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Ambition Level and Its Relationship with Learning Motivation among Students at the Higher School of Teachers Specializing in Physical and Sports Education for Primary Education - Field Study at the Higher School of Teachers in Boussaada, University of M'sila

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Abstract:

Our Study aims to research the ambition level and its relationship with learning motivation among students at the Higher School of Teachers specializing in Physical and Sports Education. To test our hypotheses, we randomly selected a sample of (55) students at the Higher School of Teachers Specializing in Physical and Sports Education for Primary Education in Boussaada, University of M'sila during the academic year 2024/2025. This study employed a descriptive methodology which relies on data collection. To achieve the study objectives, the researcher adapted an ambition level questionnaire and a learning motivation scale. Key findings revealed no statistically significant correlations between learning motivation and the following variables: openness to new experiences, frustration tolerance, goal-setting ability, optimism, and ambition level among students at the Higher School of Teachers.

Keywords: **Ambition level, Learning motivation, Pre-service teacher**

Article info

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1. Introduction

The level of ambition is considered one of the fundamental psychological and social factors that affect the students' academic and professional career, especially in domains that require devotion and specialization such as Physical and Sports Education. In Algeria, the Higher School of Teachers is one of the prominent institutions that trains teachers of Physical and Sports Education in Primary Education, hence, examining the level of ambition among its students is of paramount importance.

As one of the important aspects in human personality, ambition is an important dimension of the individual's personality across the different phases of his life. The realistic level of ambition plays a major role in the development of nations. It is one of the key factors behind the progress achieved by societies and the accomplishments attained by individuals, alongside other contributing factors to advancement and development. (Al-Shafi & Abdulaziz, 2011, p. 89)

The ambitious person is the one who possesses the ability to overcome difficulties and harness his own capabilities and potential to achieve his desired goals. Such a person can confront crises and challenges to realize the objectives he has planned and worked hard to accomplish through proper future planning and overcoming the circumstances he encounters in life. (Shitwan & Bouksara, 2017, p. 3)

Learning is a fundamental process that occurs in the individual's life and is a part of every activity done by the human being. It even is the main indicator of the growth and development process. Moreover, through learning, he can form different behavioural patterns which fit his surroundings; hence, learning is an important axis in the individual's life. It is noticeable, through researching the subject of learning, that motivation is one of the important prerequisites of learning as the learning process is neither easy nor simple and is in fact a complicated and complex process that consists of many factors and cognitive mental processes. In addition, it is impossible for a learning process to occur unless the learner possesses a range of factors, conditions, and forces that push and orient him towards learning and pursuing academic achievement. These forces may be either internal forces as they may arise from withing the learner, or external forces that come from his environment which motivate him to learn. This is what is referred to as learning motivation. This latter is a fundamental condition for the successful attainment of educational objectives across various domains of learning. Learning motivation is a special form of general motivation which refers to an internal cognitive state of the learner which pushes him to be attentive to any educational situation and engage with it with a certain activeness and persist in that engagement until learning is achieved. (Abd al-Rahman & Qatami, 2002, p. 30)

Learning motivation is considered, during the university stage, as one of the important motivations that guide students' behaviour towards growth, success, and academic achievement. It is a driving force for students as their attitudes and reactions are affected by the circumstances that surround them inside or outside the university community, which may largely affect the quality of the learning process and its outcomes.

Motivation is the process of stimulating and supporting behaviour and directing it toward a learning objective. Understanding the degree of motivation is of paramount importance for both the teaching and learning processes. Like learning itself, motivation is not directly observable; rather, it is inferred from its behavioural indicators and the verbal expressions associated with it. In addition, it is regarded as an explanatory concept that helps understand why individuals behave in a particular way, however, it plays a

significant role in learning, as it engages students in activities that make learning easier. (Al-Salti, 2004, p. 127)

Based on the foregoing, a problematic emerges, and from which the following questions are asked.

1.1. General Research Question:

- What is the relationship between the ambition level and learning motivation among students at the Higher School of Teachers of Physical and Sports Education in Primary Education?

1.2. Sub-questions:

- What is the relationship between the level of optimism and learning motivation among students at the Higher School of Teachers of Physical and Sports Education in Primary Education?
- What is the relationship between the goal-setting ability level and learning motivation among students at the Higher School of Teachers of Physical and Sports Education in Primary Education?
- What is the relationship between the level of openness to new experiences and learning motivation among students at the Higher School of Teachers of Physical and Sports Education in Primary Education?
- What is the relationship between the level of frustration tolerance and learning motivation among students at the Higher School of Teachers of Physical and Sports Education in Primary Education?

1.3. General Hypothesis:

- There is a statistically significant positive relationship between the ambition level and learning motivation among students at the Higher School of teachers.

1.4. Sub-hypotheses:

- There is a statistically significant positive correlation between the level of optimism and learning motivation among students at the Higher School of Teachers of Physical and Sports Education in Primary Education.
- There is a statistically significant positive correlation between the goal-setting ability level and learning motivation among students at the Higher School of Teachers of Physical and Sports Education in Primary Education.
- There is a statistically significant positive correlation between the level of openness to new experiences and learning motivation among students at the Higher School of Teachers of Physical and Sports Education in Primary Education.
- There is a statistically significant positive correlation between the level of frustration tolerance and learning motivation among students at the Higher School of Teachers of Physical and Sports

Education in Primary Education.

1.5. Study Objectives:

The present study aims to:

- Identify the ambition level and its relationship with learning motivation among students at the Higher School of Teachers of Physical and Sports Education in Primary Education.
- Highlight the level of optimism and its relationship with learning motivation among students at the Higher School of Teachers of Physical and Sports Education in Primary Education.
- Explore the goal-setting ability level and its relationship with learning motivation among students at the Higher School of Teachers of Physical and Sports Education in Primary Education.
- Reveal the level of openness to new experiences and its relationship with learning motivation among students at the Higher School of Teachers of Physical and Sports Education in Primary Education.
- Examine the level of frustration tolerance and its relationship with learning motivation among students at the Higher School of Teachers of Physical and Sports Education in Primary Education.

1.6. Significance of the Study:

The present study is significant because it tackles a new topic that is worthy of research as the Higher School of Teachers, Specialty of Physical and Sports Education for Primary Education, is one of the most important educational institutions that positively affect the educational system, public health and the development of future generations. Students at the Higher School of Teachers specializing in Physical and Sports Education are the backbone of the Physical and health educational system. They not only possess technical and scientific knowledge, but they also promote public health, uphold social values, and prepare for a flexible and evolving profession that responds to the needs of contemporary society.

2. Definition of Concepts and Terms:

2.1. Level of Ambition:

2.1.1. Theoretical Definition

According to Amal Baza (2004), *it is defined as the goals an individual sets for himself in educational, professional, familial, or economic domains and strives to achieve, which are influenced by several factors related to personality traits or surrounding environmental forces*. (Baza, 2004, p. 5)

Al-Rifai (2017) defines it as *a relatively stable trait that refers to being characterized by optimism, the ability to set goals, openness to new experiences, and tolerance of failure and frustration*. (Al-Rifai, 2017, p. 10)

2.1.2. Operational Definition

It is the percentage or score that students obtain on the level of ambition scale and it can be either high or low.

2.2. Learning Motivation

2.2.1. Theoretical Definition:

According to Marwan Abu Huwaij, *learning motivation is the latent energy of the human being, which drives him to behave in a certain behaviour in the external world, and this energy is what shapes his goals and purposes to achieve the optimal adapting with his external environment*. (Abu Huwaij, 2004, p.143).

Meanwhile, Ahmed Mohamed Abdel Khaleq defines it as *a state of internal arousal or alertness within the organism that leads to goal-seeking behaviour. This is a result of a particular need and functions to activate, energize, and guide behaviour*. (Abdel Khaleq, 2006, p. 361)

2.2.2. Operational Definition:

It refers to the score or level obtained by students on the learning motivation scale, which may be either high or low.

2.3. The Pre-service Teacher

2.3.1. Theoretical Definition:

The pre-service teacher is the student enrolled in an education faculty or in one of the Higher Schools of Teachers undergoing training to become a teacher who, upon graduation, will be assigned to an institution under the Ministry of National Education. (Jirjis, Jirjis Mishal, 2005, p. 350)

According to Yakhlef (2007), a pre-service teacher is *the student who studies at the Higher School of Teachers and has obtained the baccalaureate degree with a grade of (14.5/20) or more and joins the school to pursue a teaching qualification for primary, middle, or secondary education*. (Yakhlef, 2007, p. 64)

2.3.2. Operational Definition:

The pre-service teacher is the individual who studies at the Higher School of Teachers of Physical and Sport Education for primary education in Boussaada, university of M'sila, during the academic year of 2024/2025.

3. Previous Studies:

3.1. Study by Al-Zahrani (2020)

This study aimed to explore the relationship between creative self-efficacy and the level of ambition among talented students. Study findings showed that the ambition level among talented

students was high as well as a statistically significant positive correlation between the creative self-efficacy and its dimensions and the level of ambition and its dimensions. However, the results did not show any statistically significant differences in the level of ambition among the sample members attributable to the "type" variable.

3.2. Study by Zakia Tejini & Fatima Ben Attallah (2020):

This study aimed to investigate the level of ambition among students and its relationship to both learning motivation and university climate among students at the Human and Social Sciences faculty at the university of Ouargla. The study also aimed to identify the differences between male and female students regarding the level of ambition, learning motivation, and university climate among students at the Human and Social Sciences faculty at the university of Ouargla. The sample consisting of (40) female and male student was randomly selected from the Human and Social Sciences faculty at the Kasdi Merbah university in Ouargla. The study found no statistically significant correlation between learning motivation and the level of ambition among students, as well as no statistically significant correlation between university climate and the level of ambition. Moreover, the study found no differences attributable to the gender and specialty variables in the level of ambition among students, as well as to no differences attributable to the gender and specialty variables in the learning motivation.

3.3. Study By Hamza (2019):

It aimed to reveal the relationship between self-efficacy and the level of ambition among female students of the General Diploma in Education. The findings showed a statistically significant positive correlation between self-efficacy and ambition level. However, the study didn't reveal any statistically significant differences in self-efficacy and ambition level according to the age variable, as well as no statistically significant differences in ambition level according to the specialty variable (Scientific/Literary).

3.4. Study by Abed (2015):

The study aimed to explore the relationship between future anxiety, self-efficacy, and ambition level among high school students in East Gaza. Study findings showed a relationship between future anxiety and the level of ambition, as well as a correlation between self-efficacy and ambition level. Moreover, statistically significant differences in the level of ambition attributable to the gender variable were found among high school students in favour of male students. However, no statistically significant differences attributable to the specialty variable in the level of self-efficacy and the level of ambition were found among students.

3.5. Study by Ben Karima (2015):

The study aimed to examine the relationship among self-esteem, ambition level, and academic achievement among students who previously failed the Baccalaureate exam. Findings indicated a statistically significant relationship between self-esteem and ambition level among students. However, the study didn't find any gender-based differences in ambition level. Findings, also, showed differences in ambition level based on specialty (Scientific and Literary), as well as a statistically significant relationship between academic achievement and ambition level among sample members.

3.6. Study by Ben Touati Khaira (2014):

This study aimed to identify the relationship between emotional stability and ambition level among students at Kasdi Merbah university in Ouargla. Moreover, it aimed to identify the difference degree between the study variables based on the gender and academic level variables (first- and third-year bachelor students and second year master students). To achieve the study objectives, a sample of (173) university students was selected, among which was (59) male students and (114) female students, and the descriptive research method was adopted. The study also relied on two scales, the emotional stability scale developed by the researcher Ahlam Sammour (2012) and the level of ambition scale developed by Moawad Abdel Azim (2005), to collect data. The results of the study revealed the following: Rejection of the third hypothesis, which stated that there are statistically significant differences in emotional stability among university students based on academic level (first year, third year Bachelor, second year Master), and acceptance of the null hypothesis, which states that there are no statistically significant differences in ambition level based on academic level first year, third year Bachelor, second year Master). Furthermore, the fourth hypothesis, which stated that there are statistically significant differences in the level of ambition among university students based on gender, was also rejected, and the null hypothesis accepted, indicating that there are no statistically significant differences in ambition level between male and female students.

3.7. Study by El-Faqi (2013):

The study aimed to identify the relationship among self-regulation, ambition level, and future anxiety among high school students. Findings showed a positive correlation between self-regulation and ambition level. However, it did not show any statistically significant differences among female and male students in ambition level. Moreover, the study did not find any differences attributable to the specialty (Scientific/literary) variable in ambition level.

3.8. Study by Barkat (2008):

The study aimed to explore the relationship between self-concept and ambition level among Al-Quds Open university considering the gender, specialty, and academic achievement variables. The study sample consisted of (378) female and male students. The results indicated moderate levels of both self-concept and ambition level, and a positive correlation between the two among the university students. The study also found statistically significant differences attributable to the academic achievement variable in students' scores on the scales of self-concept and ambition level in favour of academically high achieving students. However, results did not show any significant differences attributable to the gender and specialty variables in these scores.

3.9. Study by Drissi (2004):

The study aimed to explore the relationship among locus of control, ambition level, and self-concept. The study sample consisted of (542) university students. Results indicated a positive correlation between self-concept and ambition level, as well as differences between the levels of ambition and self-concept attributable to the gender, specialty, and age variables.

3.10. Study by Marjoribanks (2004):

The study aimed to investigate the relationship among cognitive ability, personality traits, and ambition level. The sample consisted of (1500) female and male students from high school and university. Results found a significant positive correlation between cognitive ability, academic achievement, some personality traits, and ambition level. Moreover, results indicated differences in ambition level based on gender and academic level in favour of male students and students specializing in scientific and professional specialties.

3.11. Study by Abdullah Bin Ahmed Mohamed El Attas et al. (2021):

The present study aimed to investigate the nature of the correlational relationship between the quality of university life, learning motivation and the level of ambition among students at Umm Al-Qura university, and to highlight the differences in the quality of university life, learning motivation, and level of ambition considering the following variables: Type of faculty, academic level, and place of residence. To this end, the researchers applied the quality of university life scale, the learning motivation scale, and the ambition level scale, after verifying their validity and reliability, to a sample of 588 students from Umm Al-Qura University, with a mean age of (21.74) years. Data were analysed using frequency test, percentages, means, standard deviation, and the t-test. The study results revealed that there was no correlation between the students' scores on the quality of university life scale and their scores on the learning motivation and ambition level scales. The results also indicated that there were no differences between the score averages of students at humanities and science faculties and between students in 1st and 4th year, and the place of residence on the quality of university life scale. However, the findings did indicate differences in the quality of human relationships dimension between students and members of the teaching body, in favour of fourth-year students. Moreover, statistically significant differences were found in learning motivation scores means among sciences faculty students in the following dimensions: intrinsic and extrinsic goal orientation, task value, and total score, while no significant differences were observed in the dimensions of control of learning beliefs and self-efficacy for learning and performance. The findings also showed that there were no statistically significant differences between learning motivation level averages among 1st and 4th year students specifically in intrinsic goal orientation. Nonetheless, findings indicated statistically significant differences in the total score of the scale and the extrinsic goal orientation, task value, control of learning beliefs, self-efficacy for learning and performance, and test anxiety dimensions. Moreover, the study found no statistically significant differences in ambition levels between students from humanities and science faculties or between students residing inside and outside the city of Mecca. However, significant differences were found between 1st and 4th year students on the ambition level scale, in favour of first year students.

3.12. Study by Khalfa and Hadjoudji (2019):

The study aimed to explore the relationship between learning motivation and the academic achievement among students at the secondary level. The study adopted the descriptive correlational method to check the nature of the relationship between the learning motivation and academic achievement variables using the learning motivation scale developed by Youssef Qatami based on previously established scales. This scale includes 36 paragraphs as a fundamental research instrument. Findings revealed the existence of a statistically significant positive correlation between learning motivation and academic achievement, which indicates that the increase in learning motivation levels contributes to the improvement of academic achievement.

3.13. Study by Mouna Abdelkader Said Belbissi (2018):

The present study aimed to identify the means of stimulating learning motivation among 10th grade students at public schools in the governorate of Salfit based on the gender, the number of family members, and the level of academic achievement variables. The study sample consisted of (83) female and male 10th grade students in Salfit governorate. Questionnaires, developed based on previous literature, were used as a research instrument to measure the learning motivation among the students. The study findings showed the non-significance of both gender and the level of academic achievement in affecting the means of stimulating learning motivation among sample individuals. However, the study findings revealed the existence of a strong correlation between means of stimulating learning motivation and the number of family members variable in favour of family members being 3 to 7 members compared to those who are 2 to 3 members and more than 7 members, as these findings show that they are the most responsive to the learning motivation stimulation means used by the educator inside the classroom. Finally, the study did not show any positive or negative effects of two-way or three-way interactions between the gender, family members' number and the learner's academic level independent variables.

3.14. Study by Abu Ara (2017):

The study aimed at investigating the relationship between the sense of psychological safety and learning motivation among students at Al-Quds open university. It adopted the descriptive correlative research method to analyse the links between the variables in addition to a questionnaire as a data collecting research instrument to measure the psychological safety and learning motivation levels. The instrument was used on a sample of (350) female and male students at Al-Quds open university during the academic year 2016/2017. The findings showed the existence of a positive relationship between the sense of psychological safety and learning motivation, as it was revealed that the psychological safety level was moderate while learning motivation was high.

3.15. Study by Nouar Okba (2017):

Entitled "learning motivation among students at the Institute of Science and Techniques of Physical and Sports Activities and its relationship with life satisfaction", this study aimed to explore both learning motivation and life satisfaction levels among students at the institute of Physical and Sports Activities' Sciences and Techniques in Ouargla. It also aimed to identify the relationship between learning motivation and life satisfaction among the students. Moreover, the study aimed to explore the differences in learning motivation and life satisfaction levels based on academic level between bachelor and master students. The study sample consisted of (109) female and male students from the institute and was selected using the stratified random sampling method. The researcher used a descriptive survey research method; to determine the prevalence of the study variables. To collect data, the Learning Motivation Scale developed by Yousef Qatami (1989) and the Life Satisfaction Scale developed by Magdy El-Desouky (1998) were used. Statistical instruments like the arithmetic mean, standard deviation, relative weight, Pearson's correlation test, and t-test were also used. Results showed above-average levels of both learning motivation (relative weight = 85.67) and life satisfaction (relative weight = 82.75). Moreover, A statistically significant positive correlation was found between learning motivation and life satisfaction. However, no significant differences were found in learning motivation

or life satisfaction based on academic level between Bachelor and Master students.

3.16. Study by Belkacem Doudou (2016)

Entitled "Reflective Thinking Among Students at The Institute of Science and Techniques of Physical and Sports Activities and Its Relation to Learning Motivation", this study aimed to identifying the existing relationship between reflective thinking and learning motivation among students at the Institute of Science and Techniques of Physical and Sports Activities, as well as to determine the extent to which reflective thinking varies based on academic level, gender, and age among students. The researchers applied the descriptive survey method to test the study hypotheses. The study sample consisted of (169) female and male students from the institute in Ouargla. The researchers opted for a scale as an instrument to collect data followed by the following statistical instruments: significance tests for mean differences, arithmetic mean, standard deviation, percentage, and analysis of variance (ANOVA). Results showed that there was no relationship between reflective thinking and learning motivation among students at the institute, as well as the absence of difference in reflective thinking and learning motivation based on the institute's students' academic level.

3.17. Study by Thouraya Doudouine et al. (2012):

The present study aimed to examine the effects of acceleration and enrichment programs on learning motivation, academic achievement, and self-esteem among gifted female and male fourth grade students in middle school in Jordan. The study sample was randomly collected and consisted of (180) female and male students, half of whom (91) had experienced academic acceleration by skipping some grades over the previous years and who could be reached in the northern, central, and southern regions of Jordan, and (91) gifted and high-achieving students who were exposed to enrichment programs at schools. To achieve the study objectives, researchers developed a learning motivation scale and used the self-esteem scale for ages 13 to 17, adapted to the Jordanian context by Al-Khatib (2004). Study findings showed statistically significant differences at level (0.05) in favour of gifted students who were exposed to acceleration programs in levels of learning motivation, academic achievement, and self-esteem. Moreover, findings did not show any statistically significant differences attributable to gender difference at the significance level (0.05) in levels of learning motivation and self-esteem. However, statistically significant differences appeared at the significance level (0.05) in academic achievement level in favour of females.

3.18. Study by Naoufel (2011)

Entitled "Differences in Learning Motivation Based on Self-Determination Theory among a Sample of Educational Science Students in Jordanian Universities", this study by Mohamed Naoufel aims to investigate differences in learning motivation based on Self-Determination Theory (SDT) among a sample of students enrolled in faculties of educational sciences at Jordanian universities. The sample included (803) female and male students. To achieve this study's objectives, the learning motivation scale based on SDT was applied. Results showed that students' overall levels of learning motivation based on SDT were moderate however high in the domains of effort/importance and value/usefulness, while the remaining domains registered moderate levels. Moreover, statistically significant differences at the (0.05) level among female and male students in the third domain (effort/importance) were revealed. Meanwhile, differences in the remaining domains and on the whole

scale were absent. Study also revealed statistically significant effect of the academic level on each of the scale domains and the same whole scale. Additionally, a correlation was observed between students' cumulative GPA and several domains, including enjoyment, interest, perceived competence, and effort/importance.

3.19. Study El-Omar (1995):

Entitled "Extrinsic and Intrinsic Motivations among Students at the Education Faculty, Its level and Some of Its Related Variables.". The researcher aimed in his study to identify the relationship between extrinsic and intrinsic motivations, as well as to examine the effects of gender and specialty on these motivations. The sample consisted of (250) female and male students from the Educational Faculty at Kuwait university. Results revealed a statistically significant negative relationship between intrinsic and extrinsic motivations. Moreover, the study found no significant differences between males and females in intrinsic and extrinsic motivations. Finally, findings found no significant differences between different specialties in these motivations.

4. Methodology:

4.1. Pilot Study:

To achieve the study objectives, the researcher conducted the pilot study which is considered the first step in the field study because it allows the identification of the study population's structure and characteristics, as well as all relevant information about the study sample and the instrument, by which data about the study topic will be collected, through exploring a set of scales. To this end, a scale was adapted to the Algerian environment and psychometric parameters of the instrument were assessed on a pilot sample consisting of (8) students at the Higher School of Teacher of Physical Education in Boussaada, University of M'sila during the period from 22/04/2025 to 15/05/2025.

4.2. Research methodology:

To achieve study objectives, the descriptive-analytical method was employed. A method that studies reality or the phenomena as it is in the field while giving it a precise description and expressing it qualitatively and quantitively (Benyettou, et al., 2024, p. 23).

The methodology is also defined as the set of rules and procedures adopted in scientific research to arrive at the truth. Ammar Bohoush and Mohamed Dhanibat view it as the means and path that the researcher follows in studying a particular problem to reach the truth (Boukhalfa, et al., 2025, p. 333).

4.3. Definition and Classification of Variables:

4.3.1. Independent variable:

It is the variable controlled by the researcher because it is the cause or one of the causes of a certain result and studying it can lead to the identification of its effect on the dependent variable. (Mokhnache, et al., 2025, p. 7)

4.3.1.1. Identification of the Independent Variable:

Ambition Level

4.3.2. Dependent Variable:

It is the factor or variable that is measured or studied based on the effect it receives from the independent variable. (Mokhnach et al., 2025, p. 7)

4.3.2.1. Identification of the dependent variable:

Learning Motivation

4.4. Study Population:

It is consisted of (66) student from Higher School of Teachers of Physical and Sports Education, Boussaada, University of M'sila.

4.5. Study Sample:

The sample refers to a subset of the target population from which field data are collected. It is considered a representative portion of the larger population, selected in a way that ensures it is representative of that population. (Maloum & Kherraz, 2025, p. 70)

A total of (58) questionnaires were distributed using a survey method, and (55) responses were retrieved from students at the Higher School of Teachers f Physical and Sports Education, Boussaada, University of M'sila.

4.6. Research Instrument

4.6.1. Ambition Level Scale

To achieve the objectives of the study, a questionnaire was developed to collect data from the sample participants in order to answer the research questions. The questionnaire is a widely used tool in scientific research, as it allows for the direct collection of data from the original source. It facilitates data collection and analysis due to its simplicity and low cost. The scale is composed of four dimensions: Optimism, Goal-setting ability, Openness to new experiences, and Frustration tolerance.

4.6.2. Psychometric Properties of the Research Instrument (Ambition Scale)

Table 1 presents the values of Cronbach's alpha coefficient, which was calculated to verify the reliability of the scale. Additionally, Construct validity was estimated indirectly through internal consistency, using the square root of the reliability coefficient (Cronbach's alpha). The results were as follows:

Table 1. Ambition Scale Reliability Test Scores

Dimensions	No. of Items	Pilot Sample Size	Cronbach's Alpha	Estimated Construct Validity (√α)
Optimism	12	08	0.661	0.813
Goal-Setting Ability	09	08	0.770	0.881
Openness to New Experiences	09	08	0.683	0.826
Frustration Tolerance	06	08	0.630	0.793
Ambition (Total Scale Score)	36	08	0.865	0.930

Source: The Researcher's Calculations.

Based on the table above, it is evident that the reliability coefficients (Cronbach's alpha) of the questionnaire dimensions ranged between (0.630) and (0.770), which are considered moderately acceptable values. Moreover, the overall Cronbach's alpha coefficient for the total score of the scale reached (0.865), indicating that the questionnaire possesses an acceptable level of internal consistency. Additionally, the estimated construct validity of the questionnaire was calculated using the square root of the reliability coefficient (√α) and the resulting values for the questionnaire dimensions ranged between (0.793) and (0.881), while the estimated construct validity for the total score was 0.930. This indicates that the scale is valid for measuring what it was designed to measure.

4.6.3. Learning Motivation Scale:

To achieve the study objectives the scale was adapted to gather information from the study sample members to answer the research questions. The questionnaire is a widely used instrument in scientific research, as it allows researchers to obtain information directly from the original source, making the process of data collection and analysis easier and less costly. The Learning motivation scale used to measure learning motivation was taken from the book Guide to Psychological and Educational Scales and Tests and consists of (14) paragraphs (Abu Asaad, A. A., 2011, p. 185).

4.6.4. Psychometric Parameters of the Research Instrument (Learning Motivation Scale)

Table 2 presents the values of Cronbach's alpha coefficient, which was calculated to verify the reliability of the scale. Additionally, Construct validity was estimated indirectly through internal consistency, using the square root of the reliability coefficient (Cronbach's alpha). The results were as follows:

Table 2. Learning Motivation Scale Reliability Test Scores

Scale	No. of Items	Pilot Sample	Cronbach's alpha coefficient	Estimated Construct Validity (√α)
Learning Motivation Scale	14	08	0.620	0.787

Source: The Researcher's Calculations.

Based on the table above, it is evident that the reliability coefficient (Cronbach's alpha) of the scale's total score has reached (0.620) which indicates that the scale has a high level of internal consistency. Additionally, the estimated construct validity of the scale's total score was calculated using the square root of the reliability coefficient (√α) and the resulting value reached (0.787), which indicates that the scale is valid for measuring what it was designed to measure.

4.7. Statistical Methods:

The Statistical Package for the Social Sciences (SPSS) is one of the most widely used software programs for data analysis of research and studies in the field of human sciences (Abidat et al., 1999, p. 138). Accordingly, the researcher used SPSS to process the data obtained from the questionnaire. In this study, the following statistical procedures were employed: arithmetic mean, standard deviation, Cronbach's alpha coefficient, significance level (p-value), and the Least Significant Difference (LSD) test.

4.8. Results and Discussion

4.8.1. Presentation, Analysis, and Discussion of the First Hypothesis Results:

4.8.1.1. Hypothesis Statement:

There is a statistically significant positive correlation between the level of optimism and learning motivation among students at the Higher School of Teachers of Physical and Sports Education in Primary Education.

To test this hypothesis, the researcher calculated the Pearson correlation coefficient between the two variables. The results were as follows:

Table 3. The Relationship Between Optimism Level and Learning Motivation among the Higher School of Teachers' Students.

Variables	*M*	*SD*	Pearson Correlation (*r*)	*p*-value	Significance Level (*α*)	Statistical Significance
Learning Motivation	25.05	01.69	0.025	0.859	0.05	Not significant
Optimism	39.14	3.91				

Note. Table prepared by the researcher based on his calculations.

Based on the table above, it is evident that the mean of learning motivation equals (25.05) with a standard deviation of (01.69). Meanwhile, the mean of optimism reached (39.14) with a standard

deviation of (03.91). Moreover, the Pearson correlation between the two variables equals (0.025) at the significance level (0.05). The *p*-value is (0.859) which is higher than (0.05) which means that there is no statistically significant correlation between the level of optimism and learning motivation among students at the Higher School of Teachers.

These results are inconsistent with the findings of Al-Zahrani's study (2020) which indicated that the level of ambition among talented students was high, as well as the existence of a statistically significant positive correlation between creative self-efficacy and its dimensions and the level of ambition and its dimensions. The results are also not consistent with Hamza's study (2019) results as they indicated a statistically significant positive correlation between self-efficacy and ambition level. The findings also contrast with those of Khalfa and Hadjoudji (2019), which showed a statistically significant positive correlation between learning motivation and academic achievement.

4.8.2. Presentation, Analysis, and Discussion of the Second Hypothesis Results:

4.8.2.1. Hypothesis Statement:

There is a statistically significant positive correlation between the level of openness to new experiences and learning motivation among students at the Higher School of Teachers of Physical and Sports Education in Primary Education.

To test this hypothesis, the researcher calculated the Pearson correlation coefficient between the two variables. The results were as follows:

Table 4. The Relationship Between Openness to New Experiences and Learning Motivation among Students at the Higher School of Teachers.

Variables	*M*	*SD*	Pearson Correlation (*r*)	*p*-value	Significance Level (α)	Statistical Significance
Learning Motivation	25.05	01.69	0.209	0.126	0.05	Not significant
Openness to New Experiences	28.98	03.19				

Note. Table prepared by the researcher based on his calculations.

Based on the table above, it is evident that the mean of learning motivation equals (25.05) with a standard deviation of (01.69). Meanwhile, the mean of openness to new experiences reached (28.98) with a standard deviation of (03.19). Moreover, the Pearson correlation between the two variables equals (0.209) at the significance level (0.05). The *p*-value is (0.126) which is higher than (0.05) which means that there is no statistically significant correlation between the level of openness to new experiences and learning motivation among students at the Higher School of Teachers.

These findings are inconsistent with those of Abed's study (2015) which indicated the existence of a correlation between future anxiety and the level of ambition, as well as a correlation between self-

efficacy and the level of ambition. The results also contrast with those of Ben Karima's study (2015) which indicated a statistically significant correlation between self-esteem and the level of ambition among students. Moreover, results are also contrast to those of Belbissi's study (2018) which show a strong positive correlation between both of learning motivation stimulation means and the family members' number variable in favour of families of (3 to 7) members against those of (2 to 3) or more than 7 members, as these findings indicate that they are the ones mostly affected by motivational strategies used by teachers in the classroom.

4.8.3. Presentation, Analysis, and Discussion of the Third Hypothesis Results:

4.8.3.1. Hypothesis Statement:

There is a statistically significant positive correlation between the level of frustration tolerance and learning motivation among students at the Higher School of Teachers of Physical and Sports Education in Primary Education.

To test this hypothesis, the researcher calculated the Pearson correlation coefficient between the two variables. The results were as follows:

Table 5. The Relationship Between Frustration Tolerance and Learning Motivation among Students at the Higher School of Teachers.

Variables	*M*	*SD*	Pearson Correlation (*r*)	*p*-value	Significance Level (α)	Statistical Significance
Learning Motivation	25.05	01.69	0.045	0.747	0.05	Not significant
Frustration Tolerance	19.56	02.52				

Note. Table prepared by the researcher based on his calculations.

Based on the table above, it is evident that the mean of learning motivation equals (25.05) with a standard deviation of (01.69). Meanwhile, the mean of frustration tolerance reached (19.56) with a standard deviation of (02.52). Moreover, the Pearson correlation between the two variables equals (0.045) at the significance level (0.05). The p-value is (0.747) which is higher than (0.05) which means that there is no statistically significant correlation between the level of frustration tolerance and learning motivation among students at the Higher School of Teachers.

These findings contrast with those of El-Faqi's study (2013) which found a positive correlation between self-regulation and the level of ambition. Similarly, Barkat's study (2008) showed a positive correlation between self-concept and the level of ambition among university students. In addition, the study by Abu Ara (2017) revealed a positive relationship between the sense of psychological safety and learning motivation. However, the current findings are consistent with those of Belkacem Doudou (2016), which concluded that there was no significant relationship between reflective thinking and

learning motivation among students at the Institute of Science and Techniques of Physical and Sports Activities. Furthermore, the study found no significant differences in the level of reflective thinking and learning motivation.

4.8.4. Presentation, Analysis, and Discussion of the Fourth Hypothesis Results:

4.8.4.1. Hypothesis Statement:

There is a statistically significant positive correlation between the goal-setting ability level and learning motivation among students at the Higher School of Teachers of Physical and Sports Education in Primary Education.

To test this hypothesis, the researcher calculated the Pearson correlation coefficient between the two variables. The results were as follows:

Table 6. The Relationship Between the Level of Goal-Setting Ability and Learning Motivation among Students at the Higher School Of Teachers

Variables	*M*	*SD*	Pearson Correlation (*r*)	*p*-value	Significance Level (α)	Statistical Significance
Learning Motivation	25.05	01.69	0.186	0.173	0.05	Not significant
Goal-setting Ability	28.96	04.11				

Note. Table prepared by the researcher based on his calculations.

Based on the table above, it is evident that the mean of learning motivation equals (25.05) with a standard deviation of (01.69). Meanwhile, the mean of goal-setting ability reached (28.96) with a standard deviation of (04.11). Moreover, the Pearson correlation between the two variables equals (0.186) at the significance level (0.05). The p-value is (0.173) which is higher than (0.05) which means that there is no statistically significant correlation between the level of goal-setting ability and learning motivation among students at the Higher School of Teachers.

These results are inconsistent with those of Drissi's study (2004) which indicated that there is a positive correlation between self-concept and ambition level. Moreover, the present findings contrast those of Marjoribanks (2004) which found a significant positive correlation between cognitive ability, academic achievement, certain personality traits, and ambition level. Finally, the results are not consistent with those of El-Omar's study (1995) which revealed a statistically significant negative relationship between intrinsic and extrinsic motivations.

Presentation, Analysis, and Discussion of the General Hypothesis Results:

Hypothesis Statement:

There is a statistically significant positive correlation between the level of ambition (total score of all dimensions) and learning motivation among students at the Higher School of Teachers.

To test this hypothesis, the researcher calculated the Pearson correlation coefficient between the two variables. The results were as follows:

Table 7. The Relationship Between the Level of Ambition and Learning Motivation among Students at the Higher School of Teachers.

Variables	*M*	*SD*	Pearson Correlation (*r*)	*p*-value	Significance Level (α)	Statistical Significance
Learning Motivation	25.05	01.69	0.147	0.284	0.05	Not significant
Ambition	116.92	11.16				

Note. Table prepared by the researcher based on his calculations.

Based on the table above, it is evident that the mean of learning motivation equals (25.05) with a standard deviation of (01.69). Meanwhile, the mean of the level of ambition reached (116.92) with a standard deviation of (11.16). Moreover, the Pearson correlation between the two variables equals (0.147) at the significance level (0.05). The p-value is (0. 284) which is higher than (0.05) which means that there is no statistically significant correlation between the level of ambition and learning motivation among students at the Higher School of Teachers.

These results are consistent with those of Zakia Tejini and Fatima Ben Attallah's study (2020) which found that there is no statistically significant correlation between learning motivation and the level of ambition among students. Moreover, the present findings are consistent with those the study of Abdullah Bin Ahmed Mohamed El Attas et al. (2021) which found that there is no correlation between the sample member's scores on the university life quality scale and their scores on the learning motivation scale and level of ambition. However, results are inconsistent with those of Nouar Okba's study (2017) which revealed that there is a statistically significant correlation between learning motivation and life satisfaction.

5. Conclusion:

Within the scope of the research objectives, hypotheses, and variables, and based on the findings, analysis, and discussion presented in this study, the following conclusions were drawn:

- There is no statistically significant correlation between the level of optimism and learning motivation among students at the Higher School of Teachers.
- There is no statistically significant correlation between the level of openness to new experiences and learning motivation among students at the Higher School of Teachers.

- There is no statistically significant correlation between the level of frustration tolerance and learning motivation among students at the Higher School of Teachers.

- There is no statistically significant correlation between the level of goal-setting ability and learning motivation among students at the Higher School of Teachers.

- There is no statistically significant correlation between the level of ambition and learning motivation among students at the Higher School of Teachers.

And considering these results, we suggest the following:

- Organizing training and professional development workshops for students at the Higher School of Teachers specializing in Physical Education, to learn how to deal with Primary Education pupils.

- Providing the necessary facilities and equipment to enhance the university's teaching and learning environment.

- Adapting academic programs to align with current circumstances and needs.

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