Strive For Precision Among The Distinguished Students

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Abstract

The study aims to perceive the strive for precision according to its domains for distinguished students, and for the purposes of the study it had been necessary to suggest a measure for the concept of strive for precision in its five domains, as this scale had been subject to validity test, then it was applied on a sample of (500) male and female students of 250 males and 250 females.

   The results show that the distinguished students strive for precision beside (the Commitment, Review patterns, Repetition, Assessment of products and Consistency of results) at a higher level, as the assessment of results had the higher average, followed by the integrity of results and repetition commitment and review of the results in spite that all the means have an indicative higher than the theoretical mean, the examination of results show the highest means of 46.84 the review of patterns has the lowest means of (44.51), therefore the researcher can deduce that the mental mindset of strive for precision represents the cognitive capacities of the student which enable him to fulfill the educational tasks.

First Chapter: Definition about the Research Problem of the Research.

The achievement of higher educational levels in the society requires new capacities that satisfy the needs of the society and its ascending requirements, for the confrontation of future defies from scientific progress and knowledge in the age of flow of technology information, therefore the interest in cognitive level is in parallel with contemporary developments (Mansour 1988-368).

Within the congestion of information and multitude of its sources it had been mandatory to be interested in the outputs of educational corporations for the progress of nations to reach the quality of performance and as the students of preparatory stage are the qualified to complete the study that enable them to work in scientific administrative and technical fields for they are incumbent with the progress of the nation therefore we should not deal with them ordinarily as this will not enable them to perceive the situations or the imprecise view of reality, for that they should be trained and educated about the method of research, precision in decision making to produce remarkable knowledge (Kotamy and Amr 2005, 23).

   Marzano 2000 considers that the weak mental capacities leads to weak education with no regard to the level of skill while costa 2001 considers that the neglect to use the mind cause a shortage in the outputs of educational processes as mind capacities are not about the magnitude of information but on how to benefit from them in non-conventional ways (El Harsy 2002, 16).

   According to the classification of Costa and Kalick, the strive for precision is among the mindset, for the individual who takes enough time to examine the situation and review the rules and patterns to ensure

the final results to reach the perfection (Costa and Kalick 2000-56).

Costa and Kalick 2002 had proven that the individual in his maturity will acquire the necessary mindset (of strive for precision) as he will be more careful in work, and will be deny any lack and he will seek opportunities to reach perfection as the strive for precision represents quality which is the perfection of work (Costa and Kalick 2002, 5).

To reach quality, the modern scientific trends seek to introduce mind capacities in the educational system, as it is an important variable of academic performance of learners in different stages (Kotamy 2007-98).

There are many causes for the acquisition of this mindset and thinking strategies before the student takes action, particularly the distinguished student who should be precise in comprehension however the prevalent problem is that they act before thinking and more often they resort to wrong thinking (Hussein 2015-4).

As the distinguished student is an individual should take long time in thinking, then the situation becomes a stress and he will not be at ease if he does not come to solution (Abou Ghali 2010-21).

The problem of the research is in the attempt to make scientific serious study of strive for precision.

The Importance of the Research

Costa and Kalick (2003- Part 3) had shown that the student who have this mindset are more attentive to their work, and they request from others the feedback, as they lay for themselves the criteria of Excel as they try to break the record and are not satisfied with imperfect work and request opportunity to reach refection (Costa and Kalick 2003- part 3-5).

In order to prepare a generation aple to face the existent defies we have to forsake traditional system that focus on limited output and to aim the education based on the mindset which is flexible in the search for answer (Ketamy and Amr 2005-746). Costa and Kalick had proven that mental customs are unaware behavior through repetition that is established in the mind to be a productive habit (2008-1) Costa and Kalick).

Mind habits are like the habits of sleep, motion and eat, as the human being is accustomed to sleep and eat he is used to employ mental strategies to resolve the problems (Nofal 2010-65). The educational traditional systems focus on limited results of fixed answers while the habits of mind enables flexibility of search therefore there is an interest to search new strategies that encourage thinking skills that become mind habits used by the learner in all academic and scientific fields (Nofal and Soayfan 2011-297).

The modern trends seek to introduce mental habits in syllabus which is the responsibility of teachers who should educate the students how to exploit this habit spontaneously (shawahin 2014- 61-68).

The Importance of the Research is in:

1- Theoretical Importance
A- The Study of Strive for Precision has Effective Impact on the Student as it is A Main Goal of Education.
B- Awareness of student about the importance of this habit which allows the flexibility of research.
C- A scientific addition to psychological heritage in libraries that benefit students of higher studies.

2- The Practical Importance
This importance is evident from:
A- Possibility to use the scale of strives in some psychological and pedagogical studies which is a subject of study.
B- The results of this research contribute in other field studies on other samples in Iraqi

society in the field of pedagogical psychology the goals of the research.

First Goal: To know about the strive for precision of distinguished students.

Second Goal: To know about the strive for precision in different fields of study.

Limits of Study

This Study is Limited to

1- The distinguished students in Bagdad in educational directorates in El Karkh and El Rasafa.
2- Biology in fifth grade.
3- Scholar year (2021-2022).

Definition of terms

The following Definitions of Terms in this Research

-Striving for accuracy.
-Costa and Kalick 2000.
-People who seek precision take enough time to ensure that their deeds are accurate with no error therefore they are proud by their achievements of perfection (Costa and Kalick 2000-16).
-Abdelhaq and Abou Riach (2007)
-People who appreciate accuracy take enough time to examine their outputs as they abide to the rules and crit

eria to ensure that their final products do not deviate from the rules (Abdelhaq and Abou Riach 2007- 292).
-El Malakawy (2007).
Behavioral patterns that enable the learner to assume responsibility though the choice of healthy options and acquisition of a mindset able to resist negative pressures (El Malakawy 2007,23).
Theoretical definition: The researcher had taken costa theory for the mind habits in the concept of strive of accuracy the procedural definition : it is the full mark of the respondent upon his reply on scale of strive for accuracy in this research.

The Distinguished Students:
They are the students in distinguished schools who had been accepted for their higher marks in primary stage beside the success in two tests the first is the scale of scholar assimilation in six primary grade in Arabic English mathematics social subjects and sciences while the second measures the mental capacity through intelligence and that among the conditions of acceptation, the student should No. of fail in his previous years of study.

Chapter Two
Theoretical frame

Striving for accuracy
The concept of mind habit is among the modern concepts in psychology and education as opinions vary about this concept through the focus on creative thinking, resolution of problems a new trend had appeared in America emphasize on scientific outputs though the development of many strategies of thinking known as the habits of mind (El Marthy 2002-16).

It is about the complex organized thinking upon the strategies for a well-planned goal, as this habit orients intelligence toward a definite direction and through the exploitation of capacities (Ketamy and Amr 2002-16). Costa and Kalick 2005 show the characteristics of distinguished students who possess the habits of mind that enable them to be intellectual and competent and among them.

- Value: it is the choice of the student for smart behavior pattern which is more productive.
- Inclination: it means the students who desire to use convenient intellectual pattern for the resolution of problems however they may risk decisions sometimes but they use

available resources to apply new thinking strategies (Sha wahin 2014-14).

- Commitment: it is the persistent attempt to ameliorate performance continuously which is more than mere desire of study to learn pout it is exceded in the commitment to profound thinking and perseverance in acquiring of new knowledge and skills.
- Sensitivity: it the perception of convenient oppurt unities to use better behavioral patterns however this is not about the possession of thinking skills but it is the right choice of strategy to the task as the choice of correct mind tool is more important than the tool itself .
- Capability: it is the acquisition of main capacities and skills to follow smart behavioral skills in specific situations.
- Policy: it is the merge of mental patterns in all the decisions and practices which should be a general policy in educational organizations (Noufal 2010-84).

These characteristics work together as the inclination of the studies toward accurate thinking for the resolution of problems inside the educational environment, as the student will be aware that it is the suitable time to use particular mental habit, therefore the student will possess the ability to use smart behaviors with a high level of skills in order to progress to futuristic applications (Kazem and El Terehy 2013-16).

Strive for accuracy is among the important mental habits relevant to academic performance in different academic stages (Kotamy 20017-16).

The reach of precision is among the strategies of critical thinking therefore the educational corporation is responsible to acquire the student this habit to reach wisdom away from impulsion as precision is a main condition to build in critical spirit for the production of high quality knowledge (Kallick and costa 2003-25).

The acquisition of this habit is to know the possession of this habit for they should

be inclined to possess it (Kotamy and Amour 2005-32).

Kofi 2009 had mentioned the point of intersection between knowledge desire and skill is the center for the formation of this habit (Kofi 2009-59).

Costa and Kalick (2003) had shown that this idea appeared on 1932 when some researchers in America attempted to name smart behaviors through daily works and agreed that it is the habit of mind for spontaneous deeds upon attention and intelligence and they had shown that the purpose of acquisition is to assist the learners to use in challenges (Hussein 2012-15-16).

Arthur costa is the first who had dealt with the concept of strive, beside kellick who had shown that the reach of accuracy is one of strategies of critical thinking, therefore the educational organizations should enable the students to acquire the habit to reach high level of knowledge distinguished by accuracy commitment away from impulsion, as accuracy is one condition of distinguished work (Costa and Kellick 2003-25).

The attributes of the individual who owns this habit.

1- Work in a professional way.
2- Don't account the effort and time for the level he seek.
3- He is keen for accuracy and devotion to reach the best performance and accomplish the mission successfully.
4- Seek of perfection is always concern for the learner (Kotami and Amour 2005-242).
5- Work is important than social occasions and leisure as work is his fun (Shawahin 2014-28).

Main conditions for the acquisition of habit:

1- They are cognitive systems that require intellectual process as the smart student believes in his capacities provided he has the necessary capacities to acquire

this new habit, as Debono 2010 who managed to acquire this mentality that is other precious members (Denono for the learning of thinking 2010-7).

2- Interest attention and will:
The more the student is interested the more it will be easy to learn as this interest is due to continuous strive to accuracy while the will is the tool for resistance against difficulties.

3- The Motive: There is an inner and outer motive as the inner motive is the desire or inclination to do a work while the external motive it is about the external environment.

4- The repetition: Aristotle had shown that habit comes from repetition which is the insistence and per severance through practice (Hady 2019-20).

The Theory of Strive for Accuracy:

Theory of Costa and Kallick 2008

This is the main theory that explain the habits of mind, as both had depended on results of studies from Feuerstein 1981 Sternberg 1984 Perkins 1991 Ennis 1991 Baron 1992 Golman 1995 who studied the attributes of intellectuals like engineers , teachers and artists in order to answer the questions .

- What is the goal of the individual from smart behavior?
- What are the real smart behaviors?

Therefore the term of intelligent behavior that lead to productive (Hussein 2015-10). This theory is derived from other theories like that of the structural patterns, theory of intelligence, theory of the information process and theory of social learning (Abou Seif 2014-56).

Costa and Kelick had shown that (1998) min habits are based upon a group of assumptions for the training of mind that makes the mind efficient to the maximum extent in order to prepare cooperative learners, upon the following assumptions.

1- Mind if thinking machine that can work efficiently.

2- The capacity of the individual to self-orientation and upon the proper management.

3- The individual should specify the mental habits precisely to reach highest level of skills.

4- The individual can learn from this habit of strive for accuracy.

5- The individual can add any new mental habit in the aim to possess the skill of mind management.

6- The strive for accuracy enables the individual to advance the mental processes from simple to complicated operations (Kotamy and Amour 2005-145).

Costa and Kellick (2003- part1) had shown that it is necessary to learn mind habit in order to identify the number of answers known to the students, as we should note how the student can produce knowledge as the smart learners have more than the acquisition of information beside the other knowledge (Hussein 2012-32). Both costa and Kallick had shown the sixteen habits of mind, however there are other habits such as :

1- Perseverance .
2- Control of impulsion.
3- Listen with compassion and passion.
4- Flexible thinking.
5- Thinking about thinking.
6- Strive for accuracy.
7- Question and lay of problems.
8- The mutative thinking.
9- Response in astonish.
10- Sense of humour.
11- The creativity and renovation.
12- Thinking and perseverance
13- Collection of data by senses.
14- Use of prior information in new situations.
15- Deal with calculated risks.
16- Permanent readiness to continuous learning.

Costa and Kellick 2008 aimed from the sixteen habits to enable the students the maximum exploitation of the mind to be of free minded and for the rejection of traditional ways which constraint thinking however his level of development as they both assume that the experience of the learner may shake his intellectual stability and his strive toward balance of knowledge (Kotamy and Amour 2005-155).

Costa and Kallick had shown that there are varied daily problems, and there no one habit for all problems, as the learner should pick the necessary habit but few students can exploit these habits therefore the goal of education is the development of these skills toward concordant moral conduct (Shorahin 2014-51).

Kallick and Costa had proved that the possession of these habits develop intellectual awareness to deal in positive way to contradiction as the student will be able to mix the capacities of creative and critical thinking hwoever the smart habits are not the monopoly of scientists physicians or students (Fathallah 2009-101).

The researcher confirms that only Costa and Kallick had dealt with this concept, about high accuracy from some practicing like doctors who should be accurate in diagnosis and cure, as also the lawyer, the engineer and the accountant (Noufal 2010-249).

The acquisition of this habit requires not only the possession of these skills for the learner should have the desire and inclination in different times (Kotamy and Amour 2005 -32).

Chapter Three

The Method and Procedures Of The Study

First: the method of research:
The two researchers had adopted the descriptive method that it the induction in psychological and educational phenomena for its diagnosis, the relation between its elements, however reach beneficial results (El Zawbary 1981-53).

The descriptive method is suitable to the goals of research (Noufal and Abou Awad 2009-279) through qualitative definition of the phenomena and its aspects while quantitative definition is about the magnitude of phenomena (Malham 2002-369).

Second: The Community of the Research:
It is a scientific term about the elements of phenomena (Dawoud and Abdelrahaman 1990-66). As the society of this research are distinguished secondary students in el Karkh El Rasafa schools of both gender for the year 2021 and 2022 of 2819 students - 1423 male and 1369 females on four directorates, the first Karkh include 641 student, the second directorate 453 students while the first Rasafa directorate includes 1256 students and second Rasafa directorate includes 469 student as in first table:

Baghdad directorate	Number of distinguished schools	Gender		Total
		Male	Female	
First Karkh directorate	5 schools	307	334	641
Second Karkh directorate	5 schools	241	212	453
First Rasafa directorate	8 schools	614	208	469
Second Rasafa directorate	5 schools	261	208	469
Total		**1423**	**1396**	**2819**

Third: the main sample of research :

The two researchers had chosen the sample by random method as samples chosen b this method is the ideal as it collects the sample that represents the society (El Gadry 2007-31) according to the following steps:

1- The selection of four random schools from reach directorate in El Karkh and El Rasafa, two for boys and two for girs.

2- The random selection from each fifth primary stage as the sample

consists of 500 students of 72% of total student in first El Karkh are 128 of 61 males and 67 females while the second el Karkh include 127 student that are 63 males and 64 females and in first Rasafa directorate 132 students – 68 males and 64 female at the percentage of 10% while in second Rasafa 113 students – 55 males and 58 females as in second table.

Table (2) Final Sample

Directorate	School name	Gender	Number
First El Karkh	El Khadra Secondary	Male	31
Second El Karkh	El Harisia Secondary	Male	30
	Elmansour Secondary	Female	32
	Elkhadra Secondary	Female	35
	Elsalam Secondary	Male	30
	Elmostafa Secondary	Male	33
	Elmostafa Secondary	Female	34
	Elsalam for girls	Female	30
	Secondary Palestine street	Male	30
	Bagdad Secondary	male	38
	Elamal Secondary	Female	33
	El Forat Secondary	Female	31
	Secondary boys	Male	25
	Elkhadra Secondary	Male	30
	Secondary Bagdad	Female	33
	Secondary for girls	Female	25
Total			500

Fourth: the tool of research:

For the researcher to achieve the study goal , he has to specify the suitable tools and means (Malham 2010-288).

The scales are the tools for collection of data necessary to measure the variables for the diagnosis of psychological social and pedagogical problems (Abou Alam 2011-384) and to achieve this goal he has to include the scale of strive for accuracy.

 A- Identification of striving for accuracy:

For the scale to be accurate he has to determine the measureable behavior

therefore the two researchers had depended on costa and Kellick (2000) about the mind habits as the people who have appreciate perfection precision and take enough time to ensure Mo. Flaw in their products (Costa and Kallick 2000-16).

B-   Specify the fields of measure:

The two researchers had specified the scale of strive upon the theoretical definition of mind habits in five elements commitment, review of patterns rules Repetition assessment and integration of results.

- The two researchers had made a questionnaire to a random sample of students from four schools, and who had replied that the strive of accuracy is the smart way of action in case of problems.

c- Elaboration of primal form of scale:

this preparation is an important step as the accuracy of the scale is dependent on its precision in representation of measured aspects (Abd Elrahman 1997-44).

The researchers had to depend on costa and Kellick about this concept and upon the results of the poll in seventy paragraph distributed on five fields, in fourteen for each field and in order to reach the right syntax the researchers had to respect the following conditions.

1-   The paragraphs should express a sole idea.

2-   The expression of paragraphs should be easy for sample to erase concise (Habib 1996-299).

d- validity of paragraphs:

Eble 1972 had shown that the best way to ensure this validity is to have experts in that and to ensure the validity of our concept the researchers had prepared a primal syntax from the experts in pedagogical and psychological fields and that after the examination of their opinions, there had some modification on some paragraphs upon CHI- square as the calculated value of all them is more than the scheduled value of (3.84) at the significance of (0.05).

c- The substitutes of the answer:

the scale included four substitutes or options which are always applicable, oftenly applicable, rarely applicable and never applicable and to calculate the total mark, the respondent should choose one option.

d- the elaboration of scale instructions:

these instructions of answer is the clue for the sample, therefore the two researchers had emphasized on that the paragraphs are clear (John and Albert 1982-234).

To   incite the sample to give correct answers,   the   two   researchers   had announced that this is for scientific purpose with no need to mention the name but they didn't announce the goal from the scale to avoid any bias in answers.

E- the poll

After the verification of validity the researchers had made a poll to ensure the comprehension of results based upon the scale on (30) students from fifth class from secondary stage, and it had been revealed that they are very clear as the atim of reply had been 15 to 20 minutes.

Item analysis:

This analysis aims to keep the new paragraphs and for the distinguishment between the individuals (Elimam and others 1990-106).

The scale was applied on the sample of 500 students as the relation of the item degree and total weight of the scale is a necessary procedure to keep the good paragraph.

The remarkable power of paragraphs :

It is the ability of item to discriminate between indivduals who had a higher mark than the others (Stang and Wrightsman 1982-51).

The preservation of paragraphs had depended on the following steps:

1- calculate the total mark of each form of a whole 500 forms.

2- Sequence of forms according to the degree from high to low as 27% of forms had the high degree and 27%. Had the low.

3- According to this ratio the number of forms of high marks is 135 and 50 for the forms of low degree while the total is 270 forms.

4- Application of T-test on two samples as all paragraphs had been distinguished compared to the value of 196 at the significance of 0.05 and freedom 268 degrees the inner consistency of paragraphs.

a- Relation of the degree of paragraph and total mark this means that the item measures the same concept and that is

according to El Zawbawy and others 1981-43, this validity is evident in the scale of strive for accuracy according to person coefficient to deduce the relation between the degree of each paragraph and total mark of 500 forms at the level of significance of 0.05 and the freedom of 498 as in third table:

Paragraph number	Correlation coefficient	Paragraph number	Correlation coefficient
1	0.33	36	0.41
2	0.43	37	0.43
3	0.23	38	0.34
4	0.38	39	0.35
5	0.35	40	0.47
6	0.52	41	0.55
7	0.56	42	0.50
8	0.33	43	0.49
9	0.30	44	0.44
10	0.49	45	0.39
11	0.52	46	0.23
12	0.38	47	0.51
13	0.49	48	0.46
14	0.53	49	0.48
15	0.35	50	0.36
16	0.52	51	0.38
17	0.44	52	0.48
18	0.36	53	0.56
19	0.5	54	0.29
20	0.4	55	0.36
21	0.5	56	0.35
22	0.55	57	0.58
23	0.41	58	0.52
24	0.46	59	0.35
25	0.48	60	0.45
26	0.49	61	0.53
27	0.47	62	0.56
28	0.58	63	0.54
29	0.35	64	0.33
30	0.45	65	0.52
31	0.44	66	0.29
32	0.41	67	0.50
33	0.43	68	0.44
34	0.48	69	0.50
35	0.50	70	0.54s

b-The relation between the item and the field to verify this relation, we have to adopt person correlation to deduce the correlation between the weight of item and total mark and that all correlation between the weight of item and total mark and that

all correlation have statistical indicative upon the comparison with the value of (0.88) at significance (0.05) and freedom 498 as in fourth table.

Table (4): correlation coefficient between the degree of each item with the correspondent field

Domain	Paragraphs	Correlation coefficient between each item and its domain	Significance
commitment	1	0.41	Sig
	2	0.53	Sig
	3	0.36	Sig
	4	0.48	Sig
	5	0.42	Sig
	6	0.58	Sig
	7	0.63	Sig
	8	0.41	Sig
	9	0.29	Sig
	10	0.51	Sig
	11	0.59	Sig
	12	0.48	Sig
	13	0.56	Sig
	14	0.42	Sig
Review of patterns	15	0.59	Sig
	16	0.53	Sig
	17	0.53	Sig
	18	0.50	Sig
	19	0.55	Sig
	20	0.49	Sig
	21	0.58	Sig
	22	0.61	Sig
	23	0.43	Sig
	24	0.45	Sig
	25	0.56	Sig
	26	0.56	Sig
	27	0.52	Sig
	28	0.64	Sig
Repetitions	29	0.45	Sig
	30	0.48	Sig
	31	0.52	Sig
	32	0.48	Sig
	33	0.49	Sig
	34	0.56	Sig
	35	0.55	Sig
	36	0.43	Sig
	37	0.53	Sig
	38	0.43	Sig

	39	0.47	Sig
	40	0.52	Sig
	41	0.59	Sig
	42	0.59	Sig
Assessment of result	43	0.51	Sig
	44	0.51	Sig
	45	0.41	Sig
	46	0.34	Sig
	47	0.56	Sig
	48	0.54	Sig
	49	0.54	Sig
	50	0.52	Sig
	51	0.44	Sig
	52	0.57	Sig
	53	0.59	Sig
	54	0.40	Sig
	55	0.49	Sig
	56	0.39	Sig
Integrity of results	57	0.60	Sig
	58	0.61	Sig
	59	0.53	Sig
	60	0.49	Sig
	61	0.61	Sig
	62	0.60	Sig
	63	0.66	Sig
	64	0.49	Sig
	65	0.65	Sig
	66	0.46	Sig
	67	0.58	Sig
	68	0.47	Sig
	69	0.57	Sig
	70	0.61	Sig

b-Relation of domain mark and other domains (intermediary relation) person coefficient is able to deduce the correlation between the degree of each domain and other domain and upon comparison of scheduled value 0.088 at significance 0.05 and freedom 498 all the coefficients of correlation have statistics significance as in table (5).

Table (5) Statistical analysis of items upon the relation of each domain and other domains.

Domain	Commitment	Review of patterns	Repetition	Assessment of results	Integrity of results	Strive for accuracy
	Correlation coefficient	Correlation	Correlation	Correlation coefficient	Correlation	Correlation

		coefficient	coefficient		coefficient	coefficient
Commitment	1	0.70	0.66	0.63	0.66	0.85
Review of patterns	-	1	0.73	0.65	0.66	0.87
Repetitions	-	-	1	0.68	0.59	0.86
Review of results	-	-	-	1	0	0.85
Integrity of results	-	-	-	-	1	0.83

Fourth : psychometric aspects of scale strive for accuracy

This concept is about the precise measure of variables however this precision depends upon the quality and validity of tools of measurement upon two concepts about the psychological and pedagogic tests and tools which are the concepts of validly and consistency (Alam 2006-130).

A- The validity :

1- The validity face
   The verification of this validity had been upon the opinions of experts in psychological and pedagogic sciences.
2- The construct validity:
   This validity is about the ability of the tool to measure and that would require cumulative information, based upon the psychological theory and the suggestion of assumptions (Anasthasy 1982-217).
   There are conjectural indices that verify this validity upon the following indicators.
   1- Power of discrimination
   2- Correlation of items to total mark of the scale.
   3- Correlation of items and fields.
   4- Sequence of inner correlation.

b- Reliability :

It is the inner consistency of results upon the repetition of same test on same sample and in same conditions (El Zawbay 1981-41).

Reliability is the objectivity which means that individual gets same degree even with another researcher (Abdelhafiz and Bahy 2000-278) and the two researchers had deduced this reliability by two ways.

1- The test and re-test:
   Ahmed (1981) had shown that Re-test leads to stability coefficient (Ahmed 1981-242) therefore the two researchers had adopted this method on 40 students.
2- Alpha Cronbach formula :
   This is about the consistency between items (winner m and Stewart 1986-61), as the researchers had used this method on 500 students to reach the rate of 0.94.
   After the success in statistic and logic analysis, the final scale was ready of 70 items and four optional answers at the weight of 1,2,3,4.

Chapter Four

The Demonstration and Interpretation of Results

This chapter deals with results and its discussion upon theoretical frame and prior studies and the aspects of sample.

First goal: strive for accuracy of distinguished students to achieve this goal the researchers had applied this scale on 500 individuals who have the mean 229.51 with normative deviation of 23.07 degrees, and upon the comparison of this with assumed mean of 175 by T-Test , the difference had a statistic significance as second value is more by 1.96 with the freedom of 499 and significance of 0.05 as in sixth table .

Sample	Calculated mean	Normative deviation	Theoretical mean	T value		Significance 0.05
				Calculated	scheduled	
500	229.51	23.07	175	52.83	1.96	Indicative

Second goal: identification of strive with different fields to achieve this goal the researchers had calculated the means by the T-Test and revealed the differnces of statistical significance, as T-value for all the fields had been greater than T-value at 1.96 degrees and the freedom of 499 and significance of 0.05 as in table 7.

Field	Calculated mean	Normative deviation	Theoretical mean	T value		Significance 0.05
				Calculated	scheduled	
Commitment	45.45	5.01	35	46.66	1.96	Indicative
Review of patterns	44.51	5.91	35	35.96	1.96	Indicative
Repetitions	45.94	5.50	35	44.48	1.96	Indicative
Review of results	46.84	5	35	52.96	1.96	Indicative
Integrity of results	46.76	5.65	35	46.57	1.96	Indicative

Interpretation of results

First goal:

An identification of strive for accuracy for distinguished students table (6) shows that these students strive in every task and deed as they review projects seek feed back (Costa 2003) according to pedagogical constants for the assimilation of repetitive conduct as they request to renovate the syllabus which is a second defy and they manage to get to that by continuous work .

    b- identification of scale according to different fields table (7) shows that these students have commitment review of patterns repetition assessment and integrity of results as assessment had the higher value due to that they appreciate accuracy and take enough time to examine their output as for the revision of patterns the students able to rules but this item had a lesser degree than assessment.

The Conclusion:

1- The mental habit is related to the concern of interaction and inclination of students to determine the right path toward the goal.

2- This mental habit represents the cognitive capacities of the student that enable him to succeed in educational tasks.

The Recommendations:

1- The school should provide equal opportunity to students through the acquisition of skills of min habits.

2- Organize scientific conferences for which the officials provision of financial support for participants to comprehend the mind habits of students.

3- Support distinguished students for the best and reward their creative efforts in all scholar stages.

4- Activate the principles of this habit in learning and education to mitigate their stress.

5- Develop productive mind habits for preparatory students who play a great role against problems as it allows organizing themselves.

The Suggestions:

The researcher suggests conducting future researches about:

1- The relation of strive for accuracy, personal variables and cognitive styles.

2- The relation between this habit, optimism and specimens of university students.

3- Relation of strive for accuracy and development of other skills for preparatory students.

4- Relation of strive for accuracy and job satisfaction of university professors.

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