

# Psychometric Properties of a New Achievement Motivation Measure for Arab Postgraduate Students in Malaysia (AMMA)

Maryem Younes Grera

Faculty of education, Department of educational psychology, International Islamic University Malaysia (IIUM)

Email: maryemyounes753@gmail.com

To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v11-i4/15221>

DOI:10.6007/IJARPED/v11-i4/15221

**Published Online:** 06 December 2022

## Abstract

The purpose of this study was to create a theoretically driven instrument of achievement motivation and determine its validity and reliability (AMMA). Exploratory factor analysis (EFA) was used to assess the dimensionality and structural validity and internal consistency of the instrument. The Chronbach Alpha coefficient was also calculated using the test-retest and Split-half methods. The Participants included 215 Arab postgraduate students in Malaysia. It was found that this measure has theoretically been effectively supported to measure the achievement motivation by assessing four dimensions (Ambition, Goal setting, Endurance, and Perseverance). Regarding its reliability, The Chronbach Alpha coefficient was 0.85. The test-retest method yielded a coefficient of 0.83 while the split-half method was at yielded 0.77, indicating that the scale enjoys high reliability.

**Keywords:** Achievement Motivation, Perseverance, Ambition, Goal setting, Endurance, Arab Postgraduate Students.

## Introduction

Achievement motivation is one of the important topics in the human motivation system, and has emerged in recent years as one of the distinct factors of study and research in the fields of psychological, social, educational and personal studies sciences, which is of great importance to understand the many educational problems faced by the student during the educational process.

Students' achievement motivation contributes significantly to establishing their self-confidence and are more aware of the achievement of their activities, in which case their qualifications are an internal energy of behaviour driven towards achieving their goals. The motivation for achievement is motivated by students to make greater efforts to achieve a certain level of knowledge and therefore is more related to the degree of learning and education and from it to the high motivation for achievement (Barbara et al., 2000; Grera & Abd Hamid, 2021). studied the relationship between psychological well-being and Achievement Motivation Among Libyan Postgraduate students. And the results showed that psychological well-being was significantly positively associated with achievement motivation

among Libyan postgraduate students. Furthermore (Grera, 2009) emphasized that successful students usually be more motivated to raise their academic achievement levels and live happy lives. 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 (Grera et al., 2022).

Furthermore, Achievement motivation is the subject of widespread research in both the fields of psychology and education. Achievement means that it is the energy used to overcome challenges and perseverance to reach a goal. While, The motivation relates to reasons related to the individual, such as the desire to engage in a particular activity, and the strength and continuity of this activity (Graham & Weiner, 1996). Achievement motivation is an important issue for educational psychologists and individuals, especially in the field of education, because it is linked to academic aspects such as academic self-competence (Bong & Skaalvik, 2003), Personal qualities, level of development (Marsh & Boivion, 2003). Many interpretive theories have linked the motivation to achieving the student's future success, learning results, student choices, and the student's desire to participate in the motivation for achievement (Deci et al., 1991).

From theses pervious results, this study come for helping educational psychologists to know how students accomplishes his goals, which personality factors have more influence on their study. through The aim of the present study which is create the measure for achievement motivation by assessing dimensions. The importance of achievement motives is confirmed from the point of view of education and psychology scientists as an educational goal in itself. knowing how students' motivations are aroused and properly directed and knowing how certain interests are generated that make them positively accept activities outside the school field and in their future lives. In fact, we can not denied that, providing a workable definition of achievement motivation is a very challenging subject. prior to establishing a consensus definition of achievement motivation, many researchers attempted to measure achievement motivation (Hermans, 1970; McClelland, 1958, 1961; Atkinson & Feather, 1966; Dweck, 2015; Elliot & McGregor, 1999; Freund & Holling, 2011; Weiner, 2012).

During the same period, many scientist like McClelland and others started to evolved achievement motivation programmes utilising some theoretical principles of achievement motivation established by them.

Scientifically, all measures assessing personality traits should be grounded in theory. However, many scales have failed to address a theoretical foundation for measuring achievement motivation. This study came as attempting to find this a theoretical foundation.

McClelland believed that the achievement motivation can be defined by two concepts of competitiveness and a sense of excellence, the achievement motivation means the need to progress, overcome obstacles, desire to excel, and maintain high standards (Karimi, 2005). The achievement motivation therefore includes the following factors: great desires and ambitions, a strong motivation to move up, stamina and long resistance when facing problems and difficulties, desire and perseverance to try again to perform complete tasks. (Hermans, 1970).

McClelland is one of the most theorists who studied achievement motivation. the McClelland a theory includes research on cognitive processes, which involving the expected value of the results of an action. He hypothesised how high performing individuals act, feel, and think. He confirmed that if it is clear to us how high performing individuals act and think, it would be easier to teach others these thoughts and behaviours.

In his numerous researches, psychologist McClelland noted the conditions that enable individuals to develop their achievement motivation, and the extent to which human behavior is associated. He and his colleagues developed a measure of the strength of need and then researched the relationship between the strength of needs of individuals in multiple communities and the circumstances that may enhance and increase the strength of these needs, and the results of these increases in needs in business organizations.

This study aims the create and assessment of a new scale of achievement motivation. This scale of achievement motivation uses the theoretical constructs of McClelland's achievement motivation theory.

Through these studies, McClelland and his colleagues have come up with a theory of the need of achievement, which confirms that there are three types of motivations for successful people

First: The need of achievement

Individuals with a strong need for achievement tend to be more ambitious and always have a strong desire to succeed, love to challenge and fight, set themselves ambitious but achievable goals, and they also want feedback on their performance and achievement.

Second: the need of force

McClelland and his colleagues say people with a strong need for power tend to need to influence others and want to exert influence, control and influence their actions to serve the goals of their organization. They always seek important positions such as leadership positions.

In addition, he mentioned two types of power: positive face that care to help others to reach goals, while the other side is characterized by negativity and is often geared towards self-interest.

Third: The need of belong

In addition to my need for achievement and strength, a successful individual has a strong desire to work and be with others to praise work, continuous social interaction, help others for their development and progress, and feel happy when others show him feelings of love. (Harem, 1997).

### **Achievement Motivation**

The growing interest in the achievement motivation and its relationship to the psychological and social aspect in recent years is due to the belief of researchers that the achievement motivation is an important indicator towards achieving the required educational achievement and positive educational outcomes, and its strong association with the personality free of any psychological or social barriers.

Thanks to H.Murray 1983 in asserting that the achievement motivation is a component of the healthy personality, and considered it one of the twenty-seven human impulses acquired, one of the 20 psychological needs of origin. He defines it as the keenness of the person to achieve the goals that others see as difficult, and the ability to control the social environment, control ideas, improve their organization, speed of performance and independence, overcome difficulties and obstacles, reach excellence, excel over oneself, compete with others, excel against them, and self-pride and appreciation (Bahi, 1998).

Actually, there are many different definitions of the concept of motivation for achievement. According to (bongmm, 2004; Weiner, 2000) the achievement motivation is a capacity driven by a desire to achieve a goal that drives the individual to perform specific behaviours. It is the desire for superiority and power that leads the individual to success (Woolfolk, 1998). While (Hussein ,1988) defines it as "the individual's quest to focus his efforts and attention, perseverance and continuity of activity at work and the ability to overcome difficulties and obstacles as soon as possible, less effort and efficiency and the constant desire to excel to achieve higher ambitions.

McClelland 1989 defined achievement motivation an external mental activity that we infer through a set of traits that indicate an individual's tendency to conduct behaviors to achieve and accomplish a particular goal. achievement motivation is a relatively stable person's willingness to succeed, and this readiness remains lurking within the individual until it is aroused by certain excitements in achievement positions that assure him that work will be his way to success (Abu Riach et al., 2006).

### **Previous Measures of Achievement Motivation**

In this study, Survey previous studies and research (within the limits of the researcher's science) which dealt with the achievement motivation scales with dimensions, which helps the researcher to initially identify the scale items that measure the dimensions of the achievement motive, as an auxiliary means to determine the components of the scale. These measures have varied with the different objectives for which they were prepared. Measure of achievement motivation which Preparade by Awad (2004) this measure consists of three dimensions: "perseverance, ambition and set goals" and contains four pages, the first of which includes data on the student, the second includes the instructions of the scale, and the third and fourth on the questions, and the measure contains 42 questions, and this measure was applied in Kuwait to a sample from the age of 13-19 years.

Al-Rimawi (2000) this measure consists of 21 paragraphs containing hypothetical positions, and it is required to choose a position that applies to the individual among four expected positions and this measure is characterized by high validity and reliability, with a reliability factor of 0.84. the researcher prepared an open questionnaire on a sample of teachers, consisting of (5) teachers, and the question was what were the proposed questions that could measure the motivation for achievement?, the scale consists of four main dimensions: (goal-setting, level of ambition, perseverance, perceived competence). Achievement motivation scale reported by Abu Hashim (1999) the scale consists of 13 questions consisting of two dimensions: " The direction towards work and the trend towards success "the scale has been prepared to measure the trends of achievement in the classroom ".

The Achievement Motivation Measure (AMM) by Smith et al (2019) Participants included 632 graduate and undergraduate university students. EFA supported two factors (Achievement Thoughts, and Achievement Behaviours) with 13 items. Findings of a CFA supported the modified two-factor model as fitting the data. The theoretically supported AMM effectively measured achievement motivation by assessing achievement thoughts and behaviours. Church & Elliot scale (1997) which is prepared for achievement goal trends, consists of 18 paragraphs evenly distributed to measure mastery goals and goals Performance/intrepid and performance/reluctance objectives.

Also, the achievement motivation measure which prepared by Osman et al. (2014) included 40 students from middle school. The scale consists of 24 items. The study's findings supported that there are four dimensions to the scale: perseverance, targeting, level of ambition, and perceived efficiency. The scale prepared by (Urdan & Midgley, 2003)

One of the most good measures with good psychometric indicators, and because it was developed beginning in 1990, this measure consists of 14 paragraphs (5 paragraphs to measure mastery goals, 5 paragraphs to measure performance-performance goals, 4 paragraphs for measuring performance goals - reluctance) .Abu Al-Sal (2016) aimed to build a measure of the motivation for achievement for high school students in Damascus according to the theory of response. the scale included 33 paragraphs, which is one-dimensional. To ensure the validity of the scale, it was applied to a pilot sample of (400) high school students in Damascus, where the correlation was (0.85), which indicates a good correlation. The measure was then applied to the sample of 1,200 high school students in Damascus. The finding found presented (11) a behavioral component of the achievement motivation among high school students.

### **The Present Study**

The present study aimed to achieve the following objectives: **1)** to explore the dimensions of an achievement motivation scale for Arab students in Malaysia. **2)** to identify the psychometric properties of the achievement motivation scale for Arab students in Malaysia. It was hypothesised that the instrument enjoys a high degree of validity and reliability.

### **Methodology**

The study employed a survey method. The participants in the study consisted of a total of 215 responses randomly selected from a pool of 978 responses from Arab postgraduate students in Malaysia. Data were collected through a newly constructed Achievement Motivation Scale composed of four main dimensions which are Perseverance, Ambition, and Goal setting, Endurance. These are briefly discussed below.

### **Scale Development**

The scale was based on an understanding that achievement motivation comprises the following:

**Ambition Level:-** is the level that an individual sets for himself while employing his or her life abilities and skills to achieve it.

**Goal setting:** Is the individual's interest in planning his future, drawing up special goals in his life and making plans to achieve them and achieve them in the long run.

**Perseverance Level:-** is the ability to enjoy high levels of attention and enthusiasm towards a work or goal, and to activate all his abilities and skills to complete this work in a high and correct manner.

**Endurance level:** - is the ability to be patient and work for a long time without fatigue in order to reach the desired result.

The vocabulary of the scale was formulated in the light of previous sources of knowledge and based on the procedural definitions of each dimension of the scale where it reached in its initial form (30) items, the items of the scale were formulated in easy and clear language, and a five-point Likert Scale (never- almost never-often-almost always-always) to give the respondent various alternatives to the answer.

Thus, the scale was scored according to the five-point Likert Scale (never-Almost never-often- Almost always - always) which were numerically represented as 1-2-3-4-5, respectively. Negative phrases were reverse-scored. Hence, the overall total of the scale ranges from 21 to 105, the high score indicates a high rate of achievement motivation, the low score indicates a low rate of achievement motivation, there is no specific time to answer this scale.

## Results and Discussion

It is certain of the validity and reliability of the scale, and there is explain the multiple methods used to determine the validity and reliability of the scale as follows:

The validity of the scale has been found in several ways and these methods are as follows

### 1- Content validity (arbitrators)

The scale was presented to a group of educational psychology professors to ascertain the extent to which each item belongs to the dimension to which it belongs, and the extent to which the dimensions belong to the subject of the study. The researcher made all the amendments agreed upon by most of the arbitrators in the drafting of the paragraphs, and the phrases that the majority of the arbitrators agreed to delete from the scale were removed by .80%.

**2- Factorial Validity:** It is one of the forms of formation validity, and it was verified by using factor analysis (EFA) of the items of the achievement motivation scale to identify the factors that constitute the achievement motivation scale. A factorial analysis of the total study sample (215) was conducted on the achievement motivation scale. And through the use of (Principal Components) method, the extracted factors were rotated orthogonally by (Varimax) method, and the researcher considered the acceptable saturation of the item to be at least (0,5), and based on that, four factors of the first degree were extracted for the achievement motivation scale. Table (1) shows the matrix of extracted factors.

**Rotated Component Matrix**

items	Component			
	1	2	3	4
1	<b>.934</b>	.014	.021	.180
2	.216	.007	.026	<b>.637</b>
3	<b>.937</b>	.005	.033	.183
4	.020	.053	<b>.932</b>	.061
5	<b>.927</b>	.086	.024	.112
6	.111	.134	.150	<b>.610</b>
7	.099	.003	.039	<b>.868</b>
8	<b>.910</b>	.031	.037	.215
9	.027	.072	<b>.905</b>	.106
10	<b>.931</b>	.030	.039	.107
11	.125	.102	<b>.876</b>	.080
12	.307	.042	.064	<b>.760</b>
13	.015	<b>.863</b>	.032	.105
14	.022	<b>.871</b>	.072	.013
15	<b>.934</b>	.016	.022	.132
16	<b>.948</b>	.041	.004	.145
17	.001	.027	<b>.850</b>	.138
18	.078	.035	.044	<b>.893</b>
19	.090	<b>.825</b>	.035	.145
20	.004	<b>.877</b>	.048	.003
21	.063	<b>.839</b>	.027	.076

These factors can be explained as follows

Table (2)

*The First Factor*

**Interpretation of the first factor:** The first factor includes (seven variables) whose saturations ranged between (.913 - .950) and it is noted that this factor is highly saturated.

Number of items	Items texts	Rotated component matrix
16	Success is in most cases the result of the individual's perseverance and ability to work	.934
3	I don't leave a job until I'm done.	.937
1	I make sure to do everything i am asked to do, no matter how difficult it may be.	.927
15	I get lazy every time I go to work.	.910
10	My mistakes at work lead me to frustration.	.931
5	When I find a vague point in the lesson, I try to use references to understand it	.934



8	I have the determination to win any competition.	.948

It is noticed from the components of the first factor that there is an overlap and interdependence between these components and when we understand the psychological content of these phrases, we find that they all contain a specific psychological meaning that refers to me being "careful to do all the work, no matter how difficult it is, correctly and not leaving it until it is completed, considering success is the result of the perseverance of the individual." And his ability to work Not being frustrated by making mistakes and looking for new explanations for ambiguous topics, Having the determination to win any competition. Therefore, this factor, in view of its high saturations, can be called perseverance.

Table (3)

*The Second Factor*

**Interpretation of the second factor:** The second factor includes (five variables) whose saturations ranged between (.825 - .877) and it is noted that this factor is highly saturated.

Number of items	Items texts	Rotated component matrix
14	I like to participate in activities where excellence needs special abilities.	.863
13	Getting the job done is standard for success	.871
21	I work very hard in a job because I am afraid to fail in it.	.825
19	I seek success because it earns me respect.	.877
20	I like to be one of the top performers all the time.	.839

It is noted from the components of the second factor that there is an overlap and interdependence between these components and when we understand the psychological content of these phrases, we find that they all include a specific psychological meaning that refers to "the feeling of to be top performers all the time. Not wasting time, participating in activities in which excellence requires special abilities." Working with diligence and diligence



for fear of failure, the desire to always excel, considering the completion of work as a criterion for success, so this factor can be called in light of its high saturation with ambition.

Table (4)

*The Third Factor*

**Interpretation of the third factor:** The third factor includes (four variables) whose saturations ranged between (.850 - .932) and it is noted that this factor is highly saturated.

Number of items	Items texts	Rotated component matrix
4	I make sure to set realistic goals for the future	.832
9	I Organize the study time from the beginning of the academic year to achieve excellence	.905
11	I prepare for an exam well in advance	.876
17	I make a plan to carry out the daily chores	.850

It also is noted from the components of the third factor that there is an overlap and interdependence between these components and when we understand the psychological content of these phrases, we find that they all contain a specific psychological meaning that refers to "care to set realistic goals, organizing study time from the beginning of the school year to achieve excellence, preparing for an exam before a sufficient period of time, Develop plans to carry out daily activities, so this factor, in light of his high saturation, can be called goal setting.

Table (5)

*The Fourth Factor*

**Interpretation of the fourth factor:** The first factor includes (five variables) whose saturations ranged between (.610 - .893) and it is noted that this factor is highly saturated.

Number of items	Items texts	Rotated component matrix
18	The best business that requires a greater effort	.637
7	I avoid taking responsibility.	.610
12	I work for a long time without fatigue	.868
2	I feel tired shortly after the start of work.	.760
6	I have a great ability to be patient.	.893

It is noticed from the components of the fourth factor that there is an overlap and interdependence between these components, and when we understand the psychological

content of these phrases, we find that they all include a specific psychological meaning that refers to “the ability to be patient and work for a long period without getting tired, not to engage in any other work when it is difficult, not to avoid Assuming responsibilities, the desire to do work that requires greater effort, so this factor can be called, in light of its high saturation, with endurance.

### Internal Consistency

It is one of the forms of validity of composition. The spss v 23 used to find this validity , it used to ensure that the items are consistent with the scale as a whole. Validity internal consistency of the scale was applied to respondents .The items reached the statistical level with exception of the items number (11,19). Table (6) showed the results of the Pearson correlation to investigate if the items are consistent with the scale as a whole.

Table (6)

*The result of the Pearson correlation to investigate if the items are consistent with the scale as a whole*

items	Pearson correlation	Sig	items	Pearson correlation	Sig
1	.827**	0.01	12	.545**	0.01
2	.326**	0.01	13	.236**	0.01
3	.834**	0.01	14	.231**	0.01
4	.299**	0.01	15	.808**	0.01
5	.828**	0.01	16	.833**	0.01
6	.306**	0.01	17	.288**	0.01
7	.407**	0.01	18	.355**	0.01
8	.814**	0.01	19	.129	No sig
9	.345**	0.01	20	.284**	0.01
10	.820**	0.01	21	.324**	0.05
11	.112	No sig			

The previous table (6) showed that most of the correlation coefficients between the items of the achievement motivation scale and the total score are statistically significant, and it is clear from that the items of the scale are associated with the total degree of the scale, and there is consistency and homogeneity between its items and this indicates the reliability of the scale as well.

It is clear from the previous table that most of the correlation coefficients between the items of the achievement motivation scale and the total score are statistically significant coefficients, except of (2) items whose correlation with the total score did not reach the level of statistical significance in the total sample which items numbers are (11 and 19), so it was decided to exclude these items. Therefore, the scale consists of (19) items. It can be seen that the items of the scale are related to the total degree of the scale, and that there is consistency and homogeneity between its items, which indicates the reliability of the scale

### The Reliability of The Scale

Scale reliability has been found in several ways: Test-retest and Split-half Cronbach alpha coefficient are the best to use several methods for determining reliability. This is because each method aims to achieve the psychometric requirement, such as the method of

reapplying shows reliability over time, while the method of split-half is to find reliability across the cells of the scale. The finding of the reliability of the scale showed the reliability factor through the three methods.

- 1- **Cronbach Alpha coefficient:** The researcher used the Cronbach Alpha coefficient to find the validity of internal consistency and was valued at 0.85.
- 2- **Test-retest method:** The researcher re- apply the scale to the same sample of (100) students after fifteen days and the correlation factor was found between the two times and the value of the reliability factor was at 0.83.
- 3- **Split-half method:** The researcher used this method to find reliability using the spss v23 program, and the correlation coefficient was 0.77.

Table (7)

*Showed Achievement motivation scale reliability coefficient (Cronbach's alpha coefficient, re-application, split-half)*

The scale	Alpha Kronbach coefficient	re-application	split-half
Total	0.85	0.83	0.77

By analysing the statistical values in the previous table, it is clear that the reliability coefficients of the scale as a whole are high, for the Cronbach Alpha coefficient (0.85), re-application method (0.83) while the split-half method was at (0.77) , indicating that the scale enjoys high reliability .

The results of this study demonstrated that the measure of the achievement motivation has four dimensions which are ( Ambition, Goal setting, Endurance, Perseverance) . This is consistent with numerous previous studies conducted in this study and has also been confirmed in previous studies performed by (Al-Rimawi, 2000) and (Osman, 2014) that showed there are four dimensions of achievement motivation scale. While, (Awad,2004) and (Urdan & Midgle, 2003) confirmed that there are three dimensions. However, the studies which were conducted by Abu Hashim (1999); Smith et al (2019) found that there are just two dimensions of achievement motivation scale. When, the study was conducted by (Abu – Al – Sal,2016) showed only one dimension of achievement motivation scale.

### The Final Form of The Scale

The scale in its final form consists of 19 items distributed over four sub-dimensions related to achievement motivation which are (7) items addressing the Perseverance subscale, (4) items addressing the Ambition subscale, (3) items written for the Goal setting subscale. and (5) includes items for Endurance subscale. Some of which are positive which are ( 1,2,3,6,7,8,9,10,11,12,13,14,15,17,19) and the other negative which are (4,5,16,18) and in front of each statement are five alternatives (never – almost never- often- almost always- always), the examiner chooses one of them when answering, and the first alternative is given (1) never, the second is given(2) , often (3), almost always (4), and always is given (5).and thus the total score of the scale ranges between 19-95 degrees, a high degree indicates a high rate of achievement motivation, A low score indicates a low rate of achievement motivation,

and there is no specific time to respond to this scale. Appendix (1) showed the final form of the Achievement Motivation Scale.

### **Conclusion**

This study aimed to create a theoretically driven instrument of achievement motivation and determine its validity and reliability. Results of Exploratory factor analysis (EFA) and test-retest and Split-half reliability analysis methods were used for validation. It was found that this measure has theoretically been effectively supported to measure the achievement motivation by assessing four dimensions (Ambition, Goal setting, Endurance, and Perseverance), while enjoying high levels of internal consistency and reliability.

With these results, the Achievement Motivation Measure for Arab Postgraduate Students in Malaysia (AMMA) can be used to assist in screening Arab students in education. If motivation to achieve is an issue, the AMMA can provide a fresh and expedient method of addressing, or at least assessing, this issue. At the very least, individuals familiar with the AMM after completing the measure, might began to think like and behave as, a high achieving individual, potentially increasing Academic performance. In addition, the AMMA can be used by the counselling and guidance services to help college students who have low levels of achievement motivation. The main limitation of this study is that the sample consisted exclusively of Arab postgraduate students, making the findings to have limited generalizability. Future studies should include participants from other groups of international students. In conclusion, the results support the AMMA as a measure of Arab postgraduate students' level of achievement motivation, through their level of Ambition, Goal setting, Endurance, Perseverance.

**Appendix (1)****ACHIEVEMENT MOTIVATION SCALE**

Name: ..... Name of the university.....

Gender: ..... Name of department .....

Dear Student

Please indicate the extent to which these statements correspond to your thoughts, feeling and behaviour by placing a tick (✓) in the box corresponding to each paragraph, bearing in mind that this is not an exam and there are no right or wrong answers.

Number of items	Items texts	never	Almost never	often	Almost always	always
1	Success is in most cases the result of the individual's perseverance and ability to work					
2	I don't leave a job until I'm done.					
3	I make sure to do everything I am asked to do, no matter how difficult it may be.					
4	I get lazy every time I go to work					
5	My mistakes at work lead me to frustration					
6	When I find a vague point in the lesson, I try to use references to understand it					
7	I have the determination to win any competition.					
8	I like to participate in activities where excellence needs special abilities					
9	Getting the job done is standard for success					
10	I work very hard in a job because I am afraid to fail in it.					
11	I like to be one of the top performers all the time					
12	I make sure to set realistic goals for the future					
13	I Organize the study time from the beginning of the academic year to achieve excellence					

14	I make a plan to carry out the daily chores					
15	The best business that requires a greater effort					
16	I avoid taking responsibility.					
17	I work for a long time without fatigue					
18	I feel tired shortly after the start of work.					
19	I have a great ability to be patient.					

## References

- Abu Hashim, M. (1999), behind knowledge and its relationship to target orientation, level of intelligence and educational achievement of high school students, *Magazine of the Faculty of Education Zagazig*, Issue 33, 197-236.
- Abu Rayash, H. (2006) *Motivation and Emotional Intelligence*, First Edition, Amman, Dar al-Rish publishing and distribution.
- Al-Rimawi, M. (2000) *Achievement Motivation Measure*, (Unpublished), Amman.
- Atkinson, J. W., & Feather, N. T. (1966). *A theory of achievement motivation*. New York, NY: Wiley.
- Awad, F. A. (2004), *Achievement Motivation Test*, Ministry of Education Kuwait.
- Bahi, M. H., & Chalabi, A. I. (1998), *Motivational Theories and Applications*, Cairo, Book Center for Publishing and Distribution.
- Bong, M., & Skaalvik, E. M. (2003), Academic self-concept and self-efficacy: How different are they really? *Educational Psychology Review*, 15(1), 1-40.
- Deci, E. L., Vallerand, R. J., Pelletier, L. G., & Ryan, R. M. (1991), Motivation and education: The self-determination perspective. *Educational Psychologist*, 26(3 & 4), 325-346.
- Dweck, C. S. (2015). Carol Dweck revisits the 'growth mindset'. *Education Week*.
- Elliot, A., & Church, M. L. (1997): "A hierarchical Model of Approach and Avoidance Achievement Motivation" *journal of personality and social psychology*, 72, 1, PP: 218-232.
- Elliot, A. J., & McGregor, H. A. (1999). Test anxiety and the hierarchical model of approach and avoidance achievement motivation. *Journal of Personality and Social Psychology*, 76, 628-644.
- Freund, P. A., & Holling, H. (2011). Who wants to take an intelligence test? Personality and achievement motivation in the context of ability testing. *Personality and Individual Differences*, 50, 723-728.
- Graham, S., & Weiner, B. (1996), Theories and principles of motivation. In: *Handbook of educational psychology*. Berliner, D. C.; Calfee, R. C.; New York, NY: Macmillan Library Reference USA, 63-84.
- Grera, M. Y. (2009). *The relationship between psychological social adjustment and social responsibility* [Unpublished Master's Thesis]. Tripoli University, Libya.

- Grera, M. Y., & Abd Hamid, S. R. (2021). Relationship between psychological well-being and Achievement Motivation Among Libyan Postgraduate students in Malaysia, *International journal of Academic Research in Progressive Education and Development*, 10 (3),1364-1374.
- Grera, M. Y., Ssekamanya, S., & Kirembwe, R. (2022), Psychological Well-being, Social Adjustment and Social Responsibility as Predictors of Achievement Motivation among Arab Postgraduate Students in Malaysia, *International journal of Academic Research in Progressive Education and Development*,(11) 373-386.
- Harem, H. (1997), *Organizational Behavior*, Jordan, Dar Zahran.
- Hermans, H. J. M. (1970). A questionnaire measure of achievement motivation. *Journal of Applied Psychology*, 54, 35–363.
- Hussein, M. A. (1988), *Studies in Motives and Motivations*, Cairo, Dar al-Ma'af, Egypt, 63.
- Karimi, Y. (2005). *Theories of Personality*, (Translated by: Karimi, Y., Jamhari, F., Naghshbandi, S., Gudarzi, B., Bahiraei, H. & Nikkhu, M.), Tehran: Arasbaran Publications.
- Marsh, H. W., & Ayotte, V. (2003), Do multiple dimensions of self-concept become more differentiated with age? The differential distinctiveness hypothesis. *Journal of Educational Psychology*, 95 (4), 687-706.
- McClelland, D. C. (1958). The use of measures of human motivation in the study of society. In J. W. Atkinson (Ed.), *Motives in fantasy, action and society* (pp. 518–552). Princeton, NJ: Van Nostrand.
- McClelland, D. C. (1961). *The achieving society*. Princeton, NJ: VanNostrand
- Murray, H. A. (1938). *Explorations in personality*. New York, NY: Oxford University Press
- Osman, K. M. (2014), Achievement motivation scale, *Reading and Knowledge Magazine - Egypt*, Issue 151, 49-74.
- Robert, L. S., Mehmet, A. K., Richard, S. B., & Saumya, T. (2019) Psychometric properties and factor analyses of the achievement motivation measure, *British Journal of Guidance & Counselling*,1-13.
- Urdu, T., & Midgley, C. (2003). Changes in the Perceived Classroom Goal Structure and Patterns of Adaptive Learning During Early Adolescence. *Contemporary Educational Psychology*, 28, 4, 524- 551.
- Weiner, B. (2012). An attribution theory of motivation. *Handbook of Theories of Social Psychology*, 1, 135–155.
- Weiner, B. (2000), Intrapersonal and interpersonal theories of motivation from an attributional perspective. *Educational Psychology Review*, 12(1), 1-14.
- Woolfolk, A. E. (1998), *Educational Psychology*. Needham Heights, MA: Allyn & Bacon.,124 .