

The Level of Ambition among Students of the Higher School for Teachers, Specializing in Physical and Sports Education for Primary Education: A Field Study at the Higher School for Teachers in Bou Saâda, University of M'sila

مستوى طموحات طلبة مدرسة العليا للأساتذة التربية البدنية والرياضية في التعليم الابتدائي دراسة ميدانية بالمدرسة العليا للأساتذة ببوسعادة جامعة مسيلة

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Abstract:

This study aims to investigate the level of ambition among students at the Higher School for Teachers, specializing in Physical and Sports Education for primary education. It also seeks to examine the impact of gender and academic level on students' ambition levels. To test the research hypotheses, a randomly selected sample of 55 students from the Higher School for Teachers in Bou Saâda, University of M'sila, was chosen during the 2024/2025 academic year. The study adopted a descriptive research method, which relies on data collection. To achieve the study's objectives, the researchers adapted a standardized ambition-level questionnaire.

The main findings of the study are as follows:

- There are no statistically significant differences in the level of ambition among students based on gender.
- There are no statistically significant differences in the level of ambition among students based on academic level.
- The overall level of ambition among students specializing in Physical and Sports Education is high.

Keywords: Ambition level, student-teacher, Higher School for Teachers, Physical and Sports Education

الملخص : تهدف دراستنا إلى البحث عن مستوى طموحات طلبة مدرسة العليا للأساتذة التربية البدنية والرياضية في التعليم الابتدائي. والتعرف على أثر الجنس والمستوى الدراسي على مستوى طموحات طلبة مدرسة العليا للأساتذة التربية البدنية والرياضية في التعليم الابتدائي. ولتأكيد فرضيات دراستنا قمنا باختيار عينة من طلبة مدرسة العليا للأساتذة التربية البدنية والرياضية في التعليم الابتدائي ببوسعادة بجامعة المسيلة قوامها 55 طالب بطريقة عشوائية خلال الموسم الجامعي 2025/2024، أما المنهج المتبع في الدراسة فهو المنهج الوصفي الذي يعتمد على جمع البيانات، ولتحقيق أهداف الدراسة قام الباحثان بتكييف استبانة خاصة بمستوى طموح، حيث توصلت الدراسة إلى النتائج التالية : - بأنه لا توجد فروق ذات دلالة إحصائية في مستوى الطموح لدى طلبة المدرسة العليا للأساتذة تخصص تربية بدنية ورياضية تعزى لمتغير الجنس. - لا توجد فروق ذات دلالة إحصائية في مستوى الطموح لدى طلبة المدرسة العليا للأساتذة تخصص تربية بدنية ورياضية تعزى لمتغير المستوى الدراسي. - وأن مستوى الطموح لدى طلبة المدرسة العليا تخصص تربية بدنية ورياضية مرتفع.

- الكلمات المفتاحية : مستوى طموح، طالب الأستاذ، مدرسة العليا للأساتذة التربية البدنية والرياضية

A- The theoretical aspect

1. Introduction and Problem of the study:

The level of ambition is considered one of the fundamental psychological and social factors that influence students' academic and professional trajectories, particularly in fields that demand specialization and dedication, such as physical and sports education. In Algeria, the Higher School for Teachers, specializing in Physical and Sports Education, is among the most prominent institutions dedicated to training physical education teachers for the primary education level. Therefore, studying the ambition levels of its students holds particular significance.

Ambition, as a key dimension of human personality, represents a crucial component of an individual's character throughout the different stages of life. A realistic level of ambition plays a significant role in the development of nations. The progress achieved by societies and the accomplishments of individuals can largely be attributed to ambition, along with other contributing factors to

advancement and development (Al-Shafei, Abdullah Al-Hazaa; Abdelaziz, Tamader, 2011, p. 89).

An ambitious person is one who possesses the ability to overcome challenges by utilizing their personal capabilities and potential to achieve their goals. Such a person can confront crises and hardships in pursuit of objectives they have planned and worked diligently to attain, relying on proper future planning and resilience in the face of life's difficulties (Hadj Chtouan & Mansour Bouksara, 2017, p. 3).

Studies indicate that students at the Institute of Sciences and Techniques of Physical and Sports Activities at the University of Ouargla exhibit a high level of ambition. A study involving 150 students revealed that their ambition levels were elevated, with no significant differences observed based on academic level. Another study also demonstrated a positive correlation between emotional intelligence and ambition levels among the institute's students, highlighting the role of psychological factors in enhancing ambition.

On the other hand, several studies suggest that students' ambition levels are influenced by multiple factors, including psychological hardiness. A study conducted on students in the faculties of physical education in the northern West Bank found a correlation between psychological hardiness and ambition level, emphasizing the importance of psychological support in fostering students' ambitions.

In the context of primary education, physical and sports education is considered a core subject that contributes significantly to the physical and psychological development of pupils. A study conducted in the Wilaya of Sétif on the importance of physical education in primary education showed that the subject plays an active role in shaping pupils' profiles, despite the challenges posed by the lack of favorable conditions.

Based on the aforementioned findings, a central research problem emerges: **What is the level of ambition among students at the Higher School for Teachers, specializing in Physical and Sports Education for primary education?**

2. Sub-questions of the Study

- To what extent does the level of ambition differ among students at the Higher School for Teachers, specializing in Physical and Sports Education for primary education, according to gender?
- To what extent does the level of ambition differ among these students according to academic level?

3. Objectives of the Study

This study aims to investigate the following:

- The level of ambition among students at the Higher School for Teachers, specializing in Physical and Sports Education for primary education.
- The impact of gender on the level of ambition among these students.
- The impact of academic level on the level of ambition among these students.

4. Significance of the Study

The significance of this study stems from its focus on a research-worthy topic. The Higher School for Teachers, with its specialization in Physical and Sports Education for primary education, is one of the most vital educational institutions that positively influences the educational system, public health, and the development of future generations.

Students enrolled in this institution form the backbone of the educational, physical, and health system. They are not only equipped with scientific and technical knowledge, but also play a key role in promoting public health,

reinforcing social values, and preparing for a dynamic and evolving profession that responds to the needs of modern society.

5. Definition of Terms

Level of Ambition

Amaal Baza (2004) defined it as: "The goals an individual sets for themselves in educational, professional, familial, or economic domains, which they strive to achieve. These goals are influenced by various factors related to the individual's personality and surrounding environmental forces."

(Baza, A., & Abdelsami', 2004, p. 5)

Al-Rifa'i (2017) defined it as: "A relatively stable trait characterized by optimism, the ability to set goals, openness to new experiences, and the capacity to endure failure and frustration."

(Al-Rifa'i, Taghreed Hameed, 2017, p. 10)

Operational Definition: The level of ambition refers to the score that students obtain on the ambition scale, which may be classified as high or low.

Student-Teacher

Jurjus Mishal (2005) defined a student-teacher as: "A student enrolled in a college of education or a higher school for teachers, who is preparing to become a teacher within the Ministry of National Education after graduation."

(Jurjus, Jurjus Mishal, 2005, p. 350)

Belkacem Yakhlef (2007) defined it as: "A student enrolled at the Higher School for Teachers, who has obtained a baccalaureate degree with an average of 14.5/20 or higher, and is pursuing a degree to become a basic, intermediate, or secondary education teacher."

(Yakhlef, Belkacem, 2007, p. 64)

Operational Definition: The student-teacher refers to a student enrolled at the Higher School for Teachers in Bou Saâda, specializing in Physical and Sports Education for primary education, during the academic year 2024/2025.

6. Previous Studies Related to the Topic

- **Al-Zahrani (2020):**

This study aimed to examine the relationship between creative self-efficacy and the level of ambition among gifted students. The results showed that the level of ambition among gifted students was high. There was a statistically significant positive correlation between creative self-efficacy and its dimensions and the level of ambition and its dimensions. No statistically significant differences were found among the sample regarding ambition levels attributed to gender.

- **Zakiyya Tajini & Fatima Ben Ata Allah (2020):**

This study aimed to identify the level of ambition among students and its relationship with both learning motivation and the university climate in a sample from the Faculty of Humanities and Social Sciences at the University of Ouargla. The study also sought to determine gender differences in ambition level, learning motivation, and university climate among students. A simple random sample of 40 students was selected. Results indicated no statistically significant relationship between learning motivation and ambition level, nor between university climate and ambition level. Additionally, no significant differences were found in ambition level or learning motivation based on gender or specialization.

- **Hamza (2019):**

This study aimed to investigate the relationship between self-efficacy and the level of ambition among diploma students in education. The

results revealed a statistically significant positive correlation between self-efficacy and ambition level. No significant differences were found in self-efficacy or ambition level according to age or specialization (scientific vs. literary).

- **Abed (2015):**

This study examined the relationship between future anxiety, self-efficacy, and ambition levels among high school students in the Eastern Gaza Directorate. Results showed a relationship between future anxiety and ambition level, and between self-efficacy and ambition level. Significant gender differences were found in ambition levels favoring males, while no significant differences were found in self-efficacy or ambition level based on specialization.

- **Ben Karima (2015):**

This study aimed to investigate the relationship between self-esteem, ambition level, and academic achievement among repeat students in the baccalaureate exam. The findings revealed a statistically significant relationship between self-esteem and ambition level. No significant differences were found in ambition level based on gender (male/female), but differences were observed according to specialization (scientific/literary). A significant relationship was also found between academic achievement and ambition level.

- **Ben-Touati Khira (2014):**

This study aimed to examine the relationship between emotional balance and ambition level among university students at Kasdi Merbah University in Ouargla. It also sought to identify differences based on gender and academic level (first year, third year bachelor's, second year master's). A sample of 173 students was selected (59 males and 114 females) using a descriptive methodology. Data were

collected using two scales: the Emotional Balance Scale (prepared by Ahlam Samour, 2012) and the Ambition Level Scale (prepared by Muawad Abdel Azim, 2005). The results indicated rejection of the hypothesis that there are statistically significant differences in emotional balance according to academic level, acceptance of the null hypothesis of no significant differences in ambition level according to academic level, rejection of the hypothesis of significant gender differences in ambition level, and acceptance of the null hypothesis of no significant gender differences in ambition level.

- **Al-Faqi (2013):**

This study aimed to explore the relationship between self-regulation, ambition level, and future anxiety among high school students. Results showed a significant positive correlation between self-regulation and ambition level. No statistically significant differences were found between males and females in ambition level, nor between scientific and literary specializations. The study also highlighted the relationship between self-efficacy and ambition level.

- **Ziad Barakat (2009):**

The study aimed to identify the relationship between self-concept and ambition level among students at Al-Quds University, considering variables such as gender, specialization, and academic achievement. The sample included 378 students. Findings revealed a positive correlation between self-concept and ambition level among university students.

- **Barakat (2008):**

This study examined the relationship between self-concept and ambition level among students at Al-Quds Open University, considering variables of gender, specialization, and academic achievement, with a sample of 378 students. Results showed that both self-concept and ambition level were moderate. A positive correlation was found between self-concept and ambition level.

Significant differences in scores on the self-concept and ambition scales were observed in favor of students with higher academic achievement. No significant differences were found regarding gender or specialization.

- **Drissi (2004):**

The study investigated the relationship between sources of self-control, ambition level, and self-concept among a sample of 542 university students. Results indicated a positive correlation between self-concept and ambition level. Differences in ambition level and self-concept were also found according to gender, specialization, and age.

- **Margoribanks (2004):**

This study aimed to examine the relationship between intellectual ability, personality traits, and ambition level. The sample consisted of 1,500 secondary and university students. Results revealed a significant positive correlation between intellectual ability, academic achievement, certain personality traits, and ambition level. Differences in ambition level were found according to gender and specialization, favoring males and students in scientific and vocational fields.

B. Practical Aspect

1. Methodological Procedures

1.1 Exploratory Study: To achieve the study objectives, the researchers initially conducted an exploratory study, which represents the first step in field research. This step helps in identifying the characteristics and features of the study population and all relevant information related to the sample. It also involves examining the data collection tool by reviewing various scales. The exploratory study was conducted during the period from April 22, 2025, to May 15, 2025. The questionnaire was adapted to the Algerian context, and the psychometric properties of the tool were verified using a pilot sample of 8 students from the

Higher School for Teachers of Physical Education at Bousaada, University of M'sila.

1.2 Research Method: The descriptive-analytical method was employed to achieve the study objectives. This method involves studying the reality or phenomenon as it exists, describing it accurately, and expressing it both qualitatively and quantitatively. (Mohammad Obeidat et al., 2005, p. 274)

1.3 Study Population: The study population consists of 66 students from the Higher School for Teachers specializing in Physical Education at Bousaada, University of M'sila.

1.4 Study Sample: The questionnaire was distributed to 58 students using a survey method. A total of 55 valid questionnaires were retrieved from the students at the Higher School for Teachers of Physical Education at Bousaada, University of M'sila.

1.5 Study Instrument: To achieve the objectives of the study, a questionnaire was developed to collect data from the sample members in order to answer the study questions. The questionnaire is a widely used data collection tool in scientific research that allows direct access to information from the original source. This facilitates the data collection and analysis process while reducing costs. The questionnaire consists of four dimensions: optimism, goal-setting ability, acceptance of novelty, and frustration tolerance.

1.6 Psychometric Properties of the Research Instrument (Ambition Scale): Cronbach's alpha reliability coefficients were calculated to verify the internal consistency of the scale. Additionally, construct validity was assessed by computing the square root of the reliability coefficient. The results are summarized as follows:

Table (No. 01): Validity and Reliability of the Ambition Scale

Dimension	Number of Items	Pilot Sample Size	Cronbach's Alpha Reliability	Construct Validity ($\sqrt{\alpha}$)
Optimism	12	8	0.661	0.813
Goal-setting Ability	9	8	0.770	0.881
Acceptance of Novelty	9	8	0.683	0.826
Frustration Tolerance	6	8	0.630	0.793
Total Ambition Scale	36	8	0.865	0.930

From the above table, it is evident that the Cronbach's alpha coefficients for the questionnaire dimensions ranged between 0.630 and 0.770, indicating acceptable internal consistency. The overall reliability coefficient for the entire scale was 0.865, suggesting good reliability.

Furthermore, the construct validity coefficients (calculated as the square root of Cronbach's alpha) for the dimensions ranged from 0.793 to 0.881, while the overall scale's construct validity reached 0.930. These results confirm that the questionnaire is valid and reliable for measuring the intended construct.

7- Statistical Methods: The statistical software SPSS is widely used for data analysis in human and social sciences research (Mohammad Obeidat et al., 1999, p. 138). Therefore, the researcher utilized SPSS to process the data collected through the questionnaire. The study relied on the following statistical

tools: arithmetic mean, standard deviation, reliability coefficient (Cronbach's alpha), significance level (sig), and the Least Significant Difference (LSD) test.

2-1- Presentation, Interpretation, and Discussion of the First Partial Hypothesis Results:

Hypothesis statement: There are no statistically significant differences in the level of ambition among students of the Higher School for Teachers specializing in Physical Education according to the gender variable.

To verify this hypothesis, the researchers conducted an independent samples t-test. The following table summarizes the results:

Table (No. 02): Differences in the Level of Ambition among Students of the Higher School for Teachers, Physical Education Specialization, According to the Gender Variable

Gender	N	Mean	Standard Deviation	Calculated t	Critical t	p-value	Statistical Significance
Male	31	118.58	10.93	1.25	1.96	0.215	Not Significant
Female	24	114.79	11.32				
Degrees of freedom = 53				Significance level = 0.05			

Source: Prepared by the researcher based on SPSS outputs

As shown in the above table, the mean score for male students was 118.58 with a standard deviation of 10.93, whereas the mean score for female students was 114.79 with a standard deviation of 11.32. According to the independent samples t-test, the calculated t-value was 1.25, which is less than the critical t-value of 1.96. Moreover, the p-value (0.215) is greater than the significance level (0.05). Therefore, we conclude that there are no statistically significant differences in the level of ambition among students at the Higher School for Teachers specializing in Physical Education based on gender.

These findings are consistent with those of Zakia Tijani and Fatima Ben Ataallah (2020), who found no significant differences in the level of ambition attributable to gender or specialization among students. Similarly, the study by Ben Karima (2015) confirmed the absence of significant gender differences in ambition levels (male vs. female). Furthermore, Barakat (2008) reported no significant differences in self-concept and ambition levels based on gender or specialization.

2-2 Presentation, Interpretation, and Discussion of the Second Partial Hypothesis Results:

Hypothesis Statement: There are no statistically significant differences in the level of ambition among students at the Higher School for Teachers, specializing in Physical Education, attributable to the academic level variable.

To verify the validity of this hypothesis, the researchers conducted an independent samples t-test. The following table presents the results:

Table (No. 03): Differences in the Level of Ambition among Students of the Higher School for Teachers, Physical Education Specialization, According to Academic Level

Academic Level	N	Mean	Standard Deviation	t (calculated)	t (critical)	p-value	Statistical Significance
First Year	29	117.93	11.25	0.701	1.96	0.486	Not Significant
Second Year	26	115.80	11.17				
Degrees of freedom = 53				Significance level = 0.05			

Source: Prepared by the researcher based on SPSS output

As shown in the table above, the mean ambition score for first-year students was 117.93 with a standard deviation of 11.25, while second-year students had a

mean of 115.80 and a standard deviation of 11.17. According to the independent samples t-test, the calculated t-value was 0.701, which is lower than the critical t-value of 1.96. Additionally, the p-value (0.486) exceeds the significance level (0.05). Therefore, we conclude that there are no statistically significant differences in ambition levels among students based on academic level.

These findings are consistent with the study by Khira Ben Touati (2014), which found no statistically significant differences in ambition levels across university levels (First, Third year of Bachelor's, and Second year of Master's).

2-3 Presentation, Interpretation, and Discussion of the General Hypothesis Results

Hypothesis Statement: The level of ambition among students at the Higher School for Teachers, specializing in Physical Education, is high.

To test this hypothesis, the researchers conducted a one-sample t-test. The table below presents the results:

Table (No. 04): Level of Ambition among Students at the Higher School for Teachers

Dimension	Mean Score	Standard Deviation	Hypothetical Mean	t (calculated)	t (critical)	p-value	Statistical Significance
Total Score	116.92	11.16	85	21.21	1.96	< 0.001	Significant
Degrees of Freedom = 54				Significance Level = 0.05			

Source: Prepared by the researcher based on SPSS output

As shown in the table, the mean ambition score was **116.92** with a standard deviation of **11.16**, while the hypothetical mean was **85**. The calculated t-value was **21.21**, which is greater than the critical value of **1.96**, and the p-value (**< 0.001**) is less than the significance level (**0.05**). These results confirm that the difference is statistically significant at the 0.05 level with 54 degrees of freedom, indicating that the level of ambition among students at the Higher School for Teachers, Physical Education specialization, is **high**.

These findings are consistent with the results of **Al-Zahrani (2020)**, which also indicated a high level of ambition among gifted students.

3. Conclusions and Recommendations

Based on the study findings and the analysis and discussion presented, the following conclusions can be drawn:

- There are no statistically significant differences in the level of ambition among students at the Higher School for Teachers, Physical Education specialization, attributable to gender.
- There are no statistically significant differences in the level of ambition among students attributable to the academic level.
- The overall level of ambition is high among students in the Physical Education specialization at the Higher School for Teachers.

In light of these findings, the following recommendations are proposed:

- Organize training and development workshops for Physical Education students at the Higher School for Teachers to help them effectively interact with primary school pupils.
- Provide the necessary equipment and resources to enhance the teaching and learning environment at the university.
- Adapt academic programs to align with current realities and educational needs.

- Conduct a similar study exploring the relationship between the level of ambition and learning motivation among students in the Physical Education specialization for primary education.

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