

# Self-Esteem And Ambition Among Retaking Students In The Baccalaureate Certificate: A Field Study In The Greater Ouargla Region, Algeria

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## Abstract:

This study aimed to investigate the nature of the relationship between self-esteem and ambition among retaking students in the Baccalaureate Certificate in Ouargla. It also examined the differences in this relationship based on gender, specialization, and the number of retakes. In light of the study's objectives and hypotheses, a descriptive correlational approach was adopted. The study relied on two instruments: "Self-Esteem" by Cooper Smith and an ambition scale designed by the researcher. After ensuring the validity and reliability of the instruments, the study was conducted on a sample of 277 retaking male and female students in the Baccalaureate Certificate from selected secondary schools in the Greater Ouargla region using simple random sampling. The study yielded the following results:

- There is a statistically significant relationship between self-esteem and ambition among retaking students in the Baccalaureate Certificate.
- The relationship between self-esteem and ambition does not differ based on gender (males, females) among retaking students in the Baccalaureate Certificate.
- The relationship between self-esteem and ambition differs based on specialization (science, literature) among retaking students in the Baccalaureate Certificate.
- The relationship between self-esteem and ambition does not differ based on the number of retakes (once, more than once) among retaking students in the Baccalaureate Certificate.

**Keywords:** self-esteem, ambition, retaking students in the Baccalaureate Certificate.

## Introduction and Problem Statement:

Self-esteem represents an important aspect of an individual's psychological system. Researchers have shown interest in it within the field of personality research, as well as among those interested in academic achievement, educational psychology, and school psychology. Self-esteem is considered a significant factor and a fundamental component in an individual's pursuit of self-actualization and self-affirmation, consequently affecting the individual's adaptation to themselves and their surroundings.

Due to the importance of self-esteem, some countries, including the United States, have issued

decrees emphasizing the need to prioritize self-esteem as an educational and social concern. They affirm that the difficulties individuals face is primarily due to low self-esteem, which can have an impact on the nation as a whole.

(Deep, 2014, p. 18).

Furthermore, a study conducted by J. Young Curtin (1998) in 28 secondary schools in Western Australia emphasized the significance of exploring the concept of self-esteem as a determining factor in students' aspirations and achievements.

(Young Curtin, 1998, p. 34).

Moreover, the World Health Organization, in a publication from 2000, recommends strengthening students' self-esteem as an important measure to protect children and adolescents against psychological and mental disorders, enabling them to overcome challenges and difficult life situations.

<http://en.wikipedia.org>

On the other hand, ambition is considered a characteristic of a resilient personality that can withstand pressure and is characterized by challenge, self-control, commitment, and responsibility. It helps motivate students to achieve set goals and succeed. Students are in desperate need of having a positive self-perception in order to achieve their goals and aspirations.

Self-esteem and ambition play a significant role in the lives of students in general, and particularly in the lives of students retaking the baccalaureate examination. This group of students often experiences continuous anxiety about the future and fear of not achieving their future aspirations. This stage is considered a critical and decisive transitional phase in the academic and professional life of the student, as it involves aspiring towards the future and increasing anxiety due to the desire to be accepted into colleges, institutes, or pursuing a professional career. (Ibrahim, 2012, p. 3).

This study aims to shed light on these psychological components among the group of students retaking the baccalaureate examination.

### **1- Study Questions:**

This study aims to answer the following questions:

1.1. Is there a statistically significant relationship between self-esteem and the level of ambition among students retaking the baccalaureate examination?

1.2. Does the relationship between self-esteem and the level of ambition differ based on gender (males, females) among students retaking the baccalaureate examination?

1.3. Does the relationship between self-esteem and the level of ambition differ based on specialization

(scientific, literary) among students retaking the baccalaureate examination?

1.4. Does the relationship between self-esteem and the level of ambition differ based on the number of retakes (once, multiple times) among students retaking the baccalaureate examination?

### **2- Study Hypotheses:**

Based on previous studies and the theoretical framework of the current study and its objectives, the hypotheses of the study can be formulated as follows:

2.1. There is a statistically significant relationship between self-esteem and ambition among students retaking the baccalaureate examination.

2.2. The relationship between self-esteem and ambition differs based on gender (males, females) among students retaking the baccalaureate examination.

2.3. The relationship between self-esteem and ambition differs based on specialization (scientific, literary) among students retaking the baccalaureate examination.

2.4. The relationship between self-esteem and ambition differs based on the number of retakes (once, multiple times) among students retaking the baccalaureate examination.

### **3- Study Significance:**

The importance of this study lies in its focus on examining some psychological characteristics of students retaking the baccalaureate examination, aiming to assist teachers and educators in how to effectively deal with them. Specifically, it addresses the issue of self-esteem among these students. This concept is a psychological construct that influences personality development and is crucial in providing psychological support to this group, guiding them towards achieving positive self-esteem.

Furthermore, the study's importance stems from the fact that ambition is a topic of extensive exploration in educational and psychological sciences. It is a characteristic of personality that

stimulates motivation and organizes thoughts to elevate one's life to advanced stages.

#### **4- Study Objectives:**

This study aims to achieve the following main objective:

- To examine the relationship between self-esteem and ambition among students retaking the baccalaureate examination in the Greater Ouargla region.

The specific objectives of this study can be summarized as follows:

- To investigate whether there are differences in the correlation patterns among students retaking the baccalaureate examination based on gender, specialization, and number of retakes.
- To design a questionnaire to measure ambition that can be utilized in future studies.
- To provide scientific data and objective results regarding the phenomenon under investigation and pave the way for more in-depth and detailed studies.

#### **5- Procedural Definition of Study Concepts:**

##### **5.1 - Procedural Definition of Self-Esteem:**

Self-esteem refers to the positive or negative evaluation given by the student retaking the baccalaureate examination to oneself, indicating a tendency towards approval or rejection. It is also reflected in the score obtained by the student through their responses to the applied test in this study.

##### **5.2 - Procedural Definition of Ambition:**

Ambition is the positive level of performance towards achieving a relatively long-term goal. It is what can drive the student retaking the baccalaureate examination to strive for a higher position than their current status, based on their abilities, potentials, and future aspirations. It is expressed through the scores obtained by each individual in the study sample on the scale designed specifically for this purpose, composed of

the following dimensions: orientation towards excellence, the student's perspective on the future, self-capabilities and potentials, the student's sense of success and failure, and motivation for achievement.

#### **6- Previous Studies:**

Numerous studies have addressed the variables of the current study. Previous studies serve as a guide for researchers in conducting the present study, as they provide a fertile source from which hypotheses are drawn and results are interpreted.

When referring to previous studies, it does not necessarily mean those studies and research directly related to the current research or those with the same title or studying the same problem. The main objective of mentioning them is to clarify the fact that any research does not emerge from a void, just as no researcher writes the final word in science. Previous research serves as the cornerstone on which any study is built.

Among the studies that have addressed topics related to our research or closely related to it, we mention some, starting with Arabic studies:

- A study by Camellia Abdel Fattah (1971) titled "Gender Differences in Ambition Level." The researcher administered an ambition level questionnaire for adults (prepared by her) on a sample of 226 male and female university students. The study found that the level of ambition among male students was higher than that of female students (Abdel Fattah, 1984, p. 155).

- A study by Anwar Mohammed Al-Sharqawi (1977) titled "Independence from the Cognitive Field and its Relationship to Ambition Level and Self-Concept among Youth of Both Genders." The study was conducted on a sample of 142 male and female university students. The study found differences between males and females in ambition level, favoring males (Al-Sharqawi, 1992, p. 265).

- A study by Abu Talib (1989) titled "A Comparative Study of Self-Concept, Ambition Level, and Academic Achievement among Third-Year Students in the Scientific and Literary Sections of General Secondary Education." The

study aimed to identify statistically significant individual differences in self-concept, ambition level, and academic achievement among students in the literary and scientific sections. It also aimed to determine statistically significant individual differences in academic achievement between students with high and low levels of self-concept and ambition in both the literary and scientific sections. The study was conducted on a random sample of 198 students. The results showed statistically significant differences in ambition level between students in the scientific and literary sections, favoring students in the scientific section. Additionally, statistically significant differences in academic achievement were found between students with high and low levels of self-concept and ambition, favoring high-achieving students (Al-Masri, 2009, p. 81).

- A study by Hamadi (1993), which aimed to explore the level of ambition and its relationship with self-concept among students at the University of Alexandria. The study sample consisted of 53 male and female students. The results showed no significant differences in the level of ambition among students based on age and educational level. However, there were differences in the level of ambition based on gender and specialization, favoring males and students in practical and applied scientific specializations. The study also showed no relationship between self-concept and the level of ambition among students (Barakat, 2009, p. 2).

- A study by Al-Ziyadi (1999), an experimental study that aimed to compare gender differences in ambition level in light of certain variables. The results of the study showed that ambition level is a general and high characteristic among the individuals in the study. The results also indicated significant differences in ambition level attributed to gender and academic achievement, favoring males and students with high academic achievement. However, the results showed no significant differences in ambition level based on specialization and age (Barakat, 2009, p. 11).

- Mansi (2003) conducted a study to explore the relationship between ambition, specialization,

gender, and the educational level of parents among second-grade secondary school students in Arbid, Jordan. The study sample consisted of 750 male and female students. The results showed statistically significant differences in ambition level among second-grade secondary school students attributed to gender, favoring males. The results also indicated statistically significant differences in ambition level among female students based on their specialization, with higher ambition levels observed among students in the scientific branch (Salama, Saleh, 2010, p. 5).

- A study by Mohamed Boufateh (2005) titled "Psychological Stress and Its Relationship to Academic Ambition Level among Third-Year Secondary School Students in the Aghwat Province." The study aimed to explore the relationship between psychological stress and academic ambition level. The study was conducted on a sample of 400 students. The results of the study revealed statistically significant gender differences in both psychological stress and academic ambition level, favoring females. The study also showed statistically significant differences in academic ambition level between students in the natural sciences specialization and students in the humanities and social sciences specialization, favoring students in the natural sciences (Boufateh, 2005).

- A study by Rasha Al-Natour (2008) titled "The Level of Ambition and Its Relationship to Self-Esteem among Third-Year General Secondary School Students." The study aimed to explore the relationship between the level of ambition and self-esteem among third-year secondary school students. It also aimed to identify differences in the level of ambition and self-esteem between males and females. The study sample consisted of 120 male and female students, including repeaters and new students. The results of the study revealed a relationship between ambition and self-esteem. However, the results showed no statistically significant differences in the level of ambition between males and females (Al-Natour, 2008).

- A study by Ziyad Barakat (2009): This study aimed to explore the relationship between self-

concept and ambition level among students at Al-Quds University, in light of variables such as gender, specialization, and academic achievement. The study included a sample of 378 male and female students. The results of the study showed a positive correlation between self-concept and ambition level among university students (Barakat, 2009, p. 2).

Foreign studies in the same area include the following:

- Joe Juhana (1969) conducted a study on the relationship between ambition level and self-esteem. The results revealed significant differences between the group of students with high self-esteem scores and their counterparts with low self-esteem scores on the same scale in terms of ambition level, as determined by the degree of goal difference. These differences favored the first group (Al-Sharqawi, 1992, p. 269).

- Nachtwey (1978) conducted a study aimed at exploring the relationship between ambition level and self-esteem. The study included a sample of 134 male and female first-year university students, including 55 male and 79 female students in the United States. The results of the study indicated a positive correlation between ambition level and self-esteem. Students characterized by unrealistic ambition had lower self-esteem and less self-confidence compared to their peers who had moderate ambition, who exhibited more self-confidence and self-esteem (Mahmoud, 2004, p. 80).

- A study by Pal (2001) aimed to examine the impact of self-concept and ambition level on academic achievement. The study sample consisted of 240 male and female university students. The results indicated significant differences in ambition level and self-concept between male and female students, favoring males. Furthermore, the results revealed a statistically significant positive effect of both self-concept and ambition level on academic achievement.

- Blackburn (2002) conducted a study to explore the relationship between ambition level and self-

concept, taking into account the variables of gender and specialization. The study sample comprised 428 male and female students. The results demonstrated a positive and significant relationship between self-concept and ambition level among students. Additionally, the results indicated significant and positive differences in ambition level based on specialization, favoring professional and applied majors, while no significant differences were found based on gender. Furthermore, the study found no differences in self-concept based on gender or specialization.

- Waxler (2002) conducted a comparative study on self-concept and ambition level among a sample of 453 male and female university students enrolled in different majors. The study aimed to examine the influence of various variables. The results showed no relationship between self-concept and ambition level among the students. Additionally, the results indicated no differences in ambition level and self-concept based on gender and specialization.

- Brice (2004) conducted a study with the objective of investigating the relationship between the source of self-regulation, ambition level, and self-concept among a sample of 542 university students. The results revealed a positive correlation between self-concept and ambition level. Furthermore, the results indicated no differences in ambition level and self-concept based on gender, specialization, and age (Barakat, 2009, p. 11).

## **7- Study Methodology:**

The subject of this study addresses the relationship between self-esteem and ambition, and the most suitable methodology for it is the descriptive correlational approach.

## **8- Survey Sample:**

The survey sample consisted of 30 male and female high school graduates selected from Mohammed Al Eid Al Khalifa Secondary School, as indicated in the following table:

**Table (01) Distribution of the survey sample according to gender and specialization.**

Total	Literary	Scientific	Specialization
			Sex
13	01	12	males
17	05	12	females
30	06	24	Total

**9- Data Collection Tools and Their Psychometric Properties:**

**Firstly, Self-Esteem Measurement:**

**1. Description of the Self-Esteem Scale:**

In this study, the self-esteem scale developed by Cooper Smith in 1967 was adopted to measure an individual's attitude towards oneself in social, academic, family, and personal domains. The scale was translated into Arabic by Farouk Abdel Fattah Musa and Mohamed Ahmed Desouki in 1981. This scale consists of 25 statements, including 9 positive statements and 16 negative statements (Bouzgaq, 2006, p. 165).

**2. Scale Validity:**

To ensure the validity of this test in the local environment, the validity of the test was calculated through:

- Discriminant Validity: The validity coefficient was calculated on the same survey sample by determining a 33% difference between the highest and lowest scores of the students. Then, a t-test was conducted to determine the significance of differences. The obtained value was estimated to be (7.06), and by comparing it with the tabulated "t" value of (2.14), it is evident that the calculated "t" value is greater than the tabulated "t" value at a significance level of (0.0001). Therefore, the difference is significant, and the test is capable of discriminating between those who obtained the highest scores and those who obtained the lowest scores in the self-esteem scale. Thus, the tool is valid.

**Table 2 Believe the measure of self-esteem**

Significance level	Degree of freedom 2 N-2	Value of "T"		Lower limb degrees		Upper limb grades	
		Scheduled	Calculated	P2	M2	K1	M1
function at <b>0.001</b>	<b>28</b>	<b>3.67</b>	<b>7.06</b>	<b>1.37</b>	<b>21.1</b>	<b>3.06</b>	<b>13.6</b>

**b) Scale Reliability:**

The scale reliability was calculated using the internal consistency method, employing the "Cronbach's Alpha" equation. The obtained reliability coefficient was estimated to be (0.59).

**Secondly, Ambition Measurement:**

**1. Description of the Ambition Scale:**

To assess the ambition of high school graduates, the theoretical framework was reviewed, which involved defining ambition and identifying the characteristics of an ambitious individual. Based on the existing measurement tools in the field, the dimensions of the ambition scale for the current study were determined. Among the scales used by the researcher are:

- The Ambition Level Scale for individuals with hearing impairments and normal individuals by Noubi.

- The Ambition Scale for adults by Mohamed.

Additionally, the researcher referred to the scales developed by Ghaytha Ali Badour, Camellia Abdel Fattah (1975), Ziad Barakat (2009), and Abdul Majid (2012). Drawing on the available research and studies on the topic of ambition level, the researcher designed and formulated the items of this scale, consisting of (32) descriptive statements, including (17) positive statements and (15) negative statements distributed across (5) dimensions, namely: (orientation towards excellence, student's future perspective, student's self-capabilities and potentials, student's sense of success or failure, motivation for achievement). The scale was accompanied by (5) response alternatives, namely: (strongly agree, agree, neutral, disagree, strongly disagree).

**Psychometric Properties of the Tool:**

**Content Validity:**

**A - Expert Validity:**

Through research and exploration of the study literature to assess the validity of the scale, we distributed the study tool in its initial form to eleven (11) experienced experts specialized in the fields of pedagogy, psychology, and psychological measurement from the faculty members of the College of Humanities and Social Sciences at Kasdi Merbah University of Borklata. The experts unanimously agreed on the clarity of the instructions provided to the sample individuals, the suitability of the dimensions for the content of the ambition scale, and the alternative response options, as well as the appropriateness of the items for the dimensions. These elements remained in

their original form. However, the experts differed in the linguistic formulations of the scale items. Some experts emphasized the deletion of negation in the beginning of the statement, specifically in items (1) and (3) in the first dimension, item (3) in the third dimension, item (5) in the fifth dimension, and others, while some experts did not mention that. They also disagreed on modifying some formulations, such as replacing the word "rising" in item (5) of the first dimension with "improving" or "elevating," and replacing the word "believe" instead of "feel" in item (9) of the second dimension.

The experts unanimously agreed to add the word "academic" to most of the statements in order to make the scale specific to academic ambition, noting that there are other types of ambition. They also unanimously agreed to delete item (03) from the second dimension, in addition to deleting item (5) from the third dimension, due to their lack of clarity. This resulted in a total of 32 items out of the original 34 items.

**B - Discriminant Validity:**

Discriminant validity was calculated on the same survey sample by determining a 33% difference ratio between the highest and lowest scores of the students. Then, a "t-test" was applied to assess the significance of the differences, resulting in a calculated value of (8.72). By comparing it with the tabulated "t" value estimated at (3.92), it is evident that the calculated "t" value is larger than the tabulated "t" value at a significance level of (0.0001). Therefore, the difference is significant, and the test is capable of discriminating between those who obtained the highest scores and those who obtained the lowest scores on the ambition scale. Consequently, the tool demonstrates discriminant validity.

**Table: (3) Believe the scale of smudging**

<b>Significance level</b>	<b>Degree of freedom 2 N-2</b>	<b>Value of "T"</b>	<b>Lower limb degrees</b>	<b>Upper limb grades</b>
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function at <b>0.0001</b>	<b>28</b>	Calculated	P2	M2	K1	M1
		<b>8.72</b>	<b>9.54</b>	<b>108.2</b>	<b>5.92</b>	<b>139.2</b>

**B - Scale Reliability:**

We calculated the reliability using the split-half method (odd-even) on the same survey sample by applying the Pearson correlation coefficient. The

obtained correlation coefficient value (r) was estimated to be (0.77). Since the obtained reliability coefficient represents only half of the test, we corrected it using the Spearman-Brown equation.

**Table: (4) Reliability of the Ambition Scale.**

The level of significance is a function at	Degree of freedom	Scheduled "R"	"R" calculated		Statistical indicators
0.001	28	0.47	After modification	Before modification	Individual paragraphs
			<b>0.87</b>	<b>0.77</b>	Even paragraphs

Through the table, we observe a significant correlation relationship with a high reliability coefficient.

total of 277 male and female students from the literary and scientific branches. They were selected from ten out of twenty secondary schools in the Greater Ouargla region, representing 50% of the schools, using a simple random sampling method.

**10- Description of the Basic Study Sample:**

This study was conducted on regular students enrolled in the Bacallaureate certificate, with a

**Table: (05) Distribution of the Basic Study Sample by Gender and Specialization.**

Total	Literary	Scientific	Specialization Sex
87	28	59	males
190	38	152	females
277	66	211	Total

**Table: (06) Distribution of Basic Sample Members by Specialization Variable and Number of Repetitions**

Total	Replay more than once	Replay once	Number of repetitions Specialization
152	29	123	Scientific
125	34	91	Literary
277	63	214	Total



After collecting the data and information using the approved methodological tools in this research, we proceeded to transcribe and process them using appropriate statistical methods.

### **I I - Presentation and Analysis of Hypotheses Results:**

Firstly, the presentation, analysis, and discussion of the results of Hypothesis 1:

**Table: (7) The value of "r" and its statistical significance for the Pearson correlation coefficient between self-esteem and ambition.**

Significance level	Degree of freedom n-2	Scheduled "R"	Calculated correlation coefficient	Statistical indicators
function at 0.0001	275	0.14	0.889	Self-esteem
				ambition

Based on the obtained results in Table (07), the calculated correlation coefficient between the variables was found to be (0.88), which is higher than the tabulated value estimated at (0.14) with a degree of freedom of (275) and a significance level of (0.0001). This means that the calculated "r" is statistically significant. In other words, the confidence level in the accuracy of the results is estimated at 99%, thus confirming Hypothesis 1.

This indicates the presence of a negative relationship between the study variables, self-esteem, and ambition. This means that the change in both variables is in the same direction, whether it is an increase or a decrease. The correlation between the first variable, self-esteem, and the second variable, ambition, implies that as self-esteem increases among students enrolled in the Baccalaureate certificate, their ambition also increases, and vice versa. In other words, as self-esteem decreases, their ambition decreases.

This result is consistent with the findings of previous studies by Ziyad Barakat (2009), Brice (2004), Anilov (2003), Black (2002), Rasha Al-Natour (2008), and Nashtawy (1978), which indicated a correlation between self-esteem and

- There is a statistically significant relationship between self-esteem and ambition among students enrolled in the Baccalaureate certificate.

This hypothesis was measured using the Pearson correlation coefficient, and the results are recorded in the following table:

ambition. However, it contradicts the study by Wexler (2002) and Hamadi (1993), which found no correlation between self-esteem and ambition.

These results come to support the prevailing theoretical assumption in the literature on this subject, which states the existence of a positive correlation between self-esteem and ambition. This result is explained through the analysis of the dialectical relationship between self-esteem and ambition. When individuals achieve their ambitions, they increase their self-respect and self-esteem. On the other hand, if they fail to do so, they diminish their self-worth and sometimes develop self-hatred or contempt. An individual's ambition is closely related to their self-concept and social status, as well as their desire to gain the respect of the community they live in. Therefore, their self-regard and self-esteem increase when they succeed in achieving their ambitions, while their self-esteem decreases if they fail. However, an individual's self-concept is often unclear or inaccurate, and their ambition is often influenced by this concept. We often see individuals who are arrogant about themselves setting much higher ambitions than their actual capabilities, resulting

only in failure. On the other hand, individuals with low self-esteem and a high sensitivity to societal criticism may have ambitions that are below their potential, as they perceive failure as a threat to their self-respect. Consequently, an individual's ambition is connected to their self-concept. The more positively they regard themselves, the higher their ambition, and the more negatively they regard themselves, the lower their ambition. "Herlock" also confirms the existence of a positive relationship between self-esteem and ambition, as a healthy self-concept leads to the formation of realistic ambitions. An individual who is self-aligned, satisfied with themselves, sets realistic

goals based on their continuous evaluation of their abilities and potential (Abd Rabbo, 2010, p. 67).

**Secondly, the presentation, analysis, and discussion of the results of the second hypothesis are as follows:**

The second hypothesis states: The relationship between self-esteem and ambition differs based on gender (males, females) among students preparing for the Baccalaureate certificate.

This hypothesis was measured using the significance difference coefficient of correlation coefficients (Fisher's significance difference). The results obtained are recorded in the following table:

**Table (8) Correlation coefficient between self-esteem and ambition, Fisher's significance difference, and the level of significance difference between males and females.**

Significance of the difference	Fisher's difference on standard error	Standard error	Fisher Teams	The value of Fisher's coefficient	Correlation coefficient	Variables
Non D	1.35	0.13	0.17	1.22	0.841	males
				1.40	0.886	females

Table (08) reveals that the result of dividing the Fisher difference by the standard error is 1.35, which is a value lower than 1.96 and thus falls outside the minimum range of significance at 0.05, which is bounded between (1.96 and 2.58). Consequently, we reject the research hypothesis and accept the null hypothesis, indicating that there is no difference in the relationship between self-esteem and ambition based on gender (males, females) among students preparing for the Baccalaureate certificate.

This implies that both males and females contribute equally to the relationship between self-esteem and ambition. This finding aligns with the results of Rasha Natour's (2008) study, as well as Blackburn's (2002) and Anilov's (2003) studies, which found no differences in ambition based on gender.

Blackburn's (2002) study also yielded no differences in self-concept based on gender.

However, these results differ from Raouf's (1981) study, which examined ambition and found differences between males and females in favor of females. They also differ from the studies conducted by El-Sharawi (1979), Suleiman (1984), Al-Ziyadi (1999), and Mansi (2003).

Moreover, the study conducted by "Ball" (2001) presented contrasting results, indicating significant differences in ambition and self-concept between students in favor of males.

The student interprets the absence of differences in the relationship between self-esteem and ambition based on gender as a result of the significant role played by social upbringing in reducing gender disparities, which has led to the elimination of social role differentiations in various fields. Consequently, it has unified the interests between genders and promoted equality in treatment.

The study of gender plays a crucial role in promoting equality between males and females, as evidenced by studying both genders in mixed-gender classrooms. The evolution of social upbringing methods has led to equal attention being given to females and males, as well as equality between them in various aspects of social life. This positive trend has had a significant impact on the growth and development of females, the crystallization of their personalities, and the objective self-esteem they possess. As opportunities for growth become equal for both genders and social upbringing no longer distinguishes between them, the roles of femininity and masculinity in behavior and actions have become less distinct. Consequently, the differences between males and females in the formation of self-esteem and ambition have decreased (Al-Hamwi, Al-Ahmad, 2010, p. 202).

Furthermore, the absence of variation or difference in the relationship between self-esteem and ambition based on gender can be attributed to the nature of social and environmental circumstances experienced by the study sample, opportunities for social interaction, mingling, competition, and self-actualization. The fulfillment of psychological and social needs is equally available to both males and females. Females have access to civilizational, cultural, and literary experiences to the same extent as males, with education, for example, being one of the largest fields available for expanding students' experiences, fostering their interactions, and opening new horizons for them. It also acquaints them with the reality of things (Al-Aswad, 2009, p. 24).

The student attributes this result to the modern social upbringing methods, gender equality, and equal opportunities, which contribute to reducing the differences in building the level of ambition between males and females. Additionally, the shared experiences of both genders and their participation in the same developmental characteristics, particularly during adolescence, bring them together.

The nature of gender studies also plays a significant role in promoting equality between males and females, as evident in mixed-gender classrooms, often observed in specialized sections for students retaking the Baccalaureate exam. Furthermore, there may be no difference in this relationship based on gender, as both males and females strive to prove their existence and aspire to achieve their utmost potential. This can be attributed to the collective goals and aspirations they share, such as success in the Baccalaureate exam, perseverance in studying, shouldering responsibility, avoiding failure, and aspiring to continue higher education.

Thirdly, the presentation, analysis, and discussion of the results of the third hypothesis state the following: The relationship between self-esteem and ambition varies depending on the specialization (scientific, literary) among retaking students in the Baccalaureate exam. This hypothesis was measured using the Fisher's significance difference coefficient between correlation coefficients. The obtained results are documented in the following table:

**Table (9) Correlation coefficient between self-esteem and ambition, Fisher's significance difference, standard error, and the level of significance difference between scientific and literary specializations.**

Significance of the difference	Fisher's difference on standard error	Standard error	Fisher Teams	The value of Fisher's coefficient	Correlation coefficient	Variables
function at 0.05	2.37	0.12	0.29	1.50	0.906	Scientific
				1.21	0.838	Literary

Table (09) shows that the result of dividing the Fisher's significance difference by the standard error is 2.37, which is a value greater than 1.96. Therefore, it indicates significance at the 0.05 level, which is enclosed between (1.96 - 2.58). Thus, the research hypothesis is accepted, which states that the relationship between self-esteem and ambition differs based on the specialization (scientific, literary) among retaking students in the Baccalaureate exam. This means that the scientific students contributed more to this relationship than the literary students.

This result is consistent with the findings of Abu Talib (1989), Al-Hammadi (1993), Mansi (2003), and Boufateh (2005), which revealed differences in ambition between students in the literary section and students in the scientific section.

However, this result differs from studies that have addressed ambition, such as Blackburn (2002), Suleiman (1984), Al-Ziyadi (1999), and Abdelmalek (1981), which concluded that there are no differences in ambition based on specialization.

Furthermore, it contradicts the study conducted by Aslan Al-Masa'id (1983), which aimed to examine

the relationship between ambition, emotional stability, gender, and academic specialization among third-grade secondary school students in Jordan. The results indicated no statistically significant differences between the ambition of students in the scientific specialization and the ambition of students in the literary specialization (Omar, 2003, p. 187).

Additionally, this result differs from studies that have addressed the concept of self-esteem and ambition. Studies by Waxler (2002) and Bruce (2004) indicated no differences in self-esteem and ambition based on specialization.

Fourthly, the presentation, analysis, and discussion of the results of the fourth hypothesis, which stated that the relationship between self-esteem and ambition differs based on the number of retakes (once, multiple times) among students retaking the Baccalaureate exam. This hypothesis was measured using the Fisher's significance difference coefficient between correlation coefficients. The obtained results are documented in the following table:

**Table (10) Correlation coefficient between self-esteem and ambition, Fisher's significance difference, standard error, and the level of significance difference between students retaking the exam once and multiple times.**

Significance of the difference	Fisher's difference on standard error	Standard error	Fisher Teams	The value of Fisher's coefficient	Correlation coefficient	Variables
Non D	0.72	0.14	0.10	1.39	0.885	A lot
				1.50	0.906	More than once

Based on table (10), it appears that the result of dividing the Fisher's significance difference by the standard error is 0.72, which is a value lower than 1.96. Therefore, it falls below the minimum threshold of significance at 0.05, which is between (1.96 and 2.58). Consequently, we reject the research hypothesis and accept the null hypothesis, which suggests that the relationship between self-

esteem and ambition does not differ based on the number of retakes (once, multiple times) among students retaking the Baccalaureate exam.

This confirms that the relationship between self-esteem and ambition among students retaking the Baccalaureate exam does not differ based on the number of retakes (once or multiple times). It

means that both categories of retaking students (once and multiple times) contribute equally to this relationship. The number of retakes does not significantly alter self-esteem or ambition.

These results contradict and oppose the psychological literature, which suggests that achieving success leads to an increase in self-esteem, while failure causes individuals to lose confidence in themselves and others. This, in turn, lowers their self-esteem. The repeated experiences of failure, especially in the early years, make students feel anxious, disinterested, and hesitant to pursue realistic goals in life. This was later reflected in psychological literature under the term "learned helplessness" (At-Tawwab, 2008, p. 286).

Moreover, ambition also changes over time based on the individual's encounters with success or failure in achieving their goals. Success often raises individuals' ambition, while failure leaves them feeling frustrated (Ahmed, 2000, p. 186). Hurlburt (1990) indicates that success and failure have an impact on determining ambition. Individuals may change their ambition after experiencing failure for the first time, with some individuals raising their ambition following failure, contrary to the previous responses. They may lower their ambition after success (Mokhtar, 2004, p. 65).

Through the discussion and interpretation of the hypotheses' results in this study, we conclude the existence of a correlational relationship between self-esteem and ambition, which is affirmed by researchers in this field. Mohammed Ashraf (2010) confirms that ambition is determined by one's self-esteem, and the relationship between ambition and self-esteem is an effective correlational relationship as they both serve as means of self-protection. Ambition represents a desire to achieve individual goals and excel. Self-esteem entails maintaining self-respect and appreciation. Therefore, individuals may be compelled to improve their performance and increase their self-esteem, and a student's sense of competence raises their level of ambition. Conversely, feelings of incompetence lower one's level of ambition (Ashraf, 2010, p. 303).

### **Conclusion:**

At the conclusion of this research, we can assert the following:

There is a statistically significant relationship between self-esteem and ambition among students retaking the Baccalaureate certificate.

- The relationship between self-esteem and ambition does not differ based on gender (males, females) among students retaking the Baccalaureate certificate.
- The relationship between self-esteem and ambition differs based on specialization (scientific, literary) among students retaking the Baccalaureate certificate.
- The relationship between self-esteem and ambition does not differ based on the number of retakes (once, multiple times) among students retaking the Baccalaureate certificate.

Based on the study's results and discussions, the following recommendations are presented:

- Attention should be given to the development of all aspects of personality, particularly self-esteem and ambition, due to their positive relationship with academic achievement.
- Parents should be self-aware and appreciate themselves, as it is of utmost importance in fostering a healthy and balanced self-concept in their children. They should work on cultivating positive attitudes in their children, enabling them to accept and value themselves.
- Parents, teachers, and civil society organizations should work together to support children in achieving their aspirations by assisting them in overcoming obstacles and challenges on their path to realizing those ambitions, thereby contributing to their mental well-being.
- Provision of psychological counseling services to retaking students to revitalize their self-esteem and aspirations.

### **Study Recommendations:**

- We suggest conducting similar research on a larger sample size to enhance and confirm the obtained results. It is advisable to conduct the study

on samples from different educational levels, including both fresh students and retaking students, as well as regular and independent students.

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