

The Level of Professional Ambition Among Student's Jordanian Universities and Its Relationship to Some Variables

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Abstract

The study aimed to identify the level of professional ambition among Jordanian university students and its relationship to the variables of gender, type of specialization, and type of university. To achieve the objectives of the study, the descriptive approach was used, in addition to using the questionnaire as a tool for the study, which was applied to (6983) male and female students. The study concluded that the level of ambition among the students was (medium) with an arithmetic mean of (3.27), and a standard deviation of (0.62), and the study found that there were statistically significant differences in the level of professional ambition among university students, which were attributed to gender variables, in favor of males, and to the type of academic specialization variable, in favor of students in scientific specializations. The study also found that there are no statistically significant differences in the level of professional ambition among university students, which is attributed to the variable type of university in which the student studies.

Keywords: *Professional Ambition, Vocational and Technical Education, Jordanian University Students, Higher Education.*

Introduction

The university is one of the important social interaction environments for students, as it plays an essential role in shaping their personalities and determining their future. The role of the university in this context is to work to provide an academic climate that develops the capabilities of its individuals to support creative work (Ćurić et.al, 2018; Osborne et.al,2019); The university also works to promote acceptable behavioral patterns and encourage social values and positive psychological trends that society is keen on to achieve its goals derived from the needs of the surrounding environment and to develop ideas, principles and scientific facts for those who have the ability to produce ideas and invest them in what is useful and that do not conflict with existing religious beliefs and moral values. Between creative educational goals and university reality, it is thus considered the custodian of society's goals in achieving its planned goals with many organizational variables, one of which is professional ambition (Salih, 2023; Roth et.al, 2019).

University graduates are one of the most important components of youth human resources in the labor market, as this category is considered one of the most important tools for national economic and human development. This category of graduates requires scientific, practical, administrative and psychological skills to prepare to face the challenges of the labor market in the modern era (Sanders et.al,2021; Osborne et.al,2019; Wong& Liu, 2024).

Ambition is a relatively stable characteristic that differentiates between individuals in reaching a certain level that is consistent with the individual's psychological makeup and frame of reference and is determined by the experiences of success and failure that he has gone through (Zhan, 2005; Kissau et.al,2019; Williams et.al,2018). The level of ambition plays a role in directing an individual's behavior and is one of the determinants of that behavior. This concept gains importance in the life of the individual and society because it is a personality trait and a driving force for production (Quaglian & Cobb, 1996; Bruni& Delbaere, 2021; Almigbali& Alkhawaja, 2021)

The level of ambition is an important and essential part of the psychological structure of a person, as it crystallizes and strengthens the individual's optimistic beliefs that he can deal with various forms of psychological pressure. A person who believes in his ability to achieve certain goals is able to manage his

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life path that he determines personally and with greater activity, and this in turn, it leads to a sense of control over the environment and its challenges (Spangsdorf et.al, 2024; Alharrasi& Badzis, 2023; Ahmed, 2023)

The level of ambition reflects the future orientation of the individual through his definition of his goal and his striving to achieve this goal, challenging the obstacles he faces, and taking risks while enjoying the spirit of adventure, until he achieves his goal, which reflects positively on the individual's feeling of success and happiness, and that ambition has a role in achieving the psychological happiness of individuals (Stutzer, 2004; Cordonier et.al,2023; Ahmed, 2023)

He explained (Alfred Adler) However, professional ambition is the process of striving for excellence and is the driving force from negative to positive, and the urgency to reach the top never stops (Davidoff, 1976; Alharrasi& Badzis, 2023)

While the owners of behavioral theory believe that the level of ambition is a non-behavioral concept because it cannot be considered a source of behavior, the humanistic school believes that the level of ambition constitutes an important aspect of the personality and has been considered (Carl Rogers's) According to the theory of the self, it is an attitude based on self-esteem and worthiness, and it is a product of the forces of social appreciation, its demands, and its desires (Jaber, 1999; Bruni& Delbaere, 2021; Almigbali& Alkhawaja, 2021)

Among the theories of ambition is Alfred Adler's theory: Adler believed in the idea of the individual's struggle to reach transcendence and elevation in compensation for feelings of inferiority. Man is driven by social incentives and his life goals that he tries to achieve and plans and directs his actions. As for the theory of the intrinsic value of the goal by its owner (Asuka Luna), it is decided that the choice is made on the basis of the thing's intrinsic value and the possibilities of success and failure in light of the individual's abilities. As for the cognitive formation theory of the field, it states that there are driving forces that act as motivations for learning, called the level of ambition, which works to find new goals, after the individual feels satisfied and self-esteem, so he seeks to increase this feeling. satisfactory and aspires to achieve further and loftier goals (Sarhan, 1993; Ćurić et.al, 2018; Osborne et.al,2019).

In order to try to raise the level of the study, a group of previous studies were consulted, from which the researcher benefited in developing the study tool and identifying the method used in these studies, such as a study (Hasoby, & Adam, 2019)and study(Abdel-Sada, & Al-Rahim, 2011)and study(Al-Sardi, & Badah, 2015) and study (Salih, 2023) and study (Sanders et.al,2021) and study (Osborne et.al,2019) and study (Kissau et.al,2019) and study (Quaglian & Cobb, 1996) and study (Bruni& Delbaere, 2021) and study (Wong& Liu, 2024) and study (Almigbali& Alkhawaja, 2021).

The Study's Problem and Questions

University students are one of the groups that should be given professional attention due to the cognitive, emotional, and psychological changes that flow within the individual (Roth et.al, 2019); At this stage, students are exposed to several factors and pressures, including economic, social, professional, and psychological, in preparation for entering the labor market, which affects their behavior and attitudes (Williams et.al,2018).

University students, who are on the verge of entering the labor market, are following these worrying conditions and the numbers of the unemployed, which may make them feel professionally dissatisfied, as they begin to think about the professional future, which they may see as difficult from the moment (Spangsdorf et.al, 2024; Alharrasi& Badzis, 2023; Ahmed, 2023).

Studying the level of ambition and the results it produces may help develop the educational process, as it provides those responsible for making policy and educational plans an experimental framework for the factors that affect the level of ambition. If the student's level of ambition improves, this will lead to

progress in building society to achieve more ambition and goals (Salih, 2023; Kissau et.al,2019; Almigbali& Alkhawaja, 2021)

Based on the above and considering the scarcity of studies that talked about the professional ambition of university students, this study came to reach answers to the following research questions:

What is the level of professional ambition among university students from their point of view?

Are there any statistically significant differences at the significance level ($\alpha = 0.05$) on the level of professional ambition among university students from their point of view, which is attributed to the gender variable (males, females)?

Are there any statistically significant differences at the significance level ($\alpha = 0.05$) in the level of professional ambition among university students from their point of view, which is attributed to the variable Type of student's university major (humanities, science)?

Are there any statistically significant differences at the significance level ($\alpha = 0.05$) in the level of professional ambition among university students from their point of view, which is attributed to the variable Type of university (governmental, private)?

Study Objectives

The current study aims to:

Recognition The level of professional ambition among university students from their own point of view.

Know if there are statistically significant differences at the significance level ($\alpha = 0.05$) in the level of professional ambition among university students from their point of view, which is attributed to the gender variable (males, females).

Know if there are statistically significant differences at the significance level ($\alpha = 0.05$) in the level of professional ambition among university students from their point of view, which is attributed to the variable of the type of student's university major (humanities, scientific)

Know if there are statistically significant differences at the significance level ($\alpha = 0.05$) in the level of professional ambition among university students from their point of view, which is attributed to the variable type of university (governmental, private).

The Importance of the Study

The importance of the current study stems from two aspects, the first theoretical and the other practical:

Theoretical Importance

The importance of the study lies in the importance of the group of university students it addresses. The study sheds light on the main variable that the study addressed, which is professional ambition. The theoretical frameworks also contribute, especially regarding the theoretical frameworks for professional ambition that it provides around this concept. It is expected that this study will contribute by adding new educational and professional topics to the Arab, regional and international library.

Practical Importance

The practical importance stems from the fact that this study provides some data and information that can be used by decision-makers, planners, researchers, and professional counselors in formulating policies to

raise the level of professional ambition among Jordanian university students, to help this group cope with pressures and provide solutions to the problems they are exposed to. This study also helps in trying to generalize its results and benefit specialists from them. The study will provide a tool with an acceptable degree of validity and reliability. To be applied in the field of measuring the level of professional ambition, which can be used in the future in subsequent studies. This study will also serve as an information base for vocational counselors and vocational education teachers in revealing the level of professional ambition among university students at the undergraduate stage, which is the beginning of the transition to the labor market.

Procedural Definitions of Concepts and Terms

Professional ambition: Professional ambition is defined as a familiar duty that an individual undertakes after knowing his previous level of achievement in that duty until his goals are reached, so that the individual reaches the professional life he wants to reach. (Quaglia & Cobb, 1996)

Gardner also defined it as the decision or statement that an individual makes regarding his future performance (Osborne et.al,2019).

Watch also defined it as the level to which an individual is expected to reach based on his assessment of the level of his abilities and potentials (Bruni& Delbaere, 2021; Wong& Liu, 2024).

It is known procedurally as the score a student obtains on the scale developed in the current study.

University Students

They are students who are registered and are studying in various specializations and levels of study and in various Jordanian universities.

Limitations of the Study

The study is determined by the circumstances in which it was applied, which are:

Spatial limit: Jordanian universities, both public and private.

Human limit: Students registered in Jordanian universities in their various specializations and academic degrees.

Time limit: The study was applied in the second semester of the university year (2023/2024).

Objective limit: Which seeks to identify the level of professional ambition among university students.

Method and Procedures

Study Curriculum

The descriptive approach was used to suit this type of studies.

Study Community

The study population consisted of all Jordanian university students who were in the classroom and in their various specializations, colleges and universities. The study sample initially consisted of (7013) male and female teachers, to whom the study tool was distributed electronically through the use of modern means of communication such as Facebook and WhatsApp. Excluding (30) questionnaires due to not responding to them correctly, and thus (6983) questionnaires remained that were retrieved correctly, which is the

number that represents the study sample, as the study sample was chosen randomly, and the following table No. (1) shows the distribution of study individuals according to its variables:

Table 1. Distribution of Study Sample Members According to Study Variables

variable	Category	Repetition	The ratio (%)
Sex	male	3235	46%
	female	3748	54%
the total		6983	100%
The student's type of academic specialization	scientific	2958	42%
	Humanitarian	4025	58%
the total		6983	100%
University type	Governmental	4112	59%
	especially	2871	41%
the total		6983	100%

Study Tool

The study used the professional ambition scale, which was built and developed by referring to theoretical literature and previous studies, such as a study (Khatib, 1990., Domani, 2019), and study (ElZanaty, 2011) and study (Al-Sebou', 2018), and study (Ćurić et.al, 2018), and study (Sanders et.al,2021), and study (Osborne et.al,2019), and study (Salih, 2023), study (Osborne et.al,2019), study (Kissau et.al,2019), study (Bruni& Delbaere, 2021), study (Williams et.al,2018), study (Quaglian & Cobb, 1996), study (Wong& Liu, 2024), study (Spangsdorf et.al, 2024), and study (Roth et.al, 2019): The scale may be in its initial form of (37) A paragraph divided into four dimensions:

First: Optimism: searching for positive points in oneself at the present time and in the future, and the number of its paragraphs

Paragraphs.

Second: The ability to set goals, which means the individual's ability to set appropriate goals for his life in the future, and the number of paragraphs is (10).

Third: Acceptance of the new and interest in accepting new things in life, and its paragraphs are (9) paragraphs.

Fourth: Tolerating frustration, which includes accepting changes and new, urgent circumstances easily, and its number of paragraphs is (8).

Implications of Validity and Reliability for the Professional Ambition Scale:

First: Validity of the Scale

The validity of the scale was confirmed by following the following methods:

Semantics of Content Validity (The Truthfulness of the Arbitrators)

The scale was presented to (12) arbitrators from various Jordanian universities, such as Al-Balqa Applied University and Yarmouk University, who are specialists in educational sciences specializing in vocational education, curricula and methods of teaching vocational education, measurement and evaluation, and they were asked to judge the scale and its paragraphs in a way that is appropriate to the study and appropriate

circumstances for the students, in terms of clarity of the paragraphs and wording. Linguistic, the suitability of the paragraphs for what they were designed for, the belonging of the paragraphs to the scale, and their suitability: Their comments included making some amendments to the wording and deleting some duplicate paragraphs, and the arbitrators' comments were benefited from by taking the notes that were agreed upon in a similar manner (80% or more). The required modifications were made, and thus the scale became in its final form consisting of (30) items distributed over the previously mentioned areas of study.

Internal Consistency Validity

To ensure that the statements are related to the overall degree for scale Internal consistency was measured and its validity was confirmed by calculating the Pearson correlation coefficient between each statement the scale and the total degree For scale The result was as in the following table Number 2):

Table No (2). Coefficient Engagement Paragraphs Degree Questionnaire for The College for Scale

indication	Correlation coefficient	Paragraph	indication	Correlation coefficient	Paragraph
.000	** .645	16	.000	** .583	1
.000	** .722	17	.000	** .621	2
.000	** .671	18	.000	** .683	3
.000	** .559	19	.000	** .527	4
.000	** .634	20	.000	** .557	5
.000	** .702	21	.000	** .667	6
.000	** .654	22	.000	** .519	7
.000	** .602	23	.000	** .590	8
.000	** .713	24	.000	** .645	9
.000	** .706	25	.000	** .593	10
.000	** .528	26	.000	** .735	11
.000	** .558	27	.000	** .579	12
.000	** .585	28	.000	** .605	13
.000	** .563	29	.000	** .624	14
.000	** .545	30	.000	** .661	15

**** A function at a level $\alpha = 0.01$**

It is evident from Table No (2) All correlation coefficients are statistically significant at some level ($\alpha = 0.01$), which indicates the validity of the internal consistency of the tool the study.

Second: Stability of the scale:

The stability of the scale was confirmed by following the following methods:

Implications of reliability using the rescale method: .1

The stability of the tool was verified by applying it to a survey sample consisting of (50) male and female students from outside the study sample but from the same study population, who expressed a desire to apply the scale. The reliability coefficient was calculated by the repetition method with a time interval of two weeks, and the correlation coefficient was for the test (0.89) and the following table (3) shows the results:

Reliability implications through Cronbach's alpha equation .2

The scale was applied to a survey sample consisting of (50) male and female students from outside the study sample but from the same study population. The value of the internal consistency coefficient using the Cronbach Alpha equation for the psychological flow scale reached (0.91), and the following table (3) shows the results:

Table (3): Values of repeat reliability and internal consistency coefficients using the Cronbach Alpha equation for the professional ambition scale

The dimension	Number of paragraphs	Stability by repetition method	Values of reliability coefficients (Cronbach alpha)
optimism	8	**87.0	0.89
Setting goals	8	**86.0	0.90
Accept the new	7	**87.0	0.87
Endure frustration	7	**81.0	0.88
Total marks	30	**89.0	0.91

It is clear from Table (3) that the reliability coefficients are appropriate and high, and it turns out that these values are appropriate for this type of educational studies.

How To Correct and Interpret the Professional Ambition Scale

The Professional Ambition Scale consists of (30) items, and the answer to the scale is according to a five-point Likert scale. The scores are calculated according to the type of item. The items are calculated as follows: Strongly disagree (one score), Disagree (two scores), Neutral (Three marks), agree (four marks), strongly agree (five marks).

The respondent's total score on the scale is calculated by summing the scores he obtained. From a theoretical standpoint, the highest score a respondent obtains on the scale is calculated according to the following equation:

$$\text{Range} = \text{highest score} - \text{lowest score on the scale} = (5-1) = (4)$$

$$\text{Class length} = \text{range} / \text{number of classes} (4/3) = (1.33)$$

The length of the class becomes as follows:

From (1 to33.2) expresses a low level of professional ambition.

from (34.2 to67.3) expresses the average level of professional ambition.

from (68.3 to 5) expresses a high level of professional ambition.

Statistical processors used:

A set of appropriate statistical methods were used in the study to process the data, which are as follows:

The arithmetic mean is to calculate the value that the study sample members give to each statement of the scale, as well as to arrange the weights of each statement of the scale based on the responses of the study sample members to it.

The standard deviation is used to know the extent of the dispersion of the data (the responses of the study sample members) from its arithmetic mean. The deviation is also useful in knowing the order of the means if some of them are equal, so that the rank of the statement is best for the one whose standard deviation is lower.

Correlation coefficient (Pearson Correlation Coefficient) to calculate the internal consistency of the study tool.

Factor (Cronbach alpha to calculate the reliability of the study tool.

Presentation and Discussion of Results

The following is a presentation of the results that the study reached by answering its questions, as follows:

The first question of the study, which states: **“What is the level of professional ambition among university students from their point of view?”**

To answer this question, arithmetic means and standard deviations were calculated, and the following table No. (4) shows the results for the level of professional ambition among university students from their point of view:

Table (4). Arithmetic Means and Standard Deviations in Descending Order and Level for The Responses of Sample Members the Study Is Based on The Professional Ambition Scale

Rank	Paragraphs	SMA	standard deviation	the level
1	I strive to reach a high level of achievement to achieve excellence in my profession	4.38	0.65	high
2	I seek a positive outlook from my teachers at the university that motivates me to accept my profession	4.21	0.66	high
3	I seek to access useful information in my life.	4.11	0.58	high
4	I seek to develop cognitive growth and learn new things	4.02	0.59	high
5	I seek to have technical skills that will help me in university.	3.92	0.71	high
6	I think about academic success in any job or project that is asked of me.	3.84	0.63	high
7	I seek to develop my study skills	3.77	0.52	high
8	I strive to reach a high degree of skill at university	3.70	0.55	high

9	I am optimistic that my relationship with my colleagues is going well.	3.67	0.58	middle
10	I enjoy harmony with my studies and seek to develop them, as they lead to the development of my profession	3.64	0.60	middle
11	I aspire to reach an excellent academic level	3.59	0.63	middle
12	I persevere and do my best until I achieve excellence	3.53	0.66	middle
13	I want my colleagues to participate in volunteer activities, even if they are upset.	3.49	0.72	middle
14	I would like to continue my graduate studies to develop my desired career.	3.37	0.56	middle
15	I maintain my appearance well at university	3.31	0.58	middle
16	I participate in volunteer work and professions at my university	3.27	0.73	middle
17	I strive to be distinguished in my university	3.20	0.77	middle
18	I hope to be known and admired by my colleagues at the university.	3.17	0.74	middle
19	I make sure to have real, reliable colleagues at the university.	3.10	0.72	middle
20	I lack satisfaction with my university performance	3.07	0.63	middle
21	I set a plan for myself to organize my time at university and work to achieve it.	3.00	0.66	middle
22	I would like to have new social relationships at university	2.91	0.54	middle
23	New exams motivate me so that I can achieve what I aspire to during them	2.82	0.58	middle
24	I care about my average remaining as it is, and I do not aspire to raise it.	2.73	0.57	middle
25	I am keen to develop myself at university by searching for the best method	2.64	0.51	middle
26	I look for praise and praise from others despite my shortcomings.	2.54	0.53	middle
27	My desire for excellence drives me to search for everything new.	2.46	0.66	middle
28	I strive to help my colleagues who are financially less than me at the university, despite my obligations	2.31	0.73	low

29	I would like to be a student participating in all the new activities	2.24	0.64	low
30	I confront my underachievement with perseverance	2.16	0.57	low
The overall level of ambition among students		3.27	0.62	middle

It is clear by reviewing the previous table (4) that the level of professional ambition among university students in the overall degree was at an (average) level, with an arithmetic mean of (3.27) and a standard deviation of (0.62). It is also clear that (8) items were at a high level and (19) a medium-level paragraph and (3) low-level paragraphs; The arithmetic averages for the items in the level of professional ambition scale ranged between (2.16-4.38), and the item that states, "I strive to reach a high level of achievement in order to achieve excellence in my profession" came in first place, with an arithmetic mean of (4.38) and a standard deviation of (0.65).), followed in second place by the paragraph that states, "I seek to obtain a positive view of me from the teachers at the university, which motivates me to accept my profession," with a mean of (4.21) and a standard deviation of (0.66), and in second place came the paragraph that states, "I want to be a student who participates in all new activities" with a mean of (2.24) and a standard deviation of (0.64). The item that states "I face my low achievement with perseverance" was ranked last with a mean of (2.16) and a standard deviation of (0.57).

This result may be attributed to the fact that the level of professional ambition among university students may be linked to some variables in life, which are influenced by many factors and variables among students at this stage, as students make a great effort to reach high levels of professional ambition to move on. From the world of study to the world of work and engaging in the labor market directly without entering the stage of unemployment, but they face great and changing difficulties, which are represented by the large number of unemployed graduates and the increase in unemployment rates, which are considered among the major social and economic problems faced by members of Jordanian society in general and university students in particular. Which limits their professional ambition; The Hashemite Kingdom of Jordan is considered one of the countries with high rates of unemployed people (unemployment) and those who are at the same time searching for a place for themselves in the labor market, but they do not find the right place for them, which makes them go to practice other jobs that may be far removed from their university specializations, and all of this may contribute to their low level of professional ambition. This result is consistent with the results of the study (Almigbali& Alkhawaja, 2021), study (Alharrasi& Badzis, 2023), and study (Ahmed, 2023); While it contradicted the results of the study (Stutzer, 2004), study (Cordonier et.al,2023), and study (Alharrasi& Badzis, 2023).

The second question of the study states: "**Are there any statistically significant differences at the level of significance ($\alpha = 0.05$) in the level of professional ambition among university students from their point of view, which is attributed to the gender variable (males, females)**"

To answer this question, the t-test was used, and the arithmetic means, and standard deviations were extracted as shown in the following table No. (5):

Schedule (5). Test Results(T)To Indicate the Differences in the Level of Professional Ambition Among University Students From Their Point of View, Which is Attributed to the Gender Variable (Males, Females)

Sex	the number	SMA	standard deviation	value (v)	Degrees of freedom	Significance level
Males	3235	4.53	0.62	2.73	532	0.005
Females	3748	3.73	0.58			

The previous table shows(5)There are statistically significant difference in The level of professional ambition among university students from their point of view, which is attributed to the gender variable

(males, females), where the value of t was (2.73) respectively, which means that it is statistically significant at the significance level ($\alpha \leq 0.05$) For the benefit of male students, And maybe This is attributed The result until Male students feel the importance of working hard to graduate and trying to get a job in the Jordanian, regional, or international labor market, especially since they feel that they must get this job in order to be able to build their future in terms of stability, marriage, and forming a family in the future. This thinking may not be available to female students because of their knowledge of the difficulty of obtaining a job opportunity in the future, especially since there are many female graduate students searching for work. This result is consistent with the results of the study (Ahmed, 2023), study (Jaber, 1999), and study (Bruni& Delbaere, 2021); While it conflicted with the results of a study (Almigbali& Alkhawaja, 2021), a study (Sarhan, 1993), and a study (Ćurić et.al, 2018).

The third question of the study, which states: **“Are there any statistically significant differences at the significance level ($\alpha = 0.05$) in the level of professional ambition among university students from their point of view, which is attributed to the variable of the type of student’s university major (humanities, scientific)”**

To answer this question, the t-test was used, and the arithmetic means, and standard deviations were extracted as shown in the following table No. (6):

Schedule (6). Test Results(I)To Indicate the Differences in The Level of Professional Ambition Among University Students from Their Point of View, Which Is Attributed to The Variable Type of The Student’s University Major (Humanities, Scientific)

The student’s type of the academic specialization	the number	SMA	standard deviation	value (v)	Degrees freedom	of Significance level
Humanitarian	4025	3.74	0.68	2.55	524	0.005
scientific	2958	4.39	0.63			

The previous table shows(6)There are statistically significant difference in The level of professional ambition among university students from their point of view, which is attributed to the variable type of the student’s university major (humanities, science), where the value of t was (2.55) respectively, which means that it is statistically significant at the significance level ($\alpha \leq 0.05$) For the benefit of students of scientific majors, And maybe This is attributed The result until Students of scientific majors, and this may be logical, feel that it is easier for them to obtain a job opportunity after graduation than students of humanities majors, which are considered saturated and stagnant majors and the labor market does not constantly need them. As for scientific majors such as medicine, pharmacy, engineering, and other scientific majors, the labor market is still the same. The Jordanian, regional or international need for these specializations, and this in turn is reflected in the level of ambition among students in scientific specializations in universities. This result is consistent with the results of the study (Osborne et.al,2019), study (Stutzer, 2004), and study (Cordonier et.al,2023); While it conflicted with the results of a study (Alharrasi& Badzis, 2023), a study (Alharrasi& Badzis, 2023), and a study (Ahmed, 2023).

The fourth question of the study states: **“Are there any statistically significant differences at the level of significance ($\alpha = 0.05$) in the level of professional ambition among university students from their point of view, which is attributed to the variable type of university (governmental, private)”**

To answer this question, the t-test was used, and the arithmetic means, and standard deviations were extracted as shown in the following table No. (7):

Schedule (7). Test Results (T) to Indicate the Differences in the Level of Professional Ambition Among University Students from Their Point of View, Which Is Attributed to The Variable Type of University (Governmental, Private)

University type	the number	SMA	standard deviation	value (v)	Degrees freedom	of Significance level
Governmental	4112	3.74	0.64	0.446	474	0.668
especially	2871	3.59	0.61			

The previous table shows (7) There are no statistically significant differences in the level of professional ambition among university students from their point of view, which is attributed to the variable type of university (governmental, private), where the t value was (0.446) respectively, which means that it is not statistically significant at the significance level ($\alpha \leq 0.05$), maybe These results are due to University students, regardless of their university, whether it is a public or private university, their level of professional ambition is similar, especially since the study plans for specializations in all universities are very similar. This result may be logical, especially if we assume that the student's study in university and academic environments that are largely similar. Therefore, they do not There appear to be differences in this variable; This result is consistent with the results of the study (Almigbali & Alkhawaja, 2021), study (Bruni & Delbaere, 2021), and study (Ahmed, 2023); While it conflicted with the results of a study (Jaber, 1999), a study (Ćurić et.al, 2018), and a study (Sarhan, 1993).

Conclusions

Through the results reviewed, the study concluded and concluded that the level of professional ambition among university students was moderate, with an arithmetic mean of (3.27) and a standard deviation of (0.62), where (8) items obtained a high score and (19) items obtained a high score. A medium score, and (3) items received a low score. The arithmetic averages for the items in the professional ambition level scale, which has (30) items, ranged between (2.16-4.38); The study also found that there were statistically significant differences in the level of professional ambition among university students, which were attributed to gender variables, in favor of males, and to the type of academic specialization variable, in favor of students in scientific specializations. The study also found that there are no statistically significant differences in the level of professional ambition among university students, which is attributed to the variable type of university in which the student studies.

Recommendations

Based on the findings of the study, the researcher recommends the following:

Universities should work to provide some programs and activities, whether scientific, sports or entertainment, to help students improve their level of professional ambition.

It is necessary for the responsible authorities to pay attention to some of the program and contribute to identifying students with high ambitions and trying to raise them and develop their abilities.

Raising students' awareness, guiding them, and educating them about making professional ambition a part of their personal and professional lives.

Conducting similar scientific studies dealing with building a guidance program on professional ambition among university students and studying the impact of other variables on the level of professional ambition among university or school students or teachers.

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