

## **Predicting Achievement Motivation through Psychological Needs among University Students**

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### **Abstract**

*The present study aimed at detecting the prediction of the achievement motivation through psychological needs among university students. For the purpose of the study, a stratified sample of 213 students (103 male & 128 female) from four colleges was randomly selected. The researchers used two scales: the psychological needs scale prepared by Abu Dwaba (2012) and achievement motivation scale prepared by Al-Yosef (2018). Results of the study showed that the level of psychological needs and achievement motivation was high among Isra university students, Jordan. Also, the need for self-actualization and the need for knowledge and culture revealed 41.1% of motivation for the achievement of Isra university students. Finally, the results of the present study indicated significant statistical differences in psychological needs and motivation for achievement in favor of female students, social and medical science specializations.*

**Keywords:** achievement motivation, psychological needs, university students. Isra university.

### **1. Introduction**

Human behavior is controlled by a set of interacting factors, a part of a strict organized procedure that explains interaction between the individual and others. The outcome of such an interaction will be illogical as long as it doesn't satisfy certain needs for individuals among whom the interaction occurs. Scholars agree that psychological stresses to which the individual has been exposed reflect unsatisfied needs. Eric Fromm sees that understanding human psyche dictates the analysis of human needs stemming from the surrounding environment, as the human behavior is motivated by various needs. Satisfying these needs is one of the essential conditions of the psychological adaptation that ensures psychological stability and equilibrium between the individual and his milieu (Abu Dwaba, 2012). Carl Rogers, 1951 indicated that self-realization is the major impetus which motivates human behavior, while other motives are no more than phenomena of the self-realization motive that functions as subservient. It is an on-going process by which the individual is moved to achieve the maximum of his potentials. Despite that, it might be a motive of hindrance if not a suitable environment and circumstances for development are not offered. It is then that the individual feels frustrated for being unable to realize his potentials. Achievement motivation represents one of the significant aspects in the human system of motivation. It also constitutes one of the important factors of active learning, as it encourages the individual to exert his maximum capabilities and potentials to achieve learning objectives (Salem, Qambeel & Khalifa, 2012).

Individuals with high motivation are distinguished for: the ability to compete, to shoulder responsibility, and to anticipate success that depends on their personal efforts. They also put themselves in challenging situations within the limits of realistic objectives, steer their aims to attain high levels of achievement, tend to hold positions that require initiative, and avoid routine work. Alder ascertained that the need for achievement is a compensatory motive derived from personal experiences of childhood, as the motive provides individuals with perseverance and competence in various forms of performance which enable them to have a concept of high level regarding their self-realizations. Thus, they become more willing to move with an adequate capability to bear psychological pressure (Al-Yosef, 2013).

Murray inferred that the presence of need might be reflected in: the behavior or final result according to the pattern adopted in the behavior, the selective attention, the response to special topics of environment, the expressions of a certain emotion, and the expression of satisfied felicity, whenever a certain impact is achieved or a narrow one is not. The motivation for achievement and the psychological needs play a significant role in the individual's life; being unsatisfied leads to the non-development of psychological health and to frustration; while their satisfaction leads to a healthy psychological development and avoidance of psychological turbulences.

To satisfy these needs dictates: freedom of self-expression, search for knowledge, and the availability of healthy psychological milieu. The system of psychological needs varies according to age stages. The older the human is, the more complex his psychological and motivation systems become. The more frequent the individual gets in touch with different social cultures, the more that affects his needs and motives, Thus, this system differs from one individual to another pertaining the difference in experiences and situations to which he was exposed (Bahgat, 2016).

## **2. Problem of the study**

Motivation for achievement develops numerous personal individual characteristics represented in: the tendency to excel and to be perfect, the ability to determine objectives and environment discovery, the ability to shoulder responsibility and deal with the self, the ability to adjust the track and, to plan well. High level motivation for achievement provides individuals with perseverance and various forms of competency performance, thus gaining a high conception of themselves; they become more active, willing to develop with an ability to better face psychological pressures (Kamour, 2013).

It is worth mentioning that some psychological needs might negatively affect motivation for achievement as satisfying them plays a significant role in: the individual's ability for success in coping with himself, and in competency of the individual at the personal level and the surrounding environment. Failing to satisfy the motivation leads to lowering the psychological health of the individual and to the susceptibility of intense stress. Due to the different roles and to the discrepancy of their identities, the psychological needs for the male might differ from that of the female (Al-Yosef, 2010). Many studies indicated that motivation for achievement includes different behavioral patterns. Consequently, the interest widened to enclose its relation to social and psychological variables in order to determine the facts that contribute to the explication of the discrepancy of motivation for achievement among individuals. This study aims to predict motivation for achievement through the psychological needs of university students.

## **3. Objectives of the study**

1. To unravel the level of motivation for achievement and the psychological needs of university students.
2. To determine the range of contribution the psychological needs provide to the prediction of achievement motivation in university students.
3. To find out if there are differences with statistical significance between those with high level and low-level psychological needs in the achievement motivation among university students.
4. To unravel the differences with statistical significance in psychological needs and motivation for achievement attributed to the variables of: specialization, sex, and family income.

## **4. Questions of the study**

1. What is the level of achievement motivation and the psychological needs of university students?
2. To what extent do psychological needs contribute to the prediction of achievement motivation of university students?
3. Are there differences with statistical reference regarding high and low level of psychological needs in achievement motivations among university students?
4. Are there differences with statistical significance in the psychological and motivational needs attributed to specialization, sex, and family income?

## **5. Significance of the study**

The significance of this study lies in being one of the first studies which attempt to predict the motivation for achievement through the psychological needs of university students. It will provide information and scientific knowledge on the psychological needs of achievement motivation by which the researcher may come up with practical and theoretical recommendations to improve the level of achievement of university students.

## **6. Study Terminology**

Motivation for achievement: A relatively stable personal readiness which determines individual's attempts and perseverance to achieve success and realize his objective (Mayers, 2004). Procedure wise, in this study: it is defined as the degree the respondent achieves at the achievement motivation, as exemplified in: perseverance, responsible feeling, competition, and a goal to be achieved by the individual. Psychological needs: They are the psychological wishes to achieve felicity, integration, and sound psychological development, as exemplified in the needs for independence, social competence, and belonging (Deci and Rayan, 2000).

Procedure wise, in this study: they are defined as the degree which the respondent gains at the psychological needs scale, exemplified in the need to interact with others, the need for self-realization, the need to achieve a certain social status, the need for knowledge and culture, and the need for economic necessities.

### **7. Limitations of the study**

Findings of this study can't be generalized as they are only limited to students of Isra University during the first semester of the academic year 2018-2019, and to the present study scales, i. e., achievement motivation scale as well as the psychological needs one.

### **8. Achievement Motivation**

The concept of Achievement Motivation Factors that lead to the development of any society is not limited only to natural sources, but to the motivation for achievement its individuals have. Maclelland, 1961 in his study, achieving society concluded that there was a correlation between achievement motivation and economic development and the prosperity of different communities throughout different epochs. Alder was the first to refer to the concept of achievement motivation as he stressed that the need for achievement is a compensatory motive derived from childhood experiences (Al-Yosef, 2010).

Murray, 1938 sees that the need for achievement is an important constituent of personality. He defined it as a set of efforts the individual exerts to overcome obstacles in order to actualize difficult duties as quickly as possible. Atkinson, 1964 sees that the need for achievement is a relatively stable impetus in one's personality that determines the individual's perseverance to achieve his goals and success from which a degree of satisfaction, regarding situations that include performance assessment in the light of a limited level of distinction, is based.

#### **8.1. Components of Achievement Motivation**

Mavis, 2001 limited the components of Achievement motivation to three:

1. Belonging motive: This refers to the individual's desire to gain satisfaction from others and to realize his own satisfaction as well. The individual, here, uses his success to obtain recognition and appreciation from those on whom he depends for self-confidence.
2. Cognitive motive: This refers to the individuals attempt to satisfy his needs and to understand whatever helps him to perform his duties very efficiently.
3. Self-Guidance: It is the individual's desire for fame, reputation, and status which he achieves through the distinguished performance which consolidates in him the feeling of competency and self-respect.

#### **8.2. The characteristics of people with high motivation**

Those with high level of achievement differ in characteristics from those of low level as outlined in the following:

1. Those with high achievement tend to tolerate medium risks and to risk in moderation which implies that:
  - a. There is a possibility that they take risk into consideration.
  - b. The medium degree of risk implies that it might fit the size and quality of the individual's potentials. Therefore, we might say that those with a distinguished high achievement, (known as achievers), take into consideration that there are medium-risk jobs through which they can prove their competence and capabilities and achieve their goals.
2. Those achievers tend to opt for jobs which secure for them more knowledge about the range of their achievement and that of realizing such goals.
3. Those achievers tend to choose jobs which secure for them the feeling of appreciation for the successful work they achieved. Despite concentration on internal self-realization of those of high motivation, yet we might notice, in their behavior, the love for gaining money and high materialistic revenues which they earn not for their own sake but for what they believe such revenues are the appreciation and criterion by which they can achieve success, i.e. they collect money as a means to judge their performance or as a means of information which provides them with the knowledge needed to complete their work.
4. Once those achievers chose the work and determined the goals, then the individual's feelings, sense identity and sentimentally will all be obsessed with such goals. At that point, we never see any individual abandon his work in the middle, but maintain it till absolute completion. If certain problems emerge through implementation, the individual's feelings will still be obsessed by such problems for which he incessantly tries to find a solution to have a control over the work and its problems (Maher, 2014).

### 8.3. Theories interpreting achievement motivation

Theories of achievement motivation vary according to what the theory concentrate on regarding: causes of the motivation, its origin, explaining factors influencing motivational behavior toward certain limited goals, incentives, certain revenues, establishing the motivational behavior or distorting it.

The most important theories in the field that of David McClelland, theory of the achievement motive, and the cognitive theory of Atkinson, will be discussed: First, David McClelland's theory of achievement incentive (1961):

Through his experiments David McClelland realized that, different from ordinary people, there are individuals whom he called achievers have the tendency and desire to implement their work. From such studies, McClelland inferred that there is a distinctive incentive which is that of achievement. This theory can be outlined in the following:

1. Achievement incentive refers to the desire to do the work well. There are individuals who have a high degree of tendency to do the work perfectly. Contrary to that, there are others who exaggerate work, but with a very low achievement motivation.
2. Achievement motivation is a quality, a personal incentive, and a learned one as it might be referred back to the individual's experiences, what he learnt, and the way he was brought up in the past.
3. The strong achievement motive is the outcome of impressive sentimental emotions linked to the behavior of achievement. If the emotions are positive, they lead to a certain type of incentive which encourages the individual to proceed and that eventually leads to the achievement. On the other hand, if the emotions are negative, they lead to an escape from this incentive as that will end up with a stalemate. As a result, McClelland proposed two types of achievement motivations: the first has been concerned with positive emotional reaction that achieves success and thus called "hope and success", the second has been concerned with negative emotional reaction that avoids failure, called "Fear from failure" (Pieper, 2003).

Second, William Atkinson theory (1965):

Atkinson's based his theory of motivation on the strong link existing between it and achievement motivation. He added that the achievement tendency is an acquired motivational readiness. This connection with any behavioral activity determines three variables that control the individual's achievement. These are outlined in the following:

- a. The motive for a successful achievement: this motive refers to the individual's readiness to perform a certain activity with great enthusiasm in order to acquire the possible experience of success. This motive has a natural result manifested in another motive, that of avoiding failure. Here, the individual tries to avoid a certain errand for the fear of failure which he might encounter through performance. This success of the achievement motive is that which distinguishes an individual who does his work fervently and energetically in order to acquire the possible experience of success. This motive is the natural outcome of another motive that of avoiding failure, where the individual shuns away from doing something for the fear of failure that he might encounter through performance. The successful motivation is that by which individuals vary in ratio to their abilities of achievement as such abilities rise with the rise of the motive and vice versa.
- b. Probability of success: the probability of success of any errand depends on the self-assessment the doer applies to himself. The success of the probability ranges between very low and very high, depending on the value and significance of that success. It also depends on how attractive that success is to the person of concern. The individual who sees in achievement a great value, then the probability of success will also be great as this value reinforces his desire for achievement. The difficulty, low motivation, and remoteness of the goal lessens the level of this probability.
- c. Value of success motive: the more difficult the motive is, the more valuable that motive will be. The more difficult the work is, the more valuable the incentive of success will be. Difficult jobs with low valuable incentives never arouse enthusiasm for a highly motivated performance in the individual. The individual himself is the one who assesses how difficult the job might be (Atkinson, 1965).

Third, cognitive theory:

The correlation and behavioral explanations of the achievement motive see that the behavioral activity is a means to reach a certain goal, independent from the behavior itself. The responses received, with regard to rewards or consolidations, all refer to an external motive determined by factors, independent of the owner of that behavior himself. This reflects the inevitability of the behavior being controlled by incentives beyond the individual's desire. As for the cognitive explications, they assume that the human being is a creature of reason who enjoys a free will which enable him to take wise decisions as he wishes. Such explications emphasize concepts that are linked more to central averages such as: purpose, intention, and expectation. The individual's mental activity provides him with an innate achievement motive. Therefore, it takes the behavioral activity as an end, not as a means. Generally, this activity stems from the

processing of information and sensual awareness the individual goes through during a motivating situation. Thus, the individual enjoys a high degree of self-control (Zanden and Wilfrid, 1980).

## **9. Psychological Needs**

Psychological needs play a significant role in the learning process. The need for achievement, scientific and social knowledge, stimulates the individual's behavior and steers him to learn new experiences. Once this has been achieved, stress declines and that in itself is a form of achievement which is the result of the effort exerted in the learning process. Jane Loevinger, 1976 sees that psychological needs relate to individuals' realization of independence and help develop the personality to discover the cause of internal conflict and also help in unification and choice of alternatives which help them realize their identities and needs. Saad Jalal, 1985 indicated that the psychological needs consult the motive, a case which leads to instability and disequilibrium of the human, so he performs an action with the intention of satisfying his need and mitigating the motive in order to restore equilibrium and remove stress.

### **9.1 Characteristics of Psychological needs**

The psychological needs of individuals vary according to the different patterns of their lives and the ways they were brought up to. These have several characteristics of which we list the following:

1. Psychological needs are infinite and renewable: whenever the individual satisfies a certain need, another one which he needs to satisfy comes up. The needs never eliminated for good but renews itself at different periods.
2. Psychological needs are various and differ according to significance: there are several types of needs: moral, psychological, social, and corporal. They also differ according to age stage; some are fatal if not satisfied, and others lead to vexation and tension.
3. Satisfying psychological needs vary in accordance with the different roles of individuals, their cultures, societies, and times. Some focus on one goal and others are multifarious.
4. Psychological needs are gradual, and their satisfaction moves in an ascending order. Some of them cope with each other as each of the needs leads to another or might replace it (Bahgat, 2016).

### **9.2 Theories Explaining Psychological needs**

There are many theories which explain psychological needs; some tackled them in detail according to life periods, while others dealt with them without any regard to age periods. The following are the foremost of these theories:

First, Abraham Maslow's theory: Maslow sees that satisfying needs is essential for the individual's psychological and corporal health. The assumption was that if the individual was brought up in an environment where he couldn't satisfy his needs, he would inevitably be more tensed and less balanced with an uncertain career (Jalal, 2013). It is noted that Maslow ascertained that needs are categorized into three major levels starting with the basic needs, then self-assessment needs and finally self-realization needs. He stressed that basic psychological and security needs are essential for the individual's survival.

They are equally found in both humans and animals; the human is singled out for social self-assessment and self-realization which are indispensable for his happiness and safety. According to Maslow the detailed pyramid of the psychological needs and their levels are five: basic needs, security needs, social needs, self-assessment need, status need, and self-realization need (Farmawi, 2008). Second, Henry Murray's theory: Murray sees that the need triggers the motivation and maintains its continuity till satisfaction. He classified the individuals' basic needs of behavioral expression into two major types:

- a. Clear needs: these are the ones which directly and promptly reflect themselves in the individual's behavior.
- b. Potential needs: these are the repressed and hidden ones. They can't express themselves openly and directly to be a reflection of an internal power that affects the individual's behavior to change a non-desired situation, so as to sustain his equilibrium (Bahgat, 2016).

Contrary to Maslow, Murray came up to a model of needs as a basis for motives, individuals' satisfaction and consensus which he called special needs model. He rejects the pyramid shape idea of gradual needs. According to this model, the needs associated with the individual's environment might include:

- a. The need for achievement: it is a behavior distinguished for the desire to compete and to attain a distinguished and abnormal performance.
- b. the need for belonging: it is the need to co-exist with others and the incessant desire to procure the agreement of the surrounding regarding the person or behavior.
- c. need for power and influence: it is the desire to influence and to control others to have a command over the surrounding environment (Rahahlah and Azzam, 2011).

Third, Eric Fromm's Theory: Fromm assured that the human has four basic psychological needs represented as: -

1. The need for belonging which can be realized through his attempt to be a member of a group such as the family or community.
2. The need for grandeur which can be realized through the individual's feeling of identity which he derives from respect of others.
3. The need for identity which can be realized through the role he plays at the family or community level.
4. The need for social control which implies clarity of social criteria that makes the individual more in harmony with the family and community (Dahri and Kubaisi, 2014).

### **10. Review of Literature.**

Sharaf's Study (2018) aimed to determine the relation between the achievement motif on one hand and the psychological endurance besides psychological safety and the probability of predicting psychological endurance through the dimensions of achievement motif on the other. His sample of study consisted of 160 male and female graduate students of ages 27-38 joining Al-Mansoura University. He used the standards of psychological endurance, psychological safety and achievement motivation standard prepared by the researcher. The findings showed that there was no correlation with statistical significance between the achievement motif and psychological endurance in the sample. But there was a correlation with statistical significance between psychological endurance and psychological safety.

Results of the study found that there is a statistical difference between mean averages of students' grades in the psychological endurance. Specialization variable has also differenced with statistical significance in favor of science students, while there have been differences with statistical significance for specialization variable in favor of science students. Neither residence period nor nationality have any impact, with statistical significance, on the psychological scale of endurance which can be predicted by students' grades at the dimensions of achievement motivation scale.

Al-Yosef's (2018) conducted a study that aimed to determine the level of achievement motivation for graduate students at Jordan university in the following variables: sex, type of academic program, specialization, and level of academic achievement. For the objectives of the study a sample of (733) male and female students was selected: (321) males and (412) females. These students were graduates enrolling in M.A and Ph.D. programs the second semester 2015/2016 at Jordan University. They were selected by the random stratified method. The scale of achievement motivation prepared by the researcher was adopted after being checked for reliability and validity. The results showed that there were differences with statistical significance, for the sample of the study, at the level of achievement motivation attributed to sex variable in favor of females.

There were also differences with statistical significance at the level of achievement motivation attributed to academic achievement in favor of students with high level of achievement. There were also differences with statistical significance at the achievement motivation level for individuals of the sample attributed to type of academic program and was in favor of Ph.D. students. The results also showed that there were no differences, with statistical significance, attributed to academic specialization variable.

Shawkat's (2015) studied the needs of students from King Saud University in Riyadh with regard to sex and age variables. Sample of the study comprised 149 male and female students. Results of the study showed that there were differences in the psychological needs for both males and females. The foremost of which for females were the need for amusement and parents' contentment. As for the psychological needs of males, they were the need for leadership, the need for self-realization, and that for work. It was clear that studying and money, the most important sources to satisfy the psychological needs for both males and females. Among the least significance sources of satisfying the psychological needs for males and females were travel, visit, and television.

Kamour's study (2013) investigated the relationship between achievement movement and the level of emotional intelligence in a sample of students from Arab Open University / Jordan campus. The sample comprised (201) male and female students majoring in the following academics: education, business administration, English literature and information technology. He used Brown's scale for measuring emotional intelligence (developed for youth) and scale of achievement motivation developed by the researcher. The results showed that: There was an ascending correlation between achievement motivation and the level of emotional intelligence. The more the value of the emotional intelligence was, the higher the degree of achievement motivation was for students of the two sexes.

- a. There were no differences, attributed to sex variable, between the two means of the scale of emotional intelligence and that of achievement motivation.
- b. There were no differences, attributed to academic specialization variable, between the means of emotional intelligence scale and that of achievement motivation.

Guay’s study (2010) tried to determine whether the achievement motivation was mediatory in the relation between the concept of academic status and that of learning, and whether that status was mediatory between achievement motivation and learning. The study sample comprised (925) male and female students, results of the study showed that achievement motivation was mediatory between the relation of academic status and that of learning. The results also showed that the level of achievement motivation positively influences the level of student’s academic accomplishment. It also revealed that sex never affected the relation between achievement motivation and academic accomplishment.

**11. Methodology**

The study employed a descriptive and correlation design as it fits the research and its objectives.

**11.1. Population and sample of the study**

The study population consist 2900 students from arts, science, engineering, and medical sciences faculties at Isra university for the academic year 2018 – 2019. The stratified sample of the study which was randomly chosen from the four colleges as showed in table (1):

**Table (1) details of sample**

Specialization	Gender			Monthly income			Total
	Male	Female	Total	Less than 500	500 – 1000 JD	More than 1000 JD	
Arts	24	52	76	36	14	26	76
Science	36	54	90	20	46	24	90
Medical science	5	13	18	6	5	7	18
Engineering	38	9	47	11	15	21	47
Total	103	128	231	73	80	78	231

The population of the study have been divided into four categories: arts, science, medical science, and engineering. Sample of the study consisting of 213 students ( 103male & 128 female) distributed proportionately between the four faculties as: 33% arts, 39%, science, 8% medical science, and 20% engineering, according to admission section information at Isra university.

**11.2. Tools of the study**

First, Psychological needs scale: having reviewed the related literature and researchers on psychological needs, the researchers have adopted Abu Dwaba's,2012 to measuring the psychological needs of participants, as described in table (2):

**Table (2) the psychological needs scale descriptions**

Dimensions	Numbers	Type of item	The items in every dimension
the need for economic necessities	10	Positive Negative	1,2,3,4,5,6,7,8,9,10
the need to interact with others	11	Positive Negative	11,13,14,15,16,17,18,19,20,21 12
the need for self-actualization	11	Positive Negative	22,23,24,25,26,27,28,29,30,31,32
the need to achieve a certain social status	10	Positive Negative	33,34,35,36,37,38,39,40,41,42
the need for knowledge and culture	10	Positive Negative	43,44,45,46,47,48,49,50,51,52
Total	52	Positive Negative	51 1

The maximum scores of the scale are 260 and minimum score is 52, each item has five alternative options, responders are required to select one of them, always = 5, often = 4, sometimes = 3, rarely = 2, never = 1. Thus, taking in consideration that the negative item is corrected in reverse way.

**The psychometric characteristics of the scale in the original study**

First, validity

- a. Trustees validity: the scale was checked by (5) professors in field of psychology and measurement, their comments and suggestions were incorporated of terms that deleting and modifying some items.

- b. Internal consistency: Pearson correlation coefficient of every items and the degree of dimension to which it belongs were computed, the values ranged between 0.26 – 0.70, and five items were deleted, for the absence of statistical significance differences.
- c. Compute the correlation coefficient of degree of every dimension and the total degree of the scale. It was statistically significant at ( $\alpha \leq 0.01$ ) which indicates that the scale enjoys a construct validity. Second, Reliability
- The scale reliability was calculated by Split-Half and Cronbach's as Alpha methods, results presented that the scale enjoy a good level of reliability.

#### Validity and reliability of the scale in this study

Validity: Internal consistency: correlation coefficient between each item and the total score of the scale was computed in table (3):

**Table (3) shows correlation coefficient between each item and the total score of the psychological needs scale:**

the need for economic necessities		the need to interact with others		the need for self-actualization		the need to achieve a certain social status		the need for knowledge and culture	
Items	Correlation coefficient	Items	Correlation coefficient	Items	Correlation coefficient	Items	Correlation coefficient	Items	Correlation coefficient
1	0.157**	1	0.486**	1	0.656**	1	0.607**	1	0.610**
2	0.610**	2	0.255**	2	0.677**	2	0.598**	2	0.605**
3	0.743**	3	0.661**	3	0.693**	3	0.555**	3	0.657**
4	0.603**	4	0.572**	4	0.666**	4	0.583**	4	0.609**
5	0.744**	5	0.696**	5	0.626**	5	0.657**	5	0.688**
6	0.672**	6	0.704**	6	0.511**	6	0.604**	6	0.596**
7	0.525**	7	0.506**	7	0.616**	7	0.681**	7	0.706**
8	0.543**	8	0.515**	8	0.649**	8	0.579**	8	0.491**
9	0.612**	9	0.485**	9	0.405**	9	0.479**	9	0.643**
10	0.520**	10	0.569**	10	0.720**	10	0.568**	10	0.529**
		11	0.563**	11	0.690**				

The above table (3) presented that the items of psychological needs scale, were statically significant at ( $\alpha \leq 0.01$ ), except the item numbers one which was statically significant at ( $\alpha \leq 0.05$ ). this indicates that the items of the psychological needs scale correlate with the total score of the scale, which reflect that the items of the scale enjoy an internal consistency.

- a- Discriminant validity: participants grades of scale of psychological needs were sorted in a descending order to get two categories, then, 27% of the highest grades were regarded the highest category, and 27% of the lowest grades to be the lowest one, and every category consisted 62 participants. Accordingly, t-test have been calculated to explore the difference between the two-independent category, as indicates in table (4):

**Table (4) presents t-test results to find out the difference between the two-independent category:**

Dimension	Highest category	lowest category	t	Sig		
the need for economic necessities	46.02	62	28.82	62	25.319	0.000
the need to interact with others	48.62	62	30.79	62	30.882	0.000
the need for self-actualization	52.82	62	36.96	62	22.030	0.000
the need to achieve a certain social status	46.95	62	30.87	62	30.907	0.000
the need for knowledge and culture	46.61	62	30.66	62	23.929	0.000
<b>Total degree</b>	231.61	62	169.32	62	24.142	0.000

Results in table (4) showed that there are statically significant between the two-independent category, that reflects the discriminant power of psychological needs scale.

#### Reliability

The psychological needs scale reliability was computed split-half and Cronbach's as Alpha methods, as illustrated in the following table:

**Table (5) manifests the reliability of the scale.**

Dimensions	Split-Half	Cronbach's Alpha
the need for economic necessities	0.72	0.79
the need to interact with others	0.71	0.76
the need for self-actualization	0.78	0.84
the need to achieve a certain social status	0.70	0.79
the need for knowledge and culture	0.70	0.81

The previous table (5) shows that the psychological needs scale and its dimension (the need for economic necessities, the need to interact with others, the need for self-actualization, the need to achieve a certain social status, and the need for knowledge and culture), enjoy a good degree of reliability. **Second, Achievement motivation scale:** having reviewed the related literature and researchers on achievement motivation, the researchers have adopted Al-Yosef, 2018. Scale description: the achievement motivation scale has been divided into four dimensions, as illustrated in the following table.

**Table (6) the scale descriptions.**

Dimensions	Numbers	Type of item	The items in every dimension
The perseverance	11	Positive	1•2•6•7•8•9•10•11
		Negative	3•4•5
Responsible feeling	10	Positive	12•13•14•15•16•17•18•19•20•21
		Negative	18
Competition	9	Positive	22•23•24•25•27•28•29•30
		Negative	26
A goal to be achieved by the individual	6	Positive	31•32•33•35•36
		Negative	34
Total	36	Positive	30
		Negative	6

The maximum scores of the scale are 180 and minimum score is 36. Taking in account that the negative item is corrected in reverse way: always = 1, often = 2, sometimes = 3, rarely = 4, never = 5.

**The psychometric characteristics of the scale in the original study**

First, validity

- a. Trustees validity: Al-Yosef, 2018 have been presented the scale to (8) professors in field of psychology from the Jordan & Yarmouk university, their recommendations were embodied in conditions of modifying and deleting unsuitable items.
- b. Internal consistency: to achieving the validity of scale construction, the scale has applied to survey sample consisted of 158 students. Then, the correlation of each paragraph with, total degree of the dimension, and the total degree of the scale indicated significant statistical differences. It reflects the scale enjoy a good level of reliability.

**Second, Reliability**

Reliability of the scale was calculated using Cronbach's Alpha equation, the value of Alpha was 0.86, which indicated the scale enjoy a good level of reliability.

**Validity and reliability of this study**

First, Validity

- a. Internal consistency: correlation coefficient between the degree of each item and the total degree of the scale was computed in following table:

**Table (7) Internal consistency of achievement motivation scale**

The perseverance		Responsible feeling		Competition		A goal to be achieved by the individual	
Items	Correlation	Items	Correlation	Items	Correlation	Items	Correlation
1	0.450**	1	0.622**	1	0.563**	1	0.634**
2	0.362**	2	0.648**	2	0.605**	2	0.641**
3	0.474**	3	0.506**	3	0.601**	3	0.597**
4	0.529**	4	0.562**	4	0.565**	4	0.573**
5	0.392**	5	0.554**	5	0.433**	5	0.478**
6	0.283**	6	0.538**	6	0.293**	6	0.611**
7	0.574**	7	0.341**	7	0.232**	---	---
8	0.556**	8	0.484**	8	0.576**	---	---
9	0.579**	9	0.559**	9	0.487**	---	---
10	0.331**	10	0.514**	---	---	---	---
11	0.526**	---	---	---	---	---	---

Table (7) shows that the items of the scale are statistically significant at ( $\alpha \leq 0.01$ ). which reflects that all paragraphs are internally consistent.

b. Discriminant validity: same procedures of computing the distinguishing validity were adopted in find out the discriminant validity of achievement motivations scale as indicated in table (8)

**Table (8) presents the discriminant validity of achievement motivations scale**

Dimension	Highest category	lowest category	t	Sig
The perseverance	48.1613	62	35.9677	0.00
Responsible feeling	42.2581	62	35.5806	0.00
Competition	37.5968	62	30.2419	0.00
A goal to be achieved by the individual	25.2419	62	21.4194	0.00
<b>Total</b>	145.1774	62	123.2097	0.00

Results in above table (8) shows statistically significant between the two separate groups, which indicates the power of discriminant of the achievement motivation scale.

Second, Reliability

The researchers have calculated the reliability of the scale in two ways, the method of split-half and the way of Cronbach Alpha as in the following table:

**Table (9) the reliability of the achievement motivation scale.**

Dimensions	Split-Half	Cronbach's Alpha
The perseverance	0.70	0.73
Responsible feeling	0.71	0.72
Competition	0.70	0.74
A goal to be achieved by the individual	0.72	0.71
Total degree of scale	0.86	0.76

Table (9) indicates that the achievement motivation scale enjoys a good level of reliability.

## 12. Results of the study

12.1. First question: what is the level of achievement motivation and the psychological needs of university students?

a. Level of psychological needs:

To answer this question, t-test have been used for one sample, and compare the real mean of the sample with the arbitrary mean of every dimension and total degree of psychological needs scale.

**Table (10) results of t-test of one sample, for level of psychological needs scale and its dimensions:**

Dimension	f	Arbitrary		Real		t	Sig	%
		mean	Items	mean				
the need for economic necessities	230	30	10	38.2381	17.637	0.000	76.48	
the need to interact with others	230	33	11	40.3074	15.490	0.000	73.29	
the need for self-actualization	230	33	11	46.1299	29.465	0.000	83.87	
Need to achieve a certain social status	230	30	10	39.3983	21.864	0.000	78.81	
the need for knowledge and culture	230	30	10	39.3333	21.277	0.000	76.67	
Total	230	156	52	203.4069	27.813	0.000	.....	

It is appearing in the above table (10) the mean of the psychological needs level and its five dimensions (the need for economic necessities, the need to interact with others, the need for self-actualization, need to achieve a certain social status, and need for knowledge and culture), is higher than the arbitrary mean and less than ( $\alpha \leq 0.05$ ). which indicates that the level of psychological needs and its dimensions was high among Isra university students. where the difficult condition experienced by the university student in terms of: the economic situation, study costs, and pervasive unemployment between graduates, leads to unsatisfying of these needs. Either, economic needs, need to interact with others, the need to achieve social status, or need for knowledge and culture. The difficult economic situation, high unemployment rates, and the growing numbers of graduates in different fields, led to a rise in economic needs of youth.

The results of this study indicate high level of the need for knowledge and culture, this is due to the lack of: public libraries, good universities libraries, ICT use, and development curriculum. led to the continuous search of the students about knowledge and culture. As for the value of the need to achieve social status, the economic, social and clinical conditions surround the student, drives the student to looking for a distinct social status commensurate with being a university student. The university student ambitions have no limits, he/she looks forward to the future with optimism and hope, as be an active society member, no matter how difficult the circumstances surround him / her. The high need to interact with others, reflects to the result of previous circumstances.

In addition to the universities inability to create good and specific mechanism, to enhance the students' ability to communicate with the society through extra-curricular and societies activities. Moreover, the universities inability to help the students to achieve the self - actualization, was clear during the highest psychological needs of students which was: the need for self-actualization. It reflect the lack of the universities interest, in development of the creative side of the student, in form of experimental scientific, productivity and investment projects, and researches that simulate the people's problems. This result is agreeing with study of Abu Dwaba, 2012.

b. level of achievement motivation

**Table (11) presents t-test of one sample, for level of achievement motivation and its dimensions:**

Dimension	f	Arbitrary		Real		t	Sig	%
		mean	Items	mean				
The perseverance	230	33	11	42.0909	27.627	0.000	76.53	
Responsible feeling	230	30	10	38.9740	26.107	0.000	77.94	
Competition	230	27	9	34.1385	22.052	0.000	75.87	
A goal to be achieved by the individual	230	18	6	23.8701	23.919	0.000	79.57	
Total degree of scale	230	108	36	139.0736	31.626	0.000	.....	

Results in table (11) presented that the level of achievement motivation and its dimensions is high between the students, and the students' motivational dimensions were arranged as: a goal to be achieved by the individual, responsible feeling, the perseverance, and competition. This result explains the strong societal attitudes towards study, regardless of the difficult economic conditions. however, the societies and the families consider the university degree as necessary and important for both male and female. Despite, the prevalence of unemployment and lack of employment opportunities, the motives for education has increased much more than in previous years.

This is due to the awareness of family and society in importance of education and university degree. Where, the university degree is considered as complementary to personality and increases the individual chances in future. The above results showed that, existence a goal to be achieved by the individual is the highest one between the four dimensions. It reflects that the university student seeks superiority and to achieve the distinction, which can be reached by: seeking, serious trying, studying, chasing, and carrying on. Related to responsible feeling side, the university student is aware that the university stage is the key to a bright future and better life.

Enhancing of family, instructors, and friends for the students make him feel more: responsible, competition, and perseverance. The result is agreed with results of study of Al-Yosef, 2018.

12.2. Second question: to what extent do psychological needs contribute to the prediction of achievement motivation of university students? To answer the question, multiple regression analysis has been calculated by enter method.

**Table (12) multiple regression analysis for predicting the achievement motivation and its dimensions:**

Intendent variables	Dependent variable	Constant	f	R	R <sup>2</sup>	Beta	T
the need for economic necessities	Achievement motivation	0.012	31.443**	0.641	0.411	-0.012	-0.192
the need to interact with others						-.0054	-0.860
the need for self-actualization						0.464	6.983**
need to achieve a certain social status						0.127	1.659
the need for knowledge and culture						0.178	2.503*

From the previous table (12) the multiple regression analysis of the predicting of achievement motivation through the dimensions of psychological needs, the results presented that there is a statistical significance at ( $\alpha \leq 0.01$ ) and at ( $\alpha \leq 0.05$ ), for regression coefficient of: the need for self-actualization and the need for knowledge and culture.

While, there is no statistical significance for need for economic necessities, the need to interact with others, and need to achieve a certain social status. The value of ( $R^2 = 0.411$ ), which reflect that, the need for self-actualization and the need for knowledge and culture valued 41.1% of achievement motivation among Isra university students. Thus, the predicting equation of achievement motivation for can be written as: The achievement motivation =  $0.012 + (0.464 \times \text{the need for self-actualization}) + (0.178 \times \text{the need for knowledge and culture})$

According to previous results, the need for self-actualization and the need for knowledge and culture is a good predictor of achievement motivation between the sample of the study. In addition, based on Beta value, the need for self-actualization, was more important than the need for knowledge and culture, in predicting motivation for achievement.

Table (13) shows the simple linear regression to predicting the achievement motivation through the total degree of psychological needs scale:

Intendent variables	Dependent variable	Constant	f	R	R <sup>2</sup>	Beta	T
Psychological needs	Achievement motivation	2.081	97.792	0.547	0.30	0.547	9.889

The previous table (13) presented the linear regression analysis of predicting of motivation for achievement through psychological needs, results indicated that there is a statistical significance at ( $\alpha \leq 0.01$ ). and the value of  $R^2$  is 0.30, which means that the variable of psychological needs explains 30% of the variance in the motivation for achievement. Thus, the predictive equation of achievement motivation can be written as: Achievement motivation =  $2.081 + (0.547 \times \text{Psychological needs})$ . Therefore, we conclude that the motivation for achievement is positively correlated with psychological needs, with statistically significant at ( $\alpha \leq 0.01$ ). whenever, psychological needs of students increased, their motivation for achievement has increased. Despite, the difficult conditions exposed to university students, and their need to: interact with others, self-actualization, achieve a certain social status, and need for knowledge and culture. All these factors drive the students to increase, their motivation to achieve their goals and ambitions. 12.3. Third question: Are there statistical differences between high and low level of psychological needs in achievement motivations of university students?

To find out who have high and low level of psychological needs, the total degree of psychological needs scale has been arranged in descending order. Then, the researchers considered the highest 27% of the sample (62 participant) have a high level of psychological needs. While, the lowest 27% of the sample (62 participant) have a low level of psychological needs. So, we have two separate groups of high and low level of psychological needs, and to know the differences between the groups in achievement motivation t-test have been calculated in bellow table: Table (14) t-test of two independent separate group to know the differences between high and low level of psychological needs in achievement motivations among the sample.

**Table 14: Statistical Differences between Groups**

Dimension	Mean of motivation of high level of needs	Mean of motivation of low level of needs	N	t	Sig
The perseverance	43.9194	39.7258	62	4.621	0.000*
Responsible feeling	41.3065	35.3548	62	6.409	0.000*
Competition	35.5161	31.5968	62	4.539	0.000*
A goal to be achieved by the individual	25.0000	21.6129	62	4.882	0.000*
Total degree	145.7419	128.2903	62	6.671	0.000*

The above table (14) showed that there are statistical differences between group of high level of psychological needs, and group of low level of psychological needs in: the perseverance, responsible feeling, competition, a goal to be achieved by the individual, and the total degree of the scale at ( $\alpha \leq 0.01$ ). in favor of high level of psychological needs group. It reflects that, the students who have a high level of psychological needs are more perseverance than the low one. They are feeling a shortage in many psychological needs such as need for self-actualization, need to achieve a certain social status suited to their ambition, these factors have led to increase the achievement motivation among this group, which need a lot of society attention; because they have a goal and a high sense of responsibility. 12.4. Fourth question: Are there significance differences in the psychological needs and achievement motivational attributed to specialization, sex, and family income?

**Table (15) t-test of two independent separate group to variables of psychological needs and its five dimensions, achievement motivations, and sex:**

Variable	N	Sex	Mean	Sd.	F	t	Sig. level
The perseverance	103	Male	41.7961	5.20060	229	-.803	0.423
	128	Female	42.3281	4.84258			
Responsible feeling	103	Male	38.1942	5.61870	229	-2.049	0.042*
	128	Female	39.6016	4.81523			
Competition	103	Male	33.6311	5.51111	229	-1.409	0.160
	128	Female	34.5469	4.36677			
A goal to be achieved by the individual	103	Male	23.2427	4.02313	229	-2.315	0.022*
	128	Female	24.3750	3.40911			
Total degree of achievement motivation scale	103	Male	136.8641	16.63981	229	-2.031	0.043*
	128	Female	140.8516	13.20409			
the need for economic necessities	103	Male	38.8155	6.79785	229	1.110	0.268
	128	Female	37.7734	7.32616			
the need to interact with others	103	Male	40.6699	6.52805	229	.689	0.492
	128	Female	40.0156	7.66009			
the need for self-actualization	103	Male	44.7184	7.41146	229	-2.886	0.004*
	128	Female	47.2656	6.00326			
need to achieve a certain social status	103	Male	37.8350	6.86294	229	-3.333	0.001*
	128	Female	40.6563	5.99138			
the need for knowledge and culture	103	Male	38.1942	7.38846	229	-2.352	0.020*
	128	Female	40.2500	5.89541			
Total degree of psychological needs scale	103	Male	200.2330	26.89201	229	-1.677	0.095
	128	Female	205.9609	24.89708			

The table (15) above showed statistically significant differences between males and females university students in: responsible feeling, a goal to be achieved by the individual, and the total degree of achievement motivation scale, in favor of female's students. Also, statistically significant differences in: need for self-actualization, need to achieve a certain social status, and need for knowledge and culture, in favor of female's students. This result can be explained by considering, the nature of Jordanian society, prefer males over females in family needs, education, and in economic side especially in corporeal succession. that's why, the females make a great effort and have a high level of achievement motivation compared to males, to achieve their self-actualization, and force the society to appreciate and

pay attention to them. The females have a great feeling of responsibility, and more superior, accuracy, activation, and searching for culture and knowledge. This study is agreeing study of Al-Yosef, 2018.

**Table (16) results of one-way analysis of variance to know the difference in achievement motivation and its dimensions with respect of specialization variable:**

Dimensions	Variance	Sum of squares	df	Mean square	F	Sig
The perseverance	between group	588.936	3	196.312	8.629	0.000*
	within group	5164.155	227	22.750		
	Total	5753.091	230			
Responsible feeling	between group	131.907	3	43.969	1.624	0.185
	within group	6145.938	227	27.075		
	Total	6277.844	230			
Competition	between group	157.690	3	52.563	2.206	0.088
	within group	5409.877	227	23.832		
	Total	5567.567	230			
A goal to be achieved by the individual	between group	115.083	3	38.361	2.823	0.040*
	within group	3085.021	227	13.590		
	Total	3200.104	230			
Total degree of achievement motivation scale	between group	2709.683	3	903.228	4.220	0.006*
	within group	48582.066	227	214.018		
	total	51291.749	230			

The table (16) above presented that there are statistically significant differences in perseverance, a goal to be achieved by the individual, and total degree of achievement motivation scale. While, there are no statistically significant differences in responsible feeling and competition dimensions based on academic specialization variable. The absence of statistical differences in competition and responsible feeling dimensions, reflects that the student, regardless of his or her academic specialization, must have the competition and feeling responsible to get the highest marks. To find out the sources of differences in perseverance, a goal to be achieved by the individual, and total degree of achievement motivation scale, L.S.D test have been calculated in table number (17):

Dimension	Variable	Mean	Social sciences	sciences	Medical sciences	Engineering
Perseverance	Social sciences	44.2895		*		*
	Sciences	40.6889	*			
	Medical sciences	42.3333				
	engineering	41.1277	*			
a goal to be achieved by the individual	Social sciences	24.2105				*
	Sciences	24.0222				*
	Medical sciences	25.0556				*
	engineering	22.5745	*	*	*	
total degree of achievement motivation scale	Social sciences	143.4868		*		*
	Sciences	137.0667	*			
	Medical sciences	141.1667				
	engineering	134.9787	*			

As cleared in the above table (17) that, there are statistically differences in the persistence dimension between specialization of, social science, science, and engineering specialization, in favor of social science specialization. This finding can be explained as, the social science subjects depending on conservation and memorizing the knowledge more than engineering and science subjects. Also, the GPA admission of social sciences faculty, less that GPA admission in engineering and science faculties. Which leads the social science students to make more effort and perseverance than the engineering and science students. Related to, a goal to be achieved by the individual dimension, there are differences between engineering, social science, medical science, and sciences specialization, in favor of medical science specialization. This finding can be explained as, the specialization of medical sciences needs to be applied in sensitive and accurate instruments, that are relevant to human life, which making students define a skills and clear goal to achieve it. As for the motivation for achievement in general, this result can be explained according to the justifications which mentioned above.

**Table (18) results of one-way analysis of variance to know the difference in achievement motivation and its dimensions according to family monthly income:**

Dimensions	Variance	Sum of squares	df	Mean square	F	Sig
The perseverance	between group	43.634	2	21.817	0.871	0.420
	within group	5709.457	228	25.041		
	Total	5753.091	230			
Responsible feeling	between group	2.869	2	1.435	0.052	0.949
	within group	6274.975	228	27.522		
	Total	6277.844	230			
Competition	between group	27.533	2	13.766	0.567	0.568
	within group	5540.034	228	24.298		
	Total	5567.567	230			
A goal to be achieved by the individual	between group	10.187	2	5.094	0.364	0.695
	within group	3189.917	228	13.991		
	Total	3200.104	230			
Total degree of achievement motivation scale	between group	91.727	2	45.863	0.204	0.815
	within group	51200.022	228	224.562		
	Total	51291.749	230			

The table (18) indicated that there are no statistically significant differences in the total degree of motivation for achievement scale, and its four-dimension based on family monthly income variable.

**Table (19) results of one-way analysis of variance to know the difference in psychological needs and its five-dimensions according to specialization variable:**

Dimensions	Variance	Sum of squares	df	Mean square	F	Sig
the need for economic necessities	between group	6.203	3	2.068	0.041	0.989
	within group	11585.702	227	51.038		
	total	11591.905	230			
the need to interact with others	between group	21.678	3	7.226	0.139	0.937
	within group	11801.499	227	51.989		
	total	11823.177	230			
the need for self-actualization	between group	145.052	3	48.351	1.055	0.369
	within group	10405.052	227	45.837		
	total	10550.104	230			
need to achieve a certain social status	between group	357.174	3	119.058	2.857	0.038
	within group	9460.185	227	41.675		
	total	9817.359	230			
the need for knowledge and culture	between group	216.368	3	72.123	1.636	0.182
	within group	10006.966	227	44.084		
	total	10223.333	230			
Total degree of psychological needs scale	between group	1844.716	3	614.905	0.915	0.434
	within group	152515.033	227	671.872		
	total	154359.749	230			

Table (19) indicated that there are no statistically significant differences in total degree of psychological needs and its dimensions, except the dimension of need to achieve a certain social status. This result can be explained as, all students, whatever their specialization have goals and needs for: economic necessities, interact with others, self-actualization, and need for knowledge and culture. To find out the sources of differences in need to achieve a certain social status dimension, L.S.D test have been calculated in below table.

**Table (20) results of L.S.D test**

Dimension	Variable	Mean	Social sciences	sciences	Medical sciences	Engineering
need to	Social sciences	40.3684			*	
achieve a	Sciences	39.4556			*	
certain social	Medical sciences	40.9444		*	*	
status	Engineering	37.1277	*	*		*

Table (20) indicated that there are differences between social sciences and engineering, in favor of social sciences. Also, there is difference between sciences and engineering, in favor of specialization of engineering. Moreover, results of the study showed differences between medical science, engineering, and specialization of science. In favor of medical sciences. Finally, the results presented differences between specialization of, science, engineering, medical sciences, and social sciences. In favor of medical sciences specialization. It reflects that, the medical sciences specialization is socially considered to be the best one. So, the student enrolled in this specialization, tries to achieve a high social status, consistent with the society vision.

**Table (21) results of one-way analysis of variance to know the difference in psychological needs and its five-dimensions with respect of monthly income variable:**

Dimensions	Variance	Sum of squares	df	Mean square	F	Sig
the need for economic necessities	between group	181.003	2	90.501	1.808	0.166
	within group	11410.902	228	50.048		
	Total	11591.905	230			
the need to interact with others	between group	50.566	2	25.283	0.490	0.613
	within group	11772.612	228	51.634		
	Total	11823.177	230			
the need for self-actualization	between group	15.140	2	7.570	0.164	0.849
	within group	10534.964	228	46.206		
	Total	10550.104	230			
need to achieve a certain social status	between group	184.244	2	92.122	2.180	0.115
	within group	9633.115	228	42.251		
	Total	9817.359	230			
the need for knowledge and culture	between group	.620	2	.310	0.007	0.993
	within group	10222.713	228	44.836		
	Total	10223.333	230			
Total degree of psychological needs scale	between group	763.631	2	381.815	0.567	0.568
	within group	153596.118	228	673.667		
	Total	154359.749	230			

The above table (21) showed that there are no statistically significant differences in psychological needs scale and its five-dimensions. It reflects the convergence of students in the level of psychological needs, Despite the difference in the monthly income of the family, the student's daily expenses are equal, interest in money and spend it within limits, is a part of Jordanian society culture.

### 13. Discussions

The level of psychological needs and its five-dimensions: the need for economic necessities, the need to interact with others, the need for self-actualization, need to achieve a certain social status, and the need for knowledge culture, was high between the students of Isra university. The most important dimension among the students, was the need for achievement and self-actualization. Which reflects that the university students, consider the achievement and self-actualization the noblest need, this shows the maturity and awareness of university students, they are pursuing in the right way to take responsibility in society. The need to achieve a certain social status had ranked the second one, this indicated the practicing of family, where the children are drives for leadership positions since childhood and make them bear great responsibilities. The need for knowledge and culture was in third rank, this confirms that the university student is considered the science, culture, and knowledge, one of the most important tools, to achieve their self-actualization and character-building. Where the books and subjects, which students reads during the university study, insufficient to satisfy their need for knowledge and culture.

The need for economic necessities was in fourth rank, which indicates that, the financial and economic obstacles are not a big problem in students' point of view. The lowest level of psychological need among Isra university students was, the need to interact with others, it reflects that the interact with others is not a priority of the students, where the students are busy between the university and work time.

With regard to, level of achievement motivation and its four-dimensions: the perseverance, responsible feeling, competition, and a goal to be achieved by the individual. it's also was high amongst the students of Isra university. There are some conditions related to get admission in Jordanian universities, and the specialization admission depending on high school GPA. Moreover, there is a minimum specific GPA to allow a student to graduate from university. So, a goal to be achieved by the individual, was the most important dimension between the students, and the second one was the responsible feeling dimension, the students have a sense of responsibility towards their family and university study. In addition, the third rank was the perseverance dimension, the students must be doing hard, to overcome the stress and difficulties of the study. Finally, the lowest level of achievement motivation was the competition dimension, the competition is not a priority of the students. As for the dimensions of psychological needs, which predict the motivation for achievement, was the need for self-actualization, and need to achieve a certain social status, and the need for knowledge culture. The high level of cultural and knowledge amongst the students, leads to high level of motivation for achievement, and define their goals accurately. Also, as for the differences between high and low level of psychological needs, the differences were between the perseverance, responsible feeling, competition, and a goal to be achieved by the individual, in favor of high level of psychological needs. The high level of psychological needs generates a challenge for students. The differences in psychological needs and motivation for achievement was in favor of female students, social and medical sciences specialization in: responsible feeling, a goal to be achieved by the individual, total degree of achievement motivation, the need for self-actualization, need to achieve a certain social status, and the need for knowledge and culture. Finally, there are no differences in psychological needs and motivation for achievement with respect of monthly income of the family.

#### **14. Conclusion**

The level of need for self-actualization and need for knowledge and culture revealed 41.1% of motivation for achievement of Isra university students. Also, the level of psychological needs and the achievement motivation, was high among the university students. In addition, the difference between the students who have high and low level of psychological needs, and achievement motivation, was in favor of a high level. Finally, significant statistical differences in psychological needs and motivation for achievement in favor of female students, social and medical sciences specialization.

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