



وحدة النشر العلمي



كلية البنات للأدب والعلوم والتربية



# مجلة البحث العلمي في التربية

مجلة محكمة شهرية

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## The Level of Achievement Pursuit and Its Relationship to Some Demographic Variables among Students at the College of Education at King Faisal University

Dr. Adam Basheer Adam Kegour\*

### Abstract:

The study aimed to determine the level of achievement pursuit among students and investigate the statistical differences in the level of achievement pursuit attributed to the demographic variables “gender and educational grade”. The researcher used the descriptive approach to achieve these goals. The study sample included (296) examinees who were chosen randomly , including (161) male and (135) female students. and an electronic questionnaire consisting of two fields was distributed to them: the first related to personal information (gender, educational grade), and the second consisted of 55 items The achievement pursuit scale, Designed by Al Mutawakel (2006). The researcher used the statistical package for social sciences (SPSS) to analyze the data, the researcher concluded the following results: the achievement pursuit among students was high, and there were no statistically significant differences in the level of achievement pursuit among students attributed to the variables “gender and educational grade “Finally The researcher recommends: It is necessity of developing and raising the pursuit of achievement for students through establishment of training courses.

**Keywords:** Achievement, Pursuit, Students, College of Education.

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مستوى السعي للإنجاز وعلاقته ببعض المتغيرات الديمغرافية  
لدى طلاب كلية التربية بجامعة الملك فيصل

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المستخلص:

هدفت الدراسة التعرف على مستوى السعي للإنجاز لدى طلاب كلية التربية بجامعة الملك فيصل بالإضافة إلى دراسة الفروق الإحصائية في مستوى السعي للإنجاز وعزوها إلى المتغيرات الديمغرافية التالية (النوع والمستوى التعليمي)، وفي سبيل تحقيق ذلك استخدم الباحث المنهج الوصفي لتحقيق ذلك الهدف، تكونت عينة الدراسة من (٢٩٦) طالباً وطالبة من كل المستويات، تم اختيارهم بالطريقة العشوائية، منهم (١٦١) طالب و(١٣٥) طالبة. وتم تطبيق مقياس السعي للإنجاز الإلكتروني يتكون من المعلومات الأولية (النوع، المستوى التعليمي) والمقياس من تصميم المتوكل (٢٠٠٦)، استخدم الباحث برنامج الحزمة الإحصائية للعلوم الاجتماعية (spss) لتحليل البيانات، وقد توصل الباحث إلى النتائج التالية: اتسم مستوى السعي للإنجاز لدى طلاب كلية التربية بجامعة الملك فيصل بالارتفاع، عدم وجود فروق ذات دلالة إحصائية في مستوى السعي للإنجاز لدى طلاب كلية التربية بجامعة الملك فيصل تعزى لمتغير النوع، عدم وجود فروق ذات دلالة إحصائية في مستوى السعي للإنجاز لدى طلاب كلية التربية بجامعة الملك فيصل تعزى لمتغير المستوى التعليمي، وفي نهاية الدراسة قام الباحث بوضع عدد من التوصيات والمقترحات.

الكلمات المفتاحية: السعي، الإنجاز، طلاب، كلية التربية.

## The Level of Achievement Pursuit and Its Relationship to Some Demographic Variables among Students at the College of Education at King Faisal University

### 1. Introduction

Muslims are interested in education because Islam sets a strong focus on knowledge and education. Islam has raised education to the status of an inherent and intrinsic right for every individual, regardless of gender, ethnicity, or color. This is confirmed by the Supreme Creator, as Allah Almighty says (Holy Quran): " Allah will exalt in degree those of you who believe, and those who have been granted knowledge. And Allah is well – Acquainted with what you do. " (Surah Al-Mujadilah, 11, Sahih International).

Prophet Muhammad (Prayer and Peace be upon Him) also emphasized the importance of learning and education in the Prophet's Saying, "Every Muslim man and woman must seek learning" Al-Emam Al-Nawawi, Riyad As-Salihin, p. 479, Mohamed (2011).

To inspire Muslims to learn, the Holy Quran employs various educational techniques. It employed the carrot and the stick as well as suspenseful storytelling. Additionally, it made use of noteworthy current events to stimulate people's motives and emotions and get them ready to grasp the lessons that may be learned from the morals of events Al-Daw (2013).

Allah directed the Muslims to seek learning and education on earth, as Allah Almighty says: "Have they not travelled through the land, and have they hearts wherewith to understand and ears wherewith to hear? Verily, it is not the eyes that grow blind, but it is the hearts which are in the breasts that grow blind (Surah Al-Hajj, 46). The achievement pursuit is a psychologically powerful and influencing force that helps people overcome challenges at all levels, get over obstacles, and give them space to be patient with the past and have hope for the future. This is supported by having full faith in Allah.

In various prophetic sayings, our Prophet Muhammad (Prayer and Peace be Upon Him) exhorts us to compete in workship. Prophet Muhammad (Prayer and Peace be upon Him) says: "Verily, Knowledge Only Comes By Learning And Forbearance Only Comes By Cultivating Forbearance. Whoever Aims For

Good, Will Receive Goodness And Whoever Seeks To Evade Evil Will Be Protected From It". The Truthful A'ishah Bint Abu Bakr As-Siddiq, (May Allah Be Pleased with Her), reported that Allah Prophet (Prayer and Peace be upon Him) says: "Allah Loves Someone Who When Works, He Performs It in a Perfect Manner" (At-Tabarani and Ad-Daraqutni reported it).

In the individual's search for self-actualization and affirmation, achievement pursuit is a crucial component. Through his successes, completed goals, improved lifestyle, and more conscious human existence, the individual experiences self-realization. His orientation and the viability of activities are influenced by value systems, particularly religious values. He may become more anxious as a result of the desire for high success, which demonstrates the significance of religion in establishing social and moral structure and connecting achievement to the ultimate objective of human existence Duaydar (1991).

When a student incorporates religious behavior based on the methodology of the Holy Quran and the Prophet's Sunnah, his academic achievement pursuit and learning acquisition aim to develop his personality. Islam thus stimulates and urges Muslims to pursue learning.

There are several Prophetic Sayings reported from Allah Prophet (Prayer and Peace be upon Him), that induce to seek learning as the Prophet says: "He who goes forth in search of knowledge is considered as struggling in the Cause of Allah until he returns" (Al-Emam Al-Nawawi, Riyad as-Salihin, p. 479), and the Prophet (Prayer and Peace be upon him) says: "Allah makes the way to Jannah easy for him who treads the path in search of learning" (Al-Emam Al-Nawawi, Riyad as-Salihin, p. 478).

The student's diligence and perseverance in seeking knowledge, as well as his pursuit of learning at the highest level, are indicators of success in future academic, social, and professional activities. Academic failure is indicated by a lack of pursuit, interest, vigor, and sincerity in learning, which has an impact on the student's path in life.

In the Islamic social environment, which is permeated with Islamic values and a deeply embedded Islamic civilization, the researcher considers the necessity of studying the achievement pursuit variable as an alternative to achievement motivation and determines the level of achievement pursuit among students in the College of Education.

As indicated in Al-Safi (2000). Spence defines achievement as a work-focused behavior that offers an evaluation of each individual's performance by the necessary internal or external standards. Achievement may take place in competitive settings amongst persons or it may be restricted to the person with the known performance evaluation. There are various forms of achievement behavior related to human actions that promote life continuity, assist in confronting environmental challenges, and accomplish necessary tasks in the agricultural, industrial, or academic domains.

In the field of studying personality dynamics, Murray, an American psychologist, was the first to clearly define the idea of achievement motivation Al-Ghamd (2009).

Al-Esawy(2005). demonstrates that Mackland described his concept of achievement in the same context as a motivational tendency that refers to responses of positive or negative goal anticipation that share endeavor situations according to a particular level of excellence, as performance is assessed on success or failure. The idea of achievement as a latent assumption for a person may represent a strong motivation, willingness, or tendency to approach or seek success in situations of achievement existence or that include competition to complete a task by certain criteria of quality and excellence.

## 1. Study Problem

Despite differences in student quality, environment, and social, ideological, and cultural conditions, many educational and psychological studies and research in modern Arab and Islamic countries adopt the methodologies of Western studies.

Neglecting an individual's religious obligations is a flaw in Islamic fundamentalism that prevents the student from achieving his goals and succeeding in his studies.

The researcher believes that the problem statement of the study revolves around Islamic Religious Fundamentalism and instilling the religious element in students through achievement pursuit and its development from the Holy Quran and Prophet Biography teachings to establish an education and learning process based on the Islamic element.

The researcher draws attention to the limitations of Islamic religious understanding of students' achievement pursuit regarding Islamic notions to seek and pursue learning via various facets of life to attain academic compatibility and personal development.

## **2. The study aims at:**

1. Determining the achievement pursuit level among students at the College of Education at King Faisal University.
2. Exploring the statistical differences in the achievement pursuit level among students at the College of Education at King Faisal University attributed to the gender variable.
3. Exploring the statistical differences in the achievement pursuit level among students at the College of Education at King Faisal University attributed to the academic grade variable.

## **3. Study Significance:**

The significance of the study is evident in the following:

### **Theoretical Significance:**

The study deals with a crucial socioeconomic subgroup that aims to cure psychological, physiological, and educational issues as well as behavior modifications in facing severe challenges and compelling circumstances. To explore the Islamic religious factor as fundamentalism in Islamic psychology, the researcher seeks to highlight this section. Furthermore, there aren't enough academic settings and institutions in Islamic nations to perform these investigations. According to the researcher's knowledge, this study is one of the few locally conducted studies to address the achievement pursuit topic; therefore, it is anticipated that the findings will help undergraduate students in Saudi society better comprehend this issue.



### **Practical Significance:**

Using the database and information in this study, researchers can add to the existing body of knowledge by conducting more relevant research. The study's findings may be useful to administrators in educational institutions and the pedagogical community in general, as well as to specialists in educational counseling, measurement, and evaluation. These specialists may find the study's findings useful in figuring out the students' achievement pursuit level. Researchers can develop ways to increase the level of achievement pursuit using the study's findings to propose techniques for improving religious behavior in supporting learning and religion.

### **4. Study Hypotheses:**

1. The achievement pursuit level among students at the College of Education at King Faisal University is low.
2. There are statistically significant differences in the achievement pursuit level among students at the College of Education at King Faisal University that can be attributed to the gender variable.
3. There are statistically significant differences in the achievement pursuit level among students at the College of Education at King Faisal University that can be attributed to the academic grade variable.

### **5. Study Terms:**

#### **Achievement Pursuit:**

**Pursuit:** It refers to the quickness, diligence, and seriousness with which the desired goal is pursued Mohammed (2017).

**Achievement:** It refers to meeting a need because receiving something means getting it. A promise is a commitment to fulfill it Ibn Manzur (1414).

#### **Achievement Pursuit Idiom:**

Al-Mutawakel (2006). described it as a complex internal psychological state with mental, cognitive, sensible, and emotional dimensions, religious and moral values, and behavioral tendencies that emerge through the individual's ongoing attempts and efforts to confront challenges and overcome obstacles for

completing and accomplishing all the tasks before him promptly with excellence, superiority, quality, and perfection.

The researcher defines it, procedurally, as the degree achieved by the examinee students at the College of Education at King Faisal University through their responses on the achievement pursuit scale.

## **6. Achievement Theories Include the Following:**

### **Achievement theory for McClelland**

McClelland draws his concept of what constitutes achievement motivation on the perception of the need for happiness or pleasure. According to McClelland, Atkinson, Clark, & Lowell (1953). there is a connection between prior stimuli, positive events, and the outcomes that the person achieves. The individual is more likely to act out and engage in the obtained behaviors if the initial attainment situations are favorable for him. Failure and unpleasant experiences, on the other hand, will give rise to a desire to avoid dissatisfaction.

### **Vroom's Expectancy Theory**

Vroom (1964). introduced his motivational hypothesis. This theory is one of the more recent approaches to the Atkinson-McClelland model of achievement motivation. It is predicated on the idea that an individual's performance behavior is preceded by a process of comparison between several options, that may involve engaging in the behavior process or not. It is portrayed in the alternatives of the several efforts that the person can understand. Based on the worth of performance-related advantages and returns, this comparison is offered. The expected benefits of the returns associated with executing the work and the level of personal expectation control the person's desire to accomplish a certain task.

### **Casual Attribution Theory for Achievement Motivation**

According to Weiner (1985). the factors that a student uses to explain his success or failure may be divided into three categories, including locus of control, stability, and controllability. The locus of control may be internal or external, and the stability of the attribution indicates that the student assigns

responsibility for his success or failure on a temporary and unpredictable cause, such as not exerting enough effort to achieve. But when the student blames bad luck, he attributes his failure to a constant cause. Controllability refers to a student's incapacity to influence aspects that have an impact on the exam, such as skill level or assignment difficulty.

### **Goal Orientation Theory**

According to Pintrich (1990), the goal theory asserts that an individual's interpretation of his achievements' benefits and returns determines the amount of effort required to complete accomplishments and also identifies the degree of influence on the self-cognitive organization processes, which entails the individual's active participation in educational activities, the capacity to analyze the tasks that must be completed academically, and the ability to make plans for utilizing the available opportunities.

### **7. Pursuit in the Holy Quran**

According to the Quranic Concordance, the term "pursuit" and its numerous derivatives appeared 32 times in the Holy Quran in (28) Quranic Verses that were contained in (20) Surahs. In the verses of the Holy Quran, this term had 12 different derivations. The researcher discovered that these derivatives have convergent and overlapping meanings and connotations using some interpretation books, but the most observable meanings and connotations are the following:

Pursuit refers to a person's source of employment and existence on the earth. Allah Almighty Says: But whoever desires the Hereafter and exerts the effort due to it while he is a believer - it is those whose effort is ever appreciated [by Allah ] ” (Surah Al-Isrā', 19, Sahih International).

In other words, whoever aspires for and pursues the Hereafter has a glorious desire for it Al-Maraghi (1964). Ibn Katheer mentioned, on the authority of Qatadah, in his saying: "And when he reached with him [the age of] exertion, he said, "O my son, indeed I have seen in a dream that I [must] sacrifice you, so see what you think." He said, "O my father, do as you are commanded. You will find me, if Allah wills, of the steadfast." (Surah As-Sāffāt, 102, Sahih International). as well as And that there is not for man except that [good] for which he strives And that his effort is going to be seen -” (Surah An-Najm, 39-

40, Sahih International). It means that "the only thing left for man is the reward for his actions in this world". Allah Almighty says: Indeed, your efforts are diverse" (Surah Al-Layl, 4, Sahih International) ".( This means, "O you who bear responsibility, your deeds differ significantly" Al-Saadi (1416).

Pursuit means the sense of urgency, diligence, and seriousness in achieving the desired goal, like Allah Almighty says: "But as to who came to you running" (Surah Abasa, 8). Ibn Katheer (1429) said that: upon approaching you, he leads you by what you tell him. Al-Shawkani (2011). said that: Quickly approaching you, he implored you to guide him properly and correct his mistakes using Allah teachings. These include Allah Almighty saying: "And there came a man running from the farthest part of the town. He said: O my people! follow the Messengers" (Surah Yā-Sīn, 20, Sahih International) implying that he runs with vigor.

Pursuit is the act of setting one's own goals and dedicating oneself to them and putting other activities on hold to focus on them. For example, Allah Almighty says: "O you who have believed, when [the adhan] is called for the prayer on the day of Jumu'ah [Friday], then proceed to the remembrance of Allah and leave trade. That is better for you, if you only knew". (Surah Al-Jumu'ah, 9, Sahih International). "This verse refers to taking charge, paying attention, and raising Friday Prayer to the top priority".

Pursuit in the sense of making an effort and being diligent about various forms of corruption according to Allah Almighty saying "And who are more unjust than those who prevent the name of Allah from being mentioned in His mosques and strive toward their destruction. It is not for them to enter them except in fear. For them in this world is disgrace and they will have in the Hereafter a great punishment" (Surah Al-Baqarah, 114, Sahih International). signifying that this is the abolition of Allah Houses. The different forms of seriousness and obedience are mentioned in Allah Almighty Saying: But whoever desires the Hereafter and exerts the effort due to it while he is a believer - it is those whose effort is ever appreciated [by Allah ] " (Surah Al-Isrā', 19, Sahih International). The definition of work was also discussed because it is a specific job that requires a person to care for and work hard Mohamed (2017).

## 8. Achievement in the Prophet's Sunnah

According to Al-Mutawakel(2006). the word "achievement" has two distinct meanings as follows:

1. Achievement is the completion and fulfillment of the object to the end. It is mentioned in the Prophet's Saying, on the authority of Saeed Bin Al-Musayyib, Abu Huraira reported Allah Messenger (may peace be upon him) saying: . And [mention] when Abraham said, "My Lord, show me how You give life to the dead." [ Allah ] said, "Have you not believed?" He said, "Yes, but [I ask] only that my heart may be satisfied." [ Allah ] said, "Take four birds and commit them to yourself. Then [after slaughtering them] put on each hill a portion of them; then call them - they will come [flying] to you in haste. And know that Allah is Exalted in Might and Wise." (Surah Al-Baqarah, 260, Sahih International) and ended the verse. Another narration claims that he continued to recite this verse until it was finished. In his commentary on Muslims, Al-Emam Al-Nawawi stated that "ending the verse" refers to "finishing it," while "completing it" refers to "accomplishing it."

2. Achievement means of full fulfillment of a promise. This appears in several Prophet's Sayings, such as the Prophet's Saying Narrated by Ibn 'Abbas from 'Umar bin Al-Khattab, who said: "On the Day of Badr, The Prophet (May peace be upon him) looked over the idolaters, and there were a thousand of them, while his Companions were three-hundred and ten and some odd number of men. So the Prophet of Allah (May peace be upon him) faced the Qiblah, stretched forth his hands, and began beseeching his Lord: 'O Allah! Fulfill what You promised for me. [O Allah! Bring about what You promised for me] O Allah! If you destroy this band of adherents to Islam, you will not be worshiped upon the earth,' He continued beseeching his Lord with his hands stretched, facing the Qiblah until his Rida fell from his shoulders. Abu Bakr came to him, took his Rida, and placed it back upon his shoulders, then embraced him from behind and said: 'O Prophet of Allah! You have sufficiently beseeched your Lord, indeed He shall fulfill what He promised you'".

The Prophetic Saying Narrated by Abdullah Ibn Amr on the authority of Abdel-Raziq, once said Ibn Mohammed and once Ibn Rabi'a, Said: I heard The Messenger of Allah (May peace be upon him), on the step of the Ka'ba Saying: "Praise be to Allah who has fulfilled His slave and defeated the confederates

alone. Take note! All the merits mentioned in pre-Islamic times, and the claim made for blood or property is under my feet, except the supply of water to the pilgrims and the custody of the Kaaba". It should be noticed that the two definitions of "achievement" in the Prophet's sayings match the predominant definitions of this term found in Arabic dictionaries. According to Ibn Manzoor, fulfilling a need entails completing it, while keeping a promise is maintaining it. Object accomplishment refers to its completion, and accomplishment denotes completing it promptly and quickly, according to Ibn Manzur and the authors of the Al-Waseet Dictionary (Ibrahim Anis et al.). As in the proverb, "Promises should be maintained," which is mentioned in the fulfillment of vows and promises, keeping a promise means maintaining it.

### **Academic Achievement Pursuit**

Every student aspires to pursue academic and scientific achievement. It is a notion that the Islamic religion has addressed in numerous Verses and Prophet Sayings, highlighting the value of knowledge and its role in a person's life and the accomplishment of both earthly and heavenly aims.

The pursuit of learning to achieve and excel is a promise from Allah Almighty to reach the highest levels. The Prophet (Prayer and peace be upon him) Says: "Allah makes the way to Jannah easy for him who treads the path in search of learning" Narrated by Abu Dawud (3641) and AT-Tirmidhi (2682).

Islam demands that its believers seek and pursue the highest level of knowledge. Early Muslims were highly interested in learning and were continuously reminded of this, which resulted in advancements in technological, medicinal, social, legislative, scientific, and political fields as well as other facets of Muslim life.

According to Al-Dakhil (2003). the Holy Qur'an contains numerous verses that encourage gaining knowledge and emphasize its value to persuade Muslims to do so. Is one who is devoutly obedient during periods of the night, prostrating and standing [in prayer], fearing the Hereafter and hoping for the mercy of his Lord, [like one who does not]? Say, "Are those who know equal to those who do not know?" Only they will remember [who are] people of understanding. (Surah Az-Zumar, 9 Sahih International).

The Muslim was also directed by Allah to seek out knowledge and learning while on earth, as in Allah Almighty Saying: "Have they not travelled through the land, and have they hearts wherewith to understand and ears wherewith to hear? Verily, it is not the eyes that grow blind, but it is the hearts which are in the breasts that grow blind (Surah Al-Hajj, 46).

There are several Prophet Sayings reported from God's Prophet (Prayer and peace be upon him), as Prophet (Prayer and peace be upon him) says: "He who goes forth in search of knowledge is considered as struggling in the Cause of Allah until he returns" (Al-Emam Al-Nawawi, Riyad As-Salihin, p. 479), and the Prophet (Prayer and peace be upon him) saying: "Allah makes the way to Jannah easy for him who treads the path in search of learning" (Al-Emam Al-Nawawi, Riyad As-Salihin, p. 478).

In his study titled "Value System among Students at Colleges of Education and its Association to Cognitive Motivation, Achievement Pursuit, and Attitudes toward Teaching Profession in Khartoum", Ahmed (2017). examined the relationship between these variables. In this study, student instructors from The Colleges of Education were asked to reflect on their value systems and how they relate to their pursuit of accomplishment, cognitive motivation, and attitudes about the teaching profession. The descriptive-correlative research methodology was employed. The total number of participants in the sample was 288, including 144 male and 144 female students. The Value System Scale created by Muhid Mohamed Al-Mutawakel, the Cognitive Motivation Scale created by Mohamed Mustafa Al-Deeb, and the Achievement Pursuit Scale created by Al-Mutawakel were the study's assessment instruments. The study's findings were as follows: There was a statistically significant direct correlation between the value system, attitudes toward instruction, degrees of cognitive motivation, and levels of achievement pursuit.

In his study, "Achievement Pursuit and its Relationship to Emotional Balance among the Physically Disabled Individuals: An Applied Study to the Motor Disability Centers in Khartoum State", Mousa (2014). concluded that achievement pursuit was prevalent among those who were physically disabled in Khartoum. There were no gender-related variations in the pursuit of achievement among physically challenged people. Physically challenged people showed no variations in the pursuit of achievements that could be linked to the

social status variable. The chronological age variable did not show any variations in the pursuit of achievement among physically impaired people. The educational level variable did not show any variations in the pursuit of achievement among physically challenged people. Among those who were physically handicapped in Khartoum State, there was no direct correlation between achievement pursuit and emotional stability.

In the study titled "Achievement pursuit among employees in the banking sector in Khartoum state", Khalil (2015). concluded that the achievement pursuit came with a statistically significant high degree in all dimensions among employees in the banking sector in Khartoum state, there were significant differences between male and female employees in post-degree about social status, there were significant differences between married and unmarried employees in the dimension of pursuit for social status in favor of the married employees and the dimension of pursuit to knowledge needs satisfying in favor of the unmarried employees.

The goal of Ababneh's (1999). study, "Level of achievement motivation and its relationship to some personality traits among Yarmouk University students," was to determine the influence of particular personality traits on the level of achievement motivation among undergraduate students, including (14,445) male and female students. The stratified cluster approach was used to identify (746) participants for the study, including (337) male and (409) female students. The study found that university students had a medium level of achievement pursuit and that the gender variable had no statistically significant influence.

The researcher refers to the dearth of studies that examined the pursuit of achievement variable in Arab studies. The researcher only uses Arabic studies as a justification for earlier studies for this study since this variable relates to Islamic fundamentalism as an alternative for achievement motivation.

## 9. Study Limitations

1. Objectively, the study is limited to the subject of achievement pursuit.
2. Practically, the study is limited to King Faisal University's College of Education.
3. The study is limited to the period 2022 -2023.



## 10. Study methodology:

This study relied on the analysis of a real-world case or phenomenon and used descriptive research techniques. It prioritizes a precise description and quantitative or qualitative analysis of the phenomenon Obaidat, Adas & Abdel Haq (1997).

### Study Sample:

The researcher gets approval from the administration of the Education College to apply this research to the community of Education College students. The researcher distributed the questionnaire to the students and they voluntarily agreed to respond to it. The questionnaire includes the methodology and objectives of the research. The total number of students is 925 and the research sample selected is based on the equation in table (1).

Table (1): Sample selection equation

$$n = \frac{p(1-p)}{(SE \div t) + [p(1-p) \div N]}$$

Table (2): Clarification of Study Sample Characteristics Based on Variables

Gender	No.	Percentage
Male	161	54.4
Female	135	45.6
Total	296	100%
Educational Level	No.	Percentage
Bachelor	170	57.4
Post gradute	100	33.8
Master	26	8.8
Total	296	100%

### Psychometric Properties of Pursuit Achievement Scale:

To identify the psychometric properties of the scale items, the researcher applied the modified form according to the arbitrators' guidance, which included (55) items on an initial table (2) sample of (40) students, who were selected in a simple random method from the current study population. After the correctness of the response, the researcher monitored the scores and inserted them into the computer. Then, the following tools were performed:

## 1/ Factorial Validity

The achievement pursuit scale, which has 55 items, was changed by the recommendations of the arbitrators, and an exploratory confirmatory factor analysis was performed for each item to determine the factorial validity of the scale's items when used with the current study population. The outcomes of this technique revealed that, except for items (4), (21), (26), (36), and (42),. In the application for the study sample, the researcher remove them and leave only (50) items in the scale, which serve the scale's final form.

## 2/ Internal Consistency Validity

The modified form of the achievement pursuit scale, which included (55) items with the scale's total score, was updated to determine the consistency and validity of the items. The results of this process are shown in the following table.

**Table (3): Clarification of Factorial Analysis Result between Scores of Every Item with the Total Score of Scale**

Item No.	Correlation Coefficient	Item No.	Correlation Coefficient	Item No.	Correlation Coefficient	Item No.	Correlation Coefficient	Item No.	Correlation Coefficient
1	.547	12	.445	23	.356	34	.631	45	.634
2	.305	13	.624	24	.555	35	.399	46	.276
3	.394	14	.484	25	.540	36	.048	47	.674
4	.139	15	.447	26	-.053	37	.610	48	.250
5	.524	16	.293	27	.362	38	.462	49	.602
6	.544	17	.282	28	.567	39	.729	50	.613
7	.564	18	.373	29	.690	40	.630	51	.531
8	.556	19	.652	30	.747	41	.596	52	.606
9	.432	20	.423	31	.538	42	.135	53	.418
10	.543	21	.076	32	.532	43	.568	54	.645
11	.536	22	.513	33	.639	44	.632	55	.543

Except for items (4), (21), (26), (36), and (42), which were removed, the researcher found that the correlation coefficients of the majority of items are statistically significant at the significance level (0.05) and have internal consistency with the overall score of the scale.

### 3/ Reliability Coefficient

The researcher used the data from the pilot sample to apply the Alpha Cronbach Equation to determine the reliability rate of the total score of the achievement pursuit scale in its final form in the current study population. The following table shows the results of this technique:

**Table (4): Clarification of Reliability Coefficients Results for Sub-Dimensions and Total Score of Academic Compatibility Scale**

Scale	Remaining Statements No.	Psychometric Properties		
		Alpha Cronbach (Reliability) Before Deletion	Alpha Cronbach (Reliability) After Deletion	Intrinsic Validity
Achievement Pursuit	50	0.944	0.952	0.976

### Statistical Methods

1. T-Test for a single sample.
2. T-Test for two independent samples.
3. ANOVA Test for one-way analysis of variance.
4. Cronbach Alpha Coefficient.
5. Pearson Correlation Coefficient.
6. Arithmetic Means.

### 111- Results and Discussion

The results are provided by the study hypotheses. The researcher first displays the statement of the hypothesis, the statistical tests that were applied, and the table that contains the results and conclusion.

#### First Hypothesis:

There is a low level of achievement pursuit among students at the College of Education at King Faisal University.

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**Table (5): Clarification of T-Test for the Single Sample**

Property	No.	Definitive Value	Arithmetic Mean	Standard Deviation	DF	T. Value	Significance Level	Result
Achievement Pursuit	296	150	196.1014	23.9452	295	33.124	0.000	High Degree

To answer the first hypothesis of the current study: “The achievement pursuit among students at the College of Education is low”.

Table (5) above demonstrates that the (T) value for the average for one judgment group was (33.124) at a significance level of (0.000). This shows that College of Education students have a higher level of achievement pursuit.

The findings of this study supported those of Mohammad's(2013). study, which found that students at Sudan University of Science's College of Education had a high level of achievement motivation.

According to Ahmed's (2017). study, there is a correlation between achievement and religious values. According to several types of research, religious values and academic achievement among university students are positively correlated, and work values such as mastery, achievement, and time management are strongly correlated with religious values.

Religious motivation also plays a major role in motivating students to learn to develop a strong personality for the nation's renewal and progress. The researcher discovered that students at the College of Education regularly engaged in their religious practices both individually and in groups. This behavior was observed to be appropriate, which in turn had an impact on the student's performance and academic outcomes as well as all other university-wide activities. Students also make consistent efforts to express their personalities in all academic forums. Religious tendencies and values provide students more freedom to pursue knowledge, sincerity, and persistence to accomplish goals. The Holy Qur'an and Sunnah promote the virtues of perseverance, excellence, and inventiveness in the pursuit of knowledge. Students who study education are most qualified for innovation and achievement in this sector because they represent learning and education in a culture that values growth and ambition.

## Second Hypothesis:

There are statistically significant differences in the level of achievement pursuit among students at the College of Education at King Faisal University attributed to gender.

**Table (6): Clarification of T-Test for the Two Independent Samples Attributed to Gender Variable**

Gender	No.	Arithmetic Mean	Standard Deviation	DF	T. Value	Significance Level	Result
Male	161	195.7516	23.8883	294	-0.274	0.784	There are no statistically significant differences in the level of achievement pursuit among students at the College of Education at King Faisal University attributed to gender.
Female	135	196.5185	24.0952				

First, the researcher determined the standard deviation and arithmetic mean for each group separately. The difference between the means of the two independent groups was then tested on the T-Test by the researcher. The aforementioned table demonstrates that the estimated value of (T) was (-0.274) for its significant level (0.784), indicating that there are no differences between the male and female college of education students' achievement pursuit attributed to the gender variable.

This study's finding concurred with the finding of Mohammad (2013) study, which revealed no statistically significant differences in students' motivation for academic achievement that could be attributed to the gender variable. Additionally, it supported the finding from Al-Subhia (2013) study that there were no statistically significant differences in participant scores on the academic achievement motivation scale between male and female participants.

The finding of Mohammad (2016) study indicating failed students at the University of Hail have different motivations for academic accomplishment that can be related to gender in favor of male students is different from the finding of

this study. In contrast to the finding of Al-Mishaan (1999) study, which suggested that male and female students differed in their academic achievement motivation, this finding supported female students.

According to the researcher, there are no differences between male and female participants in the achievement pursuit. All students have equal opportunities, a supportive environment for academic learning, and ongoing community encouragement for students, including family interest and collective induction and encouragement to learn and excel because education results are the pathway to desirable jobs.

### **Third Hypothesis:**

There are statistically significant differences in the level of achievement pursuit among students at the College of Education at King Faisal University attributed to the educational grade variable.

**Table (6): Clarification of T-Test for One-Way Analysis of Variance in Differences  
Attributed to Educational Grade**

Variance Source	Sum of Squares	DF	Mean of Squares	F Value	Significance Level	Result
Between Groups	2309.779	2	1154.890	2.028	0.133	There are no statistically significant differences in the level of achievement pursuit among students at the College of Education at King Faisal University attributed to the educational grade variable
Within Groups	166835.180	293	569.403			
Total	169144.959	295				

The researcher used a one-way analysis of variance to verify the validity of the third research hypothesis, which states that "There are statistically significant differences in the level of achievement pursuit among students at the College of Education at King Faisal University attributed to the educational grade variable." The aforementioned table demonstrates that the F value was (2.028) at a significance level of (0.133). This finding demonstrates that the

education grade variable cannot be used to explain any statistically significant differences in the level of achievement pursuit among students at the College of Education at King Faisal University.

The study finding was different from the finding of Mojmei (2006) study because the study groups for beginner students and advanced students had statistically significant differences in their levels of academic achievement motivation in favor of the beginner students.

By focusing on education and knowledge acquisition with the highest effort at all levels through discipline, perseverance, and taking responsibility to achieve goals based on giving oneself over to God and individual efforts to achieve aspirations and desires, the researcher explains that there are no differences between the various educational levels attributed to the academic pursuit. The students' highest aspiration is to succeed in preparing for their social and personal futures.

### **Recommendations**

These recommendations were provided by the researcher in light of the above results as follows:

1. The identification of high-achieving children earlier and the promotion of this behavior foster greater academic success and creativity.
2. Adherence to the positive effects of the notion of achievement pursuit among university students and ongoing development of the culture of achievement pursuit in an Islamic concept.
3. Enhancing and promoting the achievement pursuit as an Islamic value among students.
4. Promoting academic interests to prospective students and encouraging achievement pursuit in all activities at educational institutions.
5. Focusing on the Islamic world's achievement pursuit at all educational levels.

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