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A'Sharqiyah University**

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Abstract

Purpose: The current research underscores that university students are in a crucial stage of their development where their psychological and social needs play a pivotal role in their success in both academic and personal endeavours. The current research aims to know the contribution of psychological and social needs to the motivation of students at Al Sharqiyah University in the Sultanate of Oman to achieve their goals.

Methodology: The study sample consisted of a total of (402) students enrolled in the university. In the current study, the researchers used two scales. The researchers prepared the first which was called the Psychological and Social Needs Scale. The researchers used the second scale, the Achievement Motivation Scale prepared by Safwat Kanaan (2003).

Findings: The results of the first question indicated the existence of a positive relationship with statistical significance at a significance level of less than (0.05) between psychological and social needs and achievement motivation, and the value of the correlation coefficient reached (0.545). The results of the second question also indicated that the values of the t-test for psychological and social needs were statistically significant at a significance level of ($\alpha \leq 0.05$), which indicates that achievement motivation can be predicted through these needs. Therefore, through these results, achievement motivation can be predicted through psychological and social needs.

Unique Contribution to Theory, Practice and Policy: It recommends the creation of counselling and educational programs designed to meet psychological and social needs effectively and the start of initiatives that enhance the drive to succeed and encourage students to participate in activities that help them realize their potential in achieving academic and personal success. The researchers aspire that this study will add to the understanding of how to support students in their psychological and social development to achieve optimal results in their academic and professional careers.

Keywords: *Psychosocial Needs, Achievement Motivation, A'Sharqiyah University Students*

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INTRODUCTION

University students are seen as a crucial and primary focus within the educational framework, as individuals who have the potential to shape society and develop a future perspective in their academic and professional lives are nurtured and developed in university. The university period for students marks the start of the obstacles they will encounter in their future lives, highlighting its significance in showcasing their skills and character in dealing with these challenges. (Al-Banhawi, 2018).

Students' achievement motivations are affected by several psychosocial needs, which are considered among the fundamental aspects of human development that leave their mark on students' levels of achievement and their motivations. These essential psychosocial needs must be met so that students can function optimally. These needs affect behaviour as well as motivations, as these needs include different types of needs, the most prominent of which are: physical needs, emotional needs, psychological needs, and social needs. Students whose psychosocial needs are properly met are more likely to be motivated to achieve and attain their academic objectives than those whose psychosocial needs are not gratified or met improperly or correctly (Al-Omari, 2018).

Abraham Maslow's theory is considered one of the most important theories that address human psychosocial needs, as it discusses the arrangement of human needs according to priority in a hierarchical manner, as follows: physiological needs, safety needs, love and belonging needs, Self-esteem needs and self-actualization needs (Al Sayid, 2018)



Figure 1: Hierarchical Needs of Abraham Maslow

Psychosocial Needs

Psychosocial needs vary from one society to another due to some individual psychological factors as well as social, cultural, political and intellectual factors, and even within a single society, needs to differ from one individual to another depending on the subculture to which he/she belongs. This difference is evident through two aspects: the importance of the need, and the ways to meet and gratify this need.

Murray referred to human needs as a hypothetical concept related to the underlying physiological processes in the brain. These needs are stimulated internally or externally in both cases, causing the individual to perform a specific activity until they are gratified. Murray assumed the existence of many basic needs, such as the need for belonging, strength and authority.

Maslow also postulated a list of hierarchically arranged innate needs according to the strength and effectiveness of these needs as mentioned above. These needs are gratified according to a hierarchical order (Al-Zghoul et al,2019).

As Maslow indicated, psychological needs are essential in all the multiple stages of student development. Fulfilling it leads to an advanced level of psychological health for the student. Psychological needs also play a significant role in university student behaviour. The student's fulfilment of his/her psychological needs and obtaining support from his/her community will make his/her behaviour healthy and achieve psychological health. As for the student whose psychological needs are not gratified, his/her behaviour is characterized by tension and anxiety, and this confirms the significant role of psychological needs in the student's behaviour, and that neglecting any of them leads to clear negative results (Qawadriya, 2019).

The Principal Constituent of Psychosocial Needs among Higher Education Students

Maqhout (2020) indicates a set of principles on which the psychosocial needs of university students are based, which are as follows:

- **The need for self-esteem and the appreciation of others:** indicate to the university student's vision of himself/herself and his/her judgments about his/her capabilities, competencies, and abilities at a level that may lead him/her to outstanding success in his/her private life as well as in his/her relationships with others.
- **The need for emotional intelligence:** indicates the university student's ability to understand his/her feelings and emotions as well as to understand the feelings and emotions of others, empathize and deal with them positively, with the ability to communicate with others, and the desire to help them and make them pleased.
- **The need for spiritual intelligence (spirituality):** indicates the university student's desire for self-realization and the ideal objectives of a deep understanding of the faith and beliefs, as well as religious and intellectual principles.
- **The need for fun:** indicates the non-hostile humor that a university student relies on to adapt to the pressures of the environment and solve the problems he/she faces in a playful way that includes a kind of laughter and humor to free himself/herself from.
- **The need to pursue integrality (idealism):** indicates the healthy ideal represented by the continuous pursuit of order and the desire to master and complete work, and to integrate performance with a certain degree of excellence and quality, with self-acceptance of mistakes by following a positive strategy.
- **The need for specialized social care:** indicates the university student's assistance and support, encouragement, care and development of his/her talents and academic excellence on the part of parents, teachers, colleagues and all competent community sources.

Classification of Psychosocial Needs

The psychosocial needs of students vary, some researchers see their need to gratify many psychosocial needs, while others see their need to satisfy one need and that there is one need that students need to gratify, which is the need for self-affirmation and self-preservation. However, many researchers such as Al- Qawasma(2019), indicate that psychosocial needs are classified as the following:

Psychological Needs: These represent the needs that aim to protect the self, develop abilities and skills and prove competence and independence among students, and they include the following:

- The need to feel secure.
- The need for curiosity.
- The need for achievement as well as excellence.
- The need for self-reliance.

As for social needs: they represent the needs that mainly aim to make the student feel love, appreciation, belonging and interconnectedness with other students and include the following:

- The need for love.
- The need for companionship and belonging.
- The need for religion.
- The need for appreciation.

Achievement Motivation

The drive for merit and noteworthy accomplishment, independent of any advantage that may follow the achievement, is known as achievement motivation.

Atkinson (1966) developed the theory that motivation for accomplishment is derived from two distinct requirements. There are two types of motivation: the first one is the drive to succeed, which stems from the desire to fulfil goals, meanwhile, the second one is the drive to avoid failing. Some people may be reluctant to take on tasks that require them to engage in activities or meet deadlines because they fear failing. Fear of failing, self-criticism, attention diverting, elevated heart rate, or anxiety are some of the reasons people want to avoid failing since they can all result in subpar performance.

Al Masri&Farh (2020) points out that the student's motivations for achievement are limited to the following:

- **Internal sources:** The student attributes his/her achievements to his/her effort and perseverance in taking the steps that lead to the desired goals. He/she accepts work out of desire and continues with his/her motivation as long as he/she achieves success and enjoys its results.
- **External sources:** The student attributes his/her success or failure to external factors beyond his/her control.
- **Behavioral sources:** These are responses resulting from innate causes or stimuli. The student performs the work that is followed by reinforcement and avoids the behaviour that is followed by a feeling of discomfort or is subjected to punishment after it.

- Social sources: The student imitates socially acceptable behavior, according to community standards.
- Cognitive sources: The student performs the behaviour to reach understanding, reach a state of cognitive balance, reach a solution to problems and make the appropriate decision.
- Emotional sources: These sources are related to the student reaching a better feeling by reducing the threats that threaten his/her self-concept.
- Motivational sources: These sources are related to facing challenges, reaching the goal and reaching a level of self-efficacy, through methods that help him/her control all aspects of life.
- Spiritual sources: These sources arise from the student's knowledge of the meaning of his/her existence, which is the link between the servant and his/her Lord and doing work to please God Almighty.

The Most Significant Factors Affecting Achievement Motivation

Students with high achievement motivation are more knowledgeable about the things they do than students with low achievement motivation. The factors affecting achievement motivation among university students can be explained as follows:

Forthcoming Vision: Future personal goals are an important element in increasing the motivation for high achievement among university students.

Expectation of the goal: It is not only the goal that drives achievement but also the type and level of expectation. A student who has a positive expectation of achieving the goal will put in more effort.

Success expertise: Refers to previous positive experiences in which university students achieve success and satisfaction in any activity, which provides better opportunities for the student to improve his/her skills and feel happy and satisfied as a result of achieving goals.

Social appreciation: Achievement motivation is influenced by the student's need for approval, acceptance, and social recognition from people who are important to him/her, such as family and colleagues.

Self-esteem: A student's concept of himself/herself or his/her belief and confidence in his/her abilities and preparations is called self-esteem and represents one of the important factors that affect the student's behaviour and achievement, in terms of testing, perseverance, and quality of performance. A student who realizes that he/she has positive self-esteem for performing a certain task is expected to perform it with a great deal of enthusiasm and self-confidence.

Research Problem

The university represents the educational institution responsible for preparing the community's cadres, as it is one of the institutions most affected by the recent changes that have occurred in society. Its role is no longer limited to preparing students from the cognitive and academic side only but extends to include interest in the psychological side and working to build the students' personality and satisfy their psychological needs, which have a great impact on their psychological and social balance and the ability to achieve their goals realistically. Satisfying the psychological needs of the university student also represents the main factor in achieving balance in the student from the psychological and social aspects, as this makes him compatible

with himself and with others around him, which is reflected in achieving psychological health (Marwe et al, 2022). This study examines the relationship between psychosocial needs and achievement motivation among students at Al Sharqiyah University. Social needs, such as a sense of belonging and support from others, can influence students' motivation to achieve. When their psychosocial needs are met, they are more likely to have a strong sense of achievement motivation in their learning. When these needs are not met, students may experience a lack of motivation and disengagement in their academic endeavours. Here comes the role of teachers and educational institutions in supporting students' psychosocial needs by creating a positive and supportive learning environment, providing opportunities for student autonomy and success, and fostering positive relationships between students and teachers.

The Study Objectives

The research has the following objective: This study aims to know the contribution of psychological and social needs to the achievement motivation of students at Al Sharqiyah University in the Sultanate of Oman.

The Study Questions

The proposes to answer the following questions:

The first question: Is there a relationship between psychological and social needs and achievement motivation among students of A'Sharqiyah University?

The second question: Do Psychosocial needs contribute to the achievement motivation of students at A'Sharqiyah University in the Sultanate of Oman?

METHODOLOGY

This study is established on the descriptive (correlational) approach, which aims to answer the main question related to the nature of the relationship between psychosocial needs and achievement motivation among students at Al-Sharqiyah University.

Population and Sample

The students at the A'Sharqiyah University in the Sultanate of Oman, whose number reaches about (8300) male/female students during the academic year (2023/2024), based on data extracted from the university's admission and registration department. This study community varies across five different colleges within the university, which are: the College of Arts and Humanities, College of Engineering, College of Applied and Health Sciences, College of Business Administration, and College of Law. Meanwhile, the study sample of the current study consisted of a total of (402) male and female students, representing both genders from the same university. Table 1 clarifies the distribution of the research sample according to the research Variables.

Table 1: Distribution of Sample Individuals According to Study Variables

Faculty	Program Name	Male	Female	Total
College of Business Administration	High Diploma	9	9	18
	Bachelor	7	34	41
	Master	10	5	15
Total		26	48	74
College of Arts and Humanities	High Diploma	1	1	2
	Bachelor	48	103	151
	Higher Education Diploma	2	8	10
	Master	22	12	34
Total		73	124	197
College of Law	High Diploma	2	0	8
	Bachelor	17	8	25
Total		19	8	27
College of Applied and Health Sciences	High Diploma	2	1	3
	Bachelor	8	36	44
	Higher Education Diploma	0	3	3
	Master	0	1	1
Total		10	41	53
College of Engineering	High Diploma	10	1	11
	Bachelor	12	30	42
Total		22	31	53
Overall Total		150	252	402

The Study Instruments

In the current study, the researchers used the scale as a main instrument for collecting data to assess the satisfaction of psychosocial needs and achievement motivation among students of A'Sharqiyah University in the Sultanate of Oman. The study instruments were:

Psychosocial Needs Scale: this scale has two domains: The first one addresses psychological needs which include (18) phrases, meanwhile the second one addresses social needs. The two scales were subjected to evaluation by a panel to judge the accuracy of the language used in the paragraphs, in addition to evaluating the extent to which these paragraphs fit the field of the scale. The first scale was revised to cover the field of psychological needs with (13) paragraphs whereas the second scale was revised to cover the social needs with (14) paragraphs. Pearson's correlation coefficient was applied to check internal validity. The results indicate that the Pearson correlation coefficient with the degree for the psychological needs field reached 0.693, while for the social needs field, it reached 0.636, and both - psychological and social needs fields - indicate the existence of significant positive correlations. These results enhance the assessment of the quality of the scale and confirm its validity for use in the specific research context.

Table 2: Cronbach's Alpha for the Psychosocial Needs Scale

The Dimensions		Number of Phrases	Cronbach's Alpha
The First Scale	Psychological Needs	14	0.812
The Second Scale	The Social Needs	13	0.507
Total		27	0.742

The high value of Cronbach's alpha coefficient for the first field of the first question, prepared by the researchers, which is the field of psychological needs was (0.812), indicates the existence of high reliability for the statements of the first field and strong internal consistency, which enhances the reliability and validity of the first field of the psychological needs question. Despite the low percentage of Cronbach's alpha coefficient for the second field of the first question, which is the field of social needs, which is (0.507), it still indicates the existence of reasonable consistency for the statements of the second field. The Cronbach's value for the first scale, consisting of (27) statements, indicates a percentage of (0.742) so that the results resulting from it and related to measuring the social needs of the sample members can be trusted.

Achievement Motivation Scale: The researchers used the Achievement Motivation Scale, prepared by Kanan Safwat (2003), as a measuring tool in this study. This scale was subjected to evaluation by a panel of judges to judge the accuracy of the language used in the paragraphs as well as to evaluate the extent to which these paragraphs are appropriate for achievement motivation. The data showed that the corrected correlation coefficients of the items with the total score of the achievement motivation scale ranged between (0.12 and 0.55). Moreover, the corrected correlation coefficients of the items with the scores of the axes to which they belonged ranged between (0.15 and 0.55). These rates are classified from acceptable to excellent. The reliability of the scale was measured by extracting Cronbach's alpha coefficient, which reached (0.809), which is a stable scale, and its results can be trusted. Table 3 clarifies it.

Table 3: Cronbach's Alpha for the Achievement Motivation Scale

The Dimensions	Number of Phrases	Cronbach's Alpha
The dimension of the achievement motivation	33	0.809

Statistical methods

In this study, the following statistical methods will be used: to answer the first question, Pearson's correlation coefficient was used. The steps followed in this method include: calculating Pearson's Correlation Coefficient, and Multiple Linear Regression

The Study Results discussion

The first question: Is there a relationship between psychological and social needs and achievement motivation among students of A'Sharqiyah University? To answer this question, Pearson's correlation coefficient was used, and Table 4 shows these results.

Table 4: Pearson's Correlation Coefficient between Psychosocial Needs and Achievement Motivation

Correlation coefficient with achievement motivation	
0.545	Psychosocial Needs

The table above shows that there is a positive relationship with statistical significance at a significant level of less than (0.05) between psychological and social needs and achievement motivation.

The second question: Do Psychosocial needs contribute to the achievement motivation of students at A'Sharqiyah University in the Sultanate of Oman? Multiple Linear Regression Analysis was used to identify the possibility of predicting the level of achievement motivation through Psychosocial needs, as the relationship between these two variables was linear.

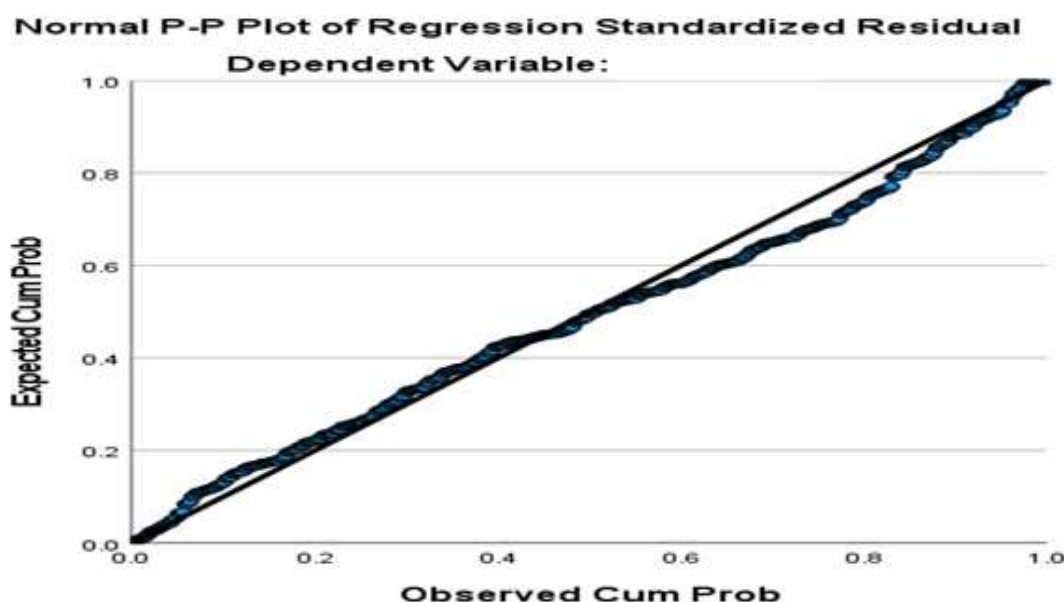


Figure 2: The Shape of the Relationship between Achievement Motivation and Psychosocial Needs

The researchers tested the quality of the regression model, and Table 5 shows the results of the multiple linear regression analysis.

Table 5: Regression Model Summary

Sample	R	R ²	df	F	Significance level	Effect Size (ES)
	0.545	0.279	2	84.395	<.001	0.422

Table 5 shows that Psychosocial needs to explain (29.7%) the variance in achievement motivation, as the value of the coefficient of the determination reached ($R^2 = 0.297$). The results of the multiple regression analysis also indicated that the value of F reached (84.395), which is statistically significant at $\alpha \leq 0.05$, which confirms the ability of achievement motivation to predict Psychosocial needs among students of A'Sharqiyah University in the

Sultanate of Oman. To identify the size of the effect of Psychosocial needs on achievement motivation, the researchers used the following Cohen (1962) equation: $F^2 = R^2 / (1 - R^2)$, and its value, as indicated in the table above, reached (0.422). Based on the indicators of the Omani standard for interpreting the size of the effect, indicate that the size of the effect ranges between (0.106) as a minimum and (0.593) as a maximum, Alwahaibi, et al. (2020).

Table 6 shows the results of the multiple regression analysis: the effect of achievement motivation on psychosocial needs.

Table 6: The Results of the Multiple Regression Analysis: The Effect of Achievement Motivation on Psychosocial Needs

The Variables	Unstandardized Coefficients		Standardized Coefficients	T Value	Sign
	B	Standard Error	Beta		
Constant	35.311	5.084		6.945	<0.001
Psychological needs	0.631	0.080	0.343	7.915	<0.001
Social needs	0.825	0.103	0.347	8.021	<0.001

Table 6 shows that the values of the t-test for psychosocial needs were statistically significant at a level of ($\alpha \leq 0.05$), indicating that achievement motivation can be predicted through these needs. Therefore, through these results, achievement motivation can be predicted through psychosocial needs through the following equation: Achievement motivation = 35.311 + 0.343* psychological needs + 0.347* social needs

The results summary:

The relationship between needs and achievement motivation:

- A vigorous correlation: exists between psychosocial needs and achievement motivation among students of the A'Sharqiyah University, with statistical significance at the level ($\alpha \leq 0.05$).
- Psychosocial needs explain (29.7%) of the variance in achievement motivation

Recommendations and Suggestions

The researchers recommend the following:

1. Preparing activities such as competitions and matches that enhance the connection between the psychological and social needs of university students and their achievement motivation, and allocating prizes for talented students as well as students who can use their abilities competently.
2. Implementing participation programs and supporting achievement motivation for both genders (Male and female) and all students who enrolled in high institutions to enhance the absence of differences between them in meeting psychosocial needs.

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