Professional Awareness and its Relation to Achievement Drive Among the War Correspondents

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Abstract

Life is a series of inputs, procedures, and outputs that shape an individual's personality. The role of work is not limited to providing a material and moral resource only. An individual with the drive to achieve can overcome the challenges he will face, perform the tasks required of him, and struggle for success (Bani Younis, 2009, p. 3). Once the reporter joins the work, he sets goals to achieve. Some try to increase their knowledge and develop their skills, there are those who seek to achieve distinction and mastery, there are those who only want to work, and there are those who have no motivation or achievements (Harackiewicz, & et al, 1998, p. 638). Some correspondents make mistakes as a result of weak professional awareness and the absence of a language for communicating with others, for reasons including habituation to following the familiar and submitting to the experienced, which leads to poor task accomplishment, weak ambition, and failure to achieve oneself until the correspondent becomes unable to confront situations and overcome obstacles (Sweller, 2014, p: 19). Man is naturally a social being who tends to share ideas, achievements, and experiences with others. This is the way successful people in life are distinguished by professional awareness and openness to others (Hammoud, 2014, p. 45). The achievement motive is qualitative knowledge, not quantitative. The correspondent who reaches the appreciation of his superiors must achieve himself and feel satisfied (Bani Mufrej, 2009, p. 4).

Keywords: War Correspondent, Professional Awareness, Media, Psychology.

1. Introduction

Many reporters face demanding situations that require resolution according to their professional awareness. Those who fail to adapt to shocking situations fail at work (Louis, & Craig, 2007, p: 141).

 A war correspondent in professional institutions undergoes training by specialized companies before heading to the battlefields. This training focuses on risk assessment, handling injuries, first aid, and how to act to save themselves and their technical crew if they are taken hostage by captors who blindfold them or cover their heads, or when approaching a military checkpoint.

This is tied to professional awareness, which Schmoll (1975) defined as the awareness of sufficient information about available professions, the personal and social importance one gives to the chosen profession, as well as an individual's awareness of their ambitions, self-capabilities, and how well these align with the profession. It is evident that Iraq has experienced multiple crises and wars, during which war correspondents' coverage was often incomplete. The main goal was often to achieve moral gains, resulting in the loss of several correspondents on the front lines, whether from civilian or military institutions. The researcher was a correspondent during the Iran-Iraq war in the 1980s, during which his life was endangered by getting close to enemy lines at the request of a reckless military commander, without considering professional awareness or conducting any risk assessments.

In contrast, during the researcher's coverage of Operation Desert Fox in Iraq in 1998, Al Jazeera, where he was employed, ensured his safety through safety measures for the entire crew. In 2003, the researcher worked as a correspondent for Abu Dhabi TV, which provided the necessary tools to ensure his safety and that of his crew during the international coalition's invasion of Iraq. One of these measures included providing the American forces with the channel's coordinates in Baghdad. During the war to liberate Iraqi cities from the terrorist organization ISIS, professional awareness varied between institutions. While the BBC team, which included the researcher, adhered to all safety measures and did not face any dangers, many local and Arab institutions lost members, including the martyr, Atwar Bahjat. Thus, the problem of the current research stems from the fact that the war correspondent faces diverse challenges, unstable conditions, increasing psychological and social pressures, as well as economic, cultural, and political crises that may hinder task completion and behavior modification. Especially in a media environment highly influenced by events and changes, some correspondents fail to grasp the rapid developments due to poor self-control and weak professional awareness.

The evaluation of any satellite channel's progress has increasingly been based on the field performance of its correspondents, as they represent the core of its operations, mission, and objectives. Among the most essential factors a war correspondent requires is the motivation to achieve, along with professional awareness in handling situations and offering various solutions to problems, supported by infrastructure and modern tools. The motivation for achievement is reflected in the correspondent's ability to effectively and positively employ their skills when facing stressful situations to achieve success. This also enhances their self-confidence, reminds them of their duties, helps them develop successful coping strategies, and encourages participation in various activities (Pintrich, 2000, p. 56).

It is necessary to focus on completing tasks, with a desire to improve performance, perseverance for success, enjoyment of work, curiosity, and the challenge of difficult tasks as they are components of motivation, as the individual feels self-fulfillment through the tasks he accomplishes. Therefore, the achievement motive plays a vital role in stimulating his desire towards work topics, directing his behavior, and making him more active, energetic, and interactive in work situations (Kahle, 1980, p: 39). Achievement motives are a major task in achieving the quality of tasks and developing the correspondent's self-confidence (Hassan and Al-Farhat, 2016, p: 16).

Achievement motivation studies have developed to explain achievement behavior, which is what Elliot (1999) went for, that it focused on the behavior that is linked to directing the competence to achieve excellence (Elliot, 1999, p: 146). Then it looked into the reasons for the individual's pursuit of achievement, and the extent of his success in it, which is an integrated, organized pattern of beliefs that he adopts to deal with situations to reach successful performance (Urdan, 1997, p: 118).

The results of achievement motivation studies showed many differences in the way an individual deals with situations, as they are divided between the orientation towards mastering the work versus focusing on the ability to perform the work; learning new things versus performing the work required by the situation; merging into the task versus merging into the ego; and focusing on the task versus focusing on ability (Barron, & Harackiewicz, 2001, P: 702).

Given the difficulty of preparing a war correspondent, with the materials provided by information technology, professional awareness has become more necessary in order to provide everything new in order to educate him, and then raise his performance and productivity by developing his cognitive competencies. Awareness of the profession requires a great deal of effort, time, and continuous, uninterrupted experience in learning everything new, which in turn requires capable specialists who work to develop the skills of the war correspondent and educate him professionally. Also, the increase in the professional and cultural competencies of the war correspondent raises his social status, and raises his status, respect, and appreciation. Hence, the importance of qualification and training appears as it is more closely linked to professional awareness and the development of competencies (Al-Mutairi, 2007, p. 23).

The issue of preparing the war correspondent and raising his professional awareness is one of the basics of improving the media, as this is of great importance in developing and enhancing performance. Professional awareness is also an important basis for making appropriate professional decisions, as every job that a person does or performs requires knowledge of the characteristics of this job. The individual's awareness of his tendencies, desires, and skills enables him to chart his professional path, as the individual's professional awareness helps him to give, realize himself, and be independent in making decisions. In view of the tremendous progress that characterizes the current era, it has become necessary for the war correspondent to maintain a renewed level of information, skills, and modern trends in work methods and techniques, and to be familiar with them, and to absorb everything new to raise performance, as Donovan 1987 showed the impact of the professional awareness program on decision-making, trends, and behavior (Donovan, 1987, p. 1).

The issue of professional awareness is one of the most important topics that psychology has addressed through research and investigation. Charchland (1986) believes that awareness is one of the topics that psychologists have many question marks on, and it is not the only pattern of brain operations. It is a lamp that illuminates the contents of the mind (Carchland, 1986, p. 220). Matar (2008) indicated that professional awareness includes multiple areas, which are tendencies, abilities, values, independence, interest, flexibility, and orientation towards work (Matar, 2008, p. 211). Joyce et al. (1993) showed the extent of the impact of the individual's professional awareness during service, and that the growth and development of information and skills is reflected in the general behavior of the individual (Joyce, & et al, 1993, p. 183).

Researchers differ in determining when an individual's awareness of his professional work can be monitored. Some prefer that this be done after he has completely finished performing his job, while others prefer that it be done during the performance of the work. A third group went to the possibility of developing an individual's professional awareness before performing what is required of him. There are reservations about each of the three previous methods, which led to the need to conduct studies that determine the sufficiency of each method of developing professional awareness (Jousovec, 1994, p. 95).

Although these methods are related to each other, their importance appears in the achievement motive through the perception of progress in work as it enhances personal and professional skills, and the sense of self (Latham, & et al, 1999, p. 511). Dweck 1998 confirmed that the individual who adopts an achievement motive appears to be self-reliant, self-skilled, and self-sufficient (Ramah & Nasreen, 2018, p. 9). Abdullah 2003 confirmed that the achievement motive differs according to the goal adopted by the correspondent during work, as adopting a specific goal or goals affects the belief associated with his achievement (Mikhael, 2007, p. 11).

Knowledge is increasing in various fields of life, and therefore training the war correspondent and developing his skills to deal with information, especially under stressful circumstances, can be the way to deal with political, cultural, and social influences. Therefore, he must be provided with what enables him to deal with these influences (Richter, 2013, p. 4). William (2011) stated that professional awareness is represented by the individual's ability to formulate work problems and overcome them (William, 2011, p. 16).

Professional awareness is one of the most important things that a war correspondent must be armed with. His knowledge of the world around him and his comprehension of information enables him to move towards completing his tasks with personal and professional motivation (Martin, 2013, p. 4). Based on the above, the importance of the current research stems from what it will add to knowledge from both theoretical and practical perspectives.

The current research aims to identify the professional awareness of war correspondents according to gender, age, educational attainment, marital status, and years of work. It also aims to identify the achievement motivation of war correspondents according to the same demographic variables. It also aims to identify the correlation between professional awareness and achievement motivation of war correspondents. The current research is limited to a sample of war correspondents on local and Arab satellite channels for the year 2023-2024.

According to Holland (1956), professional awareness is defined as the individual's ability to describe his feelings, express them clearly, and determine his goals and the requirements for achieving them under any circumstances. According to Nicholls (1989), achievement motivation is defined as different perceptions of success at work, different reasons for moving towards it, and being absorbed in it (Nicholls, 1989, p. 328).

2. Theoretical framework:

The concept of consciousness is one of the important concepts in psychology, in addition to its importance in mental health. It is a main entrance to the components of personality and its

characteristics in terms of the ongoing relationship with the environment and its ongoing interactions. It is difficult to understand personality except through this dynamic interaction, in addition to the difficulty of understanding the apparent behavior of the individual except in light of the comprehensive image that he forms of himself due to the importance of the apparent field in which the individual lives (Al-Jizani, 2012, p. 19).

Awareness is a major component of personality, as it guides feelings, thoughts, and behaviors in different life situations as a result of continuous interaction with the environment around us, and thus affects behaviors, thoughts, or feelings negatively or positively. There are two types of awareness: personal professional awareness, in which the individual's attention and feelings are limited to internal aspects not shared with others, represented by emotions, feelings, and motives; and general professional awareness, in which the individual's attention and feelings are limited to the topics he deals with in his work and his interaction with others (Goleman, 2000, p. 16).

Consciousness is a set of plans that make us feel our sense of ourselves and our world and are formed in an attempt to organize information to understand our experiences, as they work as an interpretive and explanatory network from which we perceive subsequent experiences, and then we evaluate them (Muhammad, 2007, p. 287).

Consciousness is an organized whole consisting of the awareness of the characteristics of the ego, the awareness of the relationship between the ego and others, as well as the various aspects of life, and the association of values with those awarenesses. Through interaction with the environment, a part of these awarenesses gradually differentiates into a realistic personality, a social personality, and an ideal personality (Rogers, 1982, p. 65).

One of the first social psychologists to research the subject of consciousness was Cooley (1902), the author of the Valuation Theory, who confirmed that personality can only be determined through awareness of it, meaning that an individual's knowledge of himself comes from the way others see him (Cooley, 1992, p. 81).

Man is the only being who is aware, and this awareness is his sense of maturity, as the individual is more aware in the final stages of self-realization as a creative person. Moreover, achieving awareness depends on the apparent self as a basic reference for the individual, and the essence of his awareness of himself and others (Park, 2010, p. 129).

Freud (1962) believes that consciousness is a state of awareness connected to the external and internal world at the present moment, and represents the superficial part of the psyche, and the pre-unconscious. Psychoanalysis enables the means of revealing the hidden meaning of behavior, and removing consciousness from its centrality, as consciousness is only a temporary state of our psychological life, and its absence is greater than its presence (Freud, 1962, p. 23).

Consciousness includes perceptions, thoughts, and feelings, and in order to be conscious you must be aware of the external world. It is difficult to define consciousness, its function, or even how it originated (90 p: 1989, Macmillan,).

Sociologists have confirmed that professions have traditions in primitive societies, as the father used to teach his profession and craft to his sons through imitation, practice, and desire, and the individual used to spend his life in one profession. Accordingly, it can be said that fathers used

to practice awareness and vocational guidance as an informal activity, and they used to choose for their sons the same professions that they practiced, and train them in them (Al-Qasim, 2000, p. 21).

It is worth noting an important point when the reporter performs his professional function, that he should be neutral when presenting culture, and not be a mere transmitter of opinions that are dictated to him. The reporter should not impose a specific opinion, or a specific solution except implicitly, and he should not express anything except the prevailing opinion in the group, so he should not impose his opinion, but rather it should be within the framework of what is required of every professional, which is the condition of objectivity (Sulaiman, 1985, p. 215).

The reporter's awareness of his role as an intellectual, as his work is not limited to conveying the issues and matters in society only, but he does so in changing circumstances that differ according to the region in which he works, in accordance with the local environmental conditions that the region is going through (Sulaiman, 1985, p. 218).

The reporter's awareness of his role as a guide for many of those following his reports, as he must be aware of the great role he plays in forming the personalities of some, directing them towards knowledge, searching for information, and documenting it, especially when the components of culture are weak in some societies, or their means are lost, or illiteracy is widespread in its traditional and functional senses (Kirs, 1999, p: 4).

The reporter must be aware of the danger of bias and dictate in his report's certain patterns of values and trends that may be biased, or he may personally believe in them without them having a place in society. This requires him to investigate the influence of culture on his behavior, and to contemplate his own values, and try to trace their origins. The reporter's consideration of the society's culture helps him to know the society's capabilities and readiness to present his material in a better way (Al-Naeem, 2008, p. 23).

The reporter's awareness and understanding of the ethics that govern his work, as awareness of the ethics that govern his practices must be his main concern in his heart and his thinking while he is practicing his profession automatically, and he must be motivated by being preoccupied with what is right, and this is an issue that must be rooted in his mind. He has become an accepted one, which is the ethics of the profession. These are ethics included in the reality of actual practice, as the existence of a code of ethics guarantees the existence of an effective mechanism that achieves internal consistency, and professional awareness to confront emerging crises, conflict situations, and tensions that impose themselves on the work, and shake the reporter's certainty about what he must do (Gaballah, 2006, p. 434).

In his study (1952-1956), Holland attempted to clarify the concept of the professional self and how to define it until he concluded that individuals who were interested in organizing their knowledge about professions and themselves during their developmental stage have a more remarkable ability to make future professional decisions (Al-Dahri, 2005, p. 142). Here, Holland focuses on personal traits and their impact on the professional decision-making process, as the professional decision-making process is a result of the interaction of genetic factors with cultural and personal factors, and early childhood experiences (Lutfi, 1993, p. 120). He believes that improper professional development may be the result of one of five reasons: insufficient

experiences to acquire specific tendencies and competencies and good self-awareness; insufficient experiences to learn about or know work environments; ambiguous or contradictory experiences about tendencies, competencies, or personal characteristics; and ambiguous or contradictory information about work environments. And the lack of information about oneself or the confidence necessary to translate personal characteristics into professional opportunities (Alhlal, 2008, p: 98).

Holland emphasized the choice of profession, job achievement, and personal competence. There are several factors that affect an individual's choice of profession, namely personal development, social conditions, professional development, and environmental characteristics. He believes that professional tendencies can be viewed as revealing an individual's personality, meaning that there is a reciprocal relationship between personality traits and tendencies. He built his theory of professional personality types on a basic rule, which is that an individual's choice of a particular profession and his continuation in it depends on the compatibility of that profession with his personality (Al-Khatib, 2007, p. 244).

Countries seek to raise the level of their individuals by searching for everything that achieves their sound motives. Technical and cognitive development has made scientists search for the best and most appropriate methods to help the individual raise his level, which is what gave rise to the achievement motive (Ziadah, 2016, p. 35). Motivation is a driving force for the individual that directs his behavior towards a specific goal, and a basic element that affects the individual's behavior, which is what gave it great importance in psychology, as the individual lives his life driven to achieve an achievement that crystallizes the meaning of his life, and explains the variation in the behavior of individuals quantitatively and qualitatively in life situations (Ramah and Nasreen, 2018, p. 40).

Scientists have tried to explain individuals' motives and behaviors, and motivation theories have emerged. Achievement motivation theories are among the most recent, as they are based on the perceived achievement behind the motive to accomplish a specific task (Rashwan, 2006, p. 121).

The concept of motivation appeared in many forms and different concepts in motivation theories, as it indicated that achievement motivation is a belief related to the goal of completing the work, and achievement motivation in this sense differs from the specific performance goals that some motivation theories have studied, as the specific performance goals focus on what the individual is trying to achieve after completing a task, while the achievement motivation is concerned with the underlying reason behind the achievement (Urdana, 1997, p: 104).

The motivation is deeper and broader when it comes to achievement, as it represents the reason behind engaging in something. An individual can choose to participate in a specific activity to obtain a reward, develop his skills, or demonstrate his superiority. For example, when an individual determines the achievement of answering (80%) of the questions asked of him correctly, this is from a specific goal that determines what he is trying to accomplish. As for the achievement motive, it is concerned with the underlying reason behind the achievement represented in answering why the individual performs the achievement behavior (Slavin, 1997, p: 341).

The achievement situation includes six aspects: task, authority, recognition of improvement, classification, evaluation, and time to combine the initial letters of these words into the word goal. The situation is related to the issue of the individual's response to different goals, as there are two competing hypotheses. The first is called the barrier hypothesis, and it suggests that the situational context tends toward mastery and the containment of negative effects of performance. The second is called the pairing hypothesis, and it suggests that situational contexts pair mastery and performance because they support the individual's pursuit of both goals (Kaplan, & et al, 2002, p: 265).

The achievement motivation is linked to some concepts such as self-worth, attributional beliefs, self-orientation, perceived competence, personality variables, developmental factors, and tendencies. The individual needs various protection strategies to maintain himself and his work, including self-worth protection strategies, self-identification strategies, and defensive pessimism strategies.

Most human behavior is driven by motivations that individuals aim to accomplish, meaning that a person may engage in an activity for one or more reasons to achieve this accomplishment. To understand behavior in achievement situations, achievement has been divided into five types: the achievement goal, which means a person participates in an activity to receive positive evaluations or avoid negative ones, focusing primarily on the relative position of achievement. Mastery motivation refers to participation in an activity to increase competence, skill, and knowledge, with a desire for improvement. A person driven by mastery is not concerned with relative positions, as achievement itself offers internal rewards. Future utility motivation refers to participation in an activity because of its usefulness in achieving another valuable goal, where the importance of achievement is reinforced to achieve future ambitions. Recognition motivation means participating in an activity to achieve a relatively short-term positive result, such as rewards or social recognition. Social solidarity motivation refers to participating in an activity to gain the approval of others, and this type of motivation is common, especially in small organizations, where individuals seek to gain the approval of a manager first to maintain a positive social relationship, and this motivation gradually develops into seeking the approval of peers first (Maehr, 2001, p. 126).

The motivation for achievement can be classified into task motivation, which includes the individual's ability, innovation in tasks, and how they handle them through organization and competence. Ego-oriented motivation is when an individual believes that task achievement comes from their unique abilities that set them apart from their peers. Mastery motivation focuses on the information needed to complete tasks efficiently and with excellence. Self-regulation motivation involves how the individual approaches the task through various processes such as planning, interpretation, organization, and evaluation to complete the task successfully. Social integration motivation reflects the individual's social responsibility toward their peers and colleagues while completing tasks. Emotional motivation is characterized by the individual's feelings of safety, calmness, and a sense of happiness and comfort, striving to reach a state of emotional balance during task completion. Lastly, ability-focused motivation involves avoiding negative judgments related to the individual's perceived lack of ability to perform the task. Ability is judged based on performance in comparison to others or by achieving success, even if

the task is easy. Nicholls (1989) classifies achievement motivation into three types: mastery, performance, and avoidance of work.

Nicholls focused in his work on the growth of the concept of ability and came to the belief that the individual's arrival at a certain level of growth in cognitive ability enables him to form distinct concepts of ability, or undifferentiated concepts, meaning that growth in cognitive ability leads to the belief that increasing effort leads to improving ability, and this concept of ability depends on the motivation adopted by the individual or on the concept of success in life situations, and he assumed three types of achievement motivation: mastery motivation, which means that the individual believes that effort and ability are connected and must exert effort in order to be able to work and evaluates his own abilities and develops them in light of the exerted effort. Performance motivation, which means that the individual believes that effort and ability are separate things, evaluates his abilities considering external standards, and believes that ability means capacity and is highly capable if he performs the work successfully without the need to exert great effort. Work avoidance motivation, which means that the individual aims to avoid hard work and believes that success depends on external matters such as luck, for example (Nichols, 1990, p: 116)).

There is no comprehensive definition of the job of a war correspondent because it has been distributed for ages between military and civilian employees. It was a job through which these people obtained information in times of war from the military operations room, from military leaders to newspapers and magazines to know the progress of military operations, and the morale of the army through news reports for the public to see. With the multiplicity of conflicts between countries, specifically in the First and Second World Wars, the description of the war correspondent developed through his participation in the battlefields, and the war correspondent became a person sent to the battlefield with a special mission to cover military operations between the belligerents.

The American Civil War of 1861-1864 was the first war in which the war correspondent appeared in the true sense, as he conveyed military news using the means available at the time (Al-Jawhari, 1968, p. 23). The work of the war correspondent evolved from a news representative in the operations room to an element dealing with targets in the field, and a large number of them were commentators and military analysts linked to their country's armies to strengthen the feelings and morale of the army and the people together, until newspapers and news agencies began to send a number of their correspondents to the battlefronts to convey events in a professional and neutral manner.

Gobright of the Associated Press announced that his mission was to convey the facts and events as they are, and that he had no right to comment on them or take sides in the conflict (Al-Jawhari, 1958, p. 24).

With the multiplicity of conflicts between countries and the outbreak of wars, the role of the war correspondent became clear and important, as many journalists flocked to the battlefields in the Balkan War in 1913, the Korean War in 1951, and the tripartite aggression against Egypt in 1956.

The importance of professional awareness for the war correspondent is not only to preserve his safety and life in the field, but it also constitutes a road map for the success of his mission, as no

field correspondent can go to a conflict or war zone without knowing the nature of the conflict zone geographically, politically, socially, and militarily, and without security training, or information on how to deal with risks, or without assessing these risks with the aim of reducing human losses among the media personnel assigned to cover events in conflict zones.

The work of a war correspondent requires specific professional characteristics that are essential, which are professional preparation, verbal creativity, excellence in performance, a theatrical artist, a technical expert, a professional lover, literary taste, and a specialized researcher (Salama, et al., 2009, p. 35).

3. Procedures:

The sample of the current research consisted of (354) male and female correspondents who were selected from Iraqi and Arab satellite channels in a random manner. We resort to this method when the society is not classified into categories or classes, which makes the researcher choose the sample in a way that allows any individual in it to appear so that it is representative of him (Al-Kubaisi, 2011, p. 300).

The researcher followed successive steps in constructing the professional awareness scale according to the scientific research methodology, which are collecting the paragraphs after reviewing the theoretical frameworks and previous literature that researched the subject of professional awareness, and formulating paragraphs in an initial manner, numbering (27) paragraphs, and answer alternatives (five), and then conducting the validity index as it is one of the most important characteristics of tests and measures, as the validity of the test is related to the goal for which the test is constructed and to the decision that is taken based on its scores (Alam, 2002, p. 186).

In order to verify the validity of the structure, the researcher applied the exploratory factor analysis using the oblique rotation method, which assumes that the factors composing the professional awareness variable are interrelated, not independent, and provide a more realistic explanation for the phenomenon, in addition to the presence of low correlation coefficients between those factors (Tigza, 2012, p. 71). In order to verify the nature of the factor structure of the scale consisting of (27) paragraphs, (354) questionnaires were subjected to exploratory factor analysis, which resulted in the quality and validity of the correlation matrix for the analysis, according to the fact that most of the correlation coefficients were (higher) than 0.0005, which is statistically significant at a significance level of 0.05, indicating the availability of the minimum level of correlations between the variables. The value of the Kaiser-Meyer-Olkin Measure of Sampling Adequacy index for sampling adequacy reached 0.85, which is more than 0.50, indicating the suitability of the research sample and its sufficiency to conduct the factor analysis.

The value of the chi-square in the Bartletts test of sphericity for factor analysis was 2437.656, which is statistically significant at a significance level of 0.001 (Tigza, 2012, p. 31).

After conducting the factor analysis using the Principal Components method with Direct Oblimin rotation, the three factors were verified as their latent root exceeded (1) correct, as the latent root

of the first factor reached 6.250 and its share of the explained variance reached 23.148, while the latent root of the second factor was 2.106 and its share of the explained variance was 7.801.

The first factor was saturated with (8) paragraphs, with saturations ranging between 0.335-0.726, while the second factor was saturated with (10) paragraphs, with saturations ranging between 0.321-0.730. As for the third factor, (7) paragraphs were saturated with saturations ranging between 0.404-0.755, while two paragraphs were deleted: paragraph number (2), with the content (I can adapt to work variables), and paragraph number (15), with the content (I accept the directives of officials with an open heart). Thus, the war correspondent's professional awareness scale in its final form consists of (25) paragraphs distributed over three areas as in the table.

No.	Paragraph	Sequence	Field	Saturation
1	I feel enthusiastic when performing work	1	First	0.37
2	I care about participating in the decision-making process	4		0.66
3	I exchange my ideas with higher administrative levels	5		0.66
4	I have good relations with various sectors of society	6		0.37
5	I take the initiative to present proposals to improve work	7		0.72
6	I feel in harmony with my work atmosphere and its requirements	13		0.33
7	I propose ideas that contribute to developing administrative aspects of the work	19		0.56
8	I risk my life to get the news	20		0.58
9	I adhere to the approved working hours	3	Second	0.5
10	I take responsibility for the duties assigned to me	8		0.73
11	I am knowledgeable about the nature of my work	9		0.56
12	I maintain the required administrative standards in completing work	10		0.63
13	I protect the assets of the work I belong to	11		0.61
14	I strive to provide outstanding work	12		0.49
15	I endure work pressures to complete it	14		0.39
16	I believe relationships are important for completing work	16		0.32
17	I care about time to complete the work required of me	17		0.54
18	I commit to positive behavior while performing work	18		0.65
19	My professionalism helps me avoid security risks	21	Third	0.58
20	Professional awareness helps me assess risks	22		0.43
21	I adhere to the security team's guidelines in the field	23		0.56
22	Professional awareness helps me achieve success without risks	24		0.69
23	Professional awareness helps me avoid dangerous areas even if there is a chance for exclusive coverage	25		0.75
24	Professional awareness motivates me to coordinate with officials to reach dangerous areas to achieve my goals	26		0.61
25	Professional awareness drives me to achieve high motivation for success	27		0.4

In order to verify the validity of the theoretical model adopted in the research, evaluate its degree of validity, and ensure the extent of its conformity with the data obtained from the sample, the confirmatory factor analysis method was used, which requires the existence of a theoretical framework that explains the phenomenon, its concepts, variables, and factors, with a precise

definition of the factors that compose it with names inherent to the phenomenon, with the presence of a group of paragraphs comprising each factor, which must be saturated with it without the other factors. When the factors that appeared in the exploratory factor analysis were subjected to confirmatory factor analysis to test them, indicators appeared as in the table.

No.	Fit Quality Indicator	Value	Cut-off Value (Acceptance Criterion)
1	Chi-square	2.231	Its value should be less than 5, meaning non-significant. A value of zero means perfect fit
2	Goodness of Fit Index (GFI)	0.89	The value should be 0.90 or higher
3	Adjusted Goodness of Fit Index (AGFI)	0.857	The value should be 0.80 or higher
4	Root Mean Square Error of Approximation (RMSEA)	0.059	The value should be 0.05 or lower
5	Akaike's Information Criterion (AIC)	Proposed model: 984.8 Saturated model: 2232.521	The proposed model's value should be lower than the saturated model
6	Root Mean Square Residual (RMR)	0.035	The value should be less than 0.1. A value of zero means perfect fit
7	Parsimony Goodness of Fit Index (PGFI)	0.73	The value should be 0.50 or higher, preferably 0.60
8	Parsimony Normed Fit Index (PNFI)	0.662	The value should be 0.50 or higher, preferably 0.60

From all the previous indicators, it can be concluded that most of the matching indicators indicate an acceptable match for the model, and thus its match for the community was confirmed by comparing the sample data to the statistical indicators adopted in the confirmatory factor analysis. Accordingly, the conclusion arising from these results leads to (adopting the theoretical vision that the war correspondent's professional awareness scale can indicate an acceptable match between the theoretical model adopted in the test and the data resulting from the selected sample), and thus the confirmatory factor analysis has provided strong support for the construct validity of this test, and the figure illustrates that.
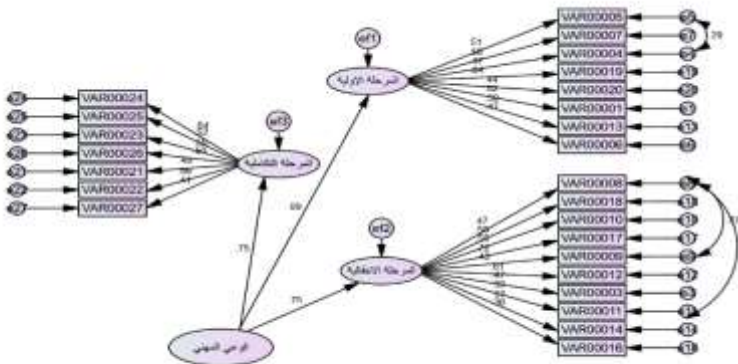
The reliability was extracted using the Cronbach's alpha method, the split-half method, and the retest method, as the reliability coefficient values were high and reliable, and the table shows that.

Method	Sample Size	Number of Items	Reliability Index
Cronbach's Alpha	354	27	0.848
Split-Half	354	27	0.76
Test-Retest	40	27	0.86

Considering what the literature of psychological and educational measurement has indicated that psychological and social phenomena can be moderately distributed among the individuals of the studied society, therefore extracting the statistical indicators for the test shows the extent to which the distribution of the sample individuals' scores is close to the normal distribution. These indicators were obtained from applying the statistical bag for social sciences to all individuals in the research sample, which amounted to 354 male and female correspondents, and the table shows that.

Professional Awareness Scale	Professional Awareness	Factor 1	Factor 2	Factor 3
Mean	110.9972	33.6356	47.5876	29.774
Median	113	34	49	30
Mode	114	34	50	31
Standard Deviation	8.98393	4.21517	3.22516	3.79948
Variance	80.711	17.768	10.402	14.436
Skewness	-0.853	-0.625	-2.322	-0.636
Standard Error of Skewness	0.13	0.13	0.13	0.13
Kurtosis	0.791	0.235	6.597	0.217
Standard Error of Kurtosis	0.259	0.259	0.259	0.259
Range	46	23	19	20
Minimum Score	79	17	31	15
Maximum Score	125	40	50	35

From the indicators of flatness and skewness that were extracted for the professional awareness scale that are close to the standard value of the normal distribution, and from the convergence between the mean, median, and mode scores, we can conclude that the characteristics of the distribution of the scores of the individuals in the current research sample are close to the characteristics of the normal distribution, which gives an indication of the sample's representation of the studied community and thus the possibility of generalizing the results.

Then, the researcher defined the concept of achievement motivation by adopting Nicholls' 1989 definition to be adopted in the theoretical framework, then preparing the scale in accordance with the theoretical framework, and then defining the scale's paragraphs in light of the theoretical premises and previous relevant studies.

The researcher reviewed the Don et al. 2001 scale consisting of (35) items and three answer alternatives: (completely, applies, and not sure) (Don, et al, 2001, p: 629). The Elliot et al. 2001 scale consists of (38) items and (5) alternatives: (strongly agree, agree, neutral, disagree, and strongly disagree) (Elliot, et al, 2001, p: 501). The Michael Scale 2007, consisting of (71) paragraphs and five-point alternatives (strongly agree, agree, neutral, disagree, and strongly disagree), consists of four domains (mastery (advancement - abstention), performance (advancement - abstention), and work avoidance. The Abdul Wahab scale 2011, consisting of

(30) paragraphs and three alternatives (strongly agree, agree, and unsure), consists of three domains (mastery, performance, and work avoidance). Then, the researcher prepared an achievement motivation scale that is compatible with the war correspondent, so he prepared (30) paragraphs with the help of previous studies and the theoretical framework adopted in the current research, and the researcher used a five-point scale for the answer.

To achieve the validity of the structure, the researcher used the skewed analysis, which assumes that the factors composing the achievement motivation variable are interrelated, not independent, and provide a more realistic explanation for the phenomenon, in addition to the presence of low correlation coefficients between those factors. To verify the nature of the factor structure of the scale consisting of (30) items, (354) questionnaires were subjected to factor analysis, which resulted in the quality and validity of the correlation matrix for the analysis according to the criteria that most of the correlation coefficients were higher than 0.0005, which is statistically significant at a significance level of 0.05, indicating the availability of the minimum level of correlations between the variables. The value of the Kaiser-Meyer-Olkin index for sampling adequacy reached 0.869, which is more than 0.50, indicating the suitability and adequacy of the research sample to conduct the factor analysis. The value of the chi-square in the Bertlett test for factor analysis reached 3608.110, which is statistically significant at a significance level of 0.001.

After conducting the factor analysis using the principal components method with oblique rotation, the three factors were verified as their latent root exceeded (1) correct, so the latent root of the first factor was 6.052 and its share of the explained variance was 20.172, while the latent root of the second factor was 4.975 and its share of the explained variance was 16.584. As for the third factor, its latent root was 1.481 and its explained variance was 4.936. (12) paragraphs were saturated on the first factor, with saturations ranging between 0.444-0.833, and (12) paragraphs were saturated on the second factor, with saturations ranging between 0.386-0.715, while (6) paragraphs were saturated on the third factor, with saturations ranging between 0.457-0.622. Thus, the war correspondent achievement motivation scale in its final form consists of (30) paragraphs distributed over three factors, and the table shows that.

|	Item	Sequence	Field	Saturation
1	I see that being a reporter is a big responsibility that I cannot bear.	8	First	0.59
2	My mind wanders during news coverage.	16	First	0.57
3	I believe that escaping from the event site depends on luck.	17	First	0.6
4	I avoid challenges in dangerous situations.	18	First	0.54
5	I tend to prefer simple tasks over dangerous ones.	20	First	0.74
6	It's hard for a reporter to remain neutral.	21	First	0.44
7	I do not trust my future.	24	First	0.65
8	I do not find acceptance for my opinions among my supervisors.	25	First	0.7
9	I feel bored with the reporter's task due to its many requirements.	26	First	0.76
10	I prefer to arrive late to avoid risks.	27	First	0.83
11	I feel that the current circumstances do not encourage being a reporter.	28	First	0.68
12	I enter the event site without sufficient knowledge about the subject.	29	First	0.63
13	I invest time to learn more about the task I am undertaking.	2	Second	0.61
14	I focus on the instructions I receive before going on the task.	3	Second	0.62
15	I try to overcome obstacles to complete the work.	4	Second	0.63
16	I do my best in terms of effort and time to achieve my ambitions.	5	Second	0.55
17	I strive to be at the level of my outstanding colleagues in the task.	7	Second	0.38
18	I strive to show my seriousness to the main news center.	9	Second	0.53

19	I comply with the news center's instructions, no matter how numerous or varied.	10	Second	0.68
20	I enjoy reading sources in my field of specialization.	11	Second	0.61
21	I adhere to work schedules and prepare for emergencies.	13	Second	0.71
22	I inquire from the officials about anything I find difficult to understand.	14	Second	0.54
23	I take great pride in my work.	19	Second	0.5
24	I gather information about my task before joining.	30	Second	0.56
25	I feel that time passes quickly while working.	1	Third	0.62
26	I feel that time is tight to achieve success.	6	Third	0.51
27	I tend to compete with my colleagues during the task to excel over them.	12	Third	0.48
28	I seek to complete my studies in my field of work.	15	Third	0.49
29	I feel regret for wasting a lot of time while performing the task.	22	Third	0.45
30	It pains me to pay attention to some reporters over others in the same situation.	23	Third	0.45

To verify the validity of the theoretical model adopted in the research, evaluate its degree of validity, and ensure the extent of its conformity with the data obtained from the sample, the confirmatory factor analysis method was used, which requires the existence of a theoretical framework that explains the phenomenon, its concepts, variables, and factors, with an accurate definition of the factors that compose it with names inherent in the phenomenon, and the existence of a group of paragraphs that compose each factor, which must be saturated with it without the other factors. When the factors revealed by the exploratory factor analysis were subjected to confirmatory factor analysis, a group of indicators appeared, and the table shows that.

#	Fit Quality Index	Value	Acceptance Criterion
1	Chi-square (χ^2/df)	2.382	Must be less than 5. A value of zero indicates a perfect fit.
2	Goodness of Fit Index	0.884	The index value should be equal to or greater than 0.90.
3	Adjusted Goodness of Fit Index	0.819	The index value should be equal to or greater than 0.80.
4	Square Root of Mean Square Error of Approximation	0.06	The index value should be equal to or less than 0.05.
5	Consistent Akaike Information Criterion	Hypothesized Model: 1394.679 Saturated Model: 3194.223	The value of the hypothesized model must be less than that of the saturated model.
6	Root Mean Square Residual Index	0.107	The index value should be less than 0.1; a value of zero indicates perfect fit.
7	Economic Goodness of Fit Index	0.728	The index value should be equal to or greater than 0.50.
8	Economic Standardized Fit Index	0.685	The index value should be equal to or greater than 0.50.

From all the previous indicators, it can be concluded that most of the matching indicators indicate an acceptable fit for the model. Hence, the theoretical model was confirmed to be compatible with the community by comparing the sample data to the statistical indicators adopted in the

confirmatory factor analysis. Accordingly, the conclusion arising from these results leads to (adopting the theoretical view that the achievement motivation scale can indicate an acceptable fit for the theoretical model adopted in the test, and the data resulting from the selected sample). Thus, the confirmatory factor analysis provided strong support for the construct validity of this test. The figure illustrates this.
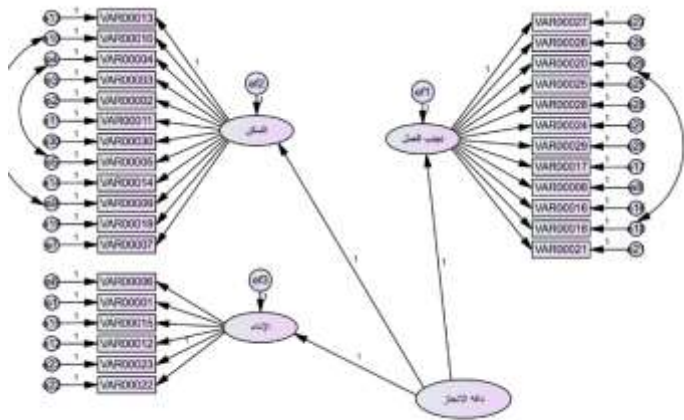
The reliability was extracted using the Cronbach's alpha method, the split-half method, and the retest method, as the reliability coefficient values were high and reliable, and the table shows that.

Method	Sample Size	Number of Items	Reliability Coefficient
Cronbach's Alpha	354	30	0.84
Split-half	354	30	0.86
Test-retest	40	30	0.83

Considering what the literature of psychological and educational measurement has indicated that psychological and social phenomena can be moderately distributed among the individuals of the studied society, therefore extracting the statistical indicators for the test shows the extent to which the distribution of the sample individuals' scores is close to the normal distribution, and these indicators were obtained from applying the statistical bag for social sciences to all individuals in the research sample, which numbered 354 male and female correspondents, and the table shows that.

Achievement Motivation Scale	Achievement Motivation	Work Avoidance	Mastery	Performance
Mean	110.2	32.4	54.4	23.3
Median	108	31	56	23
Mode	108	29	60	22
Standard Deviation	13.7	10.2	5.54	3.91
Variance	188.2	104.6	30.7	15.3
Skewness	0.58	0.74	-1.52	-0.37
Standard Error of Skewness	0.13	0.13	0.13	0.13
Kurtosis	1.09	0.2	3.26	0.05

Standard Error of Kurtosis	0.25	0.25	0.25	0.25
Range	87	48	36	20
Minimum Score	63	12	24	10
Maximum Score	150	60	60	30

From the indicators of flatness and skewness that were extracted for the achievement motivation scale that is close to the standard value of the normal distribution, and from the convergence between the mean, median, and mode scores, we can conclude that the convergence of the characteristics of the distribution of the scores of the individuals in the current research sample is from the characteristics of the normal distribution, which indicates the sample's representation of the studied community and thus the possibility of generalizing the results.

4. Results:

The research results showed after applying the professional awareness scale to the research sample of 354 male and female correspondents that the average professional awareness score was (110.9) with a standard deviation of (8.98). When compared to the hypothetical average of the scale of (75), we find that it is (greater). When testing the difference between the two averages using the t-test equation for a single sample, it was found to be significant at the level of (0.05) and with a degree of freedom of (353) in favor of the arithmetic mean. This result can be interpreted as individuals who have a professional self developed a high level of knowledge and perceptions related to the self and the nature of professions in their developmental stages and were more capable of making future professional decisions. Individuals who have high professional awareness have a set of emotional abilities such as awareness of their feelings and emotions, and control of their whims and tendencies, i.e. their ability to manage their emotional life intelligently, read the feelings of others, and interact with them flexibly. Sound professional awareness is the result of the accumulation of outdated experiences of professional tendencies and competencies that the war correspondent acquires in light of the availability of self-operations capable of realizing their own inner potential, general aspirations, and immediate and future motives. This requires that the war correspondent possess a sufficient degree of psychological culture and a greater degree of general culture, in addition to complete familiarity with the professional specialization.

The t-test for two independent samples was used to compare the average of males and the average of females. It appeared that the calculated t-value equaled 1.80, which is not statistically significant at a significance level of 0.05 and a degree of freedom of 352, indicating that there are no differences in professional awareness between males and females. The first-degree analysis of variance was used to compare the degrees of professional awareness according to the age variable. The calculated F-value for the test was 3.07, which is (greater) than the F-value at a significance level of 0.05 and two degrees of freedom (349-4), which is 2.39, indicating that there are differences in professional awareness according to the age variable. It was found that the average age group (under 50) years came (first) with an average of 112.3, then the age group (under 60) years (second) with an average of 111.8, then the age group (over 60) years (third) with an average of 111.1, then the age group (under 40) years (fourth) with an average of 110.7, and finally the age group (under 30) years (fifth) with an average of 107.0.

The first-degree analysis of variance was used to compare the degrees of professional awareness according to the variable of academic achievement. The calculated p-value for the test was 3.07, which is (greater) than the p-value at a significance level of 0.05 and two degrees of freedom (350-3), which is 2.62, indicating the existence of differences in professional awareness according to the variable of academic achievement. When using the Newman-Coles-Student test to compare the average of professional awareness according to academic achievement, it was found that the average of (preparatory school and below) (first) was 116.1, then (institute) (second) was 111.0, then (college) (third) was 110.9, then (postgraduate studies) (fourth) was 109.5.

The t-test for two independent samples was used to compare the average of married and unmarried individuals. It appeared that the calculated t-value was equal to 1.81, which is not statistically significant at a significance level of 0.05 and a degree of freedom of 352, indicating that there are no differences in professional awareness between married and unmarried individuals. The first-degree analysis of variance was used to compare the levels of professional awareness according to the variable of years of work. The calculated p-value was equal to 3.41, which is (greater) than the p-value at a significance level of 0.05 and two degrees of freedom (350-3), which is 2.62, indicating the existence of differences in professional awareness according to the variable of years of work. When using the Newman-Colez-Student test to compare the average professional awareness, it was found that the category (21-30) years (first) had an average of 113.4, then the category (30 years and above) (second) had an average of 111.5, then the category (11-20) years (third) had an average of 110.7, and finally the category (1-10) years (fourth) had an average of 109.0.

The results after applying the achievement motivation scale to the research sample of 354 male and female correspondents showed that the average achievement motivation score was (110.2) with a standard deviation of (13.7). When comparing the arithmetic mean with the hypothetical mean of the scale (90), it is noted that it is (greater). When testing the difference between the two averages using the t-test equation for a single sample, it was found to be significant at the level of (0.05) and with a degree of freedom of (353) and in favor of the arithmetic mean. The current result can be interpreted as the achievement motivation leading to a frequent increase in the effort exerted, which contributes to the growth and development of the individual's cognitive ability, which means that the war correspondent has a mastery motivation from the interaction of effort with ability in order to master the work in light of external standards and the personal desire to reach the highest standard of professional performance. It can be said that the high achievement motivation of the correspondent aims to achieve understanding, acquire skills and practice tasks that require perseverance and challenge, as successfully completing the task is in itself a value that has an effective dimension on the personal and professional level for the war correspondent. The t-test for two independent samples was used to compare the average of males and females. It appeared that the calculated t-value was 1.30, which is not statistically significant at a significance level of 0.05 and a degree of freedom of 352, indicating that there are no differences in achievement motivation between males and females.

The first-degree analysis of variance was used to compare the achievement motivation scores according to the age variable. The calculated F-value for the test was 0.43, which is (smaller)

than the F-value at a significance level of 0.05 and two degrees of freedom (349-4), which is 2.39, indicating that there are no differences in achievement motivation according to the age variable. The first-degree analysis of variance was used to compare the achievement motivation scores according to the academic achievement variable. The calculated F-value for the test was 0.180, which is (smaller) than the F-value at a significance level of 0.05 and two degrees of freedom (350-3), which is 2.62, indicating that there are no differences in achievement motivation according to the academic achievement variable. The t-test for two independent samples was used to compare the average of married and unmarried individuals. The calculated t-value was 0.99, which is not statistically significant at a significance level of 0.05 and a degree of freedom of 352, indicating that there are no differences in achievement motivation between married and unmarried individuals. The first-degree analysis of variance was used to compare achievement motivation scores according to the variable of years of work. The calculated p-value was 0.08, which is (smaller) than the p-value at a significance level of 0.05 and two degrees of freedom (350-3), which is 2.62, indicating that there are no differences in achievement motivation according to the variable of years of work.

Pearson's correlation coefficient was used to find the relationship between professional awareness and achievement motivation. The value of the correlation coefficient was 0.56, indicating a positive direct relationship between them. When evaluating the significance of the correlation coefficients using the t-test, it appeared that the calculated t-values were 12.7 (greater) than the tabular value at a significance level of 0.05 and a degree of freedom of 353, indicating that the relationship is real and not subject to chance. This result can be interpreted as the relationship between professional awareness and achievement motivation indicating the individual's ability to manage his life intelligently and organize the internal and external self-processes of reading the feelings of others, and interacting with them flexibly in controlling his feelings, emotions, whims, and tendencies, which represents an important factor in directing him to choose the motivation to accomplish a specific thing. The individual who is confident in his ability to perform a specific job is characterized by perseverance and a high level of participation in work that requires mastery. Therefore, increasing the professional awareness of the reporter is one of the drivers of increasing the achievement motivation within the context of the situation. The more the professional awareness of the reporter increases, the more his abilities to organize his motivations, skills, and strategies to achieve the elements of success increase as a result.

In light of the research results, the researcher recommends that satellite channels, newspapers, and magazines work to enhance the components of professional awareness among war correspondents to qualify them for success in their work and achieve the highest possible level of professional competence. Provide the necessary financial capabilities to follow up on the correspondent's work and location when imminent danger occurs in order to develop their performance with the necessary equipment and devices. Media institutions, in coordination with experts specialized in security agencies and armed forces, must conduct training courses to deal with the environment to develop the skills of dealing with pressures and confronting crises among war correspondents in the field to reduce human losses. Media institutions must form teams to assess risks before sending correspondents on any mission and determine the extent of the correspondent's impulsiveness. In light of the research results, the researcher proposes conducting a study that examines the relationship between professional awareness and self-

efficacy, self-awareness, self-flexibility, and the Big Five personality factors. Conduct a study that examines the relationship between achievement and the ego perspective and realistic interpretations of events that occur to the self.

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