

MOTIVATION TO WORDS SUCCESS AND ITS RELATIONSHIP WITH ACADEMIC ACHIEVEMENT AMONG THE STUDENTS OF SPORTS REHABILITATION DEPARTMENT AT MU'TAH UNIVERSITY

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Abstract

This study aimed at identifying the level of motivation towards success among the students of sports rehabilitation department as a whole and according to the variables of gender, accumulative average and academic year as well as identifying the differences in the level of motivation towards success among the students of sports rehabilitation department according to the study variables, and identifying the correlation relationship between the level of motivation towards success and academic achievement. The study sample consisted of (124) male and female students in sports rehabilitation department. The study used the descriptive approach due to its compatibility to study nature, where the researcher used a questionnaire developed by the German scholar (Ehlers, T) that is designed to measure the level of motivation towards success where the scale consisted of 41 questions. The research used the following statistical methods (means, standard deviations, t-test, and one-way variance analysis). The results revealed that motivation toward success among the students of sports rehabilitation department was very high. The results revealed that there are no differences in motivation towards success according to the variables of gender and academic achievement. The results revealed that there is a positive relationship between the level of motivation towards success and academic achievement among the students of sports rehabilitation.

In the light of the results, the study recommended the necessity of conducting further studies to determine the factors affecting motivation towards success among the students of a sports rehabilitation department in order to develop effective programs to maintain and enhance the level of motivation among students and conducting more studies by using a larger sample.

Keywords: Motivation. Rehabilitation. Academic achievement

Introduction

Investigating motivation is amongst the most important issues in modern psychology, since it is complex and multifaceted. This resulted in several ways for understanding their basis and nature. Indeed, motivations can be defined as a set of motivating factors that determine the individual's activity, where those stimulating factors include the motives and needs that determine the individual's activity (Abu Zeid, 2007). Motivation is also defined as a set of psychological processes that activate behavior, maintain it and direct it towards achieving a

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certain behavior, where motivation towards success is related to high levels of academic achievement (Ibrahim, 2022). Motivation towards success represents the desire of self-actualization by achieving certain objectives. The latter finding was confirmed by (Al-Zaghloul, 2020) who suggested that motivation towards success plays an important role in the individual's life, since it affects several domains, including academic achievement; motivation towards success is related to high levels of professional achievement and success at work. (Pintrich, 2000) suggested that motivation plays a prominent role in promoting psychological health, where motivation towards success is related to low levels of anxiety, stress and depression. The researcher suggested that the need to success is one of the most important human needs, where it is manifested in looking for success and excellence in all life domains, including the academic success due to its role in planning the individual's future life. (Williams, 2011) suggested that there are several ways to promote motivation towards success among university students, where those methods can be divided into two main groups: the methods that focus on developing the student's personal characteristics, and the methods that focus on changing the educational environment. (Anderman and Wolters, 2006) suggested that the level of motivation among university students differs from one student to another. It also differs according to the academic specialty as well as the social and personal characteristics. As for the academic achievement, it is viewed amongst the most important pillars of success in life as it provides individuals with a number of skills and knowledge areas that help them achieve their objectives in the various domains of life. Therefore, it expresses the evaluation of the student's performance in the domain of the academic program of the educational institution that is usually measured based on the results of tests, academic tasks and other assessment forms.

(Finkel and Campbell, 2012) suggested that academic achievement refers to measuring the student's knowledge and skills, where achieving high academic achievement allows students to gain the required knowledge and skills for a successful professional life. Therefore, it should be an important factor that increases students' employment after graduation (Walters et al., 2011), in addition to increasing their chances of obtaining scholarships. When talking about the domain of work in the specialty of rehabilitation, we noticed that work opportunities are more common in the private sector in Jordan, where employers in the private sector prefer employing the candidates with higher academic performance. Based on the researcher's work as a trainer in the department of sports rehabilitation, he noticed that there is a fluctuation in motivation towards success among some students. Therefore, the idea of this study was cited in an attempt to identify the level of motivation towards

success among the students of sports rehabilitation and identify the differences in the level of motivation towards success among the students of sports rehabilitation department according to the variables of gender, accumulative average, and academic year, and suggest suitable solutions if there had been a decline in the level of motivation towards success.

The study importance:

The study importance lies in identifying the following objectives:

1. Identifying the level of motivation towards success among the students of sports rehabilitation department as a whole and according to the study variables.
2. Identifying the differences in the level of motivation towards success among the students of sports rehabilitation department according to the variables of gender, accumulative average, and academic year.
3. Identifying the correlation relationship between the level of motivation towards success and academic achievement.

The study questions:

1. What is the level of motivation towards success among the students of sports rehabilitation department as a whole and according to the study variables?
2. Are there statistically significant differences in the level of motivation towards success among the students of sports rehabilitation department according to the variables of gender, accumulative average and academic year?
3. Is there a correlation relationship between the level of motivation towards success and academic achievement?

The study terms:

Motivation: it refers to the internal power that motivates individuals to act and achieve their objectives. Motivation can be internal or external. Internal motivation refers to an individual's desire to do something for fun or personal satisfaction, whereas external motivation refers to an individual's desire to do something in order to obtain a reward or avoid punishment (the international Arabic encyclopedia, 2022).

Academic achievement: it refers to the some of scores obtained by a student

in examinations and other school activities. It could include the scores of monthly exams, final exams, homework and research projects (Walters, et al., 2011).

Achievement towards success: it refers to the motivating power that enhances individuals to do more efforts in order to achieve their objectives and reach excellence. It consists of several psychological factors that help individuals achieve their objectives, attain their full potentials and participate in the community (Gross, 2014).

The study variables:

- A. The independent variable: motivation towards success
- B. The dependent variable: academic achievement

The study domains:

The spatial domain: Jordan-Mutah University-the faculty of sports sciences-the department of sports rehabilitation.

The human domain: the students of sports rehabilitation at Mutah university.

The temporal domain: the first semester over the academic year 2023-2024.

The study procedures:

The study methodology

This research was conducted by using the descriptive approach due to its compatibility to the study nature, where the researcher used the questionnaire developed by the German scholar Ehlers, T, where it was translated into Arabic language so that the sample individuals can respond to its items using their mother tongue. The questionnaire is designed to measure the level of motivation towards success and consisted of 41 questions answered by yes or no, where the score of motivation toward success is calculated based on the number of points (Ehlers, T, 1990).

The response key:

One score is given to the responses of (yes) for the following questions: 2,3,4,5,7,8,9,10,14,15, 16,17,21,22,25,26,27,28,29,30,32,37,41.

One score is given to the responses of (no) for the following questions: 13,6,19,18,20,24,31,36,38,39.

The responses of the questions 1,11,19,12,28,33,23,34,,35,40 aren't taken into consideration. After that, the scores are calculated.

Results analysis

The score (1-10) refers to low motivation toward success; (11-16) refers to a medium level of motivation toward success; (17-20) refers to a high level of motivation toward success; while more than (21) refers to a very high level of motivation toward success.

The study population: The study population consisted of all the students of sports rehabilitation at Mutah University for the academic year 2023/ 2024

Table 1: The characteristics of the sample individuals (n=124).

Variable	Category	Number	Percentage %
Gender	Male	52	41.9
	Female	72	58.1
	Total	124	100
Academic year	First	22	17.7
	Second	29	23.4
	Third	47	37.9
	Fourth	26	21.0
	Total	124	100
Academic estimation	Pass	3	2.4
	Good	16	12.9
	Very good	82	66.1
	Excellent	23	18.5
	Total	124	100

Table 2: Reliability of the items of the motivation towards success scale using the internal consistency method (Cronbach Alpha) (n=124).

Scale	Number of items	Cronbach Alpha(α)
Motivation towards success	31	0.710

with a total of (217) male and female students.

The study sample: The study sample was selected purposively and consisted of (124) male and female students distributed as illustrated in table (1).

Table (2) revealed that the value of reliability of the items of the motivation towards success scale was (0.710), which is a high reliability value as it exceeded (0.70), representing the least limit for the high reliability value.

The results of the first question: What is the level of motivation towards success among the students of sports rehabilitation department as a whole and according to the study variables?

In order to answer this question, the researcher analyzed the levels of motivation towards success among the students of sports rehabilitation department, as illustrated in table (3).

Motivation levels (1-10) low; (11-16) medium; (17-20) high level; while more than (21) is very high

Table (3) shows the mean scores for the items of the scale of motivation towards success among the students of sports rehabilitation department. By reviewing these values, we can see that item (26) stating "When I love the work, I do it well and more professionally than others" had the highest mean with (0.95), while item (32) stating "My successes relatively depend on my colleagues" had the lowest mean with (0.24). When addressing the mean for the total degree for motivation towards success, it was (21.25), which is too high according to the scale of classifying motivation illustrated below the table. This means that the students of sports rehabilitation department at Mutah University have a high degree of motivation towards success. This finding agrees with (Abdurrahman & Ismail, 2022);(Al-Najar& Abdel-Salam, 2021); (Abdurrahman & Ismail, 2022)and (Abu Zaid Al-Yazeed, 2023). The researcher suggested that the student-enhancing environment in the faculty of sports sciences at Mutah university, represented by giving courses as well as holding workshops enhanced students' participation and interaction with specialists which, in turn, enhanced their motivation towards success.

The results of the second question: Are there statistically significant differences at (0.05) in the level of motivation towards success among the students of sports rehabilitation department according to the variables of gender, accumulative average and academic year?

In order to answer this question, the researcher used (t-test) for motivation towards success, and used one-way ANOVA for the variables of academic year and accumulative average.

Differences in motivation toward success according to the variable of gender

Table (4) shows one-way ANOVA for motivation towards success among the students of the Department of Sports Rehabilitation according to the variable of gender. Based on the significance level, we can see that it was (0.405); by comparing this value with (0.05), we can see that it is higher; therefore, there are no differences between males and females, which means that the motivation of the students of the Department of Sports Rehabilitation doesn't differ according to gender.

Differences in motivation toward success according to the variable of academic year

Table (5) shows the values of means and standard deviations of motivation towards success among the students of the Department of Sports Rehabilitation according to the variable of academic year. . By reviewing the values of means for each year, we can see that these means are different and unequal. To determine the importance and significance of these differences from a statistical standpoint, one-way analysis of variance was used, as illustrated in following table, which shows the results of this analysis.

Table (6) shows one-way ANOVA for motivation towards success among the students of the Department of Sports Rehabilitation according to the variable of academic year. Based on the significance level, we can see that it was (0.866); by comparing this value with (0.05), we can see that it is higher; therefore, there are no significant differences based on the academic year, which means that the motivation towards success among the students of the Department of Sports Rehabilitation doesn't differ according to academic year.

Differences in motivation toward success according to the variable of accumulative average

*The academic estimation of "pass" has been deleted due to the small number of students (3 students) in this estimation

Table (7) shows the values of means and standard deviations of motivation towards success among the students of the Department of Sports Rehabilitation according to the variable of accumulative average. By reviewing the values of means for each estimation, we can see that these means are different and

Table 3: The means of motivation towards success among the students of sports rehabilitation department at Mutah university (n=124).

Number	Item	Mean	SD	Order
26	When I love the work, I do it well and more professionally than others	0.95	0.22	
27	It is easier for me to communicate with people who can work hard	0.94	0.22	
30	When I have to make a decision I try to do it as good as possible	0.94	0.23	
16	Difficulties make my decisions more solid	0.93	0.26	
9	When I give up a difficult task, I blame myself too much because I know I would have succeeded in it well	0.90	0.31	
41	When I am sure that I'm on the right way, I go to the extreme limits to prove my perspective	0.89	0.32	
10	While working, I need short time periods of rest	0.85	0.36	
15	I realize that my colleagues consider me a sensible person (practically).	0.85	0.35	
18	When working without inspiration, I'm usually noticed doing so	0.85	0.35	
29	I usually have to do more responsible work than others	0.84	0.37	
21	You only have to depend on yourself	0.83	0.38	
22	Only few things in life are more important than money	0.83	0.38	
8	I'm more friendly than others	0.81	0.39	
2	I get upset easily when I realize that I can't do what I should do completely with 100%.	0.80	0.40	
17	It is easy to provoke my ambition	0.78	0.41	
20	Sometimes I postpone what I should do now	0.74	0.44	
37	When I work with others, my work produces more satisfying results than others	0.72	0.45	
6	Some days my success is lower than average	0.70	0.46	
3	When I work it seems that as if I'm betting everything	0.65	0.48	
13	I am attracted to a job other than the one I have currently	0.63	0.49	
7	I am more strict with myself and less strict with others	0.61	0.49	
4	When a problem occurs, I am often among those who make decisions in the last moment	0.58	0.50	
31	My friends sometimes find me lazy	0.49	0.50	
14	Blame stimulates me more than praise	0.48	0.50	
25	At the end of the holiday, I usually feel happy that I will go to work soon	0.48	0.50	
38	I often do not accomplish the work that I have undertaken	0.42	0.50	
5	When I don't have work for two consecutive days, I get too anxious	0.39	0.49	
24	I'm less ambitious than many other people	0.37	0.49	
39	I envy people who don't have work pressure	0.37	0.49	
36	I don't usually pay much attention to my achievements	0.35	0.48	
32	My successes relatively depend on my colleagues	0.24	0.43	
	Motivation towards success	21.25	3.26	

Table 4: Differences in motivation towards success among the students of the Department of Sports Rehabilitation according to the student's gender.

Variable	Gender	Number	Mean	SD	t- value	Sig. level
Motivation towards success	Male	52	21.54	3.27	0.834	0.405
	Female	72	21.04	3.26		

Table 5: Means and standard deviations for motivation toward success among the students of the Department of Sports Rehabilitation according to the variable of academic year (n=124).

Variable	Academic year	Number	Mean	SD
Motivation towards success	First	22	21.59	4.03
	Second	29	21.52	2.97
	Third	47	21.06	3.31
	Fourth	26	21.00	2.88

Table 6: One-way analysis of variance for motivation towards success among the students of the Department of Sports Rehabilitation according to the variable of academic year.

Variable	Source of variance	Total squares	Degree of freedom	Mean square	f- value	Sig. level
Motivation towards success	Academic year	7.882	3	2.627	.243	.866
	Error	1299.368	120	10.828		
	Total	1307.250	123			

Table 7: Means and standard deviations for motivation toward success among the students of the Department of Sports Rehabilitation according to the variable of accumulative average (n=121).

Variable	accumulative average	Number	Mean	SD
Motivation toward success	Good	16	21.19	3.75
	Very good	82	21.26	3.10
	Excellent	23	21.04	3.74

Table 8: One-way analysis of variance for motivation towards success among the students of the Department of Sports Rehabilitation according to the variable of accumulative average (n=121).

Variable	Source of variance	Total squares	Degree of freedom	Mean square	f-value	Sig. level
Motivation towards success	Accumulative average	.819	2	.409	.037	.963
	Error	1297.016	118	10.992		
	Total	1297.835	120			

Table 9: The relationship between motivation towards success and accumulative average.

The relationship parties	Relationship value	Sig. level
Motivation towards success and accumulative average	0.318	0.000

unequal. In order to determine the importance and significance of these differences from a statistical standpoint, one-way analysis of variance was used, as illustrated in following table, which shows the results of this analysis.

*The academic estimation of "pass" has been deleted due to the small number of students (3 students) in this estimation

Table (8) shows one-way ANOVA for motivation towards success among the students of the Department of Sports Rehabilitation according to the variable of accumulative average. Based on the significance level, we can see that it was (0.963); by comparing this value with (0.05), we can see that it is higher; therefore, there are no significant differences based on accumulative average, which means that the motivation towards success among the students of the Department of Sports Rehabilitation doesn't differ according to accumulative average.

The researcher suggested that there were no differences between the students according to gender, accumulative average for various reasons. When we investigate the meaning of motivation towards success, we can see that there is a desire to achieve the objectives and reach excellence. Indeed, it is considered as a general personality trait which doesn't differ significantly when the external conditions differ. All students either as males or females, or whether they have different academic estimations have the same objectives and needs, such as the need for success, respect and excellences. Therefore, it is normal to see that they have the same level of motivation towards success. Also, the researcher suggested that the internal settings inside the faculty of sports sciences provide equal opportunities for learning and success to all the students which, in turn, promotes their motivation towards success. Indeed, all students regardless their gender or academic estimations have the same opportunities to access educational resources and necessary support to achieve their objectives. Also, the researcher suggested that one of the causes leading to such results is that the current study employed a small sample of students. Indeed, this could have resulted in the inability to detect the accurate differences in the level of motivation towards success among students. Perhaps if a larger sample was used, we could be able to detect the statistically significant differences in the level of motivation among the students of both gender or the students with different academic estimates. Here, we can see that several studies agreed with the results of this study (Abu Zaid Al-Yazeed, 2023; Al-Najjar, 2012; Abdurrahman and Ismail, 2022; and Al-Najar and Abdel-Salam, 2021).

The results of the third question: Is there a correlation relationship at (0.05) between the level of motivation towards success and academic achievement?

Table (9) shows the results of Motivation towards success and accumulative average. By reviewing the value of this relationship, we can see that it was (0.318), and when analyzing the power of this relationship, we notice that it had a mean of (0.30- 0.69), which is a statistically significant positive relationship, since its value is less than (0.05).

The researcher suggested that it is logical to have a relationship between these two variables, where the students with high motivation towards success are more likely to achieve high academic grades. Several studies supported this explanation (Al-Ghamdi and Al-Zaid, 2022), (Al-Najar and Abdel-Salam, 2021) and (Abdurrahman and Ismail, 2022).

Recommendations

1. Conducting further studies to determine that the factors affecting motivation towards success among the students of a sports rehabilitation department in order to develop effective programs to maintain the level of motivation among students.
2. Conducting further studies to determine that the factors affecting motivation towards success among the students of a sports rehabilitation department in order to develop effective programs to enhance the level of motivation among students.
3. Conducting more studies by using a larger sample.

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