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Psychological Well-being, Social Adjustment and Social Responsibility as Predictors of Achievement Motivation among Arab Postgraduate Students in Malaysia

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Abstract

Achievement motivation is a very important element in students' academic success (Steinmayr et al., 2019). This is especially true at the postgraduate level when students are expected to work independently on research projects. The purpose of the present research was to examine how psychological well-being, social adjustment and social responsibility predicted achievement motivation among Arab postgraduate students in Malaysia. The sample consisted of (137) Arab students currently pursuing their postgraduate studies in Malaysia: (59 Syrians, 32 Yemeni, and 46 Libyans). Data were collected using the Achievement Motivation test (Smith, 2018), Ryff's psychological well-being test (1989), Social adjustment test (Bell, 1934) and the Social Responsibility Test (Othman, 1979). Multiple Regression Analysis and ANOVA were used to analyse the data. Results showed that psychological well-being, social adjustment and social responsibility were significant predictors of achievement motivation among Arab postgraduate students. Furthermore, social responsibility was the most significant predictor of achievement motivation among Arab postgraduate students. The study also showed that there were differences in psychological well-being, social adjustment, social responsibility and achievement motivation among Syrian, Yemeni and Libyan students. These findings have a special significance as they show the possible contribution of these variables to the achievement motivation of Arab students in the diaspora. This will inform future studies about this population.

Keywords: Psychological Well-Being, Social Adjustment, Social Responsibility, Achievement Motivation, Arab Postgraduate Students.

Introduction

Achievement Motivation has been a critical subject in the literature of psychology over the past two decades. It cannot be denied that this concept has been thought to be very important side in several areas such as psychological, educational, academia and social relations. Moreover, in educational field, the student's achievement motivation level is often measured by his success or his efforts to do his best which depending on the educational climate and student's personality abilities such as psychological well-being, Social adjustment and Social responsibility. In this regard, these three personality abilities of psychological well-being, Social adjustment and Social responsibility emerge as an indispensable structure determining the level of achievement motivation of the individual. How students accomplishes his goals, which personality factors have more influence on their study. become the major concerns for educational psychologists. In this paper, the aim is to elucidate how psychological well-being, social adjustment and social responsibility predicted achievement motivation among Arab university students.

Achievement Motivation

Achievement motivation is related to the evaluated performance which is the result of a standard of excellence and competition (McClelland, Atkinson, Clark, & Lowell, 1953). Achievement motivation is the base for reaching success and getting all desires in our life (Settlemyer, 2010). It is a form of motivation satisfying high standards of performance which is characterised by a competitive drive (Jennet, 2008). Additional definitions include that Achievement motivation consists of various evaluations, estimates, inferences, values, standards, set of assumptions and emotional reactions that may be unreasonable, flawed, and contradictory (Dweck & Elliot, 1983). According to (Parker and Johnson, 1981), an individuals' achievement motive may be seen as a personality trait. A Study conducted by (Accordino et al., 2000) found that students who have high level of achievement motives will act in ways that will help them to be more successful and do something unique. Actually, Achievement motivation means intending to secure progress, overcoming obstacles, desiring for superiority, and maintaining high level standards (Karimi, 2005). Furthermore, while some students like to try new experiences and set more challenging goals to be more successful, others prefer to stay in their comfort zones and be happy with what they know they can accomplish (Haasen and Shea, 1979).

Psychological Well-Being and Achievement Motivation

Every one try to view themselves positively, they are aware of their own limitations (self-acceptance), seek to maintain satisfactory interpersonal relationships (positive relations with others), develop a sense of personal authority in their interaction with the context (autonomy), make the most of their own talents and abilities to achieve their goals in their life (personal growth), try to manage their environment to meet all their needs (environmental mastery), and find meaning in the effort of the life that they make and the challenges that they encounter in life (purpose in life) (Keyes et al., 2002). All these positive concepts lead us to feel mental health through the high level of psychological well-being that we will have.

Some of the previous researches examined the relationship of psychological well-being with achievement motivation. Research findings have supported this relation for example, the study was conducted by (Maryem & Rafiah, 2021) (Grera & Abd Hamid, 2021).

studied the relationship between psychological well-being and Achievement Motivation Among Libyan Postgraduate students in a sample of 82 (43 male and 39 female) Libyan postgraduate students. The results showed that psychological well-being was significantly positively associated with achievement motivation among Libyan postgraduate students. Anamika (2020) conducted a study about the effect of achievement motivation on well-being of working men and women in public and private sector, on a sample consisting of 100 women (50 public sectors, 50 private sectors). The result showed that achievement motivation is significantly positively associated with psychological well-being and its dimensions, namely, autonomy, personal growth, positive relations and purpose in life and self-acceptance. Psychological well-being is positively associated with achievement motivation and its dimension (self-assurance, ambition and self-control). In addition, the study was conducted by (Hooja and Shaktawat, 2017) in their research named "The role of home environment and achievement motivation on psychological well-being among school going children", the sample was consisted of (100) boys and girls of higher secondary school students. Results indicate that there is correlation between psychological well-being and achievement motivation. Further analysis using regression showed that Achievement motivation and only permissiveness factor contributed significantly to variation in psychological well-being. While (Nisa, Qasim and Sehar, 2017) a study about "Relationship of achievement motivation and psychological well-being in adolescents". A sample of 210 was taken purposively from the four major districts of Kashmir. Results revealed a significant positive correlation between psychological wellbeing and achievement motivation . Also, the study performed by (Hassanzadeh & Mahdinejad, 2013) illustrated that there is a significant relationship between happiness and achievement motivation in reliability level of 95% among the girl and boy students.

Social Adjustment and Achievement Motivation

Social adjustment refers to be able to get on with other people i.e. in another word it involves the ability to launch and develop constructive social relationships with other people. Baker and Siryk (1989) defined social adjustment as the negotiation of interpersonal relationships between roommates, peers, faculty, and other members of a student's immediate environment together with surrounding community. Jones (2010) noted that social adjustment can be measured through students' reported satisfaction with (and quality of) informal interactions with staff, faculty, and peers.

Many researches have been done about the relationship of achievement motivation with social adjustment for students at school .But few of these researches examed this relationship for postgraduate students. In this part will illustrates some of these studies, the study was conducted by (Beri & Kaur, 2020) about "Relationship of adjustment, social competence and achievement motivation among senior secondary school students". A sample of 478 senior secondary school students. Results revealed that Adjustment was not found correlated to achievement motivation very little influence of achievement motivation was found on social adjustment. With the same way, the study by (Devi, 2011) " a study of adjustment of students in related to personality and achievement motivation" The sample consisted of 699 students studying in high school classes in the state of Haryana. The result was found that achievement motivation has no effect on the adjustment. However, Elias et al (2010) found that adjustment and achievement motivation are positively correlated to each other among university students. Also, Jarer (2017) which studied the Relationship between

social adjustment and achievement motivation for (150) secondary school. It is found that there is positive relationship between adjustment and achievement (Mombinina, 2016) who studied correlation between social adjustment and achievement motivation among (300) students at secondary school of Izeh. The result reveal that there is a correlation between between social adjustment and achievement motivation.

Social Responsibility and Achievement Motivation

The study of social responsibility is a scientific requirement to enrich a general concept that revolves around the positive personality interacting with society. life, to be a positive, active person. Also, Empirical work suggests that the development of social responsibility is a very valued educational objective. Many recent studies, several hundred parents, teachers, and students were asked about desired outcomes for students to achieve by age 18 (Krumboltz et al., 1987). (Qasim) defined social responsibility as: "The individual's responsibility for himself, and his responsibility towards his family, friends and religion, through his understanding of his role in achieving his goals and his concern for others through his positive relationships and his participation in solving community problems and achieving general goals." (Al-Shafi'i, 2016). so social responsibility is consisted of three basic components:- Attention, Understanding and Participation. (Al-Agha, 2014). the way in which social responsibility can influence academic performance is by way of motivational orientations to achieve academically. the students who try to achieve socially responsible outcomes would also display academic competencies. Some researches have been suggested that cognitive conflict and social interactional processes associated with peer learning contexts can directly contribute to cognitive and intellectual development (see Cazden, 1986; Slavin, 1987). But, there also researches on social suggesting that social responsibility may detract from as well as enhance the learning process. According to (Aladeal, 1998) there is no interaction effect between social responsibility and academic achievement in the scale of problem solving ability. One aim of this study is to investigate the way in which achievement motivation components can be related to social responsibility

In fact, there is not enough studies dealing with the relationship between social responsibility and achievement motivation. This is despite the important role that social responsibility plays in raising the level of achievement motivation among students. One of the few studies about the topic (Amromm, 2019) studied the relationship between social responsibility and achievement motivation for (107) postgraduate students in the department of psychology. The results showed that There was a correlation between social responsibility and achievement motivation among postgraduate students. That means the greater the sense of social responsibility, the greater the achievement motivation, and the lower the sense of social responsibility, the lower the achievement motivation among students. Also, Kurdish,2003 studied Social responsibility and its relationship to achievement motivation among female students of the College of Education. the study aimed to identify the relationship between social responsibility and achievement motivation. The sample size was (200) female students at the College of Education in Taif. They were divided into two groups, the first of the female examinations with high social responsibility, and the second of the female examinations with low social responsibility. The study found a statistically significant relationship between social responsibility and achievement motivation for female students of the College of Education, and female students with high social responsibility are higher than female students with low social responsibility in motivation to achieve (Fajjan,

2010). The study was conducted by Momani and Hayajneh, 2011 which aimed to measure the level of social responsibility among the students of Al-Hosn College, and to know the relationship between social responsibility and achievement motivation in the light of some variables. The study sample consisted of (381) male and female students of different years. The study concluded that the degree of social responsibility as a whole among students at a medium and high degree at a distance (responsibility towards the homeland, responsibility towards the family) and a medium degree at a distance (responsibility towards friends and colleagues, responsibility towards oneself, and responsibility towards the neighborhood and society), there is no difference in the strength of the relationship Correlation between social responsibility and achievement motivation according to the variables (sex of the student, and the level of the academic year) (Hassouna, 2014).

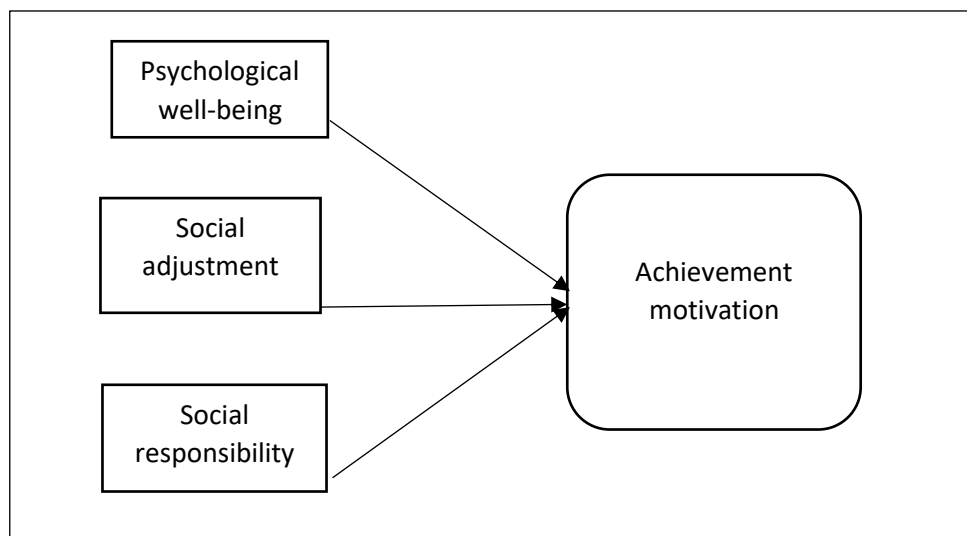
The Present Study

The various motivational effects of many variables have been widely documented in previous research on achievement motivation. However, recent studies have increasingly indicated a need to include psychological and social variables so as to gain a more comprehensive understanding of achievement motivation. The political, social and economic changes that Arab societies have been going through during the past years were accompanied by abnormal behavioral changes that further reduced the rates of achievement motivation. In light of the neglect of the principles of proper social upbringing, the structures of Arab governments focused on attempts to restore security and stability to their countries, in addition to the changes that occurred in the Arab educational system. The importance of focusing on the personal patterns of students as an effective means of evaluating their behavior and raising their level of achievement motivation has emerged through researching the psychological and social factors that affect their achievement motivation.

When students enjoy a good level of psychological well-being and possess sound social relations with others enables them to achieve social adjustment and a sense of social responsibility towards society, thus becoming characterised with a high achievement motivation. Furthermor (Grera, 2009). emphasized that successful students usually live happy lives, due to their ability to socially adapt to their environment, which makes them to be more responsible in performing their homework, and this pushed them to be more motivated to raise their academic achievement levels than students who suffer from psychological problems and have a lower level of social adjustment and lower sense of responsibility. The purpose of the present study was to examine the if and to what extent psychological well-being, social adjustment and social responsibility predicted achievement motivation among Arab postgraduate students in Malaysia.

Research Model

The above theoretical and empirical findings about how psychological well-being, social adjustment and social responsibility predicted achievement motivation among Arab university students are summarised in the following diagram. It illustrates the relationship between the variables.



Objectives

The objectives of the study were: **1)** to investigate if psychological well-being, social adjustment and social responsibility are significant predictors of achievement motivation among Arab postgraduate students in Malaysia. **2)** to identify if there is difference in psychological well-being among Syrian, Yemeni and Libyan students, **3)** to investigate if there is difference in social adjustment among Syrian, Yemeni and Libyan students. **4)** to investigate if there is difference in social responsibility among Syrian, Yemeni, and Libyan students, and **5)** to investigate if there is difference in achievement motivation among Syrian, Yemeni, and Libyan students.

Methodology

The study employed a survey method. The participants in the study consisted of a total of 137 Arab postgraduate students (59 Syrian students, 32 Yemeni students, and 46 Libyan students). Data were collected through four main instruments; Achievement Motivation test by Smith (1972) developed by (Smith, 2018). Ryff's psychological well-being test (1989). Social adjustment test by (Bell, 1934). Social responsibility test by (Otman, 1979). These are briefly discussed below.

Achievement Motivation Scale

For the measurement of achievement motivation among orphan and non-orphan adolescents, Achievement Motivation scale (AMM) by Smith (1972) which developed by Smith (2018), was used. The scale consists of 14 items, The 14-item AMM included nine items for the Achievement Thoughts subscale and five items for the Achievement Behaviors subscale. Satisfactory reliability and validity scores have been found for this scale, Cronbach's alpha was 0.77.

Ryff's Psychological Well-being Scale (1989)

The scale consists of 42 item version of Ryff's Psychological Well-being Scale was used. It is designed to measure six theoretically motivated constructs (dimensions) of psychological well-being, which are autonomy, environmental mastery, personal growth, positive relations, purpose in life and self-acceptance. It consists of 42 items, 7 in each dimension. Satisfactory reliability and validity scores have been found for this scale. This scale had been used in many

studies on well-being and had been found to have high reliability and validity. Cronbach's alpha was 0.89 for psychological well-being.

Hugh. M. Bell's Social adjustment scale (1934)

It consists of four areas: health adjustment, domestic adjustment, psychological adjustment and social adjustment. The researcher tested the area that falls within her study, which is "social adjustment." Is consisted of 35 questions. Which is translated into Arabic and validated by Abdo al- Rahman (2011) on Arab students to consisted of 15 questions. Satisfactory reliability and validity scores have been found for this scale, Cronbach's alpha was 0.75.

Otman Saied Ahmead's Social Responsibility Scale (1979)

This scale consists of 115 items, which measure a set of behaviors that determine the degree of an individual's interest in the group, his understanding of the group's opinions, and his participation in this group to which he belongs. Satisfactory reliability and validity scores have been found for this scale, Cronbach's alpha was 0.88.

Results and Discussion

To answer the research questions, the researchers used Multiple Regression Analysis (MRA) to investigate if psychological well-being, social adjustment and social responsibility are significant predictors of achievement motivation among Arab postgraduate students " Syrian, Yemeni, Libyan ". ANOVA was used to find out if there is difference in psychological well-being, Social adjustment, Social responsibility and Achievement Motivation among the Syrian, Yemeni, Libyan postgraduate students. Table 1 showed the result of Multiple Regression Analysis. According the results, psychological well-being, social adjustment and social responsibility are significant predictors of achievement motivation among Arab postgraduate students" Syrian, Yemeni, Libyan.

Table 1: The result of Multiple Regression Analysis (MRA)

to investigate if psychological well-being, social adjustment and social responsibility are significant predictors of achievement motivation.

Brief data analysis of H1

Table 1

Dependent variable	Predictive variables	R	R square	F value	(significance)	Beta	T value	sig	VIF factor
Achievement motivation	psychological well-being	0.95	0.91	450.154	0.000	0.228	4.135	0.000	4.495
	social adjustment					0.297	9.381	0.000	1.484
	social responsibility					0.549	9.304	0.000	5.171

In order to find out (Table1) if psychological well-being, social adjustment and social responsibility are significant predictors of achievement motivation. A Multiple Regression

Analysis (MRA) was used to know which of psychological well-being, social adjustment and social responsibility are more significant predictors of achievement motivation. The result of Regression model demonstrated that psychological well-being (PW), social adjustment (SA) and social responsibility (SR) are significant predictors of achievement motivation (AM). This can be infirmed from R is (0,91) and R square (0.91), that means there was a significant relationship between (PW), (SA) , (SR) and (AM), that is very clear by t value and its P value . Also, it can be seen that the first strong predictor is social responsibility by referring the Beta value which is the biggest value (0.549), while the second strong predictor is social adjustment by referring the Beta value which is the second biggest value (0.297), the third strong predictor is psychological well-being by referring the Beta value which is the lowest value (0.228).The table also showed the VIF factor of the model was (4.495, 1.484, 5.171 < 10). Indicating the non- existence of multi collinearity problem.

Thus the result indicated the following equation:

$$Y= \text{constant} +(B1*X1)+(B2*X2)+(B3*X3)$$

$$\text{Regression equation, (AM)} = 5.383 + 0.065 \text{ (PW)}+ 0.404 \text{ (SA)}+0.100 \text{ (SR)}$$

Table 2: The result of ANOVA to investigate if There is difference in psychological well-being among Arab postgraduate students (Syrian, Yemeni, Libyan).

Brief data analysis of H2

H2: If there is differences in psychological well-being among Arab postgraduate students (Syrian, Yemeni, Libyan).

Table 2

nationality	Sample-N	Mean - M	S.D	F- value	SIG
Libyan	46	149.24	21.28	424.65	0.000
Syrian	59	125.31	11.72		
Yemeni	32	220.41	7.40		

Table showed that there was significance difference in score for males and females (t = 1.960, P > 0.05). The mean value between genders had 46.02 and the standard deviation is 2.209 for the male, while the mean for female is

Table 2 showed that there was significance difference in scores of psychological well- being among Arab postgraduate students for which has the highest mean (Yemeni). (F = 424,65, P = 0.000 < 0.05). It can be seen that, the mean value for three group had, 149.24 and the standard deviation is 21.28 for Libyan students. the mean for Syrian students is 125.31 and the standard deviation is 11.72. while, the mean for Yemeni students had 220.41 and the standard deviation is 7.40.

Table 3: The result of ANOVA to investigate if There is difference in social adjustment among Arab postgraduate students (Syrian, Yemeni, Libyan).

Brief data analysis of H3

H3: If there is differences in social adjustment among Arab postgraduate students (Syrian, Yemeni, Libyan).

Table 3

nationality	Sample-N	Mean - M	S.D	F- value	SIG
Libyan	46	43.61	4.58	349.719	0.000
Syrian	59	60.49	2.68		
Yemeni	32	47.31	2.57		

Table 3 showed that there was significance difference in scores of social adjustment among Arab postgraduate students for which has the highest mean (Syrian) . (F = 349.719 P = 0.000 < 0.05). It can be seen that, the mean value for three group had, 43.61 and the standard deviation is 4.58 for Libyan students. the mean for Syrian students is 60.49 and the standard deviation is 2.68. while, the mean for Yemeni students had 47.31 and the standard deviation is 2.57.

Table 4: The result of ANOVA to investigate if There is difference in social responsibility among Arab postgraduate students (Syrian, Yemeni, Libyan).

Brief data analysis of H4

H4: If there is differences in social responsibility among Arab postgraduate students (Syrian, Yemeni, Libyan).

Table 4

nationality	Sample-N	Mean - M	S.D	F- value	SIG
Libyan	46	360.54	12.28	1240.128	0.000
Syrian	59	411.36	9.99		
Yemeni	32	254.25	22.08		

Table 4 showed that there was significance difference in scores of social responsibility among Arab postgraduate students for which has the highest mean (Syrian) . (F = 1240.128 P = 0.000 < 0.05). It can be seen that, the mean value for three group had, 360.54 and the standard deviation is 12.28 for Libyan students. the mean for Syrian students is 411.36 and the standard deviation is 9.99. while, the mean for Yemeni students had 254.25 and the standard deviation is 22.08.

Table 5: The result of ANOVA to investigate if There is difference in Achievement motivation among Arab postgraduate students (Syrian, Yemeni, Libyan).

Brief data analysis of H5

H 5: If there is differences in Achievement motivation among Arab postgraduate students (Syrian, Yemeni, Libyan).

Table 5

nationality	Sample-N	Mean - M	S.D	F- value	SIG
Libyan	46	49.15	2.84	871.749	0.000
Syrian	59	63.34	2.70		
Yemeni	32	35.41	4.02		

Table 5 showed that there was significance difference in scores of Achievement motivation among Arab postgraduate students for which has the highest mean (Syrian) . (F = 871.749 P = 0.000 < 0.05). It can be seen that, the mean value for three group had, 49.15 and the standard deviation is 2.84 for Libyan students. the mean for Syrian students is 63.34 and the standard deviation is 2.70. while, the mean for Yemeni students had 35.41 and the standard deviation is 4.02.

The results of this study demonstrated that psychological well-being (PW), social adjustment (SA) and social responsibility (SR) are significant predictors of achievement motivation (AM). Moreover, the result showed that the first strong predictor was social responsibility, the second strong predictor is social adjustment. while, the third strong predictor is psychological well-being . This is consistent with numerous previous studies conducted in this study and has also been confirmed in previous studies performed by Amronm (2019) and Kurdish, 2003 that showed there is a correlation between social responsibility and achievement motivation among postgraduate students. While, Momani and Hayajneh, 2011 confirmed that the degree of social responsibility as a whole among students at a medium and high degree at a distance (responsibility towards the homeland, responsibility towards the family) and a medium degree at a distance (responsibility towards friends and colleagues, responsibility towards oneself, and responsibility towards the neighborhood and society). For social adjustment, many previous studies found positive

relationship with achievement motivation such as the studies Elias et al (2010), Jarer (2017) and (Mombininia, 2016). However, the studies which were conducted by Beri & Kaur (2020), (Nirmala Devi, 2011) found that there is no effect between social adjustment and achievement motivation. While, most the previous studies of the relation between psychological well-being and achievement motivation found strong relationship between two variables for example, the study was conducted by (Grera & Abd Hamid, 2021; Anamika, 2020; Hooja and Shaktawat, 2017; Shams Un Nisa, Qasim and Sehar, 2017; Hassanzadeh & Mahdinejad, 2013).

Conclusion

The present study found that psychological well-being (PW), social adjustment (SA) and social responsibility (SR) are significant predictors of achievement motivation (AM). Moreover, the result showed that social responsibility was the strongest predictor, followed by social adjustment and finally psychological well-being. Furthermore, it was found that there were differences in psychological well-being among Syrian, Yemeni, and Libyan postgraduate students. Similarly, there were significance differences in the scores of social adjustment, social responsibility and Achievement motivation Syrian, Yemeni, and Libyan postgraduate students. Based on those results, we can safely conclude that psychological well-being, social adjustment and social responsibility predict the extent to which students are more motivated to achieve their goals. When students possess good levels of structures life satisfaction and happiness; are able to develop constructive social relationships with other people; have responsibility for self, family, friends and society; they tend to strive for success and compete, through high level of motivation, to achieve their goals. Considering that this was a relatively small study focusing on only three nationalities, a holistic approach needs to be taken. Future studies should consider not only focusing on Arab students, but also another nationalities. The effect of other demographic variables such as gender, age, socio-economic status needs further investigation too. These findings have a special significance as they show the possible contribution of these variables to the achievement motivation of Arab students in the diaspora. This will inform future studies about this population.

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