

## Achievement Motivation among School Principals in the Southern Badia

Tamara Salem Abdullah Al-Darawsheh  
Al-Hussein Bin Talal University/ Jordan

### Abstract

This study aimed to identify the level of achievement motivation among school principals in the Southern Badia in the light of the variables of (gender, years of experience, educational qualification). The study sample consisted of all the school principals in the directorate of education in Southern Badia, with total of (77) male and female principals during the first semester (2021-2022). The researcher developed a scale to measure achievement motivation based on the theoretical literature and previous studies. The study instrument consisted of two parts: the first measured the personal vocational variables, including gender, educational qualification, and years of experience, while the second measured the level of achievement motivation among school principals in the Southern Badia. The instrument was distributed into (5) dimensions: achievement behavior, perseverance in efforts, work orientation, work pressure, and ambition. The results revealed that the level of achievement motivation, achievement behavior, and persistence among school principals in the Southern Badia was medium. The results revealed that there are no statistically significant differences in achievement motivation attributed to the variable of gender and educational qualification among them, while there are statistically significant differences in achievement motivation attributed to the variable of years of experience.

**Keywords:** achievement motivation, school principal.

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### Introduction:

In general, the topic of achievement motivation is considered as one of the most important domains within the human motives system, where it caught the attention of researchers and academics in educational psychology. Indeed, achievement motivation is viewed as a basic element in an individual's endeavor for self-actualization through his efforts towards achieving a better life (Khalifa, 2000: p. 72). The importance of achievement motivation lies in the applied and practical domains, such as economic, educational, and academic domains, where the motive for achievement is viewed as an important factor in guiding the individual's behavior and activity (Al-Khalidi, 2002: p. 27).

We can say that achievement motivation is an intrinsic state that is related to the individual's feelings and guiding his activity towards planning for work in order to achieve the targeted excellence (Abu Jadour, 1998: p. 330).

Several studies revealed that achievement motivation includes variant types of behavior. Therefore, it gained more attention, where researchers addressed its relationship with various social, educational and psychological variables in an attempt to identify the factors that contribute to account for the variance in the level of achievement motivation among individuals, such as gender, academic achievement, specialty, and other factors (Al-Yousef, 2010).

Achievement motivation provides school principals in the Southern Badia with the desire of perseverance in effort and work orientation to achieve the targeted ambition and face difficulties. Therefore, the performance of school principals and their persistence to do their tasks and assume responsibilities depends on the availability of achievement motivation that helps them achieve that. For those principals, the level of ambition is considered as an important element to achieve the immediate objectives and oversee the conceptualization of the future events. Indeed, all people have this trait, but with varying degrees, where it expresses their endeavor to achieve the short-term or long-term future objectives. Finally, this study highlights achievement motivation among school principals in the directorate of education in Southern Badia in the light of a number of variables, such as years of experience, gender, gender educational qualification.

### The study problem:

The study problem lies in demonstrating the importance of motivating school principals in the Southern Badia to practice the educational and administrative work, and perform the leadership practices in order to achieve the educational goals and increase productivity. This is achieved through achievement motivation, which is considered as the driving force that motivates individuals to perform their tasks and duties, regardless of their difficulty, in an attempt to excel.

Achievement motivation is related to achieving the things that others view as difficult, where it refers to the individual's ability to control his ideas and external environment, in addition to his autonomy, ability to

overcome obstacles, compete with others and outperform them, and get proud of himself (Al-Tayib, Rashwan, 2006). This was confirmed by motivation theory by (Atkson), who suggested that achievement motivation represents the motivation to avoid the failure that we all have, but with varying degrees. If achievement motivation is stronger than the motivation to avoid failure, an individual will have more motivation to move strongly towards achieving his objectives. However, if an individual is dominated by failure, his performance level decreases (Al-Bawi, 2011: p. 136).

Based on my long experience as a school principal in the Southern Badia, I noticed that there are varying levels of achievement motivation among school principals in the Southern Badia due to some variables as we will see during this study.

In order to identify achievement motivation among school principals in the Southern Badia in the light of some variables, we will answer the following questions:

**The first question:** what is the level of achievement motivation among school principals in the directorate of education in Southern Badia?

**The second question:** are there statistically significant differences at ( $\alpha \leq 0.05$ ) in achievement motivation among school principals in the directorate of education in Southern Badia attributed to the variables of gender, educational qualification, and years of experience?

#### **The study objectives:**

- 1- Identifying the level of achievement motivation among school principals in the directorate of education in Southern Badia.
- 2- Identifying to which extent the variables of gender, educational qualification, and years of experience affect achievement motivation among school principals in the directorate of education in Southern Badia.
- 3- Demonstrating the importance of having achievement motivation among school principals in the directorate of education in Southern Badia in implementing the required tasks easily, and achieving the required objectives to achieve a better future.

#### **The study importance:**

The study importance lies in the following:

- 1- Focusing on achievement motivation and its role in implementing the required tasks and planning for a better future among the school principals in the Southern Badia.
- 2- Demonstrating the relationship between achievement motivation and ambition level among the school principals in the Southern Badia.
- 3- The necessity of maintaining the sustainability of achievement motivation even in the light of some variables among the school principals in the Southern Badia.
- 4- To my knowledge, this is one of the few studies that addressed the topic of achievement motivation among the school principals in the directorate of education in Southern Badia.
- 4- The results of this study could contribute to conducting similar studies that enhance the concept of achievement motivation among other groups.

#### **The study limits**

The study encountered the following limitations:

- 1- The objective limits: investigating the achievement motivation among the school principals in the directorate of education in Southern Badia.
- 2- The human limits: the school principals in the directorate of education in Southern Badia.
- 3- The spatial limits: the directorate of education in Southern Badia– Jordan.
- 4- The temporal limits: the first semester of the academic year 2021-2022.

#### **The study terms:**

**Achievement motivation:** (linguistically), it is the trust in success through persistence and regular vocational commitment, which eventually leads to performing the difficult tasks at work (Aloysins, 2012: 4). Achievement motivation refers to the individual's disposition to overcome obstacles, practice the abilities of persistence and effective performance to accomplish the difficult tasks perfectly and quickly. The need for performance has been given the name of power willingness, but it is encompassed under a more comprehensive need, which is the need to excel (Mowari, 1988).

Achievement motivation is procedurally defined as the ambition that urges an individual to persist and do more effort through professional achieving behaviors that indicates orientation towards work.

The researcher suggested that achievement motivation is a set of elements that individuals have, such as commitment, willingness, persistence and ambition, where these elements urge individuals to perform the difficult tasks effectively in order to reach a better future.

**School principal:** it is a professional description for the school management technically and administratively, with the aim of achieving the school's educational message according to the educational policies and curricula, and providing the educational process in the light of the available potentials and resources (ministry of education, 2014).

The researcher suggested that the school principal can be defined as the person who can manage the various administrative and educational domains of school, in accordance with the educational policies and curricula, in addition to his ability to promote the educational process based on the available resources.

#### **The previous studies:**

Due to the importance of achievement motivation, it has been addressed by many studies. Here is a display of the most prominent studies:

The (Yaman, Dundar, and Ayvas, 2015) conducted a study entitled "achievement motivation among mathematics teachers according to cognitive methods and motivation methods". The study aimed to identify the cognitive methods and motivation methods among mathematics teachers, and identify the relationship between achievement motivation and these methods. The study used the survey approach. The study sample consisted of (114) teachers. The study used the scale of achievement motivation. The results revealed that there is a statistically significant relationship between the achievement motivation among mathematics teachers according to gender and cognitive methods, and statistically significant differences between achievement motivation among mathematics teachers concerning motivation methods and educational level.

(Abu Obaida, 2014) conducted a study entitled "achievement motivation and its relationship with using modern techniques among public school principals in the directorate of education in Southern Gaza". The study aimed to investigate the extent of using modern techniques among public school principals in the directorate of education in Southern Gaza and the relationship of that with their achievement motivation, identify the relationship of achievement motivation with the degree of using modern techniques, and identify the total degree of achievement motivation and its relationship with using the modern techniques among public school principals in the directorate of education in Southern Gaza according to the variables of (gender, years of experience, directorate of education). The study sample consisted of (89) male and female public schools principals in the Southern governorates. The study used the analytical descriptive approach. The researcher developed two scales (achievement motivation, modern techniques). The results revealed that the overall level of achievement motivation had a percentage of (78.93%). The results revealed that there is a statistically significant relationship between the total degree of using modern techniques and the total level of achievement motivation. The results revealed that there are statistically significant differences between the degree of using modern techniques and the total level of achievement motivation attributed to the variables of (years of experience, directorate of education), while there are no statistically significant differences attributed to the variable of gender.

(As'ad, 2014) conducted a study entitled "work stressors and their relationship with achievement motivation and the strategies of facing them among middle education principals". The study aimed at identifying the relationship of work stressors with achievement motivation, and the impact of the variables of (gender, administrative experience) on the strategies of facing work stressors. The researcher used the descriptive correlational approach. The study population consisted of all the principals of middle education schools in the city of Batna during the academic year (2014), with total of (126) male and female school principals. In order to achieve the study objectives, the researcher developed (3) questionnaires that measure work pressures, achievement motivation, and the strategies of facing work pressures. The results revealed that there was a positive correlation relationship between work pressures and achievement motivation, while there were no statistically significant differences among school principals in achievement motivation attributed to the variables of gender and administrative experience.

(Vasques, N, A, Buehler, R, 2007) conducted a study entitled "the vision of future success: do perceptual images affect achievement motivation". The study aimed to identify whether people's achievement motivation depends on their success in future or not. The study sample consisted of (47) male and female students. The results revealed that motivation didn't result in increasing the objectives of performance, since its main effect was reflected on the personal meaning for individuals and on the value to which he attributes his success and work performance.

(Al-Bodour, 2006) continued a study entitled "the level of psychological pressures and its relationship with achievement motivation among school principals of the general secretariat of educational institutions in Jordan". The study aimed to identify the level of psychological pressures and its relationship with achievement motivation among school principals of the general secretariat of educational institutions in Jordan. The researcher used the scales of measuring psychological pressures and motivation. The results revealed that there is a medium level of psychological pressures and a high motivation level among school principals. The results revealed that there is a statistically significant negative relationship between psychological pressures and motivation among those school principals. The results revealed that there are no statistically significant differences in the level of

motivation attributed to the variables of gender, educational qualification, experience and region.

(Seath, 2004) conducted a study entitled "motivating the academic achievement". The study aimed to finding effective methods to evaluate the complex nature of achievement motivation. The study sample consisted of (75) male and female students of the first year in Midwestern University. The results revealed that the factors of motivation and self-regulation distinguish successful students from others. The results revealed that there are factors which contribute to promoting motivation among individuals, including self-efficacy, self-regulation, and time control.

#### **Commenting on the previous studies:**

The previous studies revealed that there is a relationship between the level of using modern techniques and the level of achievement motivation among school principals. This was obvious in the study conducted by Abu Obaida, where the results revealed that there were statistically significant differences between the degree of using modern techniques and the total level of achievement motivation among school principals, while there were no statistically significant differences due to the variable of gender. This finding also agreed with (Yaman, Dundar, and Ayvas, 2015) which showed that there is a statistically significant relationship between achievement motives among mathematics teachers attributed to gender and cognitive methods, as well as statistically significant differences between achievement motives, in terms of motivation methods.

Also, (As'ad, 2014) suggested that there was a correlation relationship between work pressures and achievement motivation among school principals, while there were no statistically significant differences attributed to gender or administrative experience among them. (Al-Bdour, 2006) demonstrated the relationship between the level of psychological pressures and the level of achievement motivation among school principals, where the results revealed that there is a medium level of psychological pressures and a high level of achievement motivation among school principals, while there are no statistically significant differences attributed to the variables of gender, experience and educational qualification.

(Vasques, N, A, Buehler, R, 2007) suggested that achievement motivation didn't promote individuals' objectives, but the main effect was reflected on the individual's personal meaning and the value to which he attributes his successes. Finally, (Seath, 2004) suggested that the factors of motivation achievement among individuals can be increased through self-efficacy, self-regulation and time control.

Based on what has been mentioned, we can see that achievement motivation is affected by several factors, such as psychological pressures and work pressures to which school principals are exposed, in addition to the modern techniques in education and the extent to which they are used in the work environment, and the extent of motivation methods availability among them. The results of this study showed that there are no statistically significant differences attributed to the variable of gender, while the level of achievement motivation among school principals is affected by other variables, such as experience and educational level.

#### **Methods and procedures:**

**The study methodology:** the analytical descriptive approach was used to achieve the study objectives.

#### **The study population:**

The study population consisted of all the school principals in the directorate of education in Southern Badia, with total of (77) male and female principals during the first semester (2021-2022).

#### **The study sample:**

The pilot sample was used to verify the psychometric characteristics of the study instrument, and consisted of (20) male and female school principals, where it was excluded from the main sample that consisted of (57) male and female school principals. The questionnaire was distributed to the sample individuals, and all the questionnaires were returned, and then analyzed. Table (1) shows the demographic and professional characteristics of the study sample individuals.

Table (1)  
 The distribution of the sample individuals according to the professional variables

Variable	Categories	Number	Percentage
Educational level	Bachelor	6	10.5
	Higher diploma	44	77.2
	Higher studies	7	12.3
	Total	57	100%
Years of experience	Less than 5	6	10.5
	5- Less than 10	44	77.2
	More than 10	7	12.3
	Total	57	100%
Gender	Male	20	35.1
	Female	37	64.9
	Total	57	100%

**The study instrument:**

The researcher developed an instrument to measure achievement motivation among school principals in the directorate of education in Southern Badiabased on the theoretical literature and previous studies, such as (Qawari, 2013), (Al-Sandari, 2014), and (Al-Bodour, 2006). The questionnaire consisted of the following parts:  
 The first part: the professional and personal variables (gender, educational qualification, years of experience).  
 The second part:consisted of (36) items that measure the level of achievement motivation among school principals in the directorate of education in Southern Badia, and was distributed to (5) dimensions, as follows:  
 The first dimension: achievement behavior, and was measured with the items (1-8).  
 The second dimension: perseverance in efforts, and was measured with the items (9-15).  
 The third dimension: work orientation, and was measured with the items (16-23).  
 The fourth dimension: workpressure, and was measured with the items (24-29).  
 The fifth dimension: ambition, and was measured with the items (30-36).  
 The items were cited as negative and positive, and was rated according to Likert 5-point scale, as follows: (always, 5), (often, 4), (sometimes, 3), (rarely, 2), (1, never), where the negative contentis reflected in items(3,4,5,6, 10,11,12,13,15,18,19,24,25,26,28,31,33). Accordingly, the mean values that were used asa criterion to judge the level of achievement motivation and explain the data, were as follows:

Low	Medium	High
Less than 2.33	2.33-3.66	More than 3.67

**The psychometric characteristics of the study instrument:**

**First, validity:**

**Arbitrators' validity:**

The arbitrators' validity of the study instrument was verified by introducing the study instrument to a number of faculty members in Al-Hussein IbnTalal University, with total of (6) experienced faculty members from the specialties of educational sciences and educational administration in order to verify to which extent the instrument's items are compatible to the dimensions to which they belong and are linguistically correct. Based on the arbitrators' notes, the study instrument was modified according to an agreement of (85%) among arbitrators.

**Content validity:**

Content validity was used to verify the statistical validity of the study instrument after applying the study instrument to a pilot sample, outside the main sample, with total of (20) male and female school principals. Table (2) shows the results.

Table (2)  
 The correlation coefficients of items with the dimension to which they belong and the total score

Item number	correlation coefficients of items with the dimension		correlation coefficients of items with total score		correlation coefficients of domain with total score	
	Correlation coefficient	sig. level	Correlation coefficient	sig. level	Correlation coefficient	sig. level
First dimension	Achievement behavior				*0.89	0.000
1	*0.79	0.000	*0.68	0.000		
2	**0.86	0.000	**0.75	0.000		
3	**0.64	0.002	**0.58	0.007		
4	**0.60	0.006	*0.50	0.027		
5	**0.86	0.000	**0.90	0.000		
6	**0.86	0.000	**0.90	0.000		
7	**0.79	0.000	**0.65	0.002		
8	**0.90	0.000	**0.79	0.000		
Second dimension	Perseverance in efforts				**0.95	0.000
9	**0.85	0.000	**0.79	0.000		
10	**0.93	0.000	**0.89	0.000		
11	**0.57	0.009	*0.53	0.016		
12	**0.93	0.000	**0.94	0.000		
13	**0.83	0.000	**0.78	0.000		
14	**0.88	0.000	**0.65	0.002		
15	**0.75	0.000	**0.67	0.000		
Third dimension	Work orientation				**0.97	0.000
16	**0.88	0.000	**0.90	0.000		
17	**0.92	0.000	**0.91	0.000		
18	**0.73	0.000	**0.71	0.000		
19	**0.67	0.001	**0.64	0.002		
20	**0.77	0.000	**0.76	0.000		
21	**0.80	0.000	**0.77	0.000		
22	**0.89	0.000	**0.92	0.000		
23	**0.60	0.005	**0.52	0.019		
Fourth dimension	Stress at work				**0.87	0.000
24	**0.83	0.000	**0.63	0.003		
25	**0.66	0.002	**0.91	0.010		
26	**0.74	0.000	**0.56	0.010		
27	**0.76	0.001	*0.53	0.016		
28	**0.80	0.000	**0.78	0.000		
29	**0.73	0.000	**0.80	0.000		
Fifth dimension	Ambition				**0.90	0.000
30	**0.78	0.000	**0.74	0.000		
31	**0.71	0.000	**0.61	0.004		
32	**0.75	0.000	**0.76	0.000		
33	**0.81	0.001	**0.64	0.003		
34	**0.77	0.000	**0.68	0.000		
35	**0.55	0.012	**0.56	0.010		
36	**0.61	0.004	*0.51	0.022		

\*statistically significant at ( $\alpha \leq 0.01$ )

\*\*statistically significant at ( $\alpha \leq 0.05$ )

The results in table (2) revealed that the item's correlation coefficient with the dimension ranged between (0.55-0.93), while the correlation coefficients between the item and the total score ranged between (0.050-0.94), and the correlation coefficients between the dimension and the total score ranged between (0.87-0.97), where they were all statistically significant at ( $\alpha \leq 0.01$ ) and ( $\alpha \leq 0.05$ ); indicating the validity of the study instrument.

#### Second, reliability:

The internal consistency of the instrument was verified using Cronbach alpha after applying the instrument to a

pilot sample from school principals in the directorate of education in Southern Badia, with total of (20) male and female school principals. Table (3) shows the reliability coefficients.

Table (3)

The results of correlation coefficients values based on internal consistency

Dimension	Number of items	Cronbach alpha
Achievement behavior	8	0.91
Perseverance in efforts	7	0.92
Work orientation	8	0.90
Stress at work	6	0.84
Ambition	7	0.83
Total score	36	0.97

Table (3) revealed that the reliability coefficients for the dimensions of the study instrument by using Cronbach alpha ranged between (0.83-0.92), and for the total score (0.97). Accordingly, the study instrument has an appropriate reliability values for the purposes of conducting the study.

### The study procedures:

- 1- Reviewing the theoretical literature and previous studies that addressed motivation in general, and addressed motivation among school principals in particular.
- 2- Developing the study instrument.
- 3- Introducing the study instrument to specialized arbitrators.
- 4- Determining the study population and sample.
- 5- Communicating the concerned official authorities to obtain the consents for applying the study instruments.
- 6- Applying the instruments to a pilot sample that consisted of (20) male and female school principals outside the individuals of the mainsample in order to verify the instrument's psychometric characteristics.
- 7- Applying the instruments to the study sample during the first semester of the academic year (2021-2022).
- 8- Preparing the sample individuals' responses for statistical analysis using (SPSS).
- 9- Answering the study questions.

### The study variables:

The study included the following variables:

- 1- **Independent variables:** gender (male, female), educational qualification (bachelor, high diploma, higher studies), years of experience (less than 5 years, less than 10 years, 10 years or more).
- 2- **Dependent variable:** achievement motivation.

### The statistical processing:

The researcher used the following statistical methods:

- 1- Pearson correlation coefficient to verify the instrument's validity.
- 2- Cronbach alpha coefficient to verify the reliability of internal consistency.
- 3- Means and standard deviations to answer the first question.
- 4- Man Whitney test and Kruskal Wallis test to answer the second question.

### Discussing the study results:

The results relating to the first question, stating that "what is the level of achievement motivation among school principals in the directorate of education in Southern Badia?"

In order to answer this question, the means, standard deviations, order, and level were calculated, as illustrated in table (4).

Table (4)

The means, standard deviations, order and level for the achievement motivation among school principals in the directorate of education in Southern Badia according to dimensions and total score

Number	Dimension	Mean	SD	Order	Achievement motivation
1	Achievement behavior	3.54	0.610	3	Medium
2	Perseverance in efforts	3.48	0.793	4	Medium
3	Work orientation	3.70	0.655	1	High
4	Stress at work	3.17	0.613	5	Medium
5	Ambition	3.57	0.733	2	Medium
	Average mean	3.51	0.565	-	Medium

The results in table (4) revealed that the average mean for the level of achievement motivation among school principals in the directorate of education in Southern Badia was medium, with (3.51), and a standard

deviation of (0.565). The dimension of work orientation was in the first place with a mean of (3.70), and a standard deviation of (0.655), followed by the dimension of ambition with a mean of (3.57), and a standard deviation of (0.733). The dimension of achievement behavior was in the third place with a mean of (3.54) and a standard deviation of (0.610), followed by the dimension of perseverance in efforts in the fourth place with a mean of (3.48) and a standard deviation of (0.793) and finally, the dimension of work pressure with a mean of (3.17) and a standard deviation of (0.613).

The researcher attributed this result to work pressures from which school principals suffer, especially after reducing the procedures of curfew and student' regular attendance to school. Indeed, this required doing more efforts to prepare the school environment to receive students and teachers, especially in the light of low technical and financial potentials. Actually, the school principal is considered as an administrative and educational leader at school, where he should plan and monitor the implementation of all the administrative and educational procedures which, in turn, implies the existence of more pressures that affect the level of motivation towards work. This finding agrees with (Al-Bodour, 2006), which suggested that there is a negative correlation relationship between the level of psychological pressures and the level of motivation among school principals.

As for items, the results were as follows:

Table (5)

The means and standard deviations, order and level of achievement behavior items

Item number	Item	Mean	SD	Item order	Level
1	I feel that my work is organized	3.96	1.149	2	High
2	I quickly do the work required from me	4.00	1.180	1	High
3	I postpone today's work till tomorrow	3.33	1.244	5	Medium
4	I retreat the tasks that I performed (hesitant)	3.40	1.348	4	Medium
5	I rarely succeed in my accomplishing my daily tasks at school	2.26	1.173	6	low
6	I feel that my work lacks mastery	3.40	1.400	4	Medium
7	I feel that the job of school principal is respected by others	4.00	0.906	1	High
8	I feel enthusiastic and optimistic during my work at school	3.95	1.109	3	High
	The average mean of the dimension	3.54	0.610	-	Medium

The results in table (5) revealed that the average mean for behavior achievement among school principals in the directorate of education in Southern Badiawas medium, with (3.54), and a standard deviation of (0.610). The averagemans for the items ranged from (2.26-4.00). Item(2) and item (7) were in the first place with a mean of (4.00), and a standard deviation of (1.180) and(0.906), respectively, followed by item(1)with a mean of (3.95), and a standard deviation of (1.149), item (8) with a mean of (3.40) and a standard deviation of (1.348), and finally, item (5) with a mean of (2.26) and a standard deviation of (1.173).

The researcher attributed this result to the endeavor among school principals in the directorate of education in Southern Badia to excel and master work, where they perform the tasks required by the senior management on time in order to avoid criticism or being exposed to accountability by the internal surveillance system in the directorate of education. Also, the level of enthusiasm and job satisfaction among school principals could explain this finding.

Table (6)

The means and standard deviations, order and level of perseverance in efforts items

Item number	Item	Mean	SD	Item order	Level
9	I can find solutions to difficult problems that I face at school	3.98	0.973	2	High
10	I delegate my authorities to other employees.	2.79	1.411	1	Medium
11	I am afraid of continuing work after failure.	3.46	1.310	5	Medium
12	I try to waste time until work time is over.	3.68	1.525	4	High
13	I feel confused in the new situations that I encounter at school.	3.35	1.482	6	Medium
14	I do more effort to achieve valuable goals.	3.81	1.008	4	High
15	I face difficulties in improving my performance.	3.32	1.416	1	Medium
	The average mean of the dimension	3.48	0.793	-	Medium

The results in table (6) revealed that the average mean for perseverance in efforts among school principals in the directorate of education in Southern Badia was medium, with (3.48), and a standard deviation of (0.793). The average means for the items ranged between (2.79- 3.98). Item (9) was in the first place with a mean of (3.98), and a standard deviation of (0.973), followed by item (14) with a mean of (3.81), and a standard deviation of (1.008), item (12) with a mean of (3.68) and a standard deviation of (1.525), and finally, item (10) with a mean of (2.79) and a standard deviation of (1.411).

The researcher suggested that work pressures at school and the increased duties delegated to school



principals may explain this medium level in perseverance in efforts, where they frequently try to do more effort to improve their achievement, develop work environment to be comfortable for students and teachers, and face the new problems that may take place at school.

Table (7)  
 The means and standard deviations, order and level of work orientation items

Item number	Item	Mean	SD	Item order	Level
16	I get up early to go to school.	4.09	1.313	2	High
17	I start with the difficult tasks first, then the less difficult ones	3.67	1.155	5	High
18	I refuse the work that requires more thinking and research	3.33	1.227	7	Medium
19	I am afraid of failure when doing my tasks at school	3.60	1.374	6	Medium
20	I determine my tasks based on a specific time schedule	3.74	1.142	4	High
21	I make sure to plan school activities previously to avoid problems	3.75	1.327	3	High
22	Consulting me in making decisions evokes me to do more effort in my work	3.33	1.123	7	Medium
23	My sense of responsibility towards school makes me work hard	4.12	1.119	3	High
	The average mean of the dimension	3.70	0.655	-	High

The results in table (7) revealed that the average mean for work orientation among school principals in the directorate of education in Southern Badia was high, with (3.70), and a standard deviation of (0.655). The average means for the items ranged between (3.33- 4.12). Item (23) was in the first place with a mean of (4.12), and a standard deviation of (1.119), followed by item (16) with a mean of (4.09), and a standard deviation of (1.313), item (21) with a mean of (3.75) and a standard deviation of (1.327), and finally, items (18) and (22) with a mean of (3.33) and a standard deviation of (1.327) and ( 1.123), respectively.

The researcher suggested that the school principals' possession of administrative skills and capabilities, such as planning and implementing objectives, as well as self-efficacy to do work effectively may make school principals more oriented towards work. Also, time and self-regulation among those school principals could provide us with a logical explanation for this finding.

Table (8)  
 The means and standard deviations, order and level of stress at work items

Item number	Item	Mean	SD	Item order	Level
24	My mistakes at work make me frustrated and stressed.	3.51	1.416	3	Medium
25	Competition with my co-workers makes me stressed.	3.58	1.309	1	Medium
26	I don't learn from others' mistakes at work	3.35	1.408	4	Medium
27	I do not consult my colleagues in the difficult situations that face me.	2.18	1.297	6	Low
28	I think that I'm not flexible during dialogue in school meetings.	3.53	1.428	2	Medium
29	Complacency in doing my duties makes me nervous.	2.88	1.377	5	Low
	The average mean of the dimension	3.17	0.613	-	Medium

The results in table (8) revealed that the average mean for stress at work among school principals in the directorate of education in Southern Badia was medium, with (3.17), and a standard deviation of (0.613). The average means for the items ranged from (2.18 –5.58). Item (25) was in the first place with a mean of (3.58), and a standard deviation of (1.309), followed by item (28) with a mean of (3.53), and a standard deviation of (1.428), item (24) with a mean of (3.51) and a standard deviation of (1.416), and finally, items (27) with a mean of (2.18) and a standard deviation of (1.297).

Motivation towards work could increase stress at work, and this could be attributed to the school principal's endeavor towards a certain degree of perfection, or to their feelings of responsibility. Also, working under pressure and the low performance levels of subordinates could increase the level of stress among school principals as they can't control the work environment. Indeed, this finding agrees with (As'ad, 2014) which revealed that there is a statistically significant positive correlation relationship between work pressures and achievement motivation.

Table (9)  
 The means and standard deviations, order and level of ambition items

Item number	Item	Mean	SD	Item order	Level
30	I have the desire to obtain higher educational qualifications for promotion at work	3.61	1.250	4	Medium
31	I have a clear image about my future	3.32	1.352	5	Medium
32	I'm proud of my academic and professional capabilities at work	3.77	1.402	2	High
33	I need to improve my current status at work	3.04	1.349	6	Medium
34	Whenever I achieve a certain objective, I set new objectives for the future	3.79	1.250	1	High
35	I think that my capabilities increase alongside with my experience	3.67	1.418	3	High
36	The trust of the director of education in me evokes me to do better	3.77	1.323	2	High
	The average mean of the dimension	3.57	0.733	-	Medium

The results in table (9) revealed that the average mean for ambition among school principals in the directorate of education in Southern Badia was medium, with (3.57), and a standard deviation of (0.733). The average means for the items ranged between (3.04- 3.79). Item (34) was in the first place with a mean of (3.79), and a standard deviation of (1.250), followed by items (32) and (36) with a mean of (3.77), and a standard deviation of (1.402) and (1.323) respectively, then item (35) with a mean of (3.67) and a standard deviation of (1.418), and finally, item (33) with a mean of (3.04) and a standard deviation of (1.349).

The researcher thinks that regardless the barriers relating to achievement motivation, either those related to poor technical and financial potentials at school, or those related to the person himself, ambition is justified among people. Indeed, employees either in the public or private sectors seek to gain the confidence of senior management and improve their level at the professional scale by setting goals and doing more efforts to achieve them and acquiring administrative skills to gain more promotion.

The results relating to the second question: “are there statistically significant differences at ( $\alpha \leq 0.05$ ) in achievement motivation among school principals in the directorate of education in Southern Badia attributed to the variable of gender, educational qualification and years of experience?”

In order to answer this question, the researcher used the non-parametric test, since the condition of natural distribution of data wasn't satisfied.

First, the differences in achievement motivation according to gender:

The researcher used (Man Whitney) test to find the differences in the level of achievement motivation among school principals according to gender, as illustrated in the following table:

Table (10)

The results of Man Whitney test for the differences in the level of achievement motivation among school principals according to gender

Dimension	Gender	Number	Rank means	Total ranks	Man Whitney	z-score	Sig. level
Achievement behavior	Male	20	30.83	616.50	333.500	-0.612	0.540
	Female	37	28.01	1036.50			
	Total	57					
Perseverance in efforts	Male	20	30.65	613.00	337.00	-0.554	0.580
	Female	37	28.11	1040.00			
	Total	57					
Work orientation	Male	20	30.95	619.00	331.00	-0.654	0.513
	Female	37	27.95	1034.00			
	Total	57					
Stress at work	Male	20	31.90	638.00	312.00	-0.974	0.330
	Female	37	27.43	1015.00			
	Total	57					
Ambition	Male	20	32.40	648.00	302.00	-1.140	0.254
	Female	37	27.16	1005.00			
	Total	57					
The scale's total score	Male	20	31.78	635.50	314.500	-0.929	0.353
	Female	37	27.50	1017.50			
	Total	57					

\*statistically significant at ( $\alpha \leq 0.05$ )

The results in table (10) revealed that there are no statistically significant differences in achievement

motivation among school principals in the directorate of education in Southern Badia attributed to the variable of gender based on the calculated values of Man Whitney test, where these values are not statistically significant at ( $\alpha \leq 0.05$ ).

The researcher thinks that working in similar administrative conditions reduced the differences between males and females. Also, the administrative methods may be similar among males and females, and the culture in which they believe may impose a standardized administrative style. This finding disagrees with (As'ad, 2014), which revealed that there are statistically significant differences among school principals concerning achievement motivation attributed to the variable of gender, and with (Abu Obaida, 2014) and (Al-Bodour, 2006) which revealed that there are no statistically significant differences in the level of motivation among school principals attributed to gender.

Second, the differences in achievement motivation attributed to educational qualification:

The study used (Kruskal Wallis test) to verify whether there are differences in the level of achievement motivation among school principals according to educational qualification. Table (11) shows the results.

Table (11)

The results of (Kruskal Wallis test) for the differences in achievement motivation among school principals according to educational qualification

Dimension	Educational qualification	Number	Rank means	Chi square	Degree of freedom	Sig. level
Achievement behavior	Bachelor	6	24.83	0.427	2	0.808
	Higher diploma	44	29.45			
	Higher studies	7	29.71			
Perseverance in efforts	Bachelor	6	14.17	5.702	2	0.058
	Higher diploma	44	31.26			
	Higher studies	7	27.50			
Work orientation	Bachelor	6	21.42	6.002	2	0.055
	Higher diploma	44	32.08			
	Higher studies	7	16.14			
Stress at work	Bachelor	6	23.42	0.765	2	0.682
	Higher diploma	44	29.66			
	Higher studies	7	29.64			
Ambition	Bachelor	6	20.83	2.841	2	0.242
	Higher diploma	44	30.98			
	Higher studies	7	23.57			
The scale's total score	Bachelor	6	21.08	2.915	2	0.233
	Higher diploma	44	31.02			
	Higher studies	7	23.07			

\*statistically significant at ( $\alpha \leq 0.05$ )

The results in table (11) revealed that there are no statistically significant differences in achievement motivation among school principals in the directorate of education in Southern Badia attributed to the variable of educational qualification based on the calculated values of Kruskal Wallis test, where these values are not statistically significant at ( $\alpha \leq 0.05$ ).

The researcher suggested that the similar administrative methods and thinking among school principals, regardless their educational level, may account for this result. Also, this finding could be attributed to the similarity of courses and workshops to which those school principals undergo. This finding agrees with (As'ad, 2014), (Abu Obaida, 2014), and (Al-Bodour, 2006).

Third, the differences in achievement motivation attributed to the variable of years of experience.

The study used (Kruskal Wallis test) to verify whether there are differences in the level of achievement motivation among school principals according to educational qualification. Table (12) shows the results.

Table (12)  
 The results of (Kruskal Wallis test) for the differences in achievement motivation among school principals attributed to years of experience

Dimension	Years of experience	Number	Rank means	Chi square	Degree freedom	Sig. level
Achievement behavior	1-Less than 5 years	8	25.94	*8.245	2	0.016
	5- Less than 10 years	13	18.42			
	More than 10 years	36	33.50			
Perseverance in efforts	1-Less than 5 years	8	10.00	**18.142	2	0.000
	5- Less than 10 years	13	22.58			
	More than 10 years	36	35.54			
Work orientation	1-Less than 5 years	8	21.50	**14.620	2	0.001
	5- Less than 10 years	13	16.91			
	More than 10 years	36	35.29			
Stress at work	1-Less than 5 years	8	13.31	**10.734	2	0.005
	5- Less than 10 years	13	25.54			
	More than 10 years	36	33.74			
Ambition	1-Less than 5 years	8	13.19	**22.002	2	0.000
	5- Less than 10 years	13	17.12			
	More than 10 years	36	36.81			
The scale's total score	1-Less than 5 years	8	15.31	**18.807	2	0.000
	5- Less than 10 years	13	17.31			
	More than 10 years	36	36.26			

\*statistically significant at ( $\alpha \leq 0.01$ )

\*statistically significant at ( $\alpha \leq 0.05$ )

The results in table (12) revealed that there are statistically significant differences in achievement motivation among school principals in the directorate of education in Southern Badia attributed to the variable of years of experience based on the calculated values of Kruskal Wallis test, where these values are statistically significant at (0.05). In order to verify the direction of the differences, the researcher applied the pairwise comparisons test, and table (13) shows the results.

Table (13)

Pairwise comparisons in achievement motivation among school principals according to the variable of years of experience

Dimension	Years of experience	Rank means	Test value	Sig. level
Achievement behavior	1-Less than 5 years × 5-less than 10	(25.92), (18.42)	1.010	0.937
	5- Less than 10 years × more than 10	(18.42), (33.50)	*-2.815	0.015
	1-less than 5 × more than 10 years	(25.92), (33.50)	-1.169	0.727
Perseverance in efforts	1-Less than 5 years × 5-less than 10	(10.55), (22.58)	-1.692	0.272
	5- Less than 10 years × more than 10	(22.58), (35.54)	** -3.950	0.000
	1-less than 5 × more than 10 years	(10.55), (35.54)	*-2.422	0.046
Work orientation	1-Less than 5 years × 5-less than 10	(10.00), (22.58)	0.713	1.000
	5- Less than 10 years × more than 10	(22.58), (35.54)	** -3.565	0.001
	1-less than 5 × more than 10 years	(10.00), (35.54)	-2.131	0.099
Stress at work	1-Less than 5 years × 5-less than 10	(13.31), (25.54)	-1.646	0.299
	5- Less than 10 years × more than 10	(25.54), (33.74)	** -3.162	0.005
	1-less than 5 × more than 10 years	(13.31), (33.74)	-1.533	0.376
Ambition	1-Less than 5 years × 5-less than 10	(13.19), (17.12)	0.597	1.000
	5- Less than 10 years × more than 10	(17.12), (36.81)	** -3.650	0.001
	1-less than 5 × more than 10 years	(13.19), (36.81)	** -3.676	0.001
The scale's total score	1-Less than 5 years × 5-less than 10	(15.31), (17.31)	-0.268	1.000
	5- Less than 10 years × more than 10	(17.31), (36.26)	** -3.231	0.004
	1-less than 5 × more than 10 years	(15.31), (36.26)	** -3.531	0.001

The results in table (13) revealed that the direction of differences in motivation among school principals was in favor of those with (more than (10) years of experience) as compared to (5-less than 10 years) and (1- less than 5 years).

The researcher suggested that the differences in achievement motivation for those with longer experience could be attributed to the case that administration has become a routine activity for them, where they have more

ability to face the new challenges and find solutions for them due to their long experience in school management. The researcher also attributed that to their endeavor to gain higher administrative positions, and to their higher job satisfaction, self-regulation and control over work environment as compared to those with less experience.

### Recommendations:

Based on the study results, the researcher recommended the following:

- 1- The necessity of holding specialized courses in school management in order to raise the level of achievement motivation among school principals in the directorate of education in Southern Badia.
- 2- The necessity of holding training courses in school management for school principals with little experience concerning the new administrative methods, administrative problem-solving, and administrative decision-making, since there are differences in achievement motivation in favor of those with longer experience.
- 3- Enhancing the communication network between school principals and promoting cooperation to solve the administrative problems, since the results revealed a low level of cooperation "I don't consult my colleagues in the difficult situations that I face".
- 4- Conducting further studies about the motives and barriers of achievement motivation among school principals for the current population and other populations due to the lack of local studies that addressed this topic.

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