

The Ambition Level of a Sample of Students of the Sciences and Techniques of Sport and Physical Activities at the University of Biskra

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Abstract: This study aims at knowing the ambition level of a sample of students of the sciences and techniques of sport and physical activities STSPA at the University of Biskra during the academic year 2021/2022. We relied on the descriptive method to study the problematic and on the ambition scale, made by Abd el Fattah Kamilia, which we administered to a simple random sample of 52 students in the institute. Finding show that the ambition level of the sample students is high and more than the hypothetical mean.

Keywords: Ambition, Ambition level, students, University.

Introduction

The ambition plays an important role in life and is a factor that distinguishes and shows how the human treats himself and his environment. The ambition determines the activity of the individuals and their relations. In this context, the young people differ regarding the types of ambitions they seek because there are economic, social, cultural, professional, and other ambitions (Al Touiji, 2002). Escalona considers that the individual identifies and sets his expectations based on his abilities, potentials, and the success and failure probabilities. Besides, the people tend to look for high ambition levels. Moreover, there are differences regarding the people's wills to look for success and avoid failure because some people have a severe fear of failure, which reduces the value of the goal for them (Mahmoud, 2001).

Ker Telvin confirms that the high mental abilities of the individual help achieve difficult goals. Therefore, the maturity is key in achieving the ambitions. He adds that the emotional power that implies the general atmosphere where the human feels his peers' appreciation of his achievements and feels connected to the group increases the ambition level (Nadhmia, 1993).

Furthermore, the environment where the human grows is very important in shaping and achieving his goals because the active environment helps achieve the interaction between the individual and the others, and pushes the person to imitating the others in estimating their goals in life either with excessive or low ambition.

Besides, Abd el Fattah Kamilia sees that the ambition may be a trait because it is a fixed behavioral characteristic that is influenced by the innate and acquired readiness, the behavioral habits, and the different attitudes in the behavioral field i.e., the ambition is not a fixed trait because it is affected by the failure and success experiences (Abd el Fattah, 1990). In this regard, the university is part of the social interaction environment of the students and plays a crucial role in shaping their characters and futures because it is one of the efficient social institutions that promotes positive physiological trends such as self-confidence, team spirit, good work, and success to build a developed society (Ghraieb & al Adaylya, 2010).

The students with high ambition set plans to follow and do not believe in chance because they know their hard efforts are the way to success and advance. Besides, they do not believe that their future is predetermined since they know they build it with their perseverance and the plans they set. Thus, they do not care about the conditions and lean to fighting to reach their goals (Mahdab, 2014). In this context, the success usually increases the ambition level while the failure experiences do the opposite. He adds that the probabilities of ambition increase come with success and the probabilities of its decrease come with the failure. In addition, most of the creative people have high ambitions.

The ambition is important in the students' lives, as it directly affects the motivation for the academic achievement and the planning for the professional future based on the academic success, good planning, identification of objective goals in life, facing the hardships and obstacles, the optimistic vision, and opportunity taking to do the best. In this regard, the students of STSPA need high levels of ambition for the academic success during their university training to achieve high grades that pave the way for the professional life with beliefs of excellence and make them use their potentials, abilities, and skills to achieve future goals far from improvisation, reluctance, and low self-esteem. Based on what was said, we raise the following problematic:

- What is the ambition level of the students of STSPS at the University of Biskra?

From this question, sub-questions arise, as follows:

- Do the students of STSPA at the University of Biskra have a positive direction towards excellence?
- Do the students of STSPA at the University of Biskra have the ability to set the goals and plans?
- Do the students of STSPA at the University of Biskra lean to perseverance and struggle?
- Do the students of STSPA at the University of Biskra have the ability to take responsibility and rely on themselves?
- What is the vision of the students of STSPA at the University of Biskra towards their lives and current situations?

1. HYPOTHESES:

-The main hypothesis:

- The ambition level of the students of STSPA at the University of Biskra is high.

-Sub-hypotheses:

- The students of STSPA at the University of Biskra have a positive direction towards excellence.
- The students of STSPA at the University of Biskra have the ability to set the goals and plans.
- The students of STSPA at the University of Biskra lean to perseverance and struggle.
- The students of STSPA at the University of Biskra have the ability to take responsibility and rely on themselves.
- The vision of the students of STSPA at the University of Biskra towards their lives and current situations is positive with a desire for change.

2. IMPORTANCE OF THE STUDY:

Ambition and its levels are very important points for the university student because they affect his interaction with the society inside and outside the university. Besides, the ambition helps judge the person's ability of the social and psychological adjustment, the ability to set goals to be achieved with his abilities, skills, knows, and potentials, and the struggle for academic, professional, familiar, economic, or sport success. In this vein, the role of the university emerges, as it a social space that contributes to shaping a balanced character for the student through his interaction with the individuals around him and his will to positively deal with the success and failure experiences that are criteria that help predict the ambition level.

Aims of the study:

- Knowing the directions of the students of STSPA at the University of Biskra towards excellence.
- Knowing the ability of the students of STSPA at the University of Biskra in determining their goals and plans.
- Knowing the perseverance and struggle of the students of STSPA at the University of Biskra.
- Knowing the ability of the students of STSPA at the University of Biskra to take responsibility and rely on themselves.
- Knowing the vision and satisfaction of the students of STSPA at the University of Biskra towards their lives and current situations.

3. IDENTIFYING THE CONCEPTS AND TERMS:

- **The ambition level:** Abd al Samii Abadha (2004) defines it as the goals set by the individual in educational, professional, familial, or economic fields to be achieved. It is affected by the character of the individual and the surrounding environmental forces. If the ambition level suits the individual's current and expected abilities, he succeeds; and if does not, he gets troubled. The individual always aims at overcoming the obstacles that face his goals, but he fails sometimes and, thus, his ambition decreases. The level of ambition is a realistic factor for performance and is one of the solid traits of the personality that resists pressure and loves challenge (Abd al Samii, 2004)

- The psychology and psychoanalysis encyclopedia (2005) states that the ambition level is the level the individual aims at, or predicts, achieving in his educational, scientific, productive, or professional fields. To achieve the ambition, he relies on his abilities, potentials, and the suitability of the surrounding conditions (Taha, 2005).

- Al Kanani, al Kendari, Jaber, & al Moussaoui (2002) say that the ambition level is one of the intrinsic motivation elements and is related to the goal the individual aims at achieving. The achievement the person expects in a given work represents a goal that shapes his behaviors and a criterion that measures his success or failure (Al Kanani, al Kandari, Jaber, & al Moussaoui, 2002)

- We define it as one of the psychological components that are related to the motivation and the personality. It may be affected by the mental and psychological abilities and the available potentials. It expresses the adaptation of the individual with himself and environment and helps develop the ability to achieve the goals through struggle and efforts. In addition, it is

affected by the success and failure experiences because the success experiences increase it and vice-versa.

4. LITERATURE REVIEW:

The study of (Belarbi & Boufateh, 2016): It aimed at revealing the factors that affect the level of the school ambition of a sample of 88 3rd year secondary school students in the city of Laghouat. In so doing, the authors used the descriptive method and the questionnaire that includes 58 items divided into 04 dimensions that affect the level of ambition, namely the family, the school, the personality, and the socioeconomic dimension. Findings showed that:

- The students have a high educational ambition.
- The factor that affects the most the educational ambition is the personal.
- There are statistically significant differences between the two genders on behalf of the females.
- There are no statistically significant differences between the scientific and literary students in the educational ambition.

The study of (Mekkaoui & Houaoura, 2019): This study aims at knowing the reflection of the sport physical activity on the psychological health and the level of ambition of the students affected with diabetes. The authors used the descriptive method, the psychological health scale of Salah Fouad Mohamd Mekkaoui that has 56 items, and the ambition scale of Kamilia Abd el Fattah that has 79 items. The sample of the study included 70 female and male students from the high schools of the Wilaya of el Oued who have diabetes (purposive sample). Findings show that:

- The physical activity is efficient in achieving the psychological health of the students with diabetes.
- The physical activity has a big role achieving the level of ambition of the students with diabetes.
- There is a correlation between the psychological health and the dimensions of the ambition level of the students with diabetes.

The study of (Nacira, Jermoune, Ghandir, & Ben Abd el Wahed, 2019): The study aimed at knowing the level of ambition and the sport achievement motivation. The authors used the descriptive method, the sport achievement motivation scale of Mohamed Hassan Allaoui, and the sport ambition scale of Moawad Mohamed Abd el Tawab & Sayed Abd al Adhim. The sample included 150 students of the institute of STPSA at the University of Ouergla. Findings showed a high level of ambition and sport achievement motivation, and a statistical positive correlation between the ambition level and the sport achievement motivation. In the end, the authors recommended focusing on the incentives and the moral and material awards because of their positive effect in the increase of the ambition and the sport achievement motivation.

The study of (Senouci & Laazali, 2020): It aimed at knowing the role of the achievement motivation in predicting the ambition level of the students. The authors used the descriptive method, the ambition scale of Abu Amra (2012), and the achievement motivation scale of Salama al Mohcen (2006). The tools were administered on a simple random sample of 90 male and female students from the Faculty of Letters and Human and Social sciences at the University of Medea. Findings showed that the ambition level is high and exceeds the hypothetical mean. In addition, there is a correlation between the achievement motivation and the ambition level. Furthermore, the analysis of the simple linear regression showed that the achievement motivation contributes to the prediction of the ambition level of the student with 10% of the variances (the total deviations in the values of the ambition level).

The study of (Ben Taher, Bahi, & Ouled al Aid, 2017): This study aimed at revealing the relation between the familial pressures and the ambition level of the students of 1st year at the University of Ghardaia. The authors used the descriptive method, the ambition scale, and the familial pressure scale made by them. Then, they administered them to a sample of 322 female students at the university in 2013/2014. Findings showed a reverse correlation between the familial pressures and the ambition level. In this regard, the level of the familial pressures was low while the ambition level was high. Besides, there were no significant differences in the ambition level for the female students due to age or the position within the family.

The study of (Chetouane & Bouguessara, 2017): It aimed at knowing the relation between the ambition level and the academic performance of the high school students. The authors used the descriptive method and the academic ambition scale by Salah Eddine Abu Nahya (1986) that includes 06 dimensions of 08 items per each. The sample covered 283 random high school students in Oran. Findings showed that:

- There are no statistically significant differences between the two genders in the dimensions of the academic ambition, the familial obstacles, and the material obstacles.
- There are statistically significant differences between the two genders in the school obstacles and the educational obstacles.
- There are statistically significant differences between the two genders in the educational achievement for the females.
- There is no statistically significant correlation between the dimensions of the academic ambition and the academic achievement.

The study of (Saadi, 2017): It aimed at knowing the relation between the motivation atmosphere, the ambition level, and the sport excellence of footballers (the second regional league of the Wilaya of Blida). The author used the correlational descriptive method, the self-determined motivation scale that has 28 items, and the ambition level scale of Moawad & Abd El Adhim (2008) that has 36 items divided on 04 dimensions. The sample covered 180 footballers from 16 teams. Findings showed that:

- The sport practice motivation of the footballers is intrinsic and has high levels of the self-determination.
- There is a statistically significant relation between the motivation atmosphere and the ambition level.
- There is a statistically significant relation between the motivation atmosphere and the sport excellence.

The study of (Tahani, 2018): It aimed at knowing the relation of the future anxiety, the self-esteem, and the ambition level of the secondary school female students in the city of Ryad. The author used the correlational descriptive method, the future anxiety scale of Mahmoud Chekir (2005), the self-esteem scale of Hudson translated by Majdi al Dasouqi (2000), and the youth and adolescent ambition scale of Abd al Samii Meliji (2004). The sample covered a random sample of 520 female high school students in the city of Ryad. Findings showed that:

- There is a statistically significant relation between the future anxiety and the self-esteem.
- There is a statistically significant relation between the future anxiety and the ambition level.
- There are statistically significant differences between the students with low and high self-esteem.

- There are statistically significant differences between the students with low and high ambition levels.

The study of (Khanouche, 2021): It aimed at knowing the level of the school ambition of the middle school students. The author used the descriptive method and applied the ambition scale of Moawad & Abd al Adhim (2005) on a sample of 136 students of the 3rd and 4th years of the middle education. Findings showed a low school ambition, statistical significant differences in the educational level due to the gender for the females, and statistical significant differences in the school ambition between the 3rd and 4th years students.

The study of (Belasla, 2020): It aimed at knowing the ambition level and its relation with the psychological wellbeing. The author used the correlational descriptive method, the psychological wellbeing scale of al Dalim et al (1993), and the ambition scale of Amel Abd al Samii (2004) on a sample of 158 secondary school students. Findings showed a direct correlation between the level of ambition and the psychological wellbeing and no differences between the two genders regarding the ambition level and the psychological wellbeing.

5. METHODOLOGY AND FIELD PROCEDURES:

5.1. Method of the study:

We use the descriptive method because it suits the study.

The study tool: We use Lickert's 02 points ambition scale made by Kamilia Abd el Fattah in 1970. It has 07 dimensions, namely the vision towards life, the direction towards excellence, the determination of goals and plan, perseverance and leaning to struggle, taking responsibility and self-reliance, and "the vision towards life, the satisfaction with the current situation, and the belief in chance" (Abd al Fattah, 1990, p. 76). We adapted the items and reduced them from 79 to 54 because some are not suitable. In addition, we combined the dimensions of the vision towards life and the satisfaction with the current situation, and the dimensions of the perseverance and leaning to struggle.

Table 1. The distribution of the items on their axes

Dimensions	Item	Number of items
1. Direction towards excellence	49,23,45,51,,10,9,37,38,41,42	10
2. The determination of goals and plan	11,12,21,25,26,39,40	7
3. Perseverance and leaning to struggle	5,16,18,19,20,27,31,35,6,3,17,22,24,34 36,46,48,50,,47	19
4. Taking responsibility and self-reliance	30,32,43,44,54 ,2,15,29	8
5. The vision towards life, the satisfaction with the current situation, and the belief in chance	1,4,7,13,14,28,33,8,52,53	10

5.2. Classification of the ambition levels:

We have low and high levels. The following table shows the ranges of each dimension based on the hypothetical mean.

Table 02. The classification of the ambition levels of each dimension and the total degree of the scale

Dimension	Range of the low ambition	Hypothetical mean	Range of the high ambition
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1. Direction towards excellence	Less than 15	15	More than 15
2. The determination of goals and plan	Less than 10.5	10.5	More than 10.5
3. Perseverance and leaning to struggle	Less than 28.5	28.5	More than 28.5
4. Taking responsibility and self-reliance	Less than 12	12	More than 12
5. The vision towards life, the satisfaction with the current situation, and the belief in chance	Less than 15	15	More than 15
The total degree of the scale	Less than 81	81	More than 81

Population and sample of the study: The study covers the 205 students of the institute of STSPA at the University of Biskra. As for the sample, it includes 52 random students and, thus, makes a representation of 25.36% of the population.

5.3. The scientific conditions of the study tool:

a. Consistency: we used the split-half reliability and extracted the consistency value with Spearman equation and Guttman equation, as shown in the table:

Table 03. The results of consistency using the split-half reliability.

Items	Correlation	Consistency (Spearman equation)	Consistency (Guttman equation)
Even	0.69	0.76	0.75
Odd	0.74		

b. Consistency using Cronbach's alpha:

Table 04. The results of consistency using Cronbach's alpha

Scale	Consistency (Cronbach's Alpha)
Ambition	0.82

The consistency with Cronbach's alpha is 0.82 and is good and acceptable.

Validity:

a. Intrinsic validity: it equals the square root of the consistency. Thus, it equals 0.93.

b. The internal consistency validity: We calculate it with the correlation coefficient between the axes and the total degree, as shown in the table:

Table 05. The results of the internal consistency (the correlation between the axes and the total degree)

Dimension	Correlation with the total degree of the scale
1. Direction towards excellence	0.713**
2. The determination of goals and plan	0.699**
3. Perseverance and leaning to struggle	0.894**
4. Taking responsibility and self-reliance	0.770**

5. The vision towards life, the satisfaction with the current situation, and the belief in chance	0.402**
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**correlation is significant at significance level 0.01

The statistical tools: We use the arithmetic means, the standard deviations, and the hypothetical mean.

Table 06. The results of the descriptive statistics in measuring the ambition level of the informants

Dimension	Arithmetic mean	Standard deviation	Hypothetical mean	Comparison with the hypothetical mean
1. Direction towards excellence	16.37	1.82	15	More
2. The determination of goals and plan	11.63	1.54	10.5	More
3. Perseverance and leaning to struggle	31.33	3.43	28.5	More
4. Taking responsibility and self-reliance	14.21	1.79	12	More
5. The vision towards life, the satisfaction with the current situation, and the belief in chance	13.29	1.55	15	Less
The total degree	88.77	7.46	81	More

Table 06 shows the arithmetic means and the standard deviations of the ambition level of the informants. In this regard, the arithmetic mean of the direction towards excellence is 16.37. It is more than the hypothetical mean 15. Besides, the arithmetic mean of the 2nd dimension is 11.63 and is more than the hypothetical mean 10.5. Moreover, the arithmetic mean of the 3rd dimension is 14.21 and is more than the hypothetical mean 12. In addition, the arithmetic mean of the 5th dimension is 13.29 and is less than the hypothetical mean 15. Furthermore, the total degree of the ambition scale is more than the hypothetical mean 81 because the arithmetic mean is 88.77.

Thus, the ambition levels of the informants, regarding the dimensions and the total degree, are more than the hypothetical mean, except “the vision towards life, the satisfaction with the current situation, and the belief in chance”; this confirms the low level of this dimension. In this regard, to confirm the significance of the difference between the arithmetic mean and the hypothetical mean of the scale dimensions and its total degree, we conducted a one sample t-test, as shown in table 07:

Table 07. The results of one sample t-test in the dimension of the direction towards excellence

Dimension	Size of the sample	Arithmetic mean	Hypothetical mean	The value of T-Student test	Significance value	Significance
Direction towards excellence	52	16.37	15	5.392	0.000	significant

Table 07 shows the results of the significance of the difference between the arithmetic and hypothetical means of the dimension of the direction towards excellence using one sample t-test. In this regard, the calculated value of one sample t-test is 5.392 and is statistically significant. Thus, there are significant differences between the arithmetic and hypothetical means of the dimension of the direction towards excellence for the arithmetic mean. Besides, the level of the direction towards excellence is high.

Table 08. The results of one sample t-test in the dimension of the determination of goals and plan

Dimension	Size of the sample	Arithmetic mean	Hypothetical mean	The value of T-Student test	Significance value	Significance
The determination of goals and plan	52	11.63	10.5	5.289	0.000	significant

Table 08 shows the results of the significance of the difference between the arithmetic and hypothetical means of the dimension of the determination of goals and plan using one sample t-test. In this regard, the calculated value of one sample t-test is 5.289 and is statistically significant. Thus, there are significant differences between the arithmetic and hypothetical means of the dimension of the determination of goals and plan for the arithmetic mean. Besides, the level of the determination of goals and plan is high.

Table 09. The results of one sample t-test in the dimension of perseverance and leaning to struggle

Dimension	Size of the sample	Arithmetic mean	Hypothetical mean	The value of T-Student test	Significance value	Significance
Perseverance and leaning to struggle	52	31.33	28.5	5.936	0.000	significant

Table 09 shows the results of the significance of the difference between the arithmetic and hypothetical means of the dimension of the perseverance and leaning to struggle using one sample t-test. In this regard, the calculated value of one sample t-test is 5.936 and is statistically significant. Thus, there are significant differences between the arithmetic and hypothetical means of the dimension of the perseverance and leaning to struggle for the arithmetic mean. Besides, the level of the perseverance and leaning to struggle is high.

Table 10. The results of one sample t-test in the dimension of taking responsibility and self-reliance

Dimension	Size of the sample	Arithmetic mean	Hypothetical mean	The value of T-Student test	Significance value	Significance
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Taking responsibility and self-reliance	52	14.21	12	8.875	0.000	significant
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Table 10 shows the results of the significance of the difference between the arithmetic and hypothetical means of the dimension of taking responsibility and self-reliance using one sample t-test. In this regard, the calculated value of one sample t-test is 8.875 and is statistically significant. Thus, there are significant differences between the arithmetic and hypothetical means of the dimension of taking responsibility and self-reliance for the arithmetic mean. Besides, the level of taking responsibility and self-reliance is high.

Table 11. The results of one sample t-test in the dimension of the vision towards life, the satisfaction with the current situation, and the belief in chance

Dimension	Size of the sample	Arithmetic mean	Hypothetical mean	The value of T-Student test	Significance value	Significance
The vision towards life, the satisfaction with the current situation, and the belief in chance	52	13.29	15	-7.958	0.000	significant

Table 11 shows the results of the significance of the difference between the arithmetic and hypothetical means of the dimension of “the vision towards life, the satisfaction with the current situation, and the belief in chance” using one sample t-test. In this regard, the calculated value of one sample t-test is -7.958 and is statistically significant. Thus, there are significant differences between the arithmetic and hypothetical means of the dimension of “the vision towards life, the satisfaction with the current situation, and the belief in chance” for the arithmetic mean. Besides, the level of “the vision towards life, the satisfaction with the current situation, and the belief in chance” is high.

Table 12. The results of one sample t-test in the total degree of the ambition level

Dimension	Size of the sample	Arithmetic mean	Hypothetical mean	The value of T-Student test	Significance value	Significance
The ambition level (total degree)	52	88.77	81	7.509	0.000	significant

Table 12 shows the results of the significance of the difference between the arithmetic and hypothetical means of the total degree of the ambition level using one sample t-test. In this regard, the calculated value of one sample t-test is 7.509 and is statistically significant. Thus, there are significant differences between the arithmetic and hypothetical means in the ambition level for the arithmetic mean. Besides, the level of ambition is high.

6. DISCUSSION OF THE RESULTS:

Our findings show that the sample students of the institute of STSPA have a high ambition level that is higher than the hypothetical mean. In his regard, the dimensions of the scale are at the same high level. These dimensions are the vision towards life, the direction towards excellence, the determination of goals and plan, the perseverance and leaning to struggle, and taking responsibility and self-reliance. On the other hand, “the vision towards life, the satisfaction with the current situation, and the belief in chance” is at low level, which means that the sample students do not lean to renovation, are satisfied with their current situations, fear the adventures, believe in the chance, and wait for the chances more than taking the practical tools and measures to achieve the goals. This agrees with the findings of (Ben Taher, Bahi, & Ouled al Aid, 2017) which say that the students have a high level of ambition, and the findings of (Senouci & Laazali, 2020) which state that the ambition level of the students of the Faculty of Human and Social Sciences at the University of Medea exceeds the hypothetical mean. The same applies to the study of (Nacira, Jermoune, Ghandir, & Ben Abd el Wahed, 2019) that found that the students of STSPA at the University of Ouergla have a high level of achievement motivation and ambition. Moreover, the study of (Belarbi & Boufateh, 2016) that found that the 3rd year secondary school students in some schools of Laghouat have a high ambition level.

On the other hand, our findings oppose with those of (Khanouche, 2021) who found that the school ambition of a sample of middle school students is low because they are not yet mature and aware. We can explain the ambition level based on many trends. In this regard, Escalona (1940) introduced the theory of the value of the goal and showed that it is the basis of the choice, which does not depend on the power or value of the goal as it is; rather, it depends also on the expected success and failure. The individual sets his expectations within the limits of his abilities. For instance, the little boy does not attempt to lift weights that his father lifts, but tries to reach the ambition level of his elder brother.

The theory of the Escalona tries to explain 03 facts. The 1st is the existence of an inclination to research for a relatively high ambition level, the 2nd is inclination to making the ambition level reach certain limits, while the 3rd is the inclination to making the ambition far from being too easy or too difficult. Escalona mentions that there are very big differences between the individuals regarding the inclination to avoid failure and achieve success. In this context, people with severe fear of failure are dominated by the potentials of failure. This decreases the value of the goals. Besides, there are other factors that determine the self-probabilities of the failure and success in the future, mainly the past experiences which make the individual expects the level he reaches or does not reach. The last attempt in the repetitive attempts is better. The factors include setting the goal of the activity. If the goal is highly determined, we can reach the higher performance. Moreover, we find the desire, the fear, and the expectation. In this regard, the success and failure probabilities are not affected by the realistic considerations only; rather, they are affected also by the desires and fears. The knowledge about the levels of the group affects our levels of expectation. Besides, the psychological past affects our psychological future. Another factor is the readiness to risk taking because the relative weight of success and failure is determined by the readiness to risk taking.

In addition, we find the existence of the individual inside or outside the failure zone and the realism because the expectation of the realistic person corresponds to his future performance (Abd el Fattah, 1990).

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