

Achievement Motivation and its Relationship to Critical Thinking Among Nursing Students in the Kingdom of Saudi Arabia

Abeer Alatawi¹, Latifah A.Almater², Khulud Ahmad Rezaq³, Raneen Salem⁴

Abstract

*The study aimed to identify Achievement Motivation and its Relationship to critical thinking among nursing students in the Kingdom of Saudi Arabia. The research sample consisted of 200 male and female students from the College of Nursing in the Kingdom of Saudi Arabia. The researchers used the descriptive approach and the results of the study reached: Summary of the results of the first question: It turns out that the degree of availability of the level of motivation among female nursing students in the Kingdom of Saudi Arabia was (very high), as the general average was (4.5381), with a standard deviation of (.19607). The degree of evaluation of the study dimensions was arranged according to the highest arithmetic mean as follows: 1. The scope and clarity of the goal was rated very high, with an arithmetic average of (4.54). 2. The field of ambition level dimension was rated very high, with an arithmetic average of (4.5478). 3. The domain of perseverance dimension was rated very high, with an arithmetic average of (4.4972). 4. The field of perceived efficiency dimension was rated very high, with an arithmetic average of (4.5294). and It is clear from the level of critical thinking skills among female nursing students in the Kingdom of Saudi Arabia was (very high), as the general average for the second axis was (4.5570), with a standard deviation of (.19470). The degree of evaluation of the study dimensions was arranged according to the highest arithmetic mean as follows: 1. The skill of making predictions dimension was rated very high, with an arithmetic average of (4.5625) 2. The skill of interpretation dimension was rated very high, with an arithmetic average of (4.5680). 3. The skill of evaluating arguments dimension came with a very high rating, with an arithmetic average of (4.5137) 4. The skill of deduction dimension was rated very high, with an arithmetic average of (4.5430). 5. The skill of reasoning dimension came with a very high rating, with an arithmetic average of (4.5900). and It shows that there is a statistically significant correlation between the degree of availability of achievement motivation and critical thinking among nursing students in the Kingdom of Saudi Arabia at a significance level of less than (0.05), and the correlation coefficient was equal to (.336**), which is a high positive value. It indicates the existence of a strong positive relationship between achievement motivation and critical thinking.*

Keywords: *Achievement Motivation, Critical Thinking, Kingdom of Saudi Arabia.*

Introduction

The concept of motivation plays the role of the nerve in psychological life and psychology. Bird points out that the word motivation is a general term that was used to denote the dynamic relationship between the organism and its environment, and that the term does not mean a behavioural phenomenon that can be observed, but rather an idea formed by inference and must From recognizing its existence because individuals do not respond to the situation in one way, and it is inferred from the sequences of behaviour directed towards certain goals, and its achievement leads to the termination of this sequence, and this state works to stimulate the behaviour, activate it and direct it towards the goal, and the existence of the motive can also be inferred from the method of the behaviour involved As the motives are considered an overlapping variable that cannot be seen, but rather it is inferred from the actions and behaviour of the individual (Urdan, T., and Kaplan, A. 2020)

Achievement motivation is one of the most important concepts that were and still is strongly present in research, as it is the engine for achieving goals and self-realization in various fields. The achievement motivation for university students is one of the most important motives and factors that play a decisive role in success or failure. And it has a direct connection with directing him towards planning work and achieving its achievement to excel (Albert, 2005). Murray (1938) defined it as the individual's desire to overcome

¹ Maternity and Child Health Nursing Department, Faculty of Nursing, University of Tabuk, Tabuk P.O. Box 741, Saudi Arabia, Email: asalatawi@ut.edu.sa, (Corresponding Author)

² Nursing Education Department, College of Nursing, King Saud University, Saudi Arabia.

³ Community and Psychiatric Health Nursing Department, Faculty of Nursing, University of Tabuk, Tabuk P.O. Box 741, Saudi Arabia.

⁴ Innovation and entrepreneurship center, University of Tabuk, Tabuk P.O. Box 741, Saudi Arabia.

obstacles, and his tendency to exercise perseverance, struggle, and strive to perform difficult tasks well and quickly whenever possible, and in a way that makes the individual satisfied with himself (Abu Halima, 2018). McClelland and colleagues (1953) defined it as readiness. Relatively stable in personality, it determines the extent of the individual's aspiration and perseverance to achieve success that results in a kind of satisfaction, and that it is the result of the struggle between two goals: achieving success and avoiding failure (Abu Halima, 2018).

And individuals with high achievement motivation attribute their previous successes to their abilities, attribute their failures to factors and forces outside their control, choose situations that involve competitive criteria (money, grades, winning a specific game) and choose medium-difficulty and realistic tasks, while those with low achievement motivation have the motivation to avoid failure. They are stronger than the achievement motive, and they choose easy or very difficult tasks that most people fail at (Abu Ghazal, 2015).

Achievement motivation is the desire to do a good job and succeed in it, and this desire is characterized by ambition and enjoyment in competitive situations and an unbridled desire to work independently, in facing and solving problems and detailing tasks that involve medium risk rather than tasks that do not involve low risk or high risk. Very (Shehadeh, 2012: 16)

Thinking is one of the basic factors in a person's life, and his education has become an urgent necessity. Abu Zina (2011) indicated that we need to think about searching for sources of information, just as we need it in choosing the information needed for the situation and using this information in solving problems, and we also need it for meditation. In the information and judging its validity and accuracy, and the integrity of the conclusions that have been reached. Teaching thinking is like providing the individual with the tools he needs so that he can deal with any kind of information and variables that he brings in the future (Jarwan, 2016)

The development of students' thinking ability is one of the main functions of education at all levels of study, and through all academic investigations. For training and acquisition of thinking skills, and because solving a problem requires the learner to define the solution plans and the information and linking methods required to reach and correct the correct solution (Al-Azab, 2018). Bruner mentioned in Abu Zeina (2011) in this regard states that one of the basic tasks of education is to prepare the individual well to face current and future problems and overcome them by providing him with skills and information that will benefit him in his life, and in accustoming him to organized and sound thinking.

Jarwan (2016) indicated that thinking in its broad sense is a process of searching for meaning in a situation or experience, and the meaning may be apparent at one time and vague at another, and reaching it requires meditation and careful consideration of the components of the situation or experience that the individual goes through.

Critical thinking and creative thinking are among the most important types of thinking that are important for students to acquire at all academic levels because they have a great impact on the education process and the ability to confront and solve problems. The concept of creative thinking refers to the ability to inspire new ideas, while critical thinking appears in evaluating creative ideas and the benefit of applying those ideas (Abu Mahadi, 2011)

Mostafa (2013) believes that teaching thinking helps liberate students' minds, increases their self-esteem and self-learning skills, enables them to deal with life and makes them good citizens. Attia (2015) adds that teaching thinking has become a prerequisite for achieving learning of the required quality, and it is one of the basic goals in the field of education. Because it changes the role of the learner from a passive role that depends on receiving only to a positive, active, participating role.

Therefore, the researchers seek to identify achievement motivation and its relationship to critical thinking among nursing students in the Kingdom of Saudi Arabia.

Research Problem

Critical thinking skill is an essential skill that students need in all learning environments. It benefits students, leads to a deeper understanding of educational content, makes school experiences meaningful, and raises students' achievement levels. Concluding and making a decision or criticism on a scientific and objective basis and following the correct steps for that (Arisoy, Aybek, 2021).

Based on the study of (Al-Zoubi & Suleiman, 2021; Hava, 2021; Al-Hadarb, 2020). Which proved effective in the process of teaching and learning, and recommended conducting more studies in this field. She recommended the study of Arisoy & Ask (2021), which emphasized the need to use learning based on critical thinking in education, because of its impact on student learning.

Therefore, the research problem is summarized by identifying achievement motivation and its relationship to critical thinking among nursing students in the Kingdom of Saudi Arabia.

Aims and Objectives of the Study

Identifying the level of motivation among nursing students in the Kingdom of Saudi Arabia.

Identifying the level of critical thinking skills of nursing students in the Kingdom of Saudi Arabia.

Identifying the relationship of achievement motivation with critical thinking among nursing students in the Kingdom of Saudi Arabia.

Significance of the study:

The study derives its importance from the following points

Scientific importance. The theoretical importance of the current research comes from the fact that it represents a continuation of previous research in the field of the relationship between critical thinking and achievement motivation, especially on the local scale, which lacks similar studies, according to the researcher's knowledge, in addition to dealing with the segment of nursing students in the Kingdom of Saudi Arabia, which was not dealt with in Previous studies are adequate, as it is the first study that dealt with achievement motivation and its relationship to critical thinking among nursing students in the Kingdom of Saudi Arabia.

Practical importance. The applied importance of the current study lies in the fact that it will benefit officials in the education sector with critical thinking and achievement motivation among nursing students in the Kingdom of Saudi Arabia because the results of the study will certainly shed light on how to develop student's achievement motivation as well as develop their critical thinking skills as well, as well as the relationship between them for female students. Nursing is also in the Kingdom of Saudi Arabia, and this would benefit those interested and specialists. Research can also be used in preparing programs to develop critical thinking and motivation for achievement, and in conducting similar research by taking advantage of current research tools.

Terminology of Study

First: Achievement Motivation

Motivation for achievement is defined idiomatically: it is the struggle or struggle for success with competition in light of the criterion of superiority (Jessina; Thomas, 2009: 39).

The researchers defines procedurally: it is the degree obtained by the sample members on the achievement motivation scale used in this study prepared by the researchers.

Second: Critical Thinking

Critical thinking is defined idiomatically as understanding the meaning of something and the ability to analyze, discriminate, judge and develop discriminatory judgments based on criteria through active, continuous and accurate reflection on any belief or supposed form of knowledge, and insight into the reasons that support it and deduce these reasons (Al-Zoubi & Suleiman, 2021, 792).

The researchers defines procedurally: it is the degree that the sample members obtain on the critical thinking scale used in this study prepared by the researchers.

The limits of the study:

This research will be based on the following limits:

Objective limits: The objective limits of this research were limited to achievement motivation and its relationship to critical thinking among nursing students in the Kingdom of Saudi Arabia.

Human limits: The study will be applied to nursing students in Saudi universities

Spatial limits: This study was spatially limited to Saudi universities

Temporal limits: This field study for this research was carried out during the third semester of the academic year 2023.

Theoretical Framework

The second axis: critical thinking

The concept of critical thinking.

Al-Zoubi and Suleiman define it (Al-Zoubi & Suleiman, 2021) as a form of thinking that can absorb the basics, is good at questioning and analyzing, and is based on rigorous inference and through which the basics of the problem can be understood, by following logical rules, asking questions and constantly provoking thinking.

Othman (2021) defines it as the skill of reflective thinking, which means active, continuous and detailed thinking about any belief or supposed form of knowledge, and insight into the reasons supporting it and the additional points that refer to it.

Arisoy & Aybek (2021) defined it as thinking skills. The critic is one of the higher-level thinking skills by which the student subjects information to a set of criteria so that he can reach a conclusion and make a decision or criticism on a scientific and objective basis, and by following the correct steps for that.

The First Axis: Motivation For Achievement

The Concept of Achievement Motivation

Defined (Hadeif, 2018) as the desire to do the work well and achieve success in it and overcome obstacles efficiently, and a sense of the importance of time and planning for the future, and it is also that ambition that drives the individual to persevere to exert effort through behaviours whose achievements are important indicating his desire to the job.

Moqil (2017) defines the motivation for achievement as the individual's desire for success and good performance, the individual's satisfaction with himself, and his interaction with others and with the environment in which he lives.

Achievement motivation is also a term that revolves around the need to overcome difficulties and struggle to meet difficult challenges, and individuals who get high scores in achievement motivation tend to set higher standards for themselves at work and work more diligently than their counterparts who get low scores in achievement motivation (Al-Dakhil and Ahmed, 2019).

It can also be defined as the internal force that pushes the individual towards accomplishing tasks by achieving goals through three dimensions, which are confidence in success, interest in excellence, and preference for attitudes toward achievement (Keshar, 2019).

The researchers believes that achievement motivation is the stimulation of internal motives and incentives that arouse the desire of individuals to achieve success, and this is done through performance and the appropriate action to achieve those successes.

Types of Achievement Motivation

A distinction is made between the types of achievement motivation based on several factors, the most important of which are when comparing an individual to himself first, and when comparing an individual to others, and we classify these types as follows (Abu Sall, 2016).

The motivation of self-achievement: This is meant this motivation that includes the application of internal personal standards in the situation, and it may also include an absolute standard of achievement.

Social achievement motivation: This motivation includes the application of standards of excellence that depend on social comparison in the situation. The individual, while achievement motivation is concerned with future achievements and success.

Achievement Motivation Jobs

There are many jobs and tasks assigned to achievement motivation, as it can achieve several directions for the individual that help him reach his goal, and we will discuss in detail the types of jobs that are specific to achievement motivation as follows (Melhem, 2006), (Al-Darouqi and Abu Sunna, 2021)

The directive function: It is a function that directs the behaviour of individuals towards a specific goal.

The advisory function: This function is formed as a result of the fact that motivation refers to behaviour and the best degree of counselling is the average degree because the lack of counselling leads to boredom in the individual and its large increase leads to distraction.

The transitional function: It is a function that selects and chooses the appropriate behaviour so that the behaviour is directed towards a specific stimulus.

The anticipatory function: a function that establishes the principle of the temporary belief that there is a result of a certain behaviour.

The function that gives rise to motives: It is what drives behaviour towards a goal when it is associated with it more. The behaviour of the individual can be followed by distinct cases, which are: An individual obtains something desirable or undesirable after performing the behaviour.

The end of a desirable and undesirable situation as a result of the behaviour of the individual.

Dimensions of Achievement Motivation

For the individual to have a strong motivation for achievement, the availability of several dimensions that may complement each other, and through which the extent of the individual's achievement motivation can be measured, and these dimensions are as follows (Al-Mursi, 2018):

Perseverance: It represents the individual's keenness to complete the work he started in a way that suits his ability and at the same time leads to not getting frustrated easily.

Ambition: It means that the individual has planned ambitions, achieves them and proves his competence among his colleagues and the desire to excel.

Pursuing the goal: the individual has clear goals and a great ability to bear responsibility, and his relentless pursuit to achieve his goal and his eagerness to invest his time.

Curiosity: It is the desire to know a lot about the components of the environment in which the individual lives, trying to explore, investigate and reflect on them.

Fear of failure: It means the extent to which the individual doubts his abilities and knowledge, which is accompanied by psychological and physical changes as a result of anticipating the danger that will fall on him.

Factors Causing Achievement Motivation

Al-Khayyat (2010) points out that there are factors that lead to a change in levels of achievement motivation, which are:

The environmental challenge: The process of measuring achievement motivation is based on the way individuals are challenged and stimulated to urge them to achieve, and it also goes to people who show high and active motivation to achieve when they work unusually or when they are victims of social intolerance.

The religious values of the parents: It is known that the methods of raising a child within the family are greatly influenced by the values of the parents, which are represented by their religious views, and therefore they - that is, the values of the parents - exercise an indirect effect on the level of achievement motivation of the children.

The family: The family takes different forms in different cultures. The family forms in which one of the parents is absent from the family and the son lives with one of them may be the most influential in achievement. The arrangement of the child in the family may also play an important role in determining the level of his motivation for achievement. So that it can be said that the eldest child in the family has a high motivation for achievement because parents can insult him and direct him to high levels.

Methods of upbringing: The methods followed by the parents in raising the child are the important factor in the emergence of the characteristic of achievement motivation and determining its level. And their mastery of certain skills all of this generates a high motivation for their achievement.

Characteristics of People with Achievement Motivation

McClelland identified some of the characteristics of individuals with a drive for achievement. They tend to calculate the risks and face the challenges involved in different situations. They also study situations to see results, which allows them to feel satisfied with successes regardless of the material return. For them, money is only important as a source of feedback. Level of their performance at work, in addition to that they have a distinct future orientation, they think about the future and plan for it in what McClelland called "anticipating future possibilities." (Miner, J.B., 2005)

Abraham Maslow referred to people with high achievement motivation as the ones who achieved themselves by having a set of characteristics, which Maslow summarized as follows:

Awareness: It includes the individual's realization of his different capabilities and potentials while having a clear vision and perception of the outside world, in addition to the relentless pursuit of acquiring new experiences. They also have their criteria, as they focus on the end, not the means.

Clarity: They are spontaneous and value human bonds and social relationships that involve feelings of trust. They are selective in their relationships with their peers, free from personal bias, and have acceptance of all people, regardless of their backgrounds and orientations.

Freedom: We find that those with high motivation for achievement enjoy independence, calmness, freedom of creativity, and acceptance of others without imposing opinions in an authoritarian manner.

Confidence: They have a high level of self-confidence and a strong belief in their abilities and their role in life. They are socially interactive and have acceptance with others and the ability to accept their shortcomings. They are also characterized by moodiness and constant mental preoccupation. (Angler, 1991).

Shostrom noted that the person who achieves the required satisfaction of his desires enjoys activity, vitality, motivation, ambition, poise, and realism, in addition to social honesty, responsibility, and self-confidence. (Abdul Wahed, 2014)

Characteristics of Critical Thinking

Critical thinking is characterized by several characteristics and features, as follows, according to (Al-Shammari and Al-Rasheed 2021):

Critical thinking is a positive and creative activity: the gifted student who masters critical thinking has a flexible personality, that is, he is understanding and capable of dialogue, discussion and problem-solving, and is creative in many aspects, whether scientific or practical. impossible.

Critical thinking is a process, not just a product: what is meant is that one must fully understand, make assumptions and possibilities, and try to reach the desired end before giving up and accepting the outcome, whatever it is.

Its expression changes with the context in which it appears: gifted students who think critically see things differently, and all of this is internal. They analyze things, conclude and extract results, and then reveal them through their writings or conversations and discussions.

It is provoked by negative and positive events: events that have a great impact on life are considered to stimulate internal critical thinking, and this is not shown by behaviour, but events are classified and inferred invisibly, whether the event is positive or negative, which prompts the gifted student to reformulate some matters.

It is considered an emotional and rational activity together: any event that may occur leads to stimulating the gifted student's critical thinking emotionally and rationally in a thoughtful manner far from recklessness.

Critical thinking is a developable skill: thinking can be developed gradually through situations, experiences, and learning.

And that the most important characteristics of critical thinking are that the gifted student has distinguished thinking by presenting some important questions and problems, collecting evidence, and being flexible in absorbing the information completely, integrating it with several aspects, analyzing it, and drawing conclusions with strong evidence, while overcoming confusion, and this is consistent with the results of the study (Khold, 2018).

Critical Thinking Skills

Happiness Issue (2020) Critical thinking skills are as follows:

The skill of predicting assumptions: It is the ability to identify assumptions that are suitable as a preliminary solution to the issue at hand.

Deduction skill: It is the ability in which we use our knowledge and skills to distinguish between the degrees of truth or error of a result according to the degree of its relevance to the given information.

Interpretation skill: It is the ability to understand and express the meaning and importance of many available facts or the ability to give justifications, or draw a certain conclusion in the light of observed facts and events.

The skill of deduction: it is the ability to understand the relationships between facts and to judge the extent to which a result is linked between those facts, regardless of the validity of the facts or the opinion of the learner.

The skill of evaluating discussions: It is the ability to distinguish between strengths and weaknesses in judging a specific issue or incident in the light of available evidence.

The Importance of Critical Thinking

Critical thinking is one of the most important cognitive skills that an individual can develop through the practice of planned thinking. On the other hand, critical thinking contributes to many positive changes in the lives of individuals at the professional and personal levels. Individuals who are highly skilled in critical thinking can self-correct. And the possibility of developing solutions-oriented ideas away from emotion, and this, in turn, gives them high personal skills that enable them to process and analyze information more effectively, and highlights the importance of critical thinking, as indicated by each (Osman, 2021) in the following:

A high level of knowledge: Critical thinking searches for specific issues and requires thinking about them and increasing the knowledge surrounding this issue and studying all its facts to reach a specific result. Thus, the individual acquires more objective knowledge of the issues and positions he is looking for.

A high level of creativity: Critical thinking enhances the level of creativity among individuals. The more individuals use critical thinking and provide it in various fields to solve problems, the greater their ability to innovate and become creative to reach the desired solutions. Critical thinking provides a wide space for the individual to analyze and modify ideas, which creates space and More scope for creativity.

It raises the level of independence for individuals, as critical thinking is the key to independence, through which individuals can be encouraged to form their ideas and make appropriate decisions.

It raises the level of the linguistic outcome. Critical thinking contributes to raising the linguistic outcome of individuals through their search for a specific topic. On the other hand, it enhances their ability to express themselves by using words and texts to clarify specific problems and issues, which helps them improve their language skills.

Enhancing teamwork. Critical thinking helps to enhance teamwork as it encourages the individual to be more accepting and open to the views of others and respect them. This contributes to improving relations among them and enhances the capabilities of teamwork.

Raising the efficiency of decision-making, as critical thinking helps in raising the efficiency of decision-making through its ability to pose problems, analyze them, and reach the best decisions to solve problems, and this helps individuals in dealing with problems and leads to raising the efficiency of decision-making.

Components of Critical Thinking

The process of critical thinking depends on four components, each of which is related to the other, and none of them can be dispensed with to fully complete thinking. These components are (Jary, 2021):

The knowledge base: the stock of knowledge that gifted students possess, the beliefs that the individual believes in and their necessity for each contradiction.

External events: These are the stimuli that make the student feel contradictory as a result of the events that occur, and these stimuli vary according to the ambiguity and clarity of the students.

The Personal Theory: Through the knowledge and stock of knowledge that the gifted student forms, he has a personality that distinguishes him from others, such as an opinion or belief, and affects divergence and rapprochement.

Contradiction: It begins with a worried look and then ends with searching for sources of information and realizing the contradiction in the information.

Critical Thinking Standards

There are basic criteria that should be met in critical thinking. Al-Mabrouk (2019) outlined several criteria for critical thinking, as follows:

Clarity: It is considered one of the most important criteria for critical thinking because it is the first and the main entrance to it. You will not be able to judge in any way if you cannot understand. The phrase must be clear, and the intentions and wording understood to be able to understand and reach the goals that the speaker seeks to deliver.

Validity: The statement is intended to be correct, clear and reliable from sources.

Accuracy: Giving the subject its right without an increase or decrease, and the concept of (equality) can be applied, which can only be applied to clear and correct statements.

Connection: means the degree of compatibility between the question, discussion, or statement with the topic of discussion, or the problem at hand.

Depth: When the problem is complex, it must be commensurate with the problem related to the topic, and reach the depth that satisfies the idea to be talked about.

Breadth: One of the characteristics of critical thinking is breadth and comprehensiveness that is taken from all aspects, and covers the subject with the aim of understanding.

Logic: The most important characteristic of critical thinking is the organization of ideas and their gradual sequence, organization and interdependence to reach a clear meaning.

Brigel (2019) indicated that critical thinking skills must be characterized by a high degree of clarity and the ability to understand accurately through detail and clarification, with the individual using evidence-supported results and expressions and expressing them accurately and in clear detail with the interdependence of events.

Stages of Critical Thinking

The process of critical thinking goes through several stages that may not be sequential, but they are simultaneous, that is, they occur at the same time, as mentioned by Gary (2021):

Exciting Event: A state of stress in a gifted student that occurs suddenly and unexpectedly.

Evaluation: According to what happened in the previous exciting event, the situation is evaluated, and it requires examining all the information and data related to the situation.

Exploration: focusing on differences and trying to discover new ideas away from contradiction.

Developing an Alternatives Perspective: Trying to adopt alternative assumptions and beliefs regarding the exciting situation based on experience and expertise.

Integration: Trying to reach a state of balance according to behaviours and assumptions.

Previous Studies

The previous studies were divided into three attempts, and the studies were arranged from the newest to the oldest

The First Axis: Previous Studies That Dealt with Achievement Motivation.

A study conducted by (Salama, 2022) this study aims to investigate nursing students' attitudes toward the nursing profession and its relationship with their achievement motivation. The results of this study have shown the following most important findings: 1. The highest dimension of Attitude toward the nursing profession was the Economic aspect of the profession (91.23 ± 3.51). While the lowest Attitude toward the nursing profession was the Cultural and educational aspect of the profession (60.46 ± 2.82). 2. The highest dimension of Achievement motivation was feeling the importance of time (80.49 ± 7.3). While the lowest Achievement motivation was perseverance (73.90 ± 6.5). 3. There was a positive statistically significant relation between attitude toward the nursing profession and achievement motivation dimensions' scores among nursing students. 4. There were positive statistically significant correlations among all dimensions of attitude toward the nursing profession of studied nursing students. 5. There were positive statistically significant correlations among all dimensions of achievement motivation of studied nursing students. 6. The positive significant relationship between attitude toward the nursing profession and achievement motivation dimensions' scores among nursing students. 7. The nursing students' academic year and gender are significant predictors for nursing students' perceived attitude toward nursing profession scores. 8. Only the academic year is a significant predictor of nursing students' achievement motivation scores.

A study conducted by (Bosman Butarbutar, 2022). This study's objective is to determine and analyze more related to the effect of work discipline and compensation on employee performance through work motivation as an intervening variable (case study: the secretariat of the parliament of the province of DKI Jakarta). The research method used is a quantitative research method with causal. The research population is the Employees of the Secretariat of the parliament of the province of DKI Jakarta, the status of civil servant with a total sample of 100 respondents. Methods of data analysis using SEM-PLS. And the results indicated that compensation does not significantly affect work motivation. Work discipline has a significant effect on work motivation. Compensation does not have significant leverage on employee performance. Work discipline has a significant effect on employee performance. Work motivation has a significant impact on employee performance. Work motivation has no impact on mediating compensation on employee performance. However, work motivation is influential in mediating work discipline on employee performance.

A study was conducted (Tokan, 2019). The purpose of this study is to determine the direct effect of intrinsic and extrinsic motivation on learning behaviour; the direct effect of intrinsic and extrinsic motivation and learning behavioural on learning achievement; the indirect effect of intrinsic and extrinsic motivation from learned behaviour to learning achievement; and the influence of intrinsic and extrinsic motivation and learning behaviour on the learning achievement of the biology education department students of FKIP Undana. This is a correlation study, consisting of three independent variables and one dependent variable. Data collection was done by a questionnaire and a document of learning achievement. Data were analysed

descriptively and inferentially with path analysis. The results show that intrinsic motivation has a direct effect on learning behaviour and that both directly affect learning achievement; intrinsic and extrinsic motivation and learning behaviour jointly affect the learning achievement of the students of the biology education department.

The Second Axis: Previous Studies That Dealt with Critical Thinking

A study conducted by (pleasant, 2022). This research aims to explore the effectiveness of flipped classroom method on academic achievement and critical thinking development of female students at Arab Open University. To answer the research questions and examine its hypotheses, a quasi-experimental approach was adopted. The sample consisted of 40 female students; 20 of them were assigned to an experimental group in which they studied the course using flipped classroom method, and 20 of them were assigned to the control group in which they studied the course using the conventional method. The research instruments consisted of an academic achievement test and a critical thinking test, that were applied before and after the intervention on both groups. Findings showed that there were statistically significant differences between the mean scores of the experimental group and the control group in favour of the experimental group in terms of the achievement test. Furthermore, findings also indicated that there were statistically significant differences between the mean scores of the experimental group and the control group on the post-application of the critical thinking test in favour of the experimental group.

A study conducted by (Boumediene, 2022). This study examines the efficacy of developing critical thinking skills through reading literature. In EFL teaching, reading critically requires portraying how a piece of writing illustrates the main theme. Analyzing the components of any piece of literature including the subject, characters, plot and setting is a conventional activity for learners to be able to analyze and understand literary works. This paper aimed to find out a relationship and a link between critical thinking skills and literature reading strategies. This study has a qualitative nature based on a descriptive method that seeks to depict students' perceptions and skills while reading literature. The main findings revealed that through various reading strategies involving interpretation, inference, argumentation, evaluation and investigation of key concepts found in texts, readers and students will be able at last to develop their critical thinking skills.

A study conducted by (Al-Shanqeeti, 2020). The particular aim of this investigation is to establish whether there is any interrelation between critical thinking and English language learners' writing development. The working hypothesis for this study is that L2 writing skills are often contingent on a student's critical thinking (CT) abilities among other metacognitive faculties. A group of EFL (English as a foreign language) undergraduate students (n= 55) at a Saudi Arabian public university participated in the current study. Throughout the process of the eight-week investigation, the study subjects took a test in CT, wrote passages and convened for a brief interview (n= 20) to identify how students conceptualise CT and utilize it in their EFL classes. Contributing to the realms of L 2 writing and metacognitive development in the Saudi EFL context, the current study contributes further evidence, which suggests that CT is well-conceptualized by EFL students and has a positive impact on their L 2 writing development and in particular; on deduction and evaluation skills

The Third Axis: Previous Studies That Dealt with Achievement Motivation and its Relationship to Critical Thinking.

A study was conducted by (PRIMASARI; MIARSYAH, & RUSDI, 2020). This study aimed at determining the correlation among three variables i.e. critical thinking skills, motivation, and scientific literacy possessed by high school students. The research used a quantitative approach to explore the correlation among the variables observed. The total samples were 124 X MIPA graders selected using the simple random sampling technique. The data collection was carried out by providing test instruments to measure students' critical thinking skills, motivation, and scientific literacy. All variables then were analyzed using multiple linear regression. The results showed that (1) there was a positive correlation between the critical thinking skill and scientific literacy (11.83%), (2) there was no significant correlation between motivation and scientific literacy, and (3) both predictors (i.e. critical thinking skill and motivation) were able to predict the criterion

(scientific literacy) (22.56%). It is suggested to optimize students' critical thinking skills and motivation to sharpen students' scientific literacy.

A study conducted by (Astuti; Sumantri, 2018). This research aims to recognize the relationship between achievement motivation and critical thinking with the ability to read comprehension for an elementary school in Pondok Bambu 14 Pagi. The method of study used is the relational quantitative method. The technique of data analysis which is used to process data is descriptive analysis technique and inferential analysis with 45 samples. The results of the study are that: (1) there is a significant positive relation between achievement motivation and ability to read comprehension. (2) There is a significant positive relation between critical thinking and ability to read comprehension. It means that the meaning of critical thinking has a direct relation to the ability to reading comprehension, the stronger the student has critical thinking higher the ability to read comprehension. (3) There is a significant positive relation between achievement motivation and critical thinking together with the ability to read comprehension. It means that achievement motivation and critical thinking gives contribution to the ability to read comprehension contributions. achievement motivation contribution and critical thinking can increase the outcome of the ability to read comprehension.

A study conducted by (SEMERCI, 2011). This research aims to address the general relationships between achievement-focused motivation and critical thinking. The survey method has been used in the research. In this research, regression analysis has been done. The study sample included a total of 772 students in Turkey, attending the Faculties of Education, Atatürk University (216 students), Cumhuriyet University (110 students), Fırat University (331 students) and Yüzüncü Yıl University (115 students). Data were collected in the spring of 2010. Two scales were applied to the students at the same time; one of them was the achievement-focused motivation (AFM) scale, developed by Semerci (2010) and the other one was the critical thinking scale. The initial critical thinking scale (the California Critical Thinking disposition inventory: CCTDI) was first developed by Facione et al. (1998), and it was adapted to the Turkish system by Kökdemir (2003). Of the 772 students participating in the study, 396 are male (51.3%) and 376 are female (48.7%). Most of the correlations between sub-dimensions of "achievement-focused motivation" and sub-dimensions of "critical thinking skills" were found positive. In this study, there is a correlation of 0.34 between AFM and general critical thinking. Results of the multiple regression analysis regarding the prediction of AFM demonstrate that CT is a significant instrument for the prediction of AFM. As a result of this study, the following statement is suggested: While teaching students how to gain AFM

Comment on Previous Studies

General comment on previous studies From the presentation of previous studies, it becomes clear to us the following:

The descriptive method was used in most of the previous studies. This is due to its suitability for this type of study, and most of the studies used the questionnaire as a data collection tool.

The lack of studies that dealt with achievement motivation and its relationship to critical thinking among nursing students in the Kingdom of Saudi Arabia

This study benefited from previous studies by enriching the theoretical and practical dimensions included in it, building the questionnaire for the study; Which contributed to the construction of the study tool, its comprehensiveness and validity, and the identification of statistical treatments, and it is also possible to benefit from its results by comparing them with the results of this study and knowing the compatibility or difference between them.

Study Methodology and Procedures

First - the study methodology

According to the nature of the current study, the appropriate method is the descriptive method in its (correlational survey) style. The survey method helps in knowing achievement motivation and its relationship to critical thinking among nursing students in the Kingdom of Saudi Arabia

Second: The study population and sample:

First: the study population:

The study population consisted of male and female students from 3 Colleges of Nursing in the Kingdom of Saudi Arabia during the following semester 1444.

Second: The study sample.

Due to the large size of the study population and the researcher's inability to apply the study to the entire community due to time constraints, the researchers chose a sample using a simple random sampling method, and their number reached (200) male and female students.

Third: Characteristics of the study sample:

Frequencies and percentages were calculated for the research sample members according to the variables:

(Gender).

Table1. Distribution of Study Individuals According To (Gender)

Gender	Frequency	Percent
Male	69	34.5
Female	131	65.5
Total summation	200	100%

It is clear from the previous table that (34.5%) of the total study individuals are male, and (65.5%) of the total study individuals are female.

Fourth: Study tool

After reviewing previous studies related to the research topic and using the theoretical framework of the research, the researchers built and developed the questionnaire as a tool for collecting study data. Because it is suitable for achieving the objectives of the study and answering its questions

Fifth: Building the study tool:

The study tool (questionnaire) was designed with the aim of identifying achievement motivation and its relationship to critical thinking among nursing students in the Kingdom of Saudi Arabia. The researchers prepared the questionnaire in its initial form, by reviewing the literature related to the research objective, as well as after reviewing previous studies. And reviewing its tools related to the topic of the current study, where the questionnaire consisted of two main axes, as follows:

The first axis: the level of motivation among nursing students in the Kingdom of Saudi Arabia, and it consists of (36) paragraphs divided into four dimensions (the scope and clarity of the goal; the field of ambition level; the domain of perseverance; the field of perceived efficiency)

The second axis: the level of critical thinking skills among female nursing students in the Kingdom of Saudi Arabia, and it consists of (23) paragraphs divided into five dimensions (the skill of making predictions; the skill of interpretation; the skill of evaluating arguments; the skill of deduction; the skill of reasoning)

Sixth: The validity of the study tool.

The validity of the tool means ensuring that it will measure what it was designed to measure, just as validity means “the questionnaire’s inclusion of all the elements that must be included in the analysis on the one hand, and the clarity of its paragraphs and vocabulary on the other hand, so that it is understandable to everyone who uses it (Al-Assaf, 1433 AH: 310).” The researchers verified the validity of the study tool by doing the following:

The apparent validity of the tool (arbitration):

After completing the construction of the study tool, it was presented to a number of specialized faculty members. In order to guide their opinions, the arbitrators were asked to express their opinion on the clarity of the statements, their suitability for what they were designed for, and the suitability of the statements for the axis to which they belong, while making amendments and suggestions through which the questionnaire could be developed.

The arbitrators’ observations were taken into account, and the statement agreed upon by the arbitrators was approved by more than 85%. Thus, the questionnaire became in its final form after ensuring its apparent validity, consisting of (56) items divided into two main axes.

Construct Validity of The Study Tool

After confirming the apparent validity of the study tool (the questionnaire), the researchers calculated the Pearson correlation coefficient to determine the construct validity of the questionnaire, where the correlation coefficient was calculated between the score of each statement of the questionnaire and the total score of the axis to which the statement belongs, as follows:

The first axis: the level of motivation among female nursing students in the Kingdom of Saudi Arabia.

Table2. Pearson Correlation Coefficient Between Each Item and the Total Score for the First Axis

First: the scope and clarity of the goal		Second: the field of ambition level		Third: the domain of perseverance		Fourth: the field of perceived efficiency	
n	Correlation	Correlation		Correlation		Correlation	
1	.704**	1	.764**	1	.815**	1	.455**
2	.783**	2	.795**	2	.790**	2	.623**
3	.679**	3	.815**	3	.880**	3	.596**
4	.769**	4	.757**	4	.817**	4	.425**
5	.750**	5	.835**	5	.859**	5	.502**
6	.776**	6	.841**	6	.840**	6	.601**
7	.699**	7	.880**	7	.907**	7	.466**
8	.800**	8	.823**	8	.802**	8	.517**
9	.770**	9	.773**	9	.868**	9	.309**

**Significant at the significance level of 0.01

* Significant at the significance level of 0.05

It is clear from the previous table that the correlation coefficients between the items and the total score for the first axis were all good and acceptable. All of them were significant at a significance level less than or equal to (0.05).

The second axis: the level of critical thinking skills among nursing students in the Kingdom of Saudi Arabia

Table3. Pearson Correlation Coefficient Between Each Item and the Total Score for the Second Axis

First: the skill of making predictions		Second: the skill of interpretation		Third: the skill of evaluating arguments		Fourth: the skill of deduction		Fifth: the skill of reasoning	
n	Correlation	Correlation		Correlation		Correlation		Correlation	
1	.804**	1	.595**	1	.693**	1	.490**	1	.559**
2	.763**	2	.639**	2	.718**	2	.638**	2	.705**
3	.628**	3	.556**	3	.598**	3	.592**	3	.531**
4	.473**	4	.325**	4	.668**	4	.611**	4	.458**
		5	.478**			5	.582**	5	.615**

** Significant at the significance level of 0.01

* Significant at the significance level of 0.05

It is clear from the previous table that the correlation coefficients between the items and the total score for the second axis were all good and acceptable. All of them were significant at a significance level less than or equal to (0.05).

Seventh: Stability of the study tool:

The stability of the study tool was confirmed using the Cronbach's Alpha equation after applying it to the study sample. The following table shows the reliability coefficients according to the Cronbach's Alpha equation for the various axes of the questionnaire.

Table4. Reliability Coefficient Values According to Cronbach's Alpha Equation for the Various Axes of the Study Tool

The main axes	the dimensions	Reliability coefficient using Cronbach's alpha method
the level of motivation among nursing students in the Kingdom of Saudi Arabia	First: the scope and clarity of the goal	.898
	Second: the field of ambition level	.933
	Third: the domain of perseverance	.948
	Fourth: the field of perceived efficiency	.694
the level of critical thinking skills among nursing students in the Kingdom of Saudi Arabia	First: the skill of making predictions	.544
	Second: the skill of interpretation	.212
	Third: the skill of evaluating arguments	.386
	Fourth: the skill of deduction	.354
	Fifth: the skill of reasoning	.533
Overall score of the instrument (overall reliability)		.752

The results of the previous table indicate that the reliability coefficients using the Cronbach alpha method were appropriate for the purposes of scientific research. It was the lowest reliability coefficient for the second dimension: the skill of interpretation from the second axis, reaching (0.212), while the highest reliability coefficients for the third dimension: the domain of perseverance from the first axis amounted to (0.623). The results of the previous table also indicate a high Reliability coefficients using Cronbach's alpha method on the total score reached (0.752).

Calculating Grades on The Study Tool

After the study tool was applied to the study sample, the researchers monitored the scores using a five-point Likert scale, where each statement has five levels, so that a score is given for each level of agreement,

as follows: score (1) for response (very low), and score (2) for response. (low), score (3) for response (medium), score (4) for response (high), and score (5) for response (very high).

Eighth: Data analysis methods:

The researchers used the statistical program (Spss) to analyze and process the study data statistically (Statistical Package for Social Sciences), and then the researchers extracted and interpreted the results.

The statistical methods used in the current study were as follows:

Frequencies and percentages to identify the primary data of the study

Arithmetic means, standard deviations, and ranking of the study sample's responses to the statements according to the degree of agreement. To judge the degree of agreement for the paragraph, the following classification was adopted:

The degree of agreement is very low, when the average value ranges from 1 to 1.80.

The degree of agreement is low, when the average value ranges from 1.81 to less than 2.60.

The degree of agreement is moderate, when the average value ranges from 2.61 to less than 3.40.

The degree of agreement is high, when the average value ranges from 3.41 to less than 4.20.

The degree of agreement is very high, when the average value is 4.21 out of less than 5.

Cronbach's alpha equation, to verify the stability of the study tool.

Pearson correlation coefficient, to verify the internal consistency (construct validity) of the study tool statements, as well as to verify the correlation between achievement motivation and its relationship to critical thinking among nursing students.

Interpretation and Discussion of Results

This presents a presentation of the results reached by the current study, by displaying the responses of the study sample members to the tool's statements, processing them statistically, arriving at the results, analyzing and interpreting them, in light of theoretical frameworks and previous studies related to the subject of the study. The researchers discuss and interprets the results reached by the study. , by answering her questions.

Answer to the first question: What is the level of motivation among nursing students in the Kingdom of Saudi Arabia ?

To learn about what is the level of motivation among nursing students in the Kingdom of Saudi Arabia; The arithmetic means, standard deviations, and total score were calculated as follows:

The first axis: the level of motivation among female nursing students in the Kingdom of Saudi Arabia

Table5. Arithmetic Means, Standard Deviations, and Total Score for the Statements for The Scope and Clarity of the Goal Dimension

N	Paragraph	Mean	Std. Deviation	Class
First: the scope and clarity of the goal				
.1	I make an effort to achieve a valuable goal	3.91	1.001	Agree

.2	I make sure to set realistic goals for myself	4.06	.889	Agree
.3	I make a plan for my future	4.07	1.015	Agree
.4	I prepare for the exam early enough	3.39	1.056	indifferent
.5	If I start doing something, I don't stop until I finish it	3.96	.997	Agree
.6	I feel that I have the courage and steadfastness towards different situations	3.39	1.202	Agree
.7	When I find an obscure point in the lesson, I try to use references to find out	3.64	1.237	Agree
.8	I organize my time to study from the beginning of the academic year to achieve excellence	3.71	1.036	Agree
.9	I make a plan to carry out the daily chores	4.05	.928	Agree
The total score for the first dimension		3.83	.7767	Agree
Second: the field of ambition level				
.1	I strive for success because it earns me respect	3.95	1.079	Agree
.2	I persevere to be successful among people	3.93	1.025	Agree
.3	I like to be among the top achievers in my class	3.79	1.000	Agree
.4	I make a clear effort to get high marks	3.69	1.082	Agree
.5	I like doing things that don't take a long time to complete	3.84	.948	Agree
.6	Duty is hard to neglect	3.62	1.010	Agree
.7	I get anxious and upset when I feel like I'm wasting my time	3.76	.983	Agree
.8	When I am the standards I set for my consideration of my lessons are very high	3.84	1.000	Agree
.9	I like to participate in activities that require special abilities to excel	3.73	.991	Agree
The total score for the second dimension		3.7950	.81855	Agree
Third: the domain of perseverance				
.1	If I don't reach my goal, I keep doing more	3.74	.983	Agree
.2	I work very hard and diligently in any work I do for fear of failure	3.86	1.023	Agree
.3	When the teacher is explaining the lesson I do my best to pay attention	3.85	1.071	Agree
.4	When a teacher asks a difficult question, I try as much as possible to come up with the right answer	3.69	1.128	Agree
.5	I am keen to prove my competence among my colleagues	3.91	.912	Agree
.6	I feel very motivated about whatever work I do	3.85	.981	Agree
.7	I am characterized by a strong will	3.71	1.036	Agree
.8	He insisted on completing the work, even if it was difficult	3.70	1.070	Agree
.9	I don't get discouraged easily	3.80	.986	Agree
The total score for the third dimension		3.7894	.85954	Agree
Fourth: the field of perceived efficiency				
.1	I accept my problems	3.69	1.141	Agree
.2	I have the will to win any competition	3.62	1.159	Agree
.3	I do the work entrusted to me correctly	3.65	1.111	Agree
.4	The organization is one of my favourite qualities	3.56	1.163	Agree

.5	I do whatever is asked of me, no matter how difficult it is.	4.35	.715	Strongly Agree
.6	I don't leave today's work for tomorrow	4.53	.694	Strongly Agree
.7	I feel unable to keep my promises	4.52	.687	Strongly Agree
.8	I feel tired shortly after starting work	4.44	.854	Strongly Agree
.9	I get upset when my resolve weakens	4.50	.665	Strongly Agree
The total score for the fourth dimension.		4.095	.5036	Agree
The total score for the first axis		3.8785	.67879	Agree

It is clear from the previous table that the degree of availability of the level of motivation among female nursing students in the Kingdom of Saudi Arabia was (Agree), as the general average was (3.8785), with a standard deviation of (.67879).

The researchers explains this by saying that the sample members are available among the students of the College of Nursing

I accept my problems, The organization is one of my favorite qualities, I do whatever is asked of me, no matter how difficult it is, I feel tired shortly after starting work I get upset when my resolve weakens, When a teacher asks a difficult question, I try as much as possible to come up with the right answer, I make an effort to achieve a valuable goal.

Answer to the second question: What is the level of critical thinking skills of nursing students in the Kingdom of Saudi Arabia ?

To learn about the level of critical thinking skills of nursing students in the Kingdom of Saudi Arabia; The arithmetic means, standard deviations, and total score were calculated as follows:

The second axis: the level of critical thinking skills among female nursing students in the Kingdom of Saudi Arabia.

Table6. Arithmetic Means, Standard Deviations, And Total Score for The Statements for the Critical Thinking Skills Axis Among Female Nursing Students in The Kingdom of Saudi Arabia

N	Paragraph	Mean	Std. Deviation	Class
First: the skill of making predictions				
.1	He proposes assumptions according to the positions presented to him.	4.32	.728	Strongly Agree
.2	It weighs the proposed assumptions	4.79	.596	Strongly Agree
.3	Investigates untrue assumptions in light of the content of a particular situation	4.74	.533	Strongly Agree
.4	Makes a judgment about the most plausible assumptions given the given situation	4.40	.584	Strongly Agree
The total score for the first dimension		4.5625	.39924	Strongly Agree
Second: the skill of interpretation				
.1	He judges the proposed conclusions if they are logically related to the information presented to him	4.39	.600	Strongly Agree
.2	Suggested interpretations that are not consequential to the data contained in the situation are excluded	4.76	.483	Strongly Agree
.3	He weighs the different explanations to extract the weaker cause	4.56	.599	Strongly Agree

.4	Determines the reasons for or against the result	4.49	.576	Strongly Agree
.5	Support his answers with logical evidence	4.64	.610	Strongly Agree
The total score for the second dimension		4.5680	.28244	Strongly Agree
Third: the skill of evaluating arguments				
.1	He makes a plan to help him in his work	4.39	.678	Strongly Agree
.2	He anticipates the obstacles that could hinder his work and how to deal with them	4.67	.626	Strongly Agree
.3	Determines the means that help him implement his plan to the fullest	4.51	.657	Strongly Agree
.4	Distinguish between strong arguments and weak arguments based on their importance	4.48	.657	Strongly Agree
The total score for the third dimension		4.5137	.38843	Strongly Agree
Fourth: the skill of deduction				
.1	He arrives at a conclusion based on the existence of two premises	4.46	.592	Strongly Agree
.2	Read the inferences that follow the statements and decide whether they follow them	4.59	.620	Strongly Agree
.3	It entails general instructions, rules and provisions	4.50	.610	Strongly Agree
.4	Linking theory and practice	4.56	.639	Strongly Agree
.5	It goes from the part to the whole	4.61	.647	Strongly Agree
The total score for the fourth dimension.		4.5430	.32847	Strongly Agree
Fifth: the skill of reasoning				
.1	Compares previous experiences with new situations and experiences	4.39	.607	Strongly Agree
.2	Considers the interrelationships and diversity of the issues at hand	4.87	.463	Strongly Agree
.3	He decides the possibility of generalizing previous experiences to real situations	4.64	.595	Strongly Agree
.4	He reaches a conclusion based on previous experiences	4.47	.584	Strongly Agree
.5	Use criteria that must be applied to infer new information	4.60	.658	Strongly Agree
The total score for the fifth dimension		4.5900	.34539	Strongly Agree
The total score for the second axis		4.5570	.19470	Strongly Agree

It is clear from the previous table that the level of critical thinking skills among female nursing students in the Kingdom of Saudi Arabia was (very high), as the general average for the second axis was (4.5570), with a standard deviation of (.19470).

This indicates the agreement of the study members, students of the College of Nursing in the Kingdom of Saudi Arabia, about...

He proposes assumptions according to the positions presented to him, It weighs the proposed assumptions, Investigates untrue assumptions in light of the content of a particular situation, Makes a judgment about the most plausible assumptions given the situation given, He makes a plan to help him In his work, he anticipates the obstacles that could hinder his work and how to deal with them, It entails general instructions, rules and provisions, Considers the interrelationships and diversity of the issues at hand

Answer to the third question: What is the relationship between achievement motivation and critical thinking among nursing students in the Kingdom of Saudi Arabia ?

To determine the relationship between achievement motivation and critical thinking among nursing students in the Kingdom of Saudi Arabia; The Pearson correlation coefficient was calculated using the Pearson correlation test between achievement motivation and critical thinking, and the results were as follows:

Table7. The Relationship Between Achievement Motivation and Critical Thinking

		critical thinking
achievement motivation	Pearson correlation coefficient	.336**
	Significance level	.000
	the number	200

From the previous table it was shown that there is a statistically significant correlation between the degree of availability of achievement motivation and critical thinking among nursing students in the Kingdom of Saudi Arabia at a significance level of less than (0.05), and the correlation coefficient was equal to (.336**), which is a high positive value. It indicates the existence of a strong positive relationship between achievement motivation and critical thinking. When comparing this result with the results of previous studies, it became clear to the researchers that the relationship between achievement motivation and critical thinking was not included in those studies.

Conclusion

Results

Summary of the results of the first question:

The results of the study showed the first question, which stated: What is the level of motivation among nursing students in the Kingdom of Saudi Arabia ?

It turns out that the degree of availability of the level of motivation among female nursing students in the Kingdom of Saudi Arabia was (Agree), as the general average was (3.8785), with a standard deviation of (.67879).

The degree of evaluation of the study dimensions was arranged according to the highest arithmetic mean as follows:

The scope and clarity of the goal was rated very high, with an arithmetic average of (3.8344).

The field of ambition level dimension was rated very high, with an arithmetic average of (3.7950).

The domain of perseverance dimension was rated very high, with an arithmetic average of (3.7894).

The field of perceived efficiency dimension was rated very high, with an arithmetic average of (4.0950).

Summary of the results of the second question:

The results of the study showed the second question, which stated: What is the level of critical thinking skills of nursing students in the Kingdom of Saudi Arabia ?

It is clear from the level of critical thinking skills among female nursing students in the Kingdom of Saudi Arabia was (very high), as the general average for the second axis was (4.5570), with a standard deviation of (.19470).

The degree of evaluation of the study dimensions was arranged according to the highest arithmetic mean as follows:

The skill of making predictions dimension was rated very high, with an arithmetic average of (4.5625).

The skill of interpretation dimension was rated very high, with an arithmetic average of (4.5680).

The skill of evaluating arguments dimension came with a very high rating, with an arithmetic average of (4.5137).

The skill of deduction dimension was rated very high, with an arithmetic average of (4.5430).

The skill of reasoning dimension came with a very high rating, with an arithmetic average of (4.5900).

Summary of the results of the third question: which states: What is the relationship between achievement motivation and critical thinking among nursing students in the Kingdom of Saudi Arabia? It shows that there is a statistically significant correlation between the degree of availability of achievement motivation and critical thinking among nursing students in the Kingdom of Saudi Arabia at a significance level of less than (0.05), and the correlation coefficient was equal to (.336**), which is a high positive value. It indicates the existence of a strong positive relationship between achievement motivation and critical thinking.

Recommendations

Work to exert more effort in achieving a valuable goal.

Make sure to set specific, realistic goals and do tasks that do not require a long time to complete.

Participation in activities in which excellence requires special abilities.

References

- Abu Ghazal, Muawiya. (2015). Academic help-seeking and its relationship to academic self-efficacy and academic achievement. *Mutah Research and Studies - Humanities and Social Sciences Series: Mutah University*, 28, (6) 85-121.
- Abu Halima, Ashraf Ahmed (2018). Achievement motivation. Amman: Dar Al Masirah.
- Abu Mahadi, Saber. (2011). Critical thinking skills included in the Palestinian physics curricula for the secondary stage and the extent to which students acquire them. Published master's thesis, Islamic University, Gaza.
- Abu Zina, Farid (2011). Mathematics curricula and principles of teaching. Amman: Dar Al-Furqan for publication and distribution.
- Al-Azab, Zahran. (2018). Teaching mathematics and developing students' thinking skills. *International Journal of Educational Sciences* (1) 161-223.
- Albert, T. (2005). *Dictionary of Psychology*. New York: American Publisher.
- Al-Dakhil, Ali bin Fahd; And Ahmed Essam Abdel-Khalek. (2019). Achievement motivation and its relationship to professional future anxiety among a sample of male and female students of the Department of Special Education at Majmaah University, *Arab Journal of Disability and Giftedness Sciences*, 3, (9).
- Al-Darouqi, Saleha Al-Toumi Bashir; and Abu Sitta, Amal Muhammad Salem. (2021). Achievement motivation and its relationship to job satisfaction among teachers of the basic education stage in "Tarhuna Municipality", *Al-Marqab University, Al-Tarbiyyah Journal* (19), 575-592.
- Al-Hadarb, Kawthar (2019). The effectiveness of employing flipped learning in developing immediate and delayed achievement among study skills students at the University of Jordan. *Arab Journal of Quality Assurance in University Education*, 12 (33), 40-48.
- Alhasanah, Issa (2022). The Effectiveness of Flipped Classroom Method on the Academic Achievement and Critical Thinking Development of Female Students at Arab Open University. *Educational Journal*, Vol. 36, p. 11-144.
- Al-Mabrouk, Adel (2019). Critical thinking. *Al-Qirtas Journal for Humanities and Applied Sciences*, 12, 194-204.
- Al-Mursi, Ali Maher Abdel-Razek. (2018). The effectiveness of a training program for developing goal-setting skills and its impact on achievement motivation among university students, *Journal of the Faculty of Education, Mansoura*, Article 7, 103 (2) 205-240.
- Al-Shammari, Afaf and Al-Rasheed Haya. (2021). Research paper titled Critical Thinking. *The Arab Journal for Scientific Publishing (ajsp.net)*, 29, 646-668.

- Al-Shanqeeti, Hamza bin Muhammad Al-Fadil (2020). Critical Thinking and Learners' L2 Writing Development in a Saudi Tertiary EFL Context. *Taibah University Journal of Educational Sciences*, 15(2): 273-283.
- Al-Zoubi, A., & Suleiman, L. (2021). Flipped Classroom Strategy Based on Critical Thinking Skills: Helping Fresh Female Students Acquiring Derivative Concept. *International Journal of Instruction*, 14(2), 791-810.
- Angler, Barbara (1991). *Introduction to personality theories*, translated by: Fahd bin Abdullah bin Dulaim. (2nd f). Taif, Taif Literary Club publications, Dar Al Harthy for printing and publishing.
- Arisoy, B., & Aybek, B. (2021). The Effects of Subject-Based Critical Thinking Education in Mathematics on Students' Critical Thinking Skills and Virtues. *Eurasian Journal of Educational Research*, 92, 99-119.
- Astuti, Chrisna Dewi; Sumantri, Mohamad Syarif (2018). The Relationship of Achievement Motivation and Critical Thinking with the Ability to Read Comprehension. *American Journal of Educational Research*, Vol. (6) No. (7): 1005-1008.
- Attia, Mohsen (2015). *Metacognitive strategies for reading comprehension*. Amman: Dar Al-Manhaj for publication and distribution.
- Baraqil, Nawal (2019). *Levels of Creativity and Critical Thinking: A field study on a sample of Biskra-Batna-M'sila University students*. PhD dissertation, Faculty of Humanities and Social Sciences, University of Batna.
- Bosman Butarbutar, Lenny Christina Nawangsari. (2022). The effect of compensation and work discipline on employee performance through work motivation. *Dinasti publisher*, 3(4).
- Boumediene, Houda (2022). Reading Literature to Enhance EFL Students' Critical Thinking. *The Journal of El-Ryssala for Studies and Research in Humanities*, 7(1): 375 – 382.
- Gary, Naima (2021). The relationship of emotional intelligence with critical thinking and academic achievement among secondary school students. Master's thesis, Martyr Hama Lakhdar University - Al-Wadi, Faculty of Social Sciences and Humanities.
- Hava, K. (2021). The Effects of the Flipped Classroom on Deep Learning Strategies and Engagement at the Undergraduate Level. *Participatory Educational Research*, 8(1), 379-394.
- Ibrahim Suleiman Abdel Wahid (2014). *The human personality and its psychological disorders, a vision within the framework of positive psychology*. Amman: Al-Warraq Foundation for Publishing and Distribution.
- Jarwan, Fathi (2016). *Teaching thinking concepts and applications*. 9th edition, Al-Ain: Dar Al-Fikr Publishers and Distributors.
- Jessina, M. M., & Thomas, I. (2009). Predictors of Achievement Motivation Among Kenyan Adolescents. *the Psychespace*. 3 (2), 39-44.
- Khayyat, Affa Fahad (2010). Attitude towards the teacher and its relationship to achievement motivation among a sample of first-year secondary school students from Jeddah Governorate. Master's Thesis, College of Psychology, King Abdulaziz University, Jeddah.
- Kholid, I. (2018). Analisis kemampuan berpikir kritis dalam pemecahan masalah Matematika: Studi Multi Kasus pada Siswa Kelas V Madrasah Ibtidaiyah Miftahul Ulum Batu dan Madrasah Ibtidaiyah Wahid Hasyim 03 Malang.
- Kishar, Ahmed Abdel-Hadi Deif. (2019). The effectiveness of a training program based on some meta-learning strategies on academic achievement motivation among university students, *Sohag University, Educational Journal*, 58, 541-578.
- Maaqil, Najwa (2017). Motivation for children's achievement. *Scientific Journal of Kindergarten College, Mansour University*, 1 (4), 236-458.
- Miner, J. (2005). *Organizational Behaviour 1: Essential theories of motivation and leadership*. M.E. Sharpe, Inc.
- Mostafa, Nimr (2013). *Improving thinking skills*. Jordan: Dar Al Bidaya Publishers and Distributors.
- PRIMASARI, R.; MIARSYAH, M.; & RUSDI, M. (2020). Science literacy, critical thinking skill, and motivation: A correlational study. *Jurnal Pendidikan Biologi Indonesia*, Vol. (6) No. (2), 273-282.
- Purposeful, Someh. (2018). Occupational pressures and their relationship to motivation for achievement among workers of the National Social Security Fund for non-wage workers, unpublished master's thesis, Faculty of Social and Human Sciences, Larbi Ben Mehidi University.
- Saadeh, Jawdat. (2020). The effect of employing the strategies of the one-way story and the two-way story on the development of critical thinking among kindergarten students. *Journal of the Islamic University for Educational and Psychological Studies*, 3 (28), 1-19.
- Salama, Shaaban Soliman (2022). *Nursing Students' Attitude toward Nursing Profession and its Relationship with Their Achievement Motivation*. thesis(M.Sc)-Ain shams university. Faculty of Nursing.
- SEMERCİ, Ç. (2011). The relationships between achievement-focused motivation and critical thinking. *African Journal of Business Management*, Vol. (5) No. (15): 6180-6185.
- Shehadeh, Abdo (2012). The effect of using algorithmic diagrams on achievement, achievement motivation, self-concept, and test anxiety among ninth-grade students in physics in Nablus Governorate. *Journal of Al-Quds Open University for Research and Studies* (19), 77-121.
- Tokan, Moses Kopong (2019). The effect of motivation and learning behaviour on student achievement. *South African Journal of Education*, 39(1).
- Urdan, T., and Kaplan, A. (2020). the origins, evolution, and future directions of achievement goal theory. *Contemp. Educ. Psychol.* 61:101862.