

Professional Achievement Motivation for Educational Counsellors

By

Ali Karim Odeh

Wasit University/College of Education for Human Sciences/ Iraq

Email: bevsvf@gmail.com

Malik Fadhil Abdullah Al-Quraishi

Wasit University/College of Education for Human Sciences/ Ira

Email: Malik.fdhail@gmail.com

Research Abstract

The current research objective is to identify: The motive of professional achievement among educational counselors. The current research community identified educational counselors in the Directorate of Education of Wasit Governorate, Dhi Qar and Maysan for the academic year (2021-2022), and their number is (1365) male and female counsellors, and the sample of the current research included (300) male and female counsellors. After reviewing the literature and previous studies, the researcher prepared a professional achievement motivation scale consisting of (30) items, and the psychometric characteristics of honesty and stability were extracted, and the research sample was relied on (300) and the data was analyzed statistically using the statistical package for social sciences (spss). The results showed the following, that the educational counselors enjoy a good measure of professional achievement motivation, and in light of the results, the researcher developed a set of conclusions, recommendations and suggestions.

Keywords: professional achievement motivation - educational counselors.

Chapter One

Research problem

Psychological counseling is one of the channels of psychological service that is provided to normal individuals or groups, with the aim of overcoming some of the difficulties that hinder their readiness and compatibility. Freeing their latent energies so that they can benefit from their abilities and potentials and overcome their problems and thus lead to achieving compatibility with the environment in which they live, and encourage them to provide counseling services (Al-Asadi, 2001: 24). Despite this position, the progress of the extension process is still slow in a way that makes it unable to advance the scientific and social level to the level of success and advancement. The reason lies in the weakness of providing guidance services in their correct form, and that the lack of readiness, abilities and self-skills of the counselors in providing guidance services has negative effects, which is the feeling of fatigue and physical and psychological exhaustion, which makes them unable to complete the tasks entrusted to them and thus make some. Some of them are not confident in their professions, which has negative effects that are reflected on their professional achievement in achieving desired results in extension work (1997: 3, Bandura). This was confirmed by the study (Al-Rubaie, 1997) and the study (Al-Omar, 2000), and the researcher found what strengthened the studies from the visits made by the researcher to a group of schools and conducting direct personal interviews with educational counselors to identify the most important problems and difficulties facing counselors, and most counselors were Educators

suffer from a weak ability to carry out the guiding tasks entrusted to them, such as diagnosing the cases facing students in school and solving the problems they are exposed to and other cases facing students, exposing them to situations that raise their feelings of anxiety, tension and psychological suffering due to the job burden and the lack of cooperation of school administrations. With them, their limited powers, the lack of a suitable place for some of them, and other things that have negative effects on the willingness to be optimistic, and this in turn affects the motivation of professional achievement of educational counselors in providing appropriate guidance services, and based on the foregoing, the problem of the current research becomes clear in answering the question the following:

Are educational counselors motivated by professional achievement?

Second: The importance of research

The prepared and qualified manpower is the basis for the progress of different peoples and nations, and if the appropriate working conditions are provided for them, and their biological, psychological and social needs are met, their role in production will be more feasible and more effective (Al-Qahtan, 2013; Johnson & Flavell, 2021). The profession of psychological counseling is considered one of the most prestigious educational professions in the modern era, and that the relationship of the profession of counseling with education is an interdependent and integrated relationship, as modern education considers the profession of educational counseling an integral part of it, but rather it is a cornerstone of its pillars, and (Von) pointed out that it is not possible to think about education. Far from counseling, as counseling includes the processes of learning and teaching and behavior modification, and education includes the process of guidance and counseling (Al-Zubaidi, 2001; Murudi-Manganye, Makhado, & Sehularo, 2021), and psychological counseling services are of great importance as every student needs them and cares about them, and all workers in the educational institution participate in providing these services. Education, therefore, psychological counseling enjoys a special place in all psychological counseling books that focus on counseling in the educational institution, and it is necessary to provide counseling and psychological counseling services in the school to accomplish these counseling tasks effectively (Zahran, 1988; Onyewuenyi, 2020).

The educational counselor is of great importance, as it is considered one of the basic axes in the educational process, as it provides aid and assistance to students in order to achieve psychological and social harmony for them, as well as solving academic, psychological and social problems in order to build the student's personality in an integrated manner, and to be of assistance to the faculty and administration. school in order to contribute to reducing the problems related to students, whether these problems are related to the student himself, his family, teachers, or the school administration. These guiding tasks are successful (Obeid, 2006: 3). (Murray) believes that the achievement motive is not innate motives, but rather is educated and influenced by socialization and social conditions, as it can be acquired from parents, family members, or the group with which he deals, meaning that the achievement motive is not born With the individual, it is acquired from the parents and the surrounding environment, and it needs a process of interaction and effective methods of dealing between the individual and those who influence his behavior. A, where his personality is greatly affected by the neglect or deprivation of these motives or some of them and is also affected by the style and manner in which he is treated.

The professional achievement motive represents an important factor that interacts with the capabilities of the individual to affect the performance behavior shown by the individual at work. The individual exerts, in the degree of his perseverance and continuity in performance, and in the extent to which he presents the best of his abilities and skills at work (Al-Sharbaji, *Res Militaris*, vol.12, n°2, Summer-Autumn 2022

2006 22).

The study (Al-Rabi'i 1997) showed that the individual's persistence in his perseverance in his job and his quest to achieve success or distinction makes him satisfied with his professional performance in light of the performance level of his peers, including his ambition, his independence at work, his awareness of the importance of time, his sense of responsibility, and his desire to specialize in the work he practices (Al-Rubaie, 1997:83).

As the study (age 2000) made clear, motives are the ones that affect the level of an individual's performance and productivity in various fields and activities he faces, meaning that any human behavior must have many motives behind it and direct it. His response to issuing a specific behavior and, in general, the interest in the issue of motives in the field of professional work aims to identify indicators that can be exploited and used to improve the psychological and social attitudes of employees (Al-Amri, 2002:46).

Based on the foregoing, the importance of the current research can be summarized as follows:

Research objective

The current research aims to identify the degree of professional achievement motivation of educational counselors.

Research limits

The current research is limited to educational counselors in the General Directorate of Education of the Governorate (Wasit - Maysan - Dhi Qar) for both sexes (males - females) for the academic year (2021-2022).

Define terms

Professional achievement motive, defined by:

(Maehr, 1974): *that is*: determination or determination to achieve (Maehr, 1974:46,).

Chapter Two

The first axis - the theoretical framework

The concept of the professional achievement motive: the professional achievement motive is an important factor in directing the behavior of the individual, activating it and his awareness of the situation, as well as helping him in interpreting and understanding his behavior and the behavior of the surrounding individuals. Confirmation of what it accomplishes and the goals it achieves.

Where achievement motivation represents one of the important aspects in the human motivation system and has emerged as one of the distinguishing features of study and research in the dynamics of personality and behavior. It can even be considered one of the achievements of contemporary behavioral thought (Ghulam, 2016: 78).

Historically, the use of the term achievement motivation in psychology was known to the scientist "Adler", who indicated that the need for achievement is a compensatory motivation that derives from childhood experiences, either "Levin" who introduced the term achievement motivation in light of his dealing with the topic of the level of ambition and that Before Murray used the concept of achievement motivation, and despite these early beginnings, the credit is due to the American psychologist (Murray) that he was the first to present the

concept of the need for achievement precisely as an important component in the components of personality that Murray presented. Several psychological needs, including the need for achievement (Al-Aboudi, 2014: 23).

Theories that dealt with professional achievement motivation

1- Theory (Murray, 1938): Murray is the first and oldest to use the term “need to achieve” as it was mentioned among a number of twenty-eight needs he mentioned in his book (Explorations in Personality) in (1938), including the need for achievement, and this concept is with Murray. The case of his boss is a more comprehensive and informative hypothesis than Freud's concept of instinctive motivation and the concept of motivation at Hal. The need begins with its roots in the folds of socialization and then crystallizes in the two stages of middle childhood, and Murray sees that the individual with good achievement is the one who obtains a high degree of achievement. Competition and superiority over others, i.e., his performance in achievement can be done by exerting effort and continuing to continue the work until its completion, as Murray saw that the individual obtains pleasure through his achievement of something for nothing but the purpose of the achievement itself, and that behavior does not. It is considered satisfactory when just accomplishing the thing whatever it was, but the achievement must be excellent in order to derive pleasure from it (Al-Zirjawi, 1999: 66).

2- Theory (Herzberg, 1966): This theory is originally related to the application of Maslow's theory of needs in the positions of the job and work, where Herzberg saw that there are two sets of factors, one of them is considered as motives that lead to the motive of professional achievement and he called them factors related to the job or work, and he limited them. In the individual's sense of achievement, bearing responsibility, and providing opportunities for promotion to higher positions and participation in making decisions related to the job or work. He limited it to those circumstances that surround the work, such as the presidency, management, supervision or leadership styles, the nature of the relationships between the individual and his colleagues and his superiors, and the conditions of the environment surrounding the job (Al-Somali, 1993: 17).

Herzberg explained the motivation for professional achievement in his theory (the workers), which is one of the basic theories of job motivation, where he emphasized the existence of two groups of factors to which the employee is subject with regard to satisfaction and motivation. Its availability makes him satisfied with his work and becomes motivated when these factors are achieved, while the second group includes interesting work, appreciation, opportunities for career growth, assuming responsibilities and accomplishments (Tharrington 2198:1993,).

The second axis, previous studies

1- Study (Al-Rubaie, 1997): “Social attribution and its relationship to the trait of anxiety and achievement motivation among state employees:

The study aimed to reveal the correlation between social attribution and the trait of anxiety and achievement motivation. The study sample was (400) employees (male - female) in the departments of Baghdad governorate. The study concluded that individuals who have high achievement motivation have a clear awareness of the things they perform or aspire to reach. And the order of their social reference sources differs, compared to individuals with low achievement motivation. There is a negative correlation between the level of trait anxiety and achievement motivation, there is a negative correlation between the level of trait anxiety and achievement motivation, and males differed from females with regard to the level of achievement motivation, and the difference was in favor of

Males (Al-Rubaie, 1997).

Chapter Three

Research Methodology and Procedures

First: Research Methodology

It is necessary to follow a specific approach through which it is possible to study and describe the phenomenon under study and its analysis., by giving us a number describing its amount, size, or its association with other phenomena, or describing the phenomenon qualitatively, i.e., giving its characteristics (Obaidat and others, 1996: 289), so the current research adopted the descriptive approach as the most appropriate method for this study.

Second: the research community

It means all the vocabulary or units of the phenomenon that includes the research, and the community is defined as all the individuals who carry the data of the phenomenon that are accessible to the study. The current study of educational counselors in the General Directorate of Wasit, Dhi Qar and Maysan governorates. These data were obtained from public education and owners, Educational Guidance Division (1-b), and from both sexes (males - females) for the academic year (2021-2022) and the adult Their number is (1365) male and female guides, as the number of males is (900) and the number of females is (465).

Third/research sample

It is part of the society in which the study is conducted, chosen by the researcher to be studied (Daoud and Abdel Rahman, 1990: 67). The researcher used the stratified random sample, and in a proportional distribution method, and the purpose of this sample is to obtain data to conduct statistical analysis for all paragraphs of the scales, which is one of the basic steps for building each scale (Anastasi, 1976: 192)

The statistical analysis sample consisted of (300) male and female counsellors, who were selected by stratified random sampling method, with (170) males (56.6%) and (130) females (43.4%).

Fourth: The search tool

Professional Achievement Motivation Scale: After reviewing the previous literature related to the current research, and for the purpose of completing the procedures of the current study, it is necessary to prepare a scale that measures the professional achievement motivation of educational counselors. Awad, 1998: 51).

Validity of paragraphs

The researcher presented the achievement motivation scale to a group of (10) arbitrators specialized in educational and psychological sciences in order to estimate the validity of the paragraphs, with proposing appropriate modifications in the formulation of the paragraphs and to identify the validity of response alternatives. The paragraphs that were accepted were accepted. It was approved by (80%) or more of the arbitrators and more, with amendments to some paragraphs and re-drafting, and thus the scale became ready for application and consisted of (30) paragraphs.

Answer alternatives and scale correction

The researcher adopted the Likert method in preparing the items for the scale, and it is one of the most common methods of measurement, and the best in predicting behavior, and the five alternatives are (always apply to me, apply to me often, apply to me sometimes, apply to

me rarely, never apply to me at all). When correcting the scale, grades are given from (5-4-3-2-1) for the positive items (1-2-3-4-5) for the negative items, as the highest score for the scale is (150) and the lowest score is (30).

Scale instructions

The instructions are a guide that guides the respondent during his answer to the paragraphs of each scale, and the instructions are easy and understandable, and the respondent is stressed in them to choose the appropriate alternative, which expresses his opinion by putting a mark (P.) in front of the appropriate alternative, and that there is no right or wrong answer, and that the answer will not be seen by anyone but the researcher, and it will be used for scientific research purposes.

Experience clarity of instructions

For the purpose of identifying the clarity of the scale's instructions and the clarity of its paragraphs and alternatives, as well as revealing the difficulties that the respondent faces to avoid them, and the time it takes to answer the scale, the researcher applied the scale to a sample of (20) mentors, who were chosen randomly, and after conducting this application and reviewing The responses It became clear that the paragraphs of the scale and its instructions were clear and that the time taken for their response on the scale ranged between (25-30) minutes.

The psychometric characteristics of the professional achievement motivation scale

honesty means that the scale actually measures what was set to measure it, and honesty is one of the necessary and necessary conditions for building tests and standards, and honesty is a psychometric characteristic that reveals the extent to which the scale performs the purpose for which it was prepared. It is the measure that fulfills the function for which it is prepared (Anastasia, 1976:134). There are several types of honesty, including:

- 1) ***Apparent honesty***: The apparent honesty was achieved by presenting the current scale to a group of arbitrators as explained in the validity of the paragraphs.
- 2) ***Structured validity***: The construct validity is confirmed by the following indicators, the discriminatory power of paragraphs, and the relationship of the paragraph to the total score.

Second: The stability of the scale

To verify the stability of the scale, the researcher used two methods

1- External consistency using the test-retest method

To find out the stability in the current study, the researcher applied the achievement motivation scale to a sample of (30) male and female counselors who were chosen randomly. After (14) days, the test was repeated on the same sample, then found the relationship between the first and second applications using the Pearson correlation coefficient, and the reliability coefficient reached (0.82), and this is a good stability coefficient that can be relied upon.

2- Internal consistency using the alpha-Cronbach equation

In order to extract the stability of the current research scale in this way, the equation (Alpha Cronbach) was used, and the stability coefficient of the achievement motivation scale was (0.78), which is good stability.

Final description of the scale

The current scale in the final form consists of (30) items, and five alternatives have

been developed for the scale: (always apply to me, apply to me often, apply to me sometimes, apply to me rarely, never apply to me) and the degrees of correction are descending (5-4-3- 2 - 1) respectively for positive paragraphs and ascending degrees of correction (1 - 2 3 - 4 - 5) for negative paragraphs, so that the highest score obtained by the respondent is (150) and the lowest score obtained by (30). The hypothetical average of the professional achievement motivation scale reached (90) degrees.

Chapter Fourth

Presentation, interpretation and discussion of the research results

Identifying the achievement motive of educational counselors

This result indicates that educational counselors enjoy the motive of professional achievement, despite the circumstances surrounding counselors of lack of material and moral support, but educational counselors have the keenness to achieve the right things and control and organize ideas and do things well and quickly as much as possible, and this is a clear indication of the extent of success in the profession and the achievement of its objectives, as shown in Table (1).

Table (1) is the difference between the mean scores of the sample and the hypothetical mean of the achievement motivation scale

Indication Level	Tabular value	T value	Freedom Degree	Hypothetical mean	Standard deviation	SMA	Sample
0.05	1.96	10.469	299	90	14.223	98.6	300

The result of the current research agreed with (Al-Rubaie study, 1997), and the result of the current research differed with the study (Al-Omar, 2000) and the study (Wastani, 2010).

Conclusions

With the data of the current research, the researcher concluded the following that educational counselor are motivated by professional achievement.

Recommendations

In light of the results reached in the current research, the researcher recommends the following:

- 1) The necessity of paying attention to the guides' segment as the pulsating artery for advancing the future of the state through setting up a system and encouraging incentives.
- 2) Urging educational counselors to take advantage of the research tool to reveal the lack of professional achievement motivation in order to develop or enhance this variable for them.
- 3) Continuing to conduct specialized research and studies that develop and improve the extension process.

Suggestions: In light of the results and recommendations, the researcher suggests the following:

- 1) Conducting a study examining the relationship between the professional achievement

motive and other psychological and educational variables such as conciliatory thinking, competitive behavior, and job satisfaction.

- 2) Conducting a similar study for other samples of society, such as teachers, teachers, university professors, and engineers.

Sources

- Al-Asadi, Saad Jassim (2001): Identifying in the field the contributions of the educational counselor in guiding students professionally, *Journal of Educational and Psychological Sciences*, No. (41).
- Daoud, Aziz Hanna, and Anwar Hussein Abdel Rahman (1990): *Educational Research Methods*, Dar Al-Hikma Press for Printing and Publishing, Baghdad.
- Al-Zubaidi, Salman Ashour Majali (2001): *Introduction to Guidance and Guidance*, National Library, Benghazi, Libya.
- Obaidat, Thouqan (1996): *Scientific research, its concept, tools and methods*, Dar Al-Fikr Publishing, Amman, Jordan.
- Al-Qahtani, Abdul-Hadi (2013): *Psychological stress and its relationship to optimism, pessimism and some studied variables among a sample of secondary school students in Al-Khobar Governorate* (unpublished master's thesis), University of Bahrain.
- Melhem, Sami (2000): *Research Methods in Education and Psychology*, Al Masirah House for Publishing and Distribution, Amman, Jordan.
- Obaid, Salem Hamid (2006): *Self-efficacy and its relationship to psychological stability, educational counselors*, (unpublished master's thesis), College of Education, Al-Mustansiriya University.
- Onyewuenyi, C. (2020). Exploring facilitators and barriers to condition self-management in young people with perinatal HIV. *HIV Nursing*, 20(1), 3-7. <https://www.hivnursing.net/index.php/hiv/article/view/95/91>
- Al-Sharbatji, Olga (2006): *Factors affecting workers' practice of organizational citizenship behaviors by application to university hospitals in Syria*, Aleppo University Research Journal, No. (44).
- Al-Rubaie, Talib Abd Salem (1997): *Social Attribution and its Relationship to Anxiety and Achievement Motivation for Employees of State Departments*, (unpublished doctoral thesis), College of Arts, Al-Mustansiriya University.
- Al-Zahran, Hamed Abdel Salam (1988): *Psychological Guidance and Counseling*, World of Books, 2nd Edition, Cairo, Egypt.
- Somali, Maimoona (1993): *Achievement Motivation in the Light of Parental Attitudes among Females in the Age Group (10-12)*, (Unpublished Master's Thesis), King Saud University, Riyadh, Saudi Arabia.
- Al-Amri, Ahmed bin Salem (2002): *Organizational Citizenship Behavior in Hospitals, Ministry of Health, an exploratory study of the opinions of managers*, Journal of King Abdulaziz University, College of Economics and Administration, Saudi Arabia, Volume (16) No. (2).
- Ghulam, Muhammad Abdul-Kadhim (2016): *Educational leadership and achievement motivation and their relationship to organizational citizenship for heads of scientific departments in Baghdad governorate universities* (unpublished doctoral thesis), Ibn Rushd College of Education, University of Baghdad.
- Johnson, L., & Flavell, C. A. (2021). Health Challenges and Comorbidities Experienced by People Living with Human Immunodeficiency Virus in Developed Nations: A Systematic Review. *HIV Nursing*, 21(2), 29-53. <https://doi.org/10.31838/hiv21.02.05>

- Mousa, Farouk Abdel-Fattah (1997): Choosing the Achievement Motivation for Children and Adults, Faculty of Education, Egyptian Renaissance Library, Zagazig University, Cairo, Egyptian Renaissance Library.
- Murudi-Manganye, N., Makhado, L., & Sehularo, L. A. (2021). Integrated Management of HIV and NCDs in Vhembe District, Limpopo Province: A SWOT Analysis for Primary Health Care Facilities. *HIV Nursing*, 21(2), 20-28. <https://doi.org/10.31838/hiv21.02.04>
- Al-Zirjawi, Fadel Mohsen (1999): Foundations of Educational Psychology, Dar Al-Kutub for Printing and Publishing, University of Mosul.
- Al-Aboudi, Mohsen Mousa Symposium (2014): Achievement Motivation and its Relationship to Adaptive Behavior and Social Maturity among Orphans and Non-orphan Students in the Intermediate Stage (published PhD thesis), College of Education, Al-Mustansiriya University.
- Anastasi, A. (1976): Psychological Testing, (4th) New York: Macmillan.
- Maehner, M.L., Sociocultural Origins of Achievement Wadsworth, (1974).
- Bandura, A. (1997): Self Efficacy. The Exercise of Control, New York, W.H. Freeman.
- Tharrington, Donnie Everette (1993): perceived principals Behavior and Reported Teacher Job Satisfaction, Leadership Behavior DATA. 53 / 07