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## The influence of control-value theory on the satisfaction of literary translation competence among Iraqi students

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### Abstract

This study depends on the Control-Value Theory (CVT) to examine the association between translation enjoyment, academic performance, and the use of translation techniques among Iraqi translation students. Moreover, it provides an overview of the most significant methods and strategies in literary translation. Research was conducted with a sample of 250 students involved. Surveys and interviews were used as data collection tools. Correlation analysis was employed to establish the relationships between translation pleasure, academic performance, and the use of translation methods. The outcomes indicate that maintaining and using the right organizational strategies is a crucial factor for translating analysis. This emphasizes the fact that the organization's processes and behaviors that explain enjoyment, in turn, lead to improved performance, highlighting the significance of these aspects in shaping the final level of expertise. The study concludes that pleasure-derived translations are a determining factor in students' grades and choice of techniques in literary translation. It calls for transforming organizational processes and behaviors to ensure employee satisfaction and improve process performance.

**Keywords:** Control-value theory application, Literary Translation, Organization, Translation Competence Satisfaction.

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## 1. Introduction

Translation and cognitive processes are closely linked, and their complex relationship is the main focus of this research as it influences the acquisition of translation competence. The present study will deal mostly with the multifaceted side of translation, which is about linguistic and cultural exchange and cognitive processes [1, 2]. These types of changes, therefore, contribute to the translation skills and the extent of the mastery of a language. In the investigation, the researcher should bear in mind that translation is not a mechanical procedure but rather a complex cognitive activity.

Translation is a multipronged cognitive mechanism that operates based on attention, memory, problem-solving, and decision-making. The mental processes are not separated from one another, but there is a mutual interconnection, and the mutual interconnection is also highly dependent on the translation task. The study is based on the control-value theory (CVT), and it aims to study the complexity of the relationship between cognition and translation [1, 3]. The idea of CVT implies that people's behavior is determined by the belief that they can accomplish a particular task and the degree of significance/importance/value they give to the outcome. Translation theory claims that students' translation competency is restricted by the way they assume translation competence and the value they attach to the translation tasks.

The study sample is collected from 250 students. Its elements are strategic planning, translation, student behavior, and mastery of language [4, 5]. The results reveal that the three factors are mutually beneficial. Thus, students' translation proficiency directly depends on their planning, behavior, and attitude toward translation.

The study stated that emotions, learning techniques, and translation results are not independent of each other [6]. Emotions are quite a powerful factor when it comes to translation because they affect one's attentiveness, motivation, and decision-making. Translation strategies, problem-solving strategies, and metacognitive processes, as well as the results of translation tasks, are also influenced by these strategies.

Therefore, the results of this study are significant not only for teachers and policymakers who are responsible for the development of translation learning courses but also for students who are supposed to take part. As the relationship between translation and cognition is very intricate, the process of the improvement of these programs can be enhanced by the development of strategic planning skills, the establishment of a positive approach towards translation, and the incorporation of emotional intelligence into translation training.

## 2. Literature Review

The concept of CVT by Pekrun [1] which is the foundation of learning translation skills, is one of the most important factors among others, and the role and effect of emotions is one of the most important elements of this process. This study extends the CVT model to discover the influences of enjoyment in translation studies that could be used to improve the academic performance of translation professionals at the university level [1]. Its primary purpose is not just to reveal the external processes of translation service delivery but also the internal processes of active involvement.

The fact that fields such as literary translation, literature, and poetry, among others, are the key points why college is so much fun for me [7]. The current study focuses on teaching translation studies as fun, and this aspect is one of the factors that can motivate students toward the learning process, which in turn leads to their engagement and deeper understanding of the material. Previous research has shown that college happiness and the learning of translation are associated [8-11].

More in-depth study of the relationship between the two in the university setting is required to explore the relationship. The cultural and linguistic aspects that are present in the Iraqi context likely affect students' engagement with reflective journaling and writing, which is the major reason for their delight in translation studies [12]. Knowing them is the most important basis for the development of effective strategies for raising the interest and engagement of Iraqi university students.

Regarding the Iraqi university system, it should be strategic planning in translation programs that involves the integration of the new knowledge with the old one [13]. Students who are learning translation may develop organizational strategies that are not culture-specific. The effectiveness and engagement may be related to this [14]. However, the studies in the field of organizational strategy and student performance showed that students' passion for translation studies could be the key factor for translation skills development in Iraqi universities [8, 15-17].

However, further research is required to investigate the efficiency of mentorship programs, peer support networks, and cultural competency training to develop organizational strategies and language translation skills. The enjoyment of translation studies is closely linked with group dynamics and interaction, especially in culturally heterogeneous contexts. Thus, the importance of more studies about these interactions to improve translation education in Iraqi universities is stressed. Research has proved that a translational strategy and student engagement are the only two factors that can bridge the gap between the amusement of learning and the acquisition of translation skills by university students [8, 18-20].

The group dynamics, which in turn affect the motivation and engagement of students in translation tasks, especially in multicultural settings, are worth examining in Iraqi universities as we can provide tips for creating a good learning environment. For example, we will assign the students some group projects, including peer-to-peer learning activities, which would encourage them to be more fun and excited about translation studies. Another point may be to consider cultural sensitivity and intercultural communication, which could be

complications that would make our understanding of how group dynamics influence translation competence in students even more complex. Joining a group of students in translation assignments is useful and very important for the student's intellectual progress.

The results of the scientific research are consistent with those that are saying the more actively the students are involved in their learning, the better the results they get [21-23]. This issue reinforces that students' joy of learning is often closely intertwined with their active participation in the process. Moreover, those who are interested in their studies are more likely to participate in translation projects and achieve better outcomes [8, 24-26].

Consequently, the study of different types of involvement, that is, group work and individual assignments, in translation learning also still remains to be done. However, we should remember that the students may be motivated to a high degree in group settings where they can exchange ideas and learn from each other, while others may have a liking towards working independently to develop their skills. By acknowledging different ways that students may take part in the learning process and the results of these on their learning processes and outcomes, educators would be able to develop more engaging and effective learning activities in the field of translation studies.

The previous research has been carried out extensively, and the association between organizational planning and behavioral engagement in translation studies, which is applicable in various cultures, is examined. An astute examination tries to unravel the mysteries of the interplay between pleasure, engagement, and the translators' expertise to explain how they all work together.

Accordingly, the findings from this study may form the basis for enhancing teaching methods in Iraqi higher education institutions [27-29]. This finding has been demonstrated by many studies, including the teaching strategies used, which greatly impact how students are involved and how they study translation. Taghani and Razavi [27] found that organized and structured translation programs that involve students highly and ultimately improve learning outcomes are more effective. Furthermore, Gettinger and Walter [28] also determined that this can be another factor that influences a student's motivation and engagement in studies.

Nevertheless, these studies give helpful information. However, more research is required to understand how the organizational planning can be adjusted for different cultural contexts in order to improve the students' engagement and learning outcomes in translation studies. The cultural and contextual elements that differ in Iraq might necessitate special organizational plans that are sensitive to the needs and tastes of the Iraqi students. The in-depth studies that consider these aspects can enlighten educators to develop more efficient strategies for engaging students and improving the quality of learning in translation studies in Iraqi universities.

Being aware of the complex interrelationship between the joy of translation studies and the attainment of academic success in translation competence can be of great importance for educational planning and implementation in the world today. Teachers of translation will be successful in designing a more productive training environment when they ensure that students are having fun and are involved in the translation process. Through this, students will be able to achieve academic success. By doing so, students in translation departments are likely to cultivate a translation habit of learning and the skill of understanding the complicated aspects of language and culture. This study will highlight the policies of the Iraqi educational system to ensure that students participate in education and translation education in the universities is of high quality.

This study aims to discover how translation studies can support students in developing translation competence among Iraqi university students through entertainment and involvement. Through this, it is revealed that the area of Translation Education is still under development. Educators can find out the factors that influence student engagement and liking in translation classes. Then they can transform classroom settings to improve academic performance and make lifelong learning, which is a good thing.

### 3. Hypotheses

The study is supposed to test the following hypotheses:

*H<sub>1</sub>: The success of students who see learning translation studies as a pleasant activity is probably because they are quick in mastering literary translation.*

*H<sub>2</sub>: The university students' experience of learning and their success in mastering literary translation as a language activity is impacted by the strategic way in which their university approaches the issue.*

*H<sub>3</sub>: This bond is reinforced by students' different levels of involvement in translation studies and literary translation.*

*H<sub>4</sub>: A group's systematic approach to doing their job, along with the actions taken, helps to narrow the gap between the enjoyment of studies and the achievement of competency in literary translation at the Iraqi university.*

### 4. Methodology

#### 4.1. Participants and Procedures

A group of 250 university students took part in the cluster sampling technique research. The university was comprised of students with a variety of socioeconomic statuses. The study consisted of 230 valid responses, which was a remarkable achievement with a questionnaire collection rate of 92%. The ages of the participants varied from 18 to 25 years, with a mean age of 21.34 years and a standard deviation of 1.56. The gender ratio

stood at 120 males (52.17%) and 110 females (47.83%). Before the survey was implemented, students were all given informed consent. Questionnaires were administered to people in Arabic. In order to achieve correct translations, the back-translation method following [30] principles was implemented. All methods were translated from English to Arabic. Responses were recorded using a 5-point Likert scale, where 1 (strongly disagree) was the lowest point, and 5 (strongly agree) was the highest.

#### 4.2. Measurement

Translation enjoyment is measured using a five-point scale developed by Pekrun, et al. [31] to determine the pleasure derived from academic activities in the field of literary translation, adapted to the university environment (e.g., "I discover the satisfaction in my literary translation courses").

The organizational approach scale was evaluated using a set of five criteria from Dowson and McInerney [32] goal orientation and learning strategies survey. It is directed towards the strategic approaches that the academic institution is employing.

Behavioral engagement represents a four-item scale adapted from the engagement vs. disengagement scale of Skinner, et al. [33]. Engagement Scale focuses more on how much a student is involved and how much interaction he or she has in the translation process.

Satisfaction with literary translation competence is a university assessment for a comprehensive university, using the grading system from zero to one hundred, with higher scores indicating a better level of proficiency in literary translation, would be a good indicator of the participant's performance.

#### 4.3. Data Analysis

The data analysis was carried out in two stages, first relying on SPSS version 22.0 and Mplus 8.3 for computations. In the beginning, the latent constructs' reliability and validity were tested to ensure that the accuracy and reliability of translation enjoyment, organizational strategy, and behavioral engagement in translation studies were preserved. Following the next step, the connections between translation-related activities, translation enjoyment, and satisfaction with literary translation competence were examined using confirmatory factor analyses (CFAs). In order to estimate the magnitude of these effects, a bootstrapping method was used with 5000 samples. The significance of each effect was determined by checking the 95% confidence intervals (BCa 95% CI), and effects were considered significant if zero was not included in the interval.

### 5. Results

Harman's one-factor test was conducted to eliminate methodological biases, which confirmed no effects on research outcomes. Descriptive statistics (Table 1) showed the presence of strong connections between translation enjoyment, organizational strategy, classroom engagement, and satisfaction with literary translation competence among university students. There were high associations among organizational planning, behavioral involvement, taking part in translation activities, and literary translation skills. In addition, the strong relationship between behavioral engagement and the sense of satisfaction regarding literary translation competence was proved to be empirically true among university students. This condition gave credence to Hypothesis 1.

**Table 1.**  
Descriptive Statistics and Correlational Coefficients of the Study Variables.

Variables	Translation Enjoyment	Strategic Planning	Linguistic Engagement	Translation Competence Satisfaction
Translation Enjoyment	-	0.071**	0.079**	0.040**
Strategic Planning	0.071**	-	0.081**	0.035**
Linguistic Engagement	0.079**	0.081**	-	0.051**
Translation Competence Satisfaction	0.040**	0.035**	0.051**	-

Note: \*\*  $p < 0.01$ .

The study employed Structural Equation Modeling (SEM) to test the four proposed hypotheses (H1-H4) among translation studies university students. First, the appropriateness of the suggested model demonstrated in Table 1 was evaluated using different fit indices. The results indicated that the proposed model passed the good fit tests, with  $\chi^2(85) = 189.809$ , CFI = 0.975, TLI = 0.969, RMSEA = 0.050, and SRMR = 0.040.

Table 1 shows the interconnection between the students' liking of translation studies and the university's satisfaction with translation proficiency.  $p < .001$  denotes statistical significance, and the results are therefore considered to be highly significant. "ns" indicates non-significance. The study concludes that an individual's enthusiasm for learning in the field of translation studies has a huge impact on the acquisition of translation competence. Several successive steps, such as planning and direct involvement in translation activities, achieve this.

The findings of this study clearly confirm the proposed hypotheses and demonstrate the complex connection that exists between the enjoyment of translation studies, strategic planning, behavioral engagement, and, in the

end, translation competence improvement. The fit indices show that the model is very robust in understating these latent links. By implication, translation studies should be enjoyed because they help improve translation competency at the university level.

The expected paths shown in Table 1 were primarily significant in the statistical test. These were the only insignificant paths, including the connections between strategic planning and satisfaction with translation studies to translation competence. The study utilized both raw numerical values and BCa 95% confidence interval and conducted a precise analysis of the mediation model. Specifically, students' enthusiasm for learning and their active role in translation studies helped improve their translation competence scores by about 0.198, with a 95% confidence interval from 0.105 to 0.319, which is a significant effect size and aligns with H1.

The effect size for Path Two, where you are a translation enthusiast, and you then plan strategically to enhance your translation competence, is 0.135. The 95% confidence interval of this effect was from 0.073 to 0.229, implying that thorough planning and being involved in activities significantly affected translation competence, which supports the H4. With regard to Path Three, the point estimate for the effect of the enjoyment of translation and learning on translation competence satisfaction was -0.042, and its BCa 95% confidence interval was [-0.133, 0.049], which revealed a negligible effect and rejected H2.

According to the results shown in Table 2, the 95% confidence intervals for the direct effect between the enjoyment level of translation studies and translation competence satisfaction were [-0.087, 0.232], hinting at no significant difference or connection. The students' organizational strategies and behavioral engagement combined accounted for about 36.5% of the total mediation impact across universities.

**Table 2.**  
Mediating Effects of Organizational Strategy and Behavioral Engagement in the Relationship between Translation Enjoyment and Translation Competence Satisfaction.

Path	Point Estimate	Parameters	Bootstrap 5000 Times 95% CI
Translation Enjoyment → Organizational Strategy → Translation Competence Satisfaction	-0.034	S.E. = 0.038	[-0.106, 0.040]
Translation Enjoyment → Behavioral Engagement → Translation Competence Satisfaction	0.158	S.E. = 0.043	[0.084, 0.255]
Translation Enjoyment → Organizational Strategy → Behavioral Engagement → Translation Competence Satisfaction	0.108	S.E. = 0.030	[0.058, 0.183]
Total Indirect Effect	0.233	S.E. = 0.048	[0.141, 0.333]
Direct Effect	0.063	S.E. = 0.064	[-0.070, 0.186]
Total Effect	0.296	S.E. = 0.038	[0.220, 0.367]

**Note:** BCa 95% CIs not containing zero are demonstrated in bold.

Structural Equation Modeling (SEM) was used to assess the four hypotheses (H1 to H4) proposed by the university's translation studies students fully. Firstly, the model fit adequacy was assessed in Table 1 by employing several fit indices. The results showed that the proposed model had good fit measures, with  $\chi^2(85) = 189.809$ , CFI = 0.975, TLI = 0.969, RMSEA = 0.050, and SRMR = 0.040.

Table 2 shows the level of confidence intervals and the standard errors. The asterisks \*\*\* indicate a  $p < .001$ \*\*\*, which is the most significant result. "ns" indicates non-significance. The research shows that the passion for studying translation studies impacts the development of the translator's translation competence skills. This impact occurs in a staged manner, commencing with a strategic plan and then through active participation in learning.

## 6. Discussion

This evidence strongly corroborates the proposed hypotheses and shows the multifaceted relationship between the enjoyment of translation studies, strategic planning, behavioral engagement, and, ultimately, the improvement of their translation ability. The high fit indices indicate that the model cannot only explain the relationships between the constructs but can also do it well. This issue clearly reveals that translation studies should be interesting so that students will be able to learn translation competence at the university level.

The CVT has been employed by many researchers in their investigation of the effect of attainment motivation on the feeling of competence in college students in different contexts [8, 34-36]. The current research has focused on the relationship between the feelings of achievement in literature translation, like pleasantness in literature translation studies, and the outcomes, such as increased engagement and improved translation skills. However, there needs to be more understanding of the intermediate mechanisms between the enjoyment of literary translation work and the satisfaction with competence achievement. Moreover, research into the link between academic enjoyment and success has primarily concentrated on college students generally interested in literary translation. This study is designed to bridge the gap in our understanding of the role of



enjoyment in literary translation studies and how it influences the translation competence level of Iraqi university students. The survey confirmed the existence of this relationship, and it was considered to be statistically significant, which resulted in accepting the first hypothesis. This result is consistent with previous studies, which showed that there is a relationship between satisfaction and academic enjoyment [10, 11]. On the other hand, the study contains some authentic quotations from the Iraqi educational context as proof for the CVT theory, which states that the emotional results are a condition for the learners to gain satisfaction with the achievement of translational competence [1]. It is interesting to see that the study did not show that the organizational strategy did not moderate the relationship between enjoyment of translation studies and translation competence satisfaction in support of hypothesis H2. This gap has already been reported (e.g., [8, 37]), so it might be through self-efficacy beliefs or active participation in translation activities that the organizational strategy is indirectly affecting competence satisfaction. Structural equation modeling (SEM) analyses confirmed that engagement in translation practice (H3) mediated enjoyment in literature translation studies with satisfaction of translation competency. This result is in line with the previous research that, in this case, the sense of accomplishment positively influences the degree of satisfaction with the translation, which in turn motivates people to participate in the translation activities. The findings reveal the credibility of CVT theories because positive emotions related to success play a role in competence satisfaction via factors such as higher motivation and engagement in translation patterns. Moreover, the relationship between the engagement in translation activities and the organizational strategy of enjoyment of literary translation studies was also significant and mediated the relationship between satisfaction with translation competence and enjoyment of literary translation studies, as expected by hypothesis H4. This chain of causality outlines the mechanisms of such enjoyment of literary translation studies that are positively associated with satisfaction of translation competence among Iraqi university students. In summary, the results bring to attention the significance of involvement in translation activities and active participation in increasing satisfaction with translation competence among college students in the case of literary translation.

## 7. Conclusion

This research shows that enjoyment is the key factor in translation studies, especially in the field of literary translation, to increase the satisfaction and competence of Iraqi university students. The results, therefore, shed light on a complex interplay of these elements, which, in turn, underline the importance of personalized educational strategies for developing translation competence. It is the most prevalent which has the effect on everyone. Firstly, it argues for positive psychology theories to be used in translation pedagogy. Because it is a key factor that deters determining learning outcomes, educators should start to develop more effective teaching methods and curricula that are based on student engagement and satisfaction be achieved by the inclusion of more interactive and collaborative translation activities, giving the learners hands-on translation projects and providing a learning atmosphere that is both congenial and motivating. Thus, the study provides evidence for the necessity of more research to explore the complex interconnection between entertainment, engagement, and translators' competence. Consecutive studies help understand the development factors and the impact of various social-cultural factors on this process. Consequently, exploring individual differences in age, gender, and social status in the relationship between engagement and mastery can promote more personalized and effective learning solutions. Moreover, this work suggests that an increase in the appreciation of literary translation studies can lead to a greater level of satisfaction with the skills of translation. Such an effect also leads to important policy implications for education and practice. Educators and policymakers should be able to find ways of triggering the unmatched satisfaction and the desire to learn more about translation studies by, for example, creating mentorship programs, teaching communities that support each other, and providing resources to the students to explore the translation field.

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