compulsive passion is related to students’ feelings of anxiety and

tension, and their inability to control and control their desires and tendencies towards other activities, which exposes them to the conflicts that occur between their passion for academic activity and various activities in all fields, due to their inability to control and controlling their own impulses. for example; A student who has an academic task, which is to prepare for a research project in the cognitive psychology course, and in return he has an invitation to attend the wedding of his best friend. It is (a research project in a cognitive psychology course), but during and after completing that task, he may feel tension, anxiety, guilt and anger for not answering his friend's invitation, and this may be reflected on the extent of his focus and mastery of the task at hand, and thus achieving a low level of academic performance.

Explanation of academic passion

Drawing on researchers' questions about what makes education more fulfilling, enhances their adaptive experience, and makes the learning experience better, Valerand and colleagues presented in 2003 the Dualistic Model of Passion that includes two dimensions: Harmonious Passion and Compulsive Passion. (Obessive Passion) (Yunji, 2018) This model is a foundational framework for passion, focusing on the motivational processes that affect participation in interesting activities, and from the explanatory theories of passion, which is the framework from which this concept emerged, the self-determination theory of Deci & Ryan (2000). This theory emphasizes that the individual, during the different stages of his life, participates in many activities, with the aim of satisfying his basic psychological needs. and relatedness (Vallerand & Verner- Filion, 2013) Autonomy refers to the individual's need to know himself, the individual sees his actions as something that has a real and tangible effect, and that he is able to exercise his will with some control over what he does,

where he feels independent when he has freedom of choice, the opportunity to direct himself, and the ability to express His feelings and thus self-satisfaction. While efficiency refers to the individual's belief about his ability to perform a task, and thus his sense of autonomy, and the individual feels efficient through the successful trade that he passes through during the practice of activity and thus his feeling of satisfaction and positive feelings towards that trade, which develops his self-motivation in the future towards Similar activities. Finally, relatedness refers to the need to establish relationships with other people, where we need to feel that we are part of a group, interact with it in a positive way, it is important for the individual to feel loved and surrounded by the attention and care of others (Deci & Ryan, 2000) The Roland Viau model also explains passion by clarifying how students form the motivation to participate in academic activities. The students' motivation according to this model to participate in activities is affected by three factors; The first is related to their internal awareness of the value and importance of the activity in their lives, and the extent of the link between what they have learned and their future profession. As for the second factor: it relates to an internal feeling among students about their ability or inability to participate in the activity, the more the students have a strong internal feeling of their ability to achieve, they show more interest in the activity and continue in it for a longer time, and the last factor: refers to the students' ability to control stimuli that affect their performance while carrying out the activity, and facing any obstacles that hinder them, and can lead to a low level of performance (Moeller, 2013) It is clear from the above; If the students' attitudes are positive towards these three factors, this leads to their tendency to participate in the activity enthusiastically and thus is reflected in their level of perseverance,

and their exertion of more effort and time in achieving it, because they freely chose to do it, and on the contrary if the students' attitudes are negative towards These three factors lead to their avoiding the activity, which leads to their lower level of performance than the required level, and their inability to face the consequences and challenges they face while participating in the activity. With the passage of time and experience, students begin to give priority to the practice of some activities over others, especially those that are enjoyable, and allow them to meet the basic psychological needs mentioned above, and accordingly those activities become self-passionate activities that represent central features of their identity, for example, those who They have a passion for playing basketball, or playing guitar not only participate in these activities, but also see themselves as professional "basketball players" and "guitar players", which leads to a high level of passion towards these activities (Vallerand et., 2013)

Second, the tendency towards perfection perfectionism concept

Perfectionism is described as the individual's tendency to set very high performance standards for the personality (Forst & Marthen, 1990: 25), the fear of failure, lack of perfection and the inability to live up to the individual's own expectations of others, as it can cause overwhelming feelings that lead to procrastination as an avoidance tactic This allows them to avoid performing less than perfect (Peters, 2005, net) Perfectionists also fear that others will not approve of them, and they believe that if they allow others to see their flaws, they will not be accepted, and they usually believe that others achieve success with minimal effort or fatigue, while they feel that they have to work hard without obtaining success (Hall, 2005, net)

Viewpoints on perfectionism

Adler (1926-1927) pointed out the importance of perfectionism in his later works, and Adler (1956) suggested that the pursuit of perfection was an essential part of the human response to feelings of inferiority and inadequacy, while Freud (1929-1965) looks at perfectionism As a common symptom of neurosis, in particular mania, perfectionism is stated to be caused by the superego, which is ruthlessly demanding superior disposition and achievement in all areas of life. Freud also believed that perfectionism was an aspect of narcissism and thus, early writers viewed perfectionism as part of personality (Slade & Owens, 1998: 372) As for Horny (Hornay, 1939), she later reported that neurosis was the result of protective habits, and one of the main protective habits was perfectionism. Perfectionism has been described as "the tyranny of necessities" (Horney, 1950), and Horney notes that the individual attempts to choose the perfect image. A subjective idealism, which leads to low self-esteem, and perfectionism in its onset, was considered an alternative to obsessive-compulsive behavior (Slade & Owens, 1998: 373)

The Flett Model of Perfectionism (Feltt, et al. 2002)

In the present century, Fleet and others presented perfectionism (Feltt, et al. 2002) as consisting of three areas:

- Intrinsic perfectionism: those related to the individual's mood, sensitivity, and attachment patterns, and that perfectionism is represented by his temperament and has high levels of emotion and perseverance.
- Other-oriented perfectionism: An individual is influenced by peers, teachers, and the culture of others, and individuals who are more likely to socialize and be influenced by others are more likely to be affected by their perfectionism.

- Parental social perfectionism: which relates to parents in terms of their goals, practices, parenting style, and personalities, and indicates that perfectionism will develop when a child experiences autocratic parents, who demand high performance in achievement, and who originally, i.e. parents, have their own perfection goals and standards. their highness (Feltt & Hewitt 2002: 40)

Second: previous studies

First: Previous studies related to academic passion

Study (Al-Jarrah, Spring, 2020): “Academic passion and its relationship to academic burnout among Yarmouk University students” The current study aimed to reveal the relationship between academic passion and academic burnout, in the light of the variables: gender, profession, academic program, and income level, among a sample of (230) male and female students (48 males and 182 females), who were chosen by the available method. In order to achieve the objectives of the study, the Valerand et al., 2003 scale of academic passion and the Rice et al., 2015 scale of academic burnout were used. : The level of harmonious passion among the sample members was high: while the level of obsessive passion was medium. It was also found that the level of academic burnout, whether at the level of the overall scale or at the level of dimensions, was medium. The results also indicated that there were statistically significant differences in the level of passion. The obsessiveness is due to the study program variable in favor of the doctoral program students, and there are differences due to the income level variable in favor of high-income students, and between middle-income and low-income people in favor of middle-income people. S is statistically significant in the level of harmonious passion attributed to the

variable of sex or the variable of profession. As for obsessive passion, the results indicated that there were statistically significant differences attributed to the income level variable between those with high incomes and both middle and low incomes in favor of those with high incomes. The results also showed a negative relationship between the dimensions of academic passion and academic burnout.

Study (Taha, 2020): Academic Integration and its Relationship to Academic Passion, Optimism and Hope among University Students: A Study in Relationship Modeling

The current study aimed to examine the causal relationships between optimism, hope, academic passion, and academic integration in a sample of (212) third year students enrolled in the academic year (2018-2019) at the Faculty of Education, Ain Shams University, and the study tools were applied to them, namely: the integration scale, Academic passion, academic passion scale, optimism scale, and hope scale. The results of the study concluded that there is a matching of the proposed path analysis model with the data of the study sample for the relationship between optimism, hope (achieving desired goals, goal specifications), as independent variables, and academic passion (harmonious passion, passion compulsive) as intermediate variables, and academic integration (academic vitality, academic dedication, academic engagement) as dependent variables. Statistically significant for the goal specification dimension on harmonious passion, as well as the direct and statistically significant effects of the compulsive passion dimension on the three dimensions of academic integration (Academic vitality, academic dedication, and academic engagement), in addition to that, there are indirect effects that are statistically significant for optimism on the three dimensions of academic engagement (academic vitality, academic dedication, and academic

engagement) through the mediating variable academic passion with its two dimensions (harmonious passion, compulsive passion)

Second: Studies related to the tendency towards perfection

A study (Mahdi, Al-Azzawi, 2017): Self-affirmation and its relationship to the tendency towards perfection and awareness of creativity among students of fine arts institutes

This research aims to identify: The degree of self-affirmation among students of fine arts institutes according to the sample. The degree of tendency towards perfection among students of fine arts institutes according to the sample. The degree of awareness of creativity among students of fine arts institutes according to the sample. The significance of the relationship between self-affirmation and the tendency towards Perfection and awareness of creativity among students of institutes of fine arts. To achieve the objectives of the research, a self-assertion scale was built based on the theory of "Lang & Jakobowski, 1973), consisting of (54) items distributed over two main dimensions: qualitative and situational. Towards perfection based on Hewitt & Flett's theory (Hewitt & Flett, 1991), which consists of (46) items, divided into two domains, namely, self-criteria and society criteria, and adopting the creativity awareness scale (Al-Mahdawi, 2010), which consists of (34) items. The verification of the standard characteristics of the three standards was applied to the research sample (400) students from the Institutes of Fine Arts in Baghdad, Mosul and Basra. A night of self-assertion to a moderate degree. Students at institutes of fine arts have a tendency toward perfectionism to a lower degree than the average. There is a statistically significant relationship between self-affirmation and both the tendency towards perfection and awareness of creativity.

The research came out with a set of recommendations and suggestions.

Study (Mustafa, 2019): “Perfectionism and its relationship to chronic fatigue syndrome among a sample of students: a clinical psychometric study, Psychological Counseling Journal”.

The current study aims to find out the relationship between perfectionism (whether neurotic or normal) and chronic fatigue syndrome among a sample of students. As for the study sample, it consisted of (300) male and female university students from different scientific and literary disciplines, while the clinical study sample was for one case only whose scores increased on both the neurotic perfectionism scale and chronic fatigue syndrome as well, and their scores on the perfectionism scale decreased. The data were collected in the psychometric study using the measures of neurotic perfectionism, normal perfectionism, and chronic fatigue syndrome and all of them (prepared by the researcher), while the data of the clinical study were collected using the clinical case study form (prepared by the researcher), the projective tat test, and the Sachs test, and it showed The results of the study validate the hypotheses of the current study, as there is a positive correlation between neurotic perfectionism and mental fatigue syndrome among students, while there is a positive correlation between neurotic perfectionism and mental fatigue syndrome among students. An inverse correlation between normal perfectionism and mental fatigue syndrome among students. The results of the study were discussed in light of the study's hypotheses, theoretical framework and previous studies. The study presented its recommendations for some subsequent studies in light of the requirements raised by the result of the current study.

Commenting on previous studies

The researcher used previous studies in the following aspects:

1. Defining the research problem and its importance
2. Define search terms
3. Determining some theoretical frameworks related to research variables
4. Determine the appropriate statistical means
5. Comparing the results of the current study with previous studies

Chapter Three: Research Procedures

In this chapter, we will address the method used in the current study, the population and sample of the study, as well as the psychometric properties of the research tools of validity and reliability, as well as the statistical methods used:

Research Methodology

The researcher used the descriptive correlative method due to its compatibility with the current study procedures and the goals that we seek to reach, in addition to the fact that this method is one of the most famous and most important research methods in educational and psychological sciences.

Search procedures

Research community

The research community consists of students of the first four grades of students of the University of Baghdad for morning study, in the scientific and humanitarian disciplines, for both sexes, for the academic year 2021-2022 The total research community totaled (45794), distributed by gender to (17751) males (39%), (28043) females (61%), and distributed by specialization to (25,190) scientific and (55%) , (20604) human beings and make up a percentage (45%), distributed according to grade to (15553) first (34%), (9382) second (20%), (9438) third

(21%), (11421) fourth at a rate of (25%), and table (2) explains more:

Table (1) The research community distributed by specialization, grade, gender

Mg	school the classes								Specializa on
	the fourth		Third		Second		the first		
Mg	a	y	a	y	a	y	a	y	
٢٥١٩٠	٣٣١٦	٢٣٦٤	٣٥٠٥	٢٢٧٣	٣٣٦٧	٢٢١٥	٤٦٩٢	٣٤٥٨	scientific
٢٠٦٠٤	٣٦٣٨	٢١٠٣	٢٣٩٤	١٢٦٦	٢٥٨٨	١٢١٢	٤٥٤٣	٢٨٦٠	Humanitar n
٤٥٧٩٤	٦٩٥٤	٤٤٦٧	٥٨٩٩	٣٥٣٩	٥٩٥٥	٣٤٢٧	٩٢٣٥	٦٣١٨	Mg

The research sample

A random sample of (150) University of Baghdad students was selected from the strata of society, distributed by gender and grade, as shown in the following table:

1-Demographic variables by sex

Table (2) Demographic variables by sex

%	N	Variable s
		sex Type
%٥٧	٨٥	Mention
%٤٣	٦٥	feminine
١٠٠ %	١٥	the total

Distribution of the sample according to gender

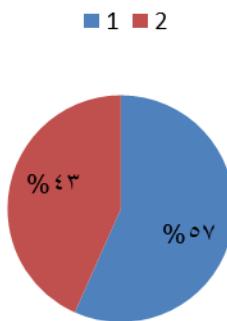


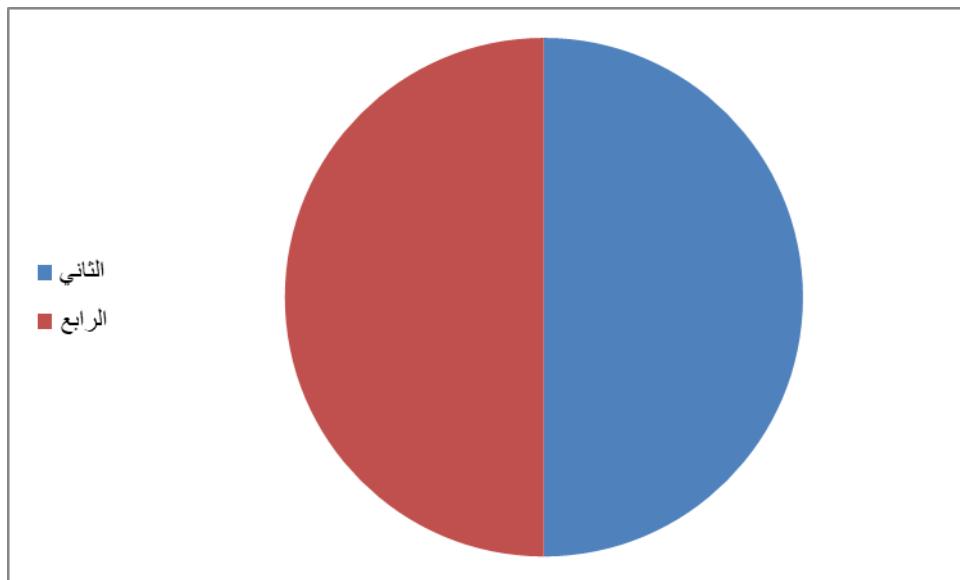
Figure (1) Distribution of the sample by sex

2-Demographic variables for the sample by grade

Table (3) Demographic variables by grade

%	N	Variable S
		Class
٥٠	٧٥	Second
٥٠	٧٥	the fourth
١٠٠	١٥٠	total the

Figure (2) Demographic variables by grade



Search tools

First: the measure of academic passion

The researcher adopted the Academic Passion Scale (Vallerand et al., 2003). The researcher verified the validity of the translation by presenting the original scale to specialists in English and Arabic, and the scale consisted of two areas: The first field: Harmonious or harmonious passion: It included (7) items, And the second component: compulsive or obsessive passion and it included (7) items, and the scale's items amounted to (14) items divided equally on its two dimensions, and the alternatives to the scale were (strongly agree, agree, don't know, disagree, strongly disagree)

Psychometric properties of the scale

First: honesty

1-Virtual honesty

In order to verify the validity of the academic passion scale in its initial form, the scale was presented with the theoretical definition, the adopted theory and the scopes of the scale to a sample of experts and specialists in order to express an opinion on

the validity of the paragraphs in measuring what was set for it in a logical form, and the researcher relied on the criterion of agreement ratio (86%) as a minimum to accept the paragraph, and accordingly, no paragraph of the paragraphs was omitted.

2- discriminatory power

The researcher took two samples (27%) out of 400, and the t-test was applied to two independent samples to verify the ability of the paragraph to differentiate between two different levels of answers. A high and low sample was withdrawn from the statistical analysis sample amounting to (150) at a rate of (27%), then the researcher used the t-test for two independent samples in order to extract the discriminatory power of the paragraph.

3- Correlation of a paragraph with the total score

The researcher relied on the Pearson correlation coefficient to calculate the relationship between the paragraph's degree and the total degree in order to verify the sincerity of the internal consistency of the paragraph. The following table shows that:

Table(4)The Discriminatory Power Of The Scale Items And Their Validity Coefficients

Truth	Discrimination	number Paragraph	Truth	Discrimination	number Paragraph
.٤٣٥	٤.٣٤٥	٨	.٣٤٣	٦.٤٣٥	١
.٣٢٦	٥.٣٤٥	٩	.٤٣٦	٧.٣٤٥	٢
.٢٣٧	٦.٣٤٥	١٠	.٤٥٧	٦.٢٣٦	٣
.٣٤٦	٨.٣٤٦	١١	.٤٥٧	٨.٦٤٣	٤
.٤٥٨	٣.٤٤٧	١٢	.٤٥٧	٥.٢٣٤	٥
.٥٢١	٤.٣٢٩	١٣	.٣٤٧	٤.١٢٨	٦
.٣٤٦	٩.٣١١	١٤	.٣٢٥	١١.٢٣٧	٧

Second: stability

The researcher verified the stability of the scale in two ways

- 1. Method of application and re-application:** The academic passion scale was applied to the stability sample of (40) male and female students, and after more than two weeks of the first application, the application was repeated on the same sample and under the same conditions. The researcher used the Pearson correlation coefficient between the two times of application. It was found that the stability value is (0.85)
- 2. Alpha Cronbach's method:** The Alpha Cronbach equation was applied to all paragraphs of the scale and for all members of the stability sample of (40) male and female students. The researcher reached a stability value of (0.84)

Second: The measure of tendency towards perfection

In order to achieve the objectives of the current research, the researcher has adopted a scale of tendency towards perfection among university students prepared (Mahdi, Al-Azzawi, 2015), and the scale consists of (46) items with five alternatives (always, often, sometimes, rarely, never)

Psychometric properties of the scale

First: honesty

- 1. Virtual honesty** In order to verify the validity of the measure of tendency towards perfection in its initial form, the scale with the theoretical definition, the adopted theory and the scopes of the scale were presented to a sample of experts and specialists in order to express an opinion on the validity of the paragraphs in measuring what was developed for it in a logical form, and the researcher relied on the ratio criterion An agreement (86%) as a minimum to accept the paragraph, and accordingly, no paragraph of the paragraphs was omitted.

2. discriminatory power A high and low sample was withdrawn from the statistical analysis sample amounting to (150) at a rate of (27%), then the researcher used the t-test for two independent samples in order to extract the discriminatory power of the paragraph.
3. Correlation of a paragraph with the total score The researcher relied on the Pearson correlation coefficient to calculate the relationship between the paragraph's degree and the total degree in order to verify the sincerity of the internal consistency of the paragraph. The following table shows that:

Table(5)The Discriminatory Power Of The Scale Items And Their Validity Coefficients

Truth	Discrimination	number Paragraph	Truth	Discrimination	number Paragraph
.٤٥٦	.٦٤٣٥	٢٤	.٤٥٣	.٥٤٣٥	١
.٣٢٥	.٨٤٥٧	٢٥	.٣٤٦	.٤٤٣٤	٢
.٣٣٤	.٩٤٥٦	٢٦	.٤٥٧	.٧٣٢١	٣
.٣٤٥	.٥٥٤٧	٢٧	.٣٤٧	.٦٣٤٦	٤
.٣٤٧	.٧٣٤٥	٢٨	.٣٤٧	.٧٣٤٥	٥
.٣٤٦	.٧٣٤٦	٢٩	.٤٥٧	.٥٣٢٤	٦
.٥٦٨	.٨٣٤٦	٣٠	.٤٥٣	.٥٤٣٦	٧
.٤٥٨	.٧٥٤٦	٣١	.٤٣٢	.٤٣٤٥	٨
.٥٦٨	.٧١١١	٣٢	.٣٢٧	.٤٣٤٧	٩
.٣٢٧	.٥٢٣٧	٣٣	.٣٤٨	.٤٥٣٢	١٠
.٤٥١	.٦٤٥٤	٣٤	.٣٤٧	.٤٢٣١	١١
.٣٤٧	.٥٤٣٥	٣٥	.٣٤٧	.٤٣٤٥	١٢
.٧٢٣	.٨٤٥٦	٣٦	.٢٣٧	.٥٤٣٣	١٣
.٤٣٨	.٧٥٤٦	٣٧	.٤٥٧	.٤٢٣٤	١٤

th	٢٣٧	٤٥٣٤	٣٨	٤٥٧	٣٢٣٦
١٦	٣٤٣	٥٣٤٥	٣٩	٦٥٣	٦٤٥٦
١٧	٤٣٥	٤٢٣٤	٤٠	٣٠٩	٦٤٣٠
١٨	٢٣٤	٤٣٤٥	٤١	٣٤٦	٥٥٤٠
١٩	٣٤٦	٦٥٤٥	٤٢	٤٥٨	٦٤٣١
٢٠	٤٣٥	٥٤٦٨	٤٣	٤٣٦	٤٣٢٣
٢١	٣٤٨	٧٤٥٧	٤٤	٥٤٦	٨٦٥٤
٢٢	٣٤٧	٨٥٤٦	٤٥	٤٥٧	٦٥٤٥
٢٣	٤٥٧	٥٤٣٦	٤٦	٤٢٧	٥٤٣٤

Second: stability

The researcher verified the stability of the scale in two ways

- Method of application and re-application: The measure of tendency towards perfection was applied to the stability sample of (40) male and female students, and after more than two weeks of the first application, the application was repeated on the same sample and under the same conditions. The researcher used the Pearson correlation coefficient between the two times of application. It was found that the stability value (0.88)
- Alpha Cronbach's method: The Alpha Cronbach equation was applied to all paragraphs of the scale and for all members of the stability sample of (40) male and female students. The researcher reached a stability value of (0.86)

Statistical means

The researcher used the statistical package for social sciences (SPSS). The researcher used the following statistical methods:

- Single sample T test
- T-test of two independent samples
- Pearson correlation coefficient

Chapter Four: Presenting the results, conclusions, recommendations and suggestions

In this chapter, we will discuss the results of the research according to the objectives that were included in the first chapter of this research, as well as explaining them according to the adopted theory and previous studies, and finally coming up with a set of conclusions, recommendations and suggestions.

First: search results

1-Identifying the level of academic passion among university students.

The results showed that the arithmetic mean is (35.74) for the research sample and the standard deviation is (2.648) and by using the t-test for one sample. (1.96) at a level of significance of (0.05) and a degree of freedom (149), and since the arithmetic mean is smaller than the hypothetical mean, this means that university students do not have a sufficient degree of academic passion as shown in Table (6)

Table (6) To measure the level of academic passion

judgment	level indication	the value tabular	the value T	Degree Freedom	average hypothetical	deviation normative	average Arithmetic	Number Individuals the sample
not function	٠.٠٥	١.٩٦	٩.٤٣٣	١٤٩	٤٢	٢.٦٤٨	٣٥.٧٤	١٥٠

Through the previous table, it is clear to us that university students do not have a level of academic passion due to the fact that the arithmetic average is smaller than the hypothetical average, and it must be noted that academic passion is affected by a set of factors and environmental and contextual conditions that raise or lower this behavior among university students, so we find it low. Among the students of the University of Baghdad, given the circumstances the country is going through at the present time.

The second objective: to identify the statistically significant differences in academic passion according to the gender variable (male-female)

The arithmetic mean of the (85) students on the academic passion scale was (35.68) with a standard deviation of (2.212), while the average of the (65) female students on the academic passion scale was (35.80) with a standard deviation of (3.069), using the T-test. For two independent samples, it was found that the calculated T-value amounted to (0.159), which is not statistically significant at the significance level (0.05), which means that there are no statistically significant differences between males and females in academic passion, as shown in the following table:

Table (7) Differences between male and female students in academic passion

level Significance (٠..٥)	the value tabular	the value T calculated	deviation normative	average Arithmetic	Number Individuals the sample	sex
function not	١,٩٦	٠,١٥٩	٢,٢١٢	٣٥,٦٨	٨٥	Ment ion
			٣,٠٦٩	٣٥,٨٠	٦٥	femi nine

The results of the previous table are consistent with the lived reality. Both sexes live in the same conditions and under the same pressures. It is natural that their academic behavior is one and undifferentiated.

The third objective: to identify the level of tendency towards perfection among university students.

The results showed that the arithmetic mean of the research sample is (133.48) with a standard deviation of (2.252) and when comparing this mean with the hypothetical mean of the research (138) and using the t-test for one sample, it was found that the

calculated t-value amounted to (41.135), which is greater than the tabular t-value The amount of (1.96) is at the significance level (0.05) and the degree of freedom (149), which indicates that university students do not tend to have a tendency towards perfection, and the table (8) illustrates this

Table (8)One-sample t-test to identify the difference between the sample mean and the population for the measure of perfectionism

level Connotation (.,..)	the value tabular	T the value calculated	average hypothetical	deviation normative	average Arithmetic	Number Individuals the sample
function not	١.٩٦	٤١.١٣٥	١٣٨	٢.٢ ٥٢	١٣٣. ٤٨	١٥٠

The previous result was consistent with the actual reality of university students, as this category does not have any medium or large tendency towards reaching perfection, and all they want to reach is to achieve short or medium-term goals.Fourth goal: statistically significant differences in the tendency towards perfection according to the gender variable (male-female) The arithmetic mean of the (85) males on the propensity toward perfection scale was (133.28) with a standard deviation of (2.622), while the average of the females (65) on the perfectionism scale was (133.68) with the standard deviation of (1.842), and using the test The t-value for two independent samples, it was found that the calculated t-value amounted to (0.624), which is statistically significant at the level of significance (0.05) and this means that there are no statistically significant differences between males and females in the tendency towards perfection and the table (9) shows that

Table (9) The differences between male and female students in the tendency towards perfection

level Significance (٠.٠٥)	the value tabular	T the value calculated	deviation normative	average Arithmetic	Number Individuals the sample	sex
function not	١,٩٦	٠.٦٢٤	٢,٦٢٢	١٣٣.٢٨	٨٥	Mention
			١,٨٤٢	١٣٣.٦٨	٦٥	feminine

The researcher believes that the results of the previous table are consistent with the lived reality, as both sexes are going through the same circumstances and therefore it is natural that their behaviors and actions are similar.

Fifth Objective: The nature of the statistically significant relationship between academic passion and the tendency towards perfection among university students.

In order to verify the goal of the current research, the researcher used the (Pearson) correlation coefficient between the answers of the research sample on the two research scales, and it was found that the value of the correlation coefficient is (0.75)

Conclusions

1. There is a low level of academic passion among university students
2. There are no statistically significant differences between males and females in the academic passion of university students
3. There is a low level of perfectionism among university students
4. There are no statistically significant differences between males and females in the tendency towards perfection among university students

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5. There is a statistically significant relationship between the low level of academic passion and the low level of perfectionism.

Recommendations

Based on the previous results, the following recommendations can be made:

1. The necessity of shedding light on the positive concepts and variables and their impact on the learner's personality
2. The necessity of developing university curricula in line with the modern era
3. Holding scientific conferences that shed light on solving problems facing students at the university
4. Directing university leaders and officials to the necessity of communicating with students and understanding the nature of what they are going through.

Suggestions

1. Academic passion and its relationship to academic integration among graduate students
2. The tendency towards perfection and its relationship to creative thinking among university students.

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