

## The Level of Ambition and Its Relationship to Some Variables Among Outstanding Students: A Field Study in International Schools in The Emirate of Sharjah

Iman Abed Rabou

College of Arts, Social Sciences and Humanities, University of Fujairah, Fujairah, UAE.

Najeh Rajeh Alsalhi\*

College of Arts, Humanities, and Social Sciences, University of Sharjah, Sharjah, UAE.

Email: [nalsalhi@sharjah.ac.ae](mailto:nalsalhi@sharjah.ac.ae)

Bushra Ahmad Alakashee

College of Arts, Humanities, and Social Sciences, University of Sharjah, Sharjah, UAE.

Ahmad Moh'd Tarawneh

Princess Sumaya University for Technology, Amman, Jordan.

### Abstract

This study investigated the ambition level among outstanding students by looking at the students' opinions according to the multiple dimensions of ambition, exploring its prevalence and appearance among the sample members, and the order of its prevalence and appearance among the sample members, along with the extent of its prevalence among sample members. The importance of differences in the level of ambition depending on the research variables. To achieve these goals, the researchers prepared a scale to measure the level of ambitions among outstanding students, which included six dimensions. The research sample consisted of (177) students of academic excellence. The results of the study highlighted the level of prevalence of level of silt as medium and the order of emergence of the dimensions of ambition level in the targeted respondents was as follows: after taking responsibility in the first place, followed by the desire for excellence, the outlook to the future, after the study methods, after dependency and belief in luck, and finally after perseverance and diligence. Further, the results depicted no statistically significant differences according to the gender variable, but there were statistically significant differences according to the school year variable in favor of the third secondary in all dimensions except after dependency and belief in luck came in favor of the first secondary. There are differences in the order variable between the brothers in favor of the elder brother in all dimensions except after dependency and belief in luck came in favor of the average and youngest son.

**Keywords:** Level of Ambition, Outstanding Students, Emirate of Sharjah.

## 1. Introduction

It is known that the individual lives under a set of changes, transformations and challenges that require him to exploit his abilities, capabilities and energies to overcome obstacles and then achieve his ambitions and prove himself where he or she has a flame of activity and vitality (Kulcsár et al., 2020). In the same domain, the ability of students to raise the level of their ambition depends on their self-awareness, abilities, potential, preparations and ability to act and implement their goals so that they feel self-esteem and that the importance lies not only in the presence of the level of ambition, but in how the individual exploits his abilities and potential (Kreibich et al., 2020). Students who exhibit high ambitions always show maximum engagement in their academic performance but this factor of ambition is fading day by day due to the extended advancement of technology and the technology has masked the students' focus on their academic side as well as it has also cast a damaging role to the student's ambitions and have increased the unemployment level, loneliness and insomnia (Malach et al., 2022). In addition to this, the literacy rate of UAE is also falling at a very alarming rate; according to a report, the increase in c from 2005 to 2019 and in the year 2021, this rate showed no significant increase and there was only an increment of 2.6% which is very low (Bank et al., 2023). The graphical display of the literacy rate of UAE in the mentioned year is as follows.

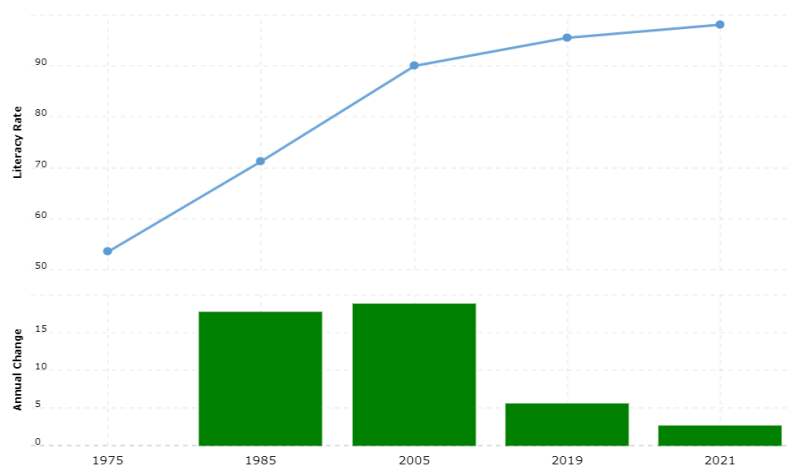


Figure 1: The Lack Or Drop of Literacy Rate in UAE.

Despite the fact that UAE has started taking many initiatives for promoting education in its region and has desired to become a high and well-knowledge location for

quality institute and in this domain, it has gained many positive interactions from the foreign students who have shared a positive experience called UAE a study destination and has showed their interest for staying and working here as well (Hill & Sughnani, 2021). However, the local native students have no proper defined line of ambition or any defined pattern of their future lives and they only work or study due to different societal expectations and family or individual expectations (Engin & McKeown, 2017). Further, a recent study has illustrated the presence of vocational ambition in the North Al Batinah Schools with respect to the parenting style of their parents and highlighted that the significance of demographic of neglectful parenting style on the determination of education ambition, career ambition and vocational ambitions (Hammoud et al., 2021). However, the study was not encountered with no empirical evidence that has provided some chunks of information on the academic year and the gender role in defining the ambition level as well as the literature has scarce information related to the ambition of the school level students, mostly studies talk about the university level students and their ambition levels related to their careers and goals (Alshebami & Alamri, 2020) and school level good students are not considered to the researched knowledge context. Therefore, the study has taken a primary but quite robust initiative of investigating the level of ambition of the good students who have excellent academic performance in addition to the extent of the ambition level in genders, academic year and one completely novel addition of order of sibling as the parents have different dealing pattern with their children of different ages so their ambition levels along with their academic performance can also vary (Naite, 2021).

Consequently, by using the simple demographical analysis technique, the study will illustrate the importance of ambition level in the school level students of the state Sharjah UAE and will highlight empirical knowledge to the literature by fulfilling the gap of no clear empirical investigation in the targeted context and will highlight the importance of gender, academic year and order of sibling in defining the ambition level and will depict the role of parenting and other background demographics in polishing the students ambition. The study will contribute all these mentioned significant implications to the literature and practical knowledge by addressing the following objectives:

- Identify the order of the emergence and prevalence of the level of ambition among outstanding students academically in Al Noor School and Al Maarifa School in the Emirate of Sharjah and their order in terms of importance and priority according to the research variables (academic year, gender, order between brothers).
- The significance of statistical differences between the sample members (students who excel academically) is known for the concerned constructs (gender, academic year, order of siblings).

## 2. Literature Review

### 2.1 Ambition

[Senthilselvam and Subramonian \(2015\)](#) defined it as Ambition is the level of achievement that a particular person sets for himself and expects to achieve based on his assessment of his abilities and aptitudes and refers to anything that an individual expects in terms of his style of performance. [Khazali and Momani \(2017\)](#) defined ambition aspirations and hopes that students set for themselves in a field of study or education as they strive to achieve them. Ambition fluctuates from high to low depending on success or failure. [Ousama et al. \(2020\)](#) stated that ambition is a dimension of the human personality with its impact on the life of the individual and the group alike if it acts as an incentive that pushes the individual to carry out certain behaviors and each of us has an ambition in general that strives to achieve it and may succeed or fail in that, this depends on his competence, abilities and self-esteem and according to the experiences of failure and success that man has gained from the patterns of dynamic interaction between his environment and the reality of his life. Ambition of the individual serves as the motivation that pushes a person to reach what he wants, and therefore the size of the goals set by the individual depends on the extent of his ambition and achievement to strive to achieve those goals, hence success and failure ([Hirschi & Spurk, 2021](#)).

### 3. Characteristics of an Ambitious Person

The most prominent of which is an adventurer who loves competition and

takes responsibility He is not satisfied with little and does not accept the current situation and always works to advance it And he always sees that there is better than the current situation He does not believe in luck and does not let things go by chance He does not fear failure and the unknown and bears risks and horrors He does not wait until the opportunity comes His hope is increasing He does not get angry at the delay in the results of his work He is sure that difficulties can be overcome with effort, work and perseverance The motivation of achievement of an ambitious person is always high He bears difficulties in order to reach his goals and does not mean failure because He does not feel hopeless, his experiences push him to adjust the level of his ambition in accordance with his limits and realistic abilities Determines his goals and future plans appropriately Loves good and cooperates with the group Objective in his thinking and self-respectful He believes that the effort and work of man is what determines his success in any field that depends on himself in accomplishing his own tasks or his family (Alsalhi, 2020).

#### 4. Levels of Ambition

The ambition level is a measure of the individual's ability to challenge and to face the difficulties and obstacles that stand in the way of achieving his goals and future hopes, as ambition is an internal force that implants in the human being a tendency to achieve the desired while overcoming obstacles and problems without affecting him (Al-mzary et al.) and the level of ambition is only the product of the interaction of the individual's self-awareness and his ability to confront himself and his ability to act and implement his goals so that he feels self-esteem and achievement of them. The level of ambition contributes to the learning process and works to push the individual to do his utmost in order to achieve more achievement, excellence and rise in his social status (Petrovska et al., 2022).

##### 4.1. Relational Literature Review

Young and Bruce (2020) investigated the impact of gender on the level of ambition and concluded that men score higher in terms of vertical ambition than women. However, no gender differences were reported in terms of horizontal

ambition. However, this study focused on the Dutch population of workers. Nonetheless, the study's contributions to gendered studies of ambition is substantial. The study of [Vukičević et al. \(2022\)](#) is significant because of its exclusive focus on the population of the students. The study aimed to investigate whether there existed a gender gap in the level of ambition and career aspiration among male and female students at Algebra University College. The study was unique in terms of its findings, which reported no differences between male and female students in terms of their level of ambition. However, the findings of this study cannot be generalized because of the evident geographical limitations of the study's methodological choices. On the other hand, the study conducted by [Danaa et al. \(2022\)](#) focused on a sample of male and female students drawn from the population of Al-Balqa Applied University (BAU). The study also aimed to analyze the impact of gender differences on the ambition level. The study's findings reported that there was a significant difference in the ambition levels of male and female students, which can be attributed to their gender differences. The study found females to be more ambitious than male students.

Similarly, [Wicht and Siembab \(2022\)](#) also sought to answer the question regarding the gendered aspect of ambition among students. The study investigated the occupational aspirations of female and male students in secondary schools in Germany. The study reported that female students had higher occupational aspirations than those in boys. Thus, the study provided an empirical evidence of the impact of gender differences on level of ambition of students. Furthermore, [Maranto et al. \(2019\)](#) also made a substantial contribution to gendered studies of level of ambition by exploring the relationship between gender and career ambition. The study reported significant gender disparities among its participants in terms of their career ambition. The study of [Noyens et al. \(2019\)](#) is highly substantial because it particularly highlighted the academic year of students that it focused on. The study targeted the freshmen from higher education and reported that students who were a-motivated during the beginning of the first year, were less socially integrated by the end of the year. Thus, the study implied that the freshmen year was highly significant because of its implications for students' ambition, academic motivation, and the subsequent social integration.

Ihtesham and Islamia (2022) reported that birth order had a significant impact on the personality of siblings. The study was significant because of its implications regarding the impact of birth order on different personality traits. Similarly, AlSaleh et al. (2021) also reported significant differences in the academic achievements of siblings according to their order of birth. The study reported that later-born gifted siblings had higher academic achievements than other siblings. In addition, Esposito et al. (2020) also regarded birth order as a significant determinant of educational outcomes. However, the study focused on the Mexican context. Based on the aforementioned studies, the present study posits gender, academic year, and order of siblings as significant factors that can influence the level of ambition in students. Thus, based on the findings of these studies, the following hypotheses can be formulated:

**H1:** *Ambition level statistically have significant differences according to the gender variable in the average scores of the members of the selected sample.*

**H2:** *Ambition level statistically have significant differences according to the variable of the school year in the average scores of the members of the selected sample.*

**H3:** *Ambition level statistically have significant differences according to the variable of the order of the brothers in the average scores of the members of the selected sample.*

## 5. Method and Procedure

### 5.1 Study Methodology

The study was conducted by using a descriptive analytical approach, which depends on analysis and systematic scientific interpretation that is further used to explain or elaborate the specifically targeted phenomenon or problem with the help of quantitatively collected data and which further analyzed by the data empirically collected information, classifying, analyzing and subjecting it to careful study, and since the research aims to reveal the reality of the level of ambition among students who excel academically and its relationship to some variables, the descriptive analytical approach is the appropriate approach to the nature of the research and its objectives.

### 5.2 Study Participants

The participants in the study were comprised of (177) male students and female

students from Al Noor and Al Maarifa International Schools in the Emirate of Sharjah for the first and twelfth grades of secondary school. Table 1 shows the demographic characteristics of the students participating in the study.

Table 1: Demographic Characteristics of Study Participants.

Percentage	Number	Student Ranking	Percentage	Number	Academic year	Percentage	Number	Sex
41.24%	73	The Biggest	54.80%	97	First secondary	49.15%	87	male
33.33%	59	Middle East	45.20%	80	Third secondary	50.85%	90	female
25.42%	45	The youngest	100%	177	Total	100%	177	Total
100%	177				Total			

### 5.3 Study Tools

The researchers developed a special tool to measure the level of ambition, where the researchers reviewed some references and previous studies that dealt with the level of ambition of outstanding students, such as the study of Al-Dalaeen and Alzahrni (2022), the study of Gharaibeh (2021), the study of Al-Mashikhi et al. (2009) and other references related to the subject of the research, and the phrases of each dimension were determined separately, and during their formulation the clarity of meaning and the integrity of the language were taken into account, and then the scale was presented to a group of arbitrators who made a set of observations modified Some phrases of the scale to suit the level of ambition of students who excel academically, as the scale included six dimensions are (the desire for excellence, responsibility, study methods, outlook for the future, perseverance and diligence, dependence and belief in luck and the scale consists of two parts that includes a page of instructions and research variables such as (gender, academic year, arrangement between brothers) The second part consists of (40) paragraphs that covered the six axes of the scale, which measure the ambition of outstanding students.

### 5.4 Study Tool Description

The study tool consisted of a special scale for the level of ambition, as this scale consisted of six dimensions with a total of (40) items: after the desire to excel and exert effort for academic excellence (11), after taking responsibility and self-reliance in academic performance (4), determining the study methods and methods of achieving



them (5), looking for the future (8), perseverance and diligence in order to achieve academic goals (6), after dependence and belief in luck (6), and [Table 2](#). It illustrates this.

Table. 2: Dimensions of the Scale of The Level of Ambition of Outstanding Students in Its Final Form.

Dimension	Phrases Numbers	Number of paragraphs
The desire to excel and make an effort for academic excellence.	1-2-3-4-5-6-7-8-9-10-11	11
Taking responsibility and self-reliance in academic performance.	12-13-14-15	4
Determine the study methods and methods of achieving them.	16-17-18-19-20	3
Looking to the future.	21-22-23-24-25-26-27-28	5
Perseverance and diligence in order to achieve academic goals.	29-30-31-32-33-34	6
After dependence and faith in luck.	35-36-37-38-39-40	6
The total number of paragraphs of the scale		40

### 5.5 Method of Correcting the Scale of the Ambition Level

The researchers adopted the correction of the scale according to the triple system of answer, and this is consistent with the reference to both [Al-Nayal and Abdullah \(1997\)](#) of the tripartite system, where it is characterized by flexibility and gradation in small degrees and not [Al-Nayal and Abdullah \(1997\)](#) and the degree of each alternative was determined according to what is shown in the [Table 3](#).

Table. 3: Dimensions of the Scale for The Level of Ambition of Outstanding Students in Their Final Form.

Highly applicable (3)	Medium applicable (2)	Low applicable (1)
FROM3-2.34	Price2.33-1.67	From 1.66-1

### 5.6 Psychometric Properties of The Level of Ambition Scale Among Outstanding Students

#### First: the validity of the Scale

##### 1- Structural Honesty

The scale was applied to a sample of (64) students who excelled academically outside the study participants, then the correlation coefficients of each item with the total degree of the scale were calculated, and the correlation coefficients of the items with the total degree of the dimension to which it belongs, and the correlation coefficients of the

sub-dimensions of the scale with each other and with the total degree of the scale, and the following Table 4, Table 5 and Table 6 show the resulting correlation coefficients:

Table. 4: Coefficients of Correlation of Each Item with The Total Score of The Level of Ambition Scale Among Students Who Excel Academically.

Correlation Coefficient	Item No.	Correlation Coefficient	Item No.	Correlation coefficient	Item No.	Correlation Coefficient	Item No.
.822**	34	.560**	23	.865**	12	.794**	1
.612**	35	.623**	24	.554**	13	.880**	2
.591**	36	.556**	25	.465**	14	.885**	3
.698**	37	.631**	26	.586**	15	.801**	4
.861**	38	.686**	27	.617**	16	.734**	5
.746**	39	.572**	28	.598**	17	.925**	6
.668**	40	.593**	29	.565**	18	.546**	7
		.789**	30	.594**	19	.554**	8
		.753**	31	.659**	20	.649**	9
		.895**	32	.740**	21	.437**	10
		.804**	33	.625**	22	.825**	11

It is noted from the previous table that the values of the correlation coefficients of items with the total score of the scale ranged between (0.437-0.925), which are good correlation coefficients and statistically significant at the significance level (0.01), which indicates that the items of the scale are consistent with the total score of the scale.

Table. 5: Correlation Coefficients for Each Item with The Total Degree of The Dimension to Which It Belongs.

Perseverance and Diligence		Academic Methods		The Desire for Excellence	
Correlation coefficient	Item No.	Correlation coefficient	Item No.	Correlation coefficient	Item No.
.636**	29	.631**	16	.833**	1
.818**	30	.670**	17	.900**	2
.954**	31	.595**	18	.923**	3
.939**	32	.617**	19	.845**	4
.782**	33	.614**	20	.816**	5
.896**	34	Looking to the future		.940**	6
Dependency and belief in luck		Correlation coefficient	Item No.	.601**	7
Correlation coefficient	Item No.	.648**	21	.601**	8
.695**	35	.730**	22	.661**	9
.613**	36	.653**	23	.630**	10
.733**	37	.576**	24	.843**	11
.856**		38	.714**	Taking Responsibility	
.809**	39	.619**	26	Correlation coefficient	Item No.
.720**	40	.544**	27	.741**	12
		.645**	28	.777**	13
				.769**	14
				.777**	15

The [Table 5](#) attached above displays the values of the coefficients of correlations of each item with the total degree of the dimension to which it belongs ranged between (0.544-0.954), which are good correlation coefficients and statistically significant at the significance level (0.01), which indicates that the items of the scale are consistent with the dimension to which it belongs.

Table.6: Correlation Coefficients of Sub-Dimensions with Each Other and with the Overall Score of the Scale of the Level of Aspiration.

Total Grade	Dependency and belief in luck	Perseverance and diligence	Looking to the future	Academic methods	Taking Responsibility	Sub-dimensions
.947**	.872**	.909**	.837**	.772**	.675**	The desire for excellence
.824**	.707**	.789**	.787**	.767**		Taking Responsibility
.881**	.853**	.852**	.789**			Academic methods
.921**	.828**	.837**				Looking to the future
.966**	.923**					Perseverance and diligence
.943**						Dependency and belief in luck

It is noted from the previous table that the values of the correlation coefficients of the sub-dimensions with each other and with the total score of the scale ranged between (0.675-0.966), which are good correlation coefficients and statistically significant at the significance level (0.01), which indicates that the sub-dimensions are consistent with each other and with the degree of the total of the scale.

## 2- Spoken Honesty (Discriminatory Honesty)

The designed scale was then applied to gather data from 64 students who excelled academically, then their grades were calculated, and arranged in descending order, and the highest (25%) and lowest (25%) were taken from them, then the arithmetic averages and standard deviations of the scores of the sample members were calculated on the sub-dimensions and the total degree of the scale, and (T) Student was used to know the significance of the differences between the averages of the scores of the members of the two groups, as the [Table 7](#) shows.

Table. 7: The Statistical Significance of The Differences Between the Averages of the Scores of The Upper and Lower Groups on The Scale of Problems of Students Who Excel Academically.

Statistical Significance	P-Value	Degree of Freedom	T-Value	Standard Deviation	Arithmetic Mean	the Collection	Number	Sub-Dimensions
D	0.000	30	15.638	28.56 16.75	28.56 16.75	Supreme	16	The desire for excellence
D	0.000	30	8.430	1.621 .574	9.69 6.06	Supreme	16	Taking Responsibility
D	0.000	30	13.139	1.366 .250	12.50 7.94	Supreme	16	Academic methods
D	0.000	30	16.637	1.713 1.195	21.00 12.31	Supreme	16	Looking to the future
D	0.000	30	10.661	1.528 1.352	15.75 10.31	Supreme	16	Perseverance and diligence
D	0.000	30	13.505	1.461 1.167	14.50 8.19	Supreme	16	Dependency and belief in luck
D	0.000	30	14.143	9.873 5.773	9.873 5.773	Supreme	16	Total Grade

The above table depicts the t value, which is statistically significant, which indicated that the averages of the scores of the members of the upper and lower groups are statistically significant different, and these differences support the upper group, thus, indicated discriminatory honesty of the level of ambition scale among students who excel academically.

## Second: Scale Stability

The stability of the scale was verified according to the following two methods:

### 1- Stability by Alpha-Cronbach Equation

The Cronbach-alpha equation was used for the scores of (64) of the outstanding students (same internal consistency sample) on the sub-dimensions and the overall score of the scale, and the values of the stability coefficients in this way ranged between (0.759-0.970) and indicate a high degree of stability of the scale.

### 2- Stability by the Half-Segmentation Method

The stability coefficient of the half fraction of the sub-dimensions and the total degree of the scale were calculated, then the stability coefficient was corrected by the

Spearman-Brown equation, and the values of the stability coefficients in this way ranged between (0.782-0.979), which are high stability coefficients indicating that the scale is stable according to the half-segmentation method. and [Table 8](#) illustrates it.

Table. 8: Scale Stability Coefficients in two Ways (Alpha-Cronbach and Half-Hash).

Half Hash	Alpha-Cronbach	Number of items	Sub-dimensions
0.886	0.931	11	The desire for excellence
0.797	0.759	4	Taking Responsibility
0.782	0.774	5	Academic methods
0.830	0.825	8	Looking to the future
0.833	0.817	6	Perseverance and diligence
0.847	0.834	6	Dependency and belief in luck
0.979	0.970	40	Total Grade

The results of the psychometric study of the scale of the level of ambition of students who excel academically showed that it is characterized by good indicators of honesty and stability that make its use possible in the local environment according to the limits of the current research sample represented by students who excel academically.

## 6. Study Results and Discussion

The first question: What is the prevalence of ambition among the "outstanding students" members of the research sample?

To answer this question, each level of ambition prevalence among outstanding students members of the research sample on the ambition scale was given graded values according to the triple Likert scale, and the categories of arithmetic mean values for each level were determined using the following law:

$$\frac{\text{Number of Likert levels} - 1}{\text{Number of levels}} = \frac{3 - 1}{2} = 0.66$$

Based on the rule of mathematical rounding, the average scores can be dealt with as shown in [Table 9](#) below:

Table 9: Level of Ambition Among Study Sample Members and Corresponding Values.

Arithmetic mean value categories for each level	Values given for each level	Prevalence level
2.34.3	3	High
1. 67.233	2	medium
1-1.66	1	low

To determine the level of prevalence of ambition, the arithmetic averages and standard deviations of the scores of the members of the research sample were calculated on the scale of ambition and its sub-dimensions as follows:

Table. 10: Descriptive Statistics of the Scores of the Members of the Research Sample on the Scale of Ambition.

Order	Level	Standard deviation	Arithmetic ordinal mean	Number of items	Dimensions of the aspiration scale	M
2	medium	.505	2.28	11	The desire for excellence	1
1	medium	.540	2.38	4	Taking Responsibility	2
4	medium	.568	2.14	5	Academic methods	3
3	medium	.583	2.19	8	Looking to the future	4
6	medium	.589	2.06	6	Perseverance and diligence	5
5	medium	.536	2.07	6	Dependency and belief in luck	6
	medium	.386	2.19	40	Total Grade	

It is noted from the [Table 10](#) previous that the arithmetic averages of the scores of the members of the research sample on the scale of ambition and its sub-dimensions came in the following order: After (taking responsibility) with an arithmetic average (2.38), which is at the level of (average), followed by after (the desire to excel) with an arithmetic average (2.28), which is at the level of (average), followed by after (looking for the future) with an arithmetic average (2.19), which is at the level of (average), followed by after (methods) Academic) with an arithmetic average (2.14), which is at the level of (average), followed by after (dependence and belief in luck) with an arithmetic average (2.07), which is at the level of (average), followed by after (perseverance and diligence) with an arithmetic average (2.06), which is at the level of (average), and the value of the arithmetic average of the scores of the members of the research sample on the total degree of the scale of ambition (2.19) It is at an (intermediate) level.

Table 11: Number of Individuals and Percentages Based on Ambition Prevalence Levels.

Ambition Prevalence			Values	Sub-Dimensions
High	Medium	low		
85	70	22	Number	The desire for excellence
48.02%	39.55%	12.43%	Percentage	
84	76	17	Number	Taking Responsibility
47.46%	42.94%	9.60%	Percentage	
68	66	43	Number	Academic methods
38.42%	37.29%	24.29%	Percentage	
80	52	45	Number	Looking to the future
45.20%	29.38%	25.42%	Percentage	
55	71	51	Number	Perseverance and diligence
31.07%	40.11%	28.81%	Percentage	
56	81	40	Number	Dependency and belief in luck
31.64%	45.76%	22.60%	Percentage	
70	90	17	Number	Total Grade
39.55%	50.85%	9.60%	Percentage	

The number of individuals and percentages at each level of ambition prevalence were also determined for the sub-dimensions and overall score of the scale, as shown in the [Table 11](#) above.

## 7. Research Hypothesis Results and Their Interpretation

To verify the validity of the hypothesis H1, the arithmetic averages and standard deviations were extracted and the (T-Test) test for independent samples was used to indicate the differences between the averages, and the results were as shown in the following table:

Table 12: The Results of the (T-Test) Test to Indicate the Differences Between the Average Scores of the Research Sample Members on the Scale of Ambition According to the Gender Variable.

Resolution	P-Value	Degree of Freedom	T-Value	Standard Deviation	Arithmetic Mean	Number	Sex	Sub-Dimensions
Not statistically significant	.897	175	.130	.510	2.28	87	male	The desire for excellence
				.504	2.29	90	female	
Not statistically significant	.823	175	.224	.547	2.37	87	male	Taking Responsibility
				.535	2.39	90	female	
Not statistically significant	.876	175	.156	.567	2.13	87	male	Academic methods
				.573	2.14	90	female	
Not statistically significant	.944	175	.071	.585	2.19	87	male	Looking to the future
				.583	2.19	90	female	
Not statistically significant	.884	175	.146	.592	2.06	87	male	Perseverance and diligence
				.590	2.07	90	female	
Not statistically significant	.866	175	.168	.538	2.07	87	male	Dependency and belief in luck
				.537	2.06	90	female	
Not statistically significant	.900	175	.126	.389	2.19	87	male	Total Grade
				.386	2.19	90	female	

The data in [Table 12](#) demonstrates that the values of T were not statistically significant for any of the dimensions or the total score on the ambition scale. Specifically, the p-values ranged from 0.823 to 0.944, all of which were above the 0.05 significance level used in the study. Therefore, we fail to reject the null hypothesis, which states that there are no significant differences in the average ambition scale scores between the two gender groups in the research sample.

To evaluate the second hypothesis, the mean and standard deviation were calculated. An independent samples t-test was conducted to analyze differences

between the means. The results are displayed in [Table 13](#) below.

Table 13: The Results of the (T-Test) Test to Indicate the Differences Between the Average Scores of The Members of the Research Sample on the Scale of Ambition According to The Variable of The Academic Year.

Resolution	P-Value	Degree of Freedom	T-Value	Standard Deviation	Arithmetic Mean	Number	Academic Year	Sub-Dimensions
D statistically	.000	175	7.028	.501 .373	2.07 2.54	97 80	explain third	The desire for excellence
D statistically	.000	175	6.773	.537 .405	2.16 2.65	97 80	explain third	Taking Responsibility
D statistically	.000	175	7.161	.524 .472	1.89 2.43	97 80	explain third	Academic methods
D statistically	.000	175	7.097	.552 .466	1.94 2.49	97 80	explain third	Looking to the future
D statistically	.000	175	6.752	.559 .483	1.82 2.36	97 80	explain third	Perseverance and diligence
D statistically	.000	175	6.694	.503 .440	2.29 1.79	97 80	explain third	Dependency and belief in luck
D statistically	.000	175	7.033	.373 .300	2.03 2.39	97 80	explain third	Total Grade

The data in [Table 13](#) shows that the T-values for each dimension and the overall scale score were all statistically significant, with p-values less than 0.001. This rejects the null hypothesis, indicating differences exist between the groups. Specifically, for most sub-dimensions and the total score, the results were higher for the secondary students compared to the first-year students. The one exception was the dependence and belief in luck dimension, where the first-year students scored higher.

In summary, the statistical analysis reveals significant differences between secondary and first-year students across nearly all ambition scale measures. Secondary students tended to have higher ambition, while first-year students had greater dependence and belief in luck. Only the dimension related to dependence and luck showed an opposing pattern, with higher scores among first-year students. With p-values below the 0.05 significance level, we can reject the null hypothesis of no difference between groups for all scale dimensions and the overall score.

To verify the validity of the hypothesis H3, the arithmetic averages and standard deviations of the scores of the research sample members were extracted on the aspiration scale according to the variable of the ranking of the superior student, as shown in the following table:



Table 14: Descriptive Statistics for Ambition.

Sub-Dimensions	Order	Number	Arithmetic Mean	Standard Deviation	Standard Error
The desire for excellence.	The Biggest	73	2.62	.307	.036
	Middle East	59	2.01	.484	.063
	The youngest	45	2.10	.494	.074
	Total	177	2.28	.505	.038
Taking Responsibility.	The Biggest	73	2.74	.346	.041
	Middle East	59	2.08	.503	.066
	The youngest	45	2.18	.507	.076
	Total	177	2.38	.540	.041
Academic methods.	The Biggest	73	2.51	.385	.045
	Middle East	59	1.85	.520	.068
	The youngest	45	1.92	.553	.082
	Total	177	2.14	.568	.043
Looking to the future.	The Biggest	73	2.58	.354	.041
	Middle East	59	1.88	.541	.070
	The youngest	45	1.97	.578	.086
	Total	177	2.19	.583	.044
Perseverance and diligence.	The Biggest	73	2.46	.382	.045
	Middle East	59	1.74	.528	.069
	The youngest	45	1.84	.577	.086
	Total	177	2.06	.589	.044
Dependency and belief in luck.	The Biggest	73	1.73	.331	.039
	Middle East	59	2.35	.510	.066
	The youngest	45	2.24	.550	.082
	Total	177	2.07	.536	.040
Total Grade.	The Biggest	73	2.45	.244	.029
	Middle East	59	1.98	.356	.046
	The youngest	45	2.04	.373	.056
	Total	177	2.19	.386	.029

To detect the statistical significance of the differences between the arithmetic averages of the scores of the research sample members on the ambition scale according to the outstanding student's ranking variable, the One Way ANOVA test was used, as shown in [Table 15](#):

Table 15: ANOVA for the Differences Between the Average Scores of the Sample Members on The Sub-Dimensions and the Total Score of the Scale According to the Ranking Variable of the Outstanding Student.

Resolution	P-value	Value f	Average squares	Degree of freedom	Sum of squares	Contrast source	Sub-dimensions
D statistically	.000	38.704	6.918	2	13.836	Between groups	The desire for excellence
			.179	174	31.100	Inside groups	
				176	44.936	Total	
D statistically	.000	41.706	8.305	2	16.611	Between groups	Taking Responsibility
			.199	174	34.651	Inside groups	
				176	51.261	Total	
D statistically	.000	37.248	8.525	2	17.051	Between groups	Academic methods
			.229	174	39.826	Inside groups	
				176	56.876	Total	
D statistically	.000	40.721	9.520	2	19.040	Between groups	Looking to the future
			.234	174	40.680	Inside groups	
				176	59.720	Total	
D statistically	.000	41.664	9.892	2	19.784	Between groups	Perseverance and diligence
			.237	174	41.311	Inside groups	
				176	61.094	Total	
D statistically	.000	34.282	7.140	2	14.280	Between groups	Dependency and belief in luck
			.208	174	36.240	Inside groups	
				176	50.520	Total	
D statistically	.000	41.764	4.264	2	8.527	Between groups	Total Grade
			.102	174	17.763	Inside groups	
				176	26.290	Total	

The value of f-statistics is statistically significant for the sub-dimensions and the total degree of the scale, where the probability values were smaller than the significance level (0.05) adopted in the research, and therefore the null hypothesis is rejected, i.e.: There are statistically significant differences between the averages of the scores of the research sample members on the ambition scale according to the ranking

variable of the outstanding student.

Based on the above, the homogeneity of the variation between the groups was verified, according to [Table 16](#) below:

Table 16: Levine Test Results for Homogeneity of Variance for the Aspiration Scale According to the Variable of the Ranking of the Superior Student.

Resolution	P-value	Degrees of Freedom 2	Degrees of freedom 1	Value P Levin	Scale of ambition
Heterogeneous	0.016	174	2	4.264	Total Grade

It was found from the previous table that the samples are heterogeneous, as the p-value was smaller than the hypothetical significance level (0.05), and to find out the trend of differences between the average scores of the research sample members, the Donnet C test was used for heterogeneous samples, as [Table 17](#) shows the following:

Table 17: Dounnet C Test Results for Dimensional Comparisons.

Resolution	Deviation Error	Average Difference	Ranking of the Outstanding Student		Sub-Dimension
D	.073	603.	Middle East	The Biggest	The desire for excellence
D	.082	* 512.	The youngest		
Non-D	.097	-.091-	The youngest	Middle East	Taking Responsibility
D	.077	* 658.	Middle East	The Biggest	
D	.086	* 565*	The youngest	Middle East	Academic methods
Non-D	.100	-.093-	The youngest	The Biggest	
D	.081	* 659.	Middle East	Middle East	Looking to the future
D	.094	587.	The youngest	The Biggest	
Non-D	.107	-.073-	The youngest	Middle East	Perseverance and diligence
D	.082	*	Middle East	The Biggest	
D	.096	608.	The youngest	Middle East	Dependency and belief in luck
Non-D	.111	-.095-	The youngest	The Biggest	
D	.082	* 716.	Middle East	Middle East	Total Grade
D	.097	622.	The youngest	The Biggest	
Non-D	.110	-.094-	The youngest	Middle East	
D	.077	-.620-*	Middle East	The Biggest	Total Grade
D	.091	-.504-*	The youngest	Middle East	
Non-D	.105	.116	The youngest	The Biggest	
D	.054	* 469.	Middle East	Middle East	
D	.063	410.	The youngest	The Biggest	
Non-D	.072	-.059-	The youngest	Middle East	

**The Previous Table Shows**

- The existence of statistically significant differences between the averages of the scores of the members of the research sample in all sub-dimensions, and the total degree of the ambition scale except for the dimension (dependence and belief in luck)

according to the variable of the ranking of the outstanding student,

### **This is Between**

\* The highest outstanding student and the superior student (middle and younger) in favor of the superior student (the greatest).

- The existence of statistically significant differences between the average scores of the members of the research sample in the dimension (dependence and belief in luck) according to the variable of the ranking of the superior student, between:

\* Superior student and superior student (middle and youngest) in favor of the outstanding student (middle and younger).

- There were no statistically significant differences between the averages of the scores of the members of the research sample in all sub-dimensions, and the total degree of the ambition scale according to the variable of the ranking of the outstanding student, between:

\* Middle Outstanding Student and Outstanding Student (Younger).

## **8. Discussion of Results**

### **8.1 Discussion of Results**

- The first question: What is the prevalence of ambition among the sample members (students who excel academically)?

It is noted from [Table 10](#) that most of the sample members have an ambitious level of medium degree in most variables and researchers explain that the outstanding students have similar needs and interests due to the nature of the sample to which the research was applied where all its members belong to outstanding students of both sexes who share characteristics that distinguish them from other students and researchers believe that the level of ambition arises as a result of the interaction of the outstanding student with his environment (conditions and social and economic influences).

- The second question: What is the order of emergence of the dimensions of the level of ambition among the sample members.

The order of emergence of the dimensions of the level of ambition was as follows; first came taking responsibility, followed by the desire for excellence and then the look to

the future, followed by study methods, followed by after dependence, belief in luck, and finally perseverance and diligence, and this result is based on Murray's interpretation that there is a certain gradation that takes certain tendencies of precedence over the other and takes the priority of strength and these students go through a crucial stage in their lives and the difficulties and pressures of these students increase because of their ambitions and future aspirations and must develop their abilities and potential to the maximum degree in order to find a balanced personality that aspires to the excellence and advancement of society. The outstanding students are characterized by self-confidence and emotional intelligence, optimism, insistence, perseverance, curiosity, self-reliance, self-sufficiency, self-control. They take responsibility and are characterized by high level of ambition and a great strength and energy, which must be properly employed for the advancement of society. In addition, the outstanding students have a spirit of challenge and possess the desire to succeed and excel significantly and have desire to feel responsible.

- The first hypothesis: There are statistically significant difference between the average scores of the sample members on the scale of ambition according to the gender variable.

The findings of the study show that there is no statistically significant effect of the gender variable in the dimensions of the level of ambition and in the total degree of ambition scale. Thus, the first hypothesis is rejected. The finding indicates that gender had no impact on the level of ambition of the participants. The study, thus, rejects the findings of [Danaa et al. \(2022\)](#) who reported that there was a significant difference in the level of ambition of male and female students. The study regarded this difference as an outcome of the gender differences. On the other hand, the present study supports the findings of [Prpić et al. \(2021\)](#) who reported no difference in the level of ambition in male and female students due to their gender.

## 8.2 The second Hypothesis

The findings of this study report statistically significant differences in the level of ambition of students according to the academic year. Thus, the second hypothesis is supported. This difference in the level of ambition can be attributed to the factors of maturity and broader experiences and skills gained with each academic year, which help a student deal with routine challenges of life. Moreover, the school experiences

empower students to maintain a high level of ambition.

- The third hypothesis: There are statistically significant differences between the averages of the scores of the sample members on the scale of ambition according to the variable of the order of the brothers.

The findings of the present study report that order of siblings has a significant impact for creating differences in the level of ambition among participants of the study. There are differences between brothers in the level of ambition in favor of the older brother and researchers explain that as external factors play an important role in determining the level of ambition of children economic, social and cultural factors of the family play an important role in that in addition to the level of ambition of parents ambition parents that they could not achieve hope of their son or daughter eldest in achieving those ambitions that they were unable to achieve for certain reasons. The present study, thus, advances the findings of [Ihtesham and Islamia \(2022\)](#) who reported a significant impact of birth order on the development of personality traits of siblings.

## 9. Conclusion of the Study

The main aim of the study was to investigate the level of appearance and prevalence of the ambition level in the students of schools of Sharjah who have excellent, academic performance level with respect to their academic year, gender and order of siblings. For this purpose, the study targeted the students of Al Noor International School and Al Maarifa International School of Sharjah and for data collection, the study first designed the questionnaire for measuring the ambition level in students. The questionnaire was comprised of six different dimensions all as a bottom line evaluating the level of ambition in the targeted students. The data was collected using physical medium and analyzed for results compilation. The data analysis first revealed the order of ambition in the targeted students and the order started from after taking which was followed by the desire for excellence, then, the outlook to the future, the study methods, dependency and belief in luck, and ultimately, the perseverance and diligence. The data analysis further revealed that the students having high academic performance have ambition level and the frequency or prevalence of ambition is high in both genders, and in the students who have high

academic years and then the most-oldest sibling in the targeted sample.

### **10. The Importance of the Study**

The study of the level of ambition as one of the most important dimensions in the human personality that distinguishes and clarifies the way the individual deals with himself and with his environment and society in which he lives and the level of ambition plays an important and essential role in the psychological construction of the human being, and therefore the importance of research comes from the importance of the subject of excellence and excellence and provide a psychological, social and family atmosphere that helps to care for the superior.

It sheds light on a special segment of students with its future orientations and goals, which constitute the main pillar in the development of society because of its multifaceted developmental role. The lack of local studies in the UAE environment, as far as the researchers know, that dealt with this phenomenon and its variables, provides the research with cognitive originality in its local environment. In practice, it is possible to develop programs to improve the level of ambition of students who excel academically in proportion to their abilities and potential. This research has contributed to providing good scientific material that may benefit educational officials. Further, the study has prepared a scale of ambition and helped mentors specialized in this field and saved their time and effort.

It has provided scientifically documented information that contributed in the future for the preparation of appropriate counseling programs that help raise the level of ambition of outstanding students in proportion to their abilities and potential. Additionally, the study has shed more light on the characteristics of these students and insight into the different aspects of their person, which can lead to taking the necessary scientific steps to help these students develop the level of ambition commensurate with their abilities and potential.

### **11. Limitations of the Study**

Despite the number of significant recommendations and implications this study has made, still there are some limitations present in the study. First, this study has the limitation

of data size, and sampled population; the study has targeted only two schools of Sharjah i.e., Al Noor International School and Al Maarifa International School Sharjah and provided only information related to the students of this school. Next, the study has the limitation of the nature of research, this study was conducted using the mechanism of descriptive analytical analysis with the evaluation of descriptive or demographical variables like gender, order and others, and the study has not considered any proper empirical framework for investigating the level of ambition in the excellent performance level students. Third, this study has the limitation of target population; as narrated that the study has targeted only those students who have high level ad excellent performance and has ignored the other students present in the school while data collection. Fourth, this study has the limitation of methodological approaches used for results compilation, the study has used no proper software for analysis like Amos, SPSS and Smart PLS. Lastly, this study has provided no generalized concept of level of ambition in the students of different schools and have illustrated only concentrated findings based on limited schools.

## **12. Research Recommendations**

The study has provided some suggestions that can be used by the next scholars as research directions. This study was conducted using a general descriptive analysis method and has only overviewed the demographical variables, so the next studies can use other demographical variables like family background, family income level and education level etc. in defining the level of ambition of students. Additionally, the study has investigated no empirical model so the next studies can elucidate the ambition level of students with the aid or influence of some proper empirical constructs and can provide some more robust findings. Next, the study had the sample size limitations, so the next studies can target more generalized and dispersed respondents for the study and can foster more robust statements on the level of ambition. Future scholars can investigate the same targeted methodology of research with a comparative analysis and can compare the ambition of excellent academic



performance students with the other medium or average performance level students. Next, the study has conducted the analysis with no proper regression testing and without using any quantitative popular software; the next studies can use proper widely applied and adopted software to provide more reliable results.

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