



# **The level of motivation achievement in light of some variables among high-level students in the Sultanate of Oman**

**By**

**Dr. Esam Al Lawati**

Associated Professor in Educational Psychology - A'Sharqiyah University

**Dr. Ibrahim Al Wahaibi**

Assistant Professor in Evaluation and Measurement - A'Sharqiyah University

**Malak AL-Ghefeili**

master's in educational psychology- A'Sharqiyah University

***Doi: 10.21608/ejev.2025.458400***

استلام البحث : ٢٠٢٥ / ٦ / ١٠

قبول النشر : ٢٠٢٥ / ٨ / ١٥

Al Lawati, Esam & Al Wahaibi, Ibrahim & AL-Ghefeili, Malak (2025). The level of motivation achievement in light of some variables among high-level students in the Sultanate of Oman. *Arab Journal of Qualitative Education*, Arab Institute for Education, Science and Arts, Egypt, 9(40), 495–514.

<https://ejev.journals.ekb.eg>

## **The level of motivation achievement in light of some variables among high-level students in the Sultanate of Oman**

### **Abstract**

The study aimed to identify the level of achievement motivation in light of some variables among high level students in the sultanate of Oman, where it followed the descriptive survey approach, and the study sample consisted of (402) students of Al Sharqiyah University from its various colleges and the achievement motivation scale prepared by Safwat Kanaan in (2003) was applied, and the study reached several results, the most important of which are: that the level of achievement motivation is high among students of Al Sharqiyah University, and the study showed that there are no statistically significant differences attributed to the variables of gender, college and study program in the level of achievement motivation, which indicates that achievement motivation exists equally among all students regardless of these differences. The study concluded with a set of recommendations that aim to focus on creating programs that enhance achievement motivation and encourage students to participate in activities that help them invest their abilities and achieve academic and personal excellence. The researchers hope that this study will contribute to enriching knowledge on how to support students psychologically and socially to achieve the best results in their academic and professional lives.

**Keyword:** Achievement Motivation, Al Sharqiyah University Students, Sultante of Oman

### **Introduction**

The use of the term achievement motivation in psychology historically goes back to Alfred Adler (1870 -1937), who suggested that the need for achievement is a compensatory

drive derived from previous experiences, and Kurt Lewin (1890-1947), who introduced the term in light of his treatment of the concept of ambition. Despite these early beginnings, the American scientist Henry Murray (1893-1988) is credited with being the first to introduce the concept of the need for achievement in a precise manner. Accordingly, motivation is based on achieving a prominent personality and the ability to prefer external candidates to perform certain work to achieve certain research in the university and social relations with others in the family or university. It refers to the approval of the direction towards achieving the achievement. The student who has useful social relations with others in the university who are active achieves strong success in achieving the desired goal, which is thus athletic. As for the one whose social relations are weak, the activists are weak; it will be repressed and referred to as the "killed" motivation within the student and suffer from apathy as well he/she is no sensitivity. Furthermore, many students encounter a range of challenges that impact achievement motivation, including financial instability, psychosocial stress, and mental health issues. Therefore, students need to recognize that they are experiencing psychological and social stressors that must be addressed to maintain their achievement motivation (Mabrouk, 2011).

### **Study Problem**

Achievement motivation is one of the important aspects of the human motivation system, and in recent years, it has been one of the distinctive features of study and research in the dynamics of personality and human behavior. It can be viewed as one of the achievements of contemporary psychological thought. At the beginning of the second half of the current century, scientists turned to achievement motivation as an important dimension of general human motivation and its

success in acquiring social motivations. Achievement motivation is one of the factors that affect the determination of success and failure in the future. The motivation for achievement is related to the motivation to avoid failure. If it is motivated by success, it will try to perform tasks with an equal probability of success to the probability of failure, and the value of the success motive is high at this probability level. Achievement motivation is also affected by emotional reactions from the individual's social environment, such that it is linked to the need to achieve social satisfaction, and for some individuals, it is present as an objective in itself (Aqnibar, 2022). Achievement motivation refers to an attitude or mental state, so it is different from actual, observable achievement or attainment, which may be embodied in a student's grades on a particular test. A student may have a high level of need to achieve, but for some reason, he/she does not achieve the success he/she want. This need is an attitude or mental state.

### **Study questions**

**First question:** What is the level of achievement motivation among students of A'Sharqiyah University?

**Second question:** Are there statistically significant differences at the level ( $\alpha \leq 0.05$ ) in the level of achievement motivation among students of A'Sharqiyah University attributed to the following variables: Gender, College, and the study program?

### **Study objectives**

This study aims to:

1. Identify the motivation for the achievement of high-level students in Oman.
2. Detecting the differences in the level of achievement motivation of students at Al-Sharqiyah University attributed to the study variables of gender, college, and academic program.

### **Significance of the study**

The study's importance appears to be based on the importance of achievement motivation among university students and the role of this motivation in developing the cognitive and intellectual level of this age group of young people.

### **Achievement Motivation**

Achievement motivation is one of the psychological concepts that has sparked controversy among psychologists and has received their attention. Research and studies have addressed it to explain and describe it, and each researcher has come to know it from the framework of his/her work and from the framework of the theory he/she adopts.

Hamza and Tawfiq (2015) defined achievement motivation as “a desire or tendency to overcome obstacles and to exert strength, struggle, or striving to perform difficult tasks well and quickly whenever possible. Meanwhile, Sari (2018) defined it as "a personal variable on which a person's success in his work or learning depends, so the achievement motive is an important and effective factor in increasing personal efficiency and productivity”. While Bragg (2020) defined it as “a virtual formation that means the feeling associated with evaluative performance, where competition is to achieve standards of excellence, and that this feeling reflects two basic components: the desire for success and the fear of failure through the individual’s pursuit of exerting the utmost effort and striving for success and achieving the best and excelling over others.” Whereas Kanazah and Rawabhi (2022) defined achievement motivation “the motivation to succeed and master a job, and this motivation to achieve can be present in any individual in any professional or cultural group, but the ways in which we choose

to master what we do or accomplish are influenced by the culture in which we live and the work we do.”

### **The importance of achievement motivation**

Psychology Researchers have indicated the importance of achievement motivation among university students which was represented by the following:

1. Behavioural selection: This refers to the ability of the university student to select the achievement behavior, i.e., the ability to select among alternatives and move towards a certain behavior. This means that the student's selection to practice a certain activity is determined by his expectations of success and the value resulting from performing this activity.
2. Behavioral strength: Refers to the level and degree of behavior activation, i.e. the ability of the university student to continue to exert more effort and practice at a high strength and volume.
3. Persistence in behavior: refers to the university student continuing to practice training for a prolonged period, i.e. the continuity of the behavior. While the student who lacks perseverance withdraws from practicing the activity, and if he continues, he cannot achieve academic achievements.
4. Achievement motivation is one of the most important aspects of the human motivation interconnecting network, and it is one of the distinctive features of scientific research and study in personality psychology and human behavior.
5. Achievement motivation is one of human psychology's most exciting, exciting and attractive topics.
6. The importance of achievement motivation is evident as an educational goal per se.

### **Types of achievement motivation**

According to Emmanuel et al. (2014), achievement motivations have been classified into two types:

- 1) Self-achievement motivation: Refers to the application of internal or personal standards in achievement situations, where the student competes with him/herself to meet his/her abilities and self-standards.
- 2) Social achievement motivation: This type includes standards and measures of excellence that are based on social comparison, meaning comparing the student's performance to gain social approval for his/her achievement.

In addition, (Acquah, 2010) has classified the achievement of motivations into other two types:

- 1) Primary motives: Also called "physiological or physical motives," they are physical motives or needs imposed by the nature of the human body's composition and the functions of its organs such as food and drink needs.
- 2) Secondary motives: Also called "acquired or social motives or needs," the individual acquires them as a result of his/her interaction with the surrounding environment such as needs to control or/and self-esteem needs and so.

### **The Content of Achievement Motivation**

The components of achievement motivation, as indicated by Maoush 2017, can be explained as follows:

- Academic Ambition: This refers to the level of achievement that the student wants to reach, or that he/she feels he/she can achieve.
- Success Orientation: It means the extent to which the desired goal is achieved more than the reluctance to achieve it, or that it is trying to achieve success and avoid failure.
- Work Orientation: It means that the student feels a strong motivation and enthusiasm towards the work assigned to him/her.
- Ego enhancement: This means the student's perseverance in performing a specific task, not only for its own sake but also

to secure a sense of social status and confirm his/her presence in the group, which is reflected in the sense of self-esteem.

- Cognitive motivation: It means the need for knowledge, understanding, comprehension, problem-solving, and the mutual interaction processes of the university student and the tasks, which makes the student aware of the requirements of these tasks and tries to control them.

### **Achievement motivation theories**

#### **Tolman's Expectancy (Value) Curve Theory**

This theory, presented by Edward Tolman, is the most relevant to the current context, which indicates that many internal and external factors determine behavior. Tolman explained that the tendency to perform a certain action is the result of the interaction between three types of variables, which are:

- Motivational variable: refers to the need and desire to achieve certain goals.
- Expectancy variable: focusing on an action in a certain situation will lead to a certain goal.
- Motivation variable or the value of the goal for the individual: These three variables determine the student's orientation to reach the desired goal. In general, if expectations related to the value of achievement are weak and limited, they contradict achievement-oriented behavior, and vice versa.

#### **McClelland's Need for Achievement Theory**

This theory assumes that motivation is nothing but a strong emotional bond based on the extent to which the student expects his/her response in dealing with certain goals, based on his/her previous experience. McClelland believes that motivation is a strong emotional state characterized by the presence of an expected goal response based on the association of some



previous materials with pleasure or distress; consequently, the expectation of pleasure or distress that is based on what happened in the past is responsible for the occurrence of motivated behavior. Although this theory relies on the need for achievement, it sees that there are three needs present in all students to varying degrees, which are: the need for achievement, the need for power (authority and control), and the need for belonging.

### **Atkinson's theory of achievement motivation**

This theory was characterized by several features that distinguished it from other theories. One of the most prominent features was that Atkinson focused on the experimental treatment of variables, which differ from the complex social variables of life situations. He was also distinguished by the fact that he based his theory in light of personality theory and experimental psychology. Atkinson interpreted the concept of achievement motivation within the framework of the expectancy curve theory, following the directions of both Tolman and Kurt Lewin, and assumed the existence of a conflict between the need for achievement and the fear of failure.

### **Henry Murray's theory**

Murray, unlike many personality scientists, was interested in ability and achievement and considered these two traits an important part of the personality, and these traits play a central function in mediating between tendencies to act, and the final results toward which those tendencies are directed. Through his research on personality, he also evaluated individuals' ability and achievement in their performance in several different areas, whether physical, mechanical, leadership, social, economic, educational, or others. Murray emphasized that the need for achievement constitutes one of the significant motivations for the individual, as he described it as a physiological-chemical force

that is aroused by internal processes or external influences in individuals. He noted that when this need is aroused, this force directs behavior in the surrounding environment in a certain way to satisfy it. From Murray's perspective on achievement motivation, the following is clear:

- Accentuating the significance of the social environment in which the student lives in terms of providing opportunities through which he can satisfy his needs.
- Emphasizing that the social environment plays an effective role in stimulating the need for achievement, as he emphasized the aroused motivation, and that the individual must be aroused in the presence of others to succeed and excel.
- His interest in measuring achievement motivation, as he established the basics of the subject understanding test.

### **Study society**

According to the Admission and Registration Department (A&R) at Al Sharqiyah University, the number of students for the academic year 2022/2023 amounted to approximately 8,500 male and female students.

### **Study sample**

The study sample consisted of a total of (402) male and female students, representing both genders from Al Sharqiyah University students. Table (1), shows the distribution of sample individuals according to the study variables.

**Table (1)**  
**Distribution of sample individuals according to study variables**

College	Gender	Academic level				Total
		Higher Diploma.	Bachelor's.	Diploma in Educational Qualification.	Postgraduate	
College of Business Administration	Male	9	7	1	9	26
	Female	9	34	3	2	48
College of Arts and Humanities	Male	1	48	2	22	73
	Female	1	103	8	12	124
College of Law	Male	2	17	0	0	19
	Female	0	8	0	0	8
College of Applied and Health Sciences	Male	2	8	0	0	10
	Female	1	36	3	1	41
College of Engineering	Male	10	12	0	0	22
	Female	1	30	0	0	31
Total		36	303	17	46	402

### **The Research Tool (Scale)**

**Achievement Motivation Scale:** The researchers used the current scale, which was prepared by Safwat Kanaan (2003), as a measuring tool in the current study. This scale measures the extent to which students' Objectives on achieving goals, also the ability to control difficult challenges, as well as the pursuit of attaining high-performance levels.

In order for the current scale to be compatible with the cultural context of students at Al Sharqiyah University, modifications were made to the scale so that it now includes (36) phrases, and is divided into six dimensions:

- Desire to work and immersion in it.
- Perseverance.



- Competition.
- Orientation towards the academic task.
- Realization of the importance of time.
- Self-confidence.

To verify the validity and reliability of the study tool, they were applied to a survey sample consisting of (70) individuals from outside the study's main sample.

The data showed that the corrected correlation coefficients of the items with the total score of the achievement motivation scale ranged between (0.12 and 0.55). Moreover, the corrected correlation coefficients of the items with the scores of the axes to which they belonged ranged between (0.15 and 0.55). These rates are classified from acceptable to excellent, in addition to that, the researchers conducted a Pearson correlation coefficient analysis to measure the relationship between the axes and the total score of the scale. Whereas Cronbach's alpha coefficient (0.809), which is the axis of achievement motivation, indicates the stability of the scale and the reliability of its results.

### **The Research Results**

The result related to the first question: **What is the level of achievement motivation among students at Al Sharqiyah University in Oman?** The SPSS statistical analysis program was used to extract the arithmetic mean and standard deviation, and the result showed a high level of achievement motivation among students at Al Sharqiyah University. The results of the average analysis of achievement motivation indicate that the highest percentage, which is (4.13 out of 4), is in the paragraph: "I do my best to raise my educational level." The lowest average percentage, which is (1.84 out of 4), is in the paragraph: "I resort to cheating in the exam when I am unable to answer the questions."

**Table (2)**  
**Mean and standard deviation of the academic achievement**  
**motivation scale**

S	The Phrases	M	SD	The impact	Remarks
1	I do my best to raise my educational level	4.13	1.003	High	1 out of 32
2	I resort to cheating in the exam when I am unable to answer the questions	1.84	1.184	Low	32 out of 32
Achievement Motivation Axis		3.05	0.439		

This indicates that there is a high level of achievement motivation among the students of Al Sharqiyah University. This indicates the presence of a positive level of achievement motivation among students of Al Sharqiyah University, which helps them achieve their objectives at the university as well as after graduation. The result of the first question is consistent with (Al-Kafween, 2019), as the results of his study reached the importance of enhancing the motivation to achieve among students in universities to push them towards success and towards achieving themselves inside and outside the university environment. This can be achieved by involving students in cooperative activities and using strategies that motivate students to participate in activities such as honoring, material and moral appreciation, awards, and participation in conferences and public parties. This is consistent with what was indicated by Yosri et al. (2020), who indicated that the role should shed light on the achievement motivation of students to achieve academic and practical success and excellence by identifying the components of achievement motivation such as ambition, enthusiasm, desire to achieve goals and perseverance towards success, as these components can be focused on to push students towards optimal

exploitation of their talents and abilities towards achieving success at the university and outside it.

The result related to the second question: **Are there statistically significant differences at the level ( $\alpha \leq 0.05$ ) in the level of achievement motivation among students of A'Sharqiyah University attributed to the following variables: Gender, College, and Study Program?** Data were analyzed using appropriate statistical tests. The normality of the distribution of the achievement motivation variable data among students of Al Sharqiyah University was verified using the (Kolmogorov-Smirnov) test which shows the significance level (0.000) is less than (0.05), so non-parametric tests were applied. As for the gender variable, the researchers used the (Mann-Whitney U) test as shown in the table (3):

**Table (3)**

**Results of the Mann-Whitney test to detect statistically significant differences in the level of achievement motivation among students of Al Sharqiyah University (Gender Variable)**

variable	Level	Number	Ranks average	Total of the Ranks	Mann-Whitney Value	Significance level
Gender	Male	150	198.27	29740.00	18415.00	0.667
	Female	252	203.42	51263.00		

The results show no statistically significant differences, at the level ( $\alpha \leq 0.05$ ), in the level of achievement motivation among students at Al Sharqiyah University, attributed to the gender variable.

To find the differences between the averages of the achievement motivation axis among students at Al Sharqiyah University, attributed to the academic qualification, the arithmetic averages and standard deviations were found in the level of achievement

motivation among students of Al Sharqiyah University, according to the academic program, as shown in the table (4):

**Table (4)**  
**Arithmetic means and standard deviations in the level of**  
**achievement motivation among students of Al-Sharqiyah**  
**University, classified by the academic program**

The Academic Program	Number	Arithmetic mean	Standard Deviation
Bachelors	303	3.04	0.44
Diploma in Educational Qualification	53	3.15	0.42
Master Program	46	3.01	0.35
The Total	402	3.05	0.43

The results referred to in Table 4 indicate that there are apparent differences in the arithmetic means and standard deviations in the level of achievement motivation among students at Al Sharqiyah University, attributed to the academic program variable. According to the Kruskal-Wallis H test, the results showed that the value of the Kruskal-Wallis test was (6.391), indicating that there was no statistical significance at the significance level ( $\alpha \leq 0.05$ ).

Finally, to find the differences between the averages of the achievement motivation axis among the students of the Al Sharqiyah University, attributed to the college, the arithmetic averages and standard deviations were calculated in the level of achievement motivation among the students of the Al Sharqiyah University according to the college, as shown in the table (5):

**Table (5)**  
**Arithmetic means and standard deviations in the level of achievement motivation among students at Al-Sharqiyah University, classified by college**

College	Number	Arithmetic mean	Standard Deviation
College of Business Administration	74	3.08	0.48
College of Arts and Humanities	197	3.07	0.39
College of Law	27	3.17	0.57
College of Applied and Health Sciences	51	2.96	0.47
College of Engineering	53	2.98	0.40
Total	402	3.05	0.43

The results referred to in Table 5 indicate that there are apparent differences in the arithmetic means and standard deviations in the level of achievement motivation among students at Al Sharqiyah University, classified as a college variable. According to the Kruskal-Wallis H test, the results showed that the value of the Kruskal-Wallis test was (5.588), with a significance level of (0.232). These results are considered statistically insignificant, indicating that there are no statistically significant differences in the level of achievement motivation among students of Al Sharqiyah University when comparing different colleges.

### **Conclusion**

The results of the study showed that the level of achievement motivation among students of Al Sharqiyah University was generally average, with specific paragraphs that achieved a high level, which reflects the students' interest in achieving academic success and self-development. Statistical analyses also showed that there were no statistically significant



differences in the level of achievement motivation attributed to the variables of gender, academic program, or college, which is consistent with the results of the study of both Hamouri (2021), Saifour's study (2020), and Adegboyega's study (2018), which all confirmed the importance of focusing on enhancing achievement motivation through positive educational means that include motivational activities and honors, which contributes to achieving students' university and professional goals. Accordingly, the study recommends enhancing programs that support achievement motivation among students through innovative activities and stimulating educational methods.

### **Recommendations and Suggestions**

The researchers recommend the following:

- Develop programs to enhance achievement motivation among university students that depend on factors such as enhancing independence and ambition among students, such as programs that depend on community participation, and volunteer and charitable programs.
- Apply participation programs and support achievement motivation to all genders and all students at different colleges to enhance the absence of differences between them in achievement motivation.

## References

- Acquah, A. (2017). Implications of the achievement motivation theory for school management in Ghana: A literature review. *Research on Humanities and Social Sciences*, 7(5), 10-15.
- Adegboyega, L.O. (2018). Influence of Achievement Motivation on Nigerian Undergraduates' Attitude Towards Examination. *International Journal of Instruction*, 11(1), 77-88.
- Al-Kafween, Ataf Mohammed. (2019). Achievement motivation among students of Al-Hussein Bin Talal University and its relationship to some demographic variables. Faculty of Education, Assiut University. Department of Scientific Research and Publication, Vol 35, N 7, pp 109-134.
- Aqnibar, Haifa Mustafa. (2022). Achievement motivation and its relationship to the Big Five personality factors among students of Al-Marqab University: An empirical study. *Journal of Humanities*, (24), 853-891.
- Al-Kafawin, Ataf Muhammad. (2019). "Achievement Motivation among Al-Hussein Bin Talal University Students and Its Relationship to Some Demographic Variables." Faculty of Education, Assiut University. Department of Scientific Research and Publication.
- Bragg, Naima. (2020). Quality of life and its relationship to innovative thinking and academic achievement motivation among university students; students of the Department of Psychology at the University of M'sila. Unpublished doctoral dissertation, Faculty of Humanities and Social Sciences, Mohamed Boudiaf University of M'sila, People's, Algeria.
- Canaan, Safwat (2003). The Relation between Self-Concept and Academic Achievement Motivation Among Yarmouk University Students. Unpublished master thesis, Jordan.
- Emmanuel, A.O., Adom, E.A., Josephine, B., & Solomon, F.K. (2014). Achievement Motivation, Academic Self-Concept,

- and Academic Achievement Among High School Students. *European Journal of Research and Reflection in Educational Sciences*, 2(2), 24-37.
- Hamouri, B. A. A. (2021). The predictive ability of goal orientations and mindfulness in achievement motivation among Yarmouk University students. *Al-Quds Open University Journal for Educational and Psychological Research and Studies*, 12(37), 146-170.
- Hamza, B. Tawfiq, Q (2015). The impact of using some modern teaching methods on achievement motivation among middle school students. Unpublished Master's Thesis, Institute of Sciences and Techniques of Physical and Sports Activities, University of Al Arbi Ben M'hidi - Oum El Bouaghi, Algeria.
- Kenazah, Q., and Rawabhi, G. (2022). Job specialization and its impact on achievement motivation among employees in the Algerian institution; a field study in the Directorate of the Algerian Post Office Unit - Tebessa. Unpublished master's thesis, Faculty of Humanities and Social Sciences, University of Arab Tebessi - Tebessa, Algeria.
- Mabrouk, Rasha Mohammed (2011). Psychological needs in light of Maslow's theory. *Journal of Education College, Port Said, Egypt*. Vol 10, Issue 10, Page 59-88.
- Maoush, A. H. (2017). Professional pressures and their relationship to job satisfaction and achievement motivation among primary education inspectors: Some central and eastern Algerian states as a model. [Unpublished doctoral dissertation, Abu Al-Qasim Saadallah University, Algeria]
- Saifour, S. (2020). Satisfaction with the university academic major and its relationship to the motivation to achieve among university students: A field study at Tassoust

University, Jijel. Journal of Human Sciences, 31(1), 317-334.

Sari, I.K. (2018). The Effect of Problem-Based Learning and Project-Based Learning on Achievement Motivation. Jurnal Prima Edukasia, 6(2), 129-135.