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UNIVERSITY STUDENTS' AMBITION LEVELS AND VOCATIONAL TENDENCIES ASSOCIATED WITH COMMON CULTURE

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Abstract. *Introduction.* Jordanian education system encourages students to invest their potentials to fulfill their needs, make their ambitions come true and achieve success in their lives. However, many students still face problems in determining their ambitions and vocational tendencies to attain their goals.

Aim. This study *aims* to identify the degree of ambition level and its relation to the vocational tendencies among university students with respect to the common culture. It focused on two main domains, namely the ambition level and its relation with vocational tendencies.

Methodology and research methods. A quantitative method was adopted to analyse the data. The study sample consisted of 500 male and female students studying at Al-Balqa Applied University (BAU) chosen randomly. The authors developed a study instrument which was divided into ambition level 10 items. Strong – Campbell Interest Inventory Scale was applied to examine the tendencies of vocational development. This scale consisted of 42 items divided into six domains.

Results. The results showed there was a statistically significant positive relation between the ambition level and vocational tendency among BAU students. There were statistically significant differences at (.05 = a) in the ambition level attributed to the effect of the gender factor in favour of females. Also, there were statistically significant differences in the vocational tendencies attributed to the gender effect in all domains except the vocation selection domain. These differences were in favour of males in relation to the study materials domain, but in favour of females in relation to all the other domains as a whole. The vocational tendencies variable was considered a significant variable that increased the achievement of students' ambitions.

Scientific novelty. The study concluded that developing social changes require a high level of ambitions to cope with the continuous developments in different domains particularly the academic domain. Educators can develop students' ambition level and identify vocational tendencies to excel in their own goals toward innovation and creativity in light of the common culture.

Practical significance. The study draws interesting conclusions based on the analysis and discusses practical recommendations for key stakeholders. The Ministry of Education in Jordan should pay more attention to the vocational tendencies among students from earlier stages to direct these tendencies in appropriate ways that provide students with a good academic life leading to decent social, vocational and practical life that gets along with the common Jordanian culture. Besides, universities are recommended to focus on ways of developing the ambition level among students by raising parents' awareness to set a good example to their children, bring them up from an early age to be ambitious and promote their ambition level.

Keywords: Al-Balqa Applied University, ambition level, common culture, vocational tendencies

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УРОВЕНЬ АМБИЦИЙ И ПРОФЕССИОНАЛЬНЫЕ ТЕНДЕНЦИИ СТУДЕНТОВ ВУЗА, СВЯЗАННЫЕ С ОБЩЕЙ КУЛЬТУРОЙ

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Аннотация. *Введение.* Иорданская система образования поощряет студентов вкладывать свой потенциал в удовлетворение потребностей, реализацию амбиций и достижение успеха в жизни. Тем не менее многие студенты по-прежнему сталкиваются с проблемами в определении своих амбиций и профессиональных тенденций для достижения целей.

Цель. Это исследование направлено на выявление среди студентов вузов уровня амбиций и профессиональных тенденций, связанных с общей культурой. Исследование сфокусировано на двух основных доменах, а именно на уровне амбиций и его связи с профессиональными тенденциями.

Методология и методы исследования. Для анализа данных был использован количественный метод. Выборка исследования включала 500 студентов мужского и женского пола, обучающихся в Прикладном университете Аль-Балка, выбранных случайным образом. Авторы разработали инструмент исследования, который был разделен на 10 пунктов – уровней амбиций. Инвентарь интересов Стронга – Кэмпбелла был использован для анализа тенденций профессионального развития. Эта шкала состояла из 42 пунктов, разделенных на шесть доменов.

Результаты. Результаты показали наличие статистически значимой положительной связи между уровнем амбиций и профессиональной тенденцией среди студентов Прикладного университета Аль-Балка. Имелись статистически значимые различия при a = 0,05 в уровне амбиций, связанные с влиянием гендерного фактора в пользу женщин. Кроме того, были статистически значимые различия в профессиональных тенденциях, связанных с гендерным аспектом, во всех областях, кроме области выбора профессии. Эти различия были в пользу мужчин по отношению к домену «учебные материалы», но в пользу женщин по всем остальным доменам в целом. Переменная профессиональных тенденций считалась значимой переменной, повышающей достижение студенческих амбиций.

Научная новизна. Авторы пришли к выводу, что развитие социальных изменений требует высокого уровня амбиций, чтобы справиться с непрерывным развитием в различных областях, особенно в академической сфере. Педагоги могут повысить уровень амбиций и определить профессиональные тенденции учащихся, чтобы преуспеть в достижении собственных целей в области инноваций и творчества в свете общей культуры.

Практическая значимость. В исследовании делаются интересные выводы на основе анализа и обсуждаются практические рекомендации для ключевых заинтересованных сторон. Министерству образования Иордании рекомендуется уделять больше внимания профессиональным тенденциям среди учащихся более ранних ступеней, чтобы направлять эти тенденции надлежащим образом для обеспечения учащимся академической жизни на высоком уровне, ведущей к достойной социальной, профессиональной и практической жизни, которая сочетается с обычной культурой Иордании. Кроме того, университетам следует сосредоточиться на способах развития уровня амбиций среди студентов путем повышения осведомленности родителей, чтобы они подавали хороший пример своим детям, воспитывали их с раннего возраста целеустремленными и повышали их уровень амбиций.

Ключевые слова: прикладной университет Аль-Балка, уровень амбиций, общая культура, профессиональные тенденции.

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Introduction

It has been acknowledged worldwide that educational systems are being developed and reconstructed to maintain a wide range of transformations that happen all over the world. In fact, new educational systems emerging and implementing innovative educational policies as well as globalisation have created new trends that affect individuals' ambitions. A growing common culture is becoming more diverse and has created different tendencies at students' levels. Such an effect can be observed in terms of learning motivation, learning skills, age and previous education [1–3].

Selecting an appropriate vacation in lights of current social and cultural developments as well as economic growth has become one of the crucial issues which affect individuals' employment, whether positively or negatively [4]. Therefore, serious considerations are given to the ambition level and vocational tendencies by which individuals excel in their own goals toward innovation and creativity, in particular, with dramatic developments that assist and support individuals' abilities, their vocational tendencies and living strands in the lights of the common culture. Among these considerations are the high school levels, which affect students' personalities as well as determine the choice of academic streams and majors or vocational domains, thus, these particular levels are considered the first step and a basic juncture which determine students' future career [5].

The rapid transformation from an industrial economy to knowledge economy restructures the career paths and work in a knowledge-based society and a change in the labour market demands, including qualifications, competencies and skills that cope with the vocational and the diversity of academic programmes at private and public educational institutions [6]. However, there is no harmony between the educational system outputs and the labour market inputs. The changes are accelerated in all life aspects. Some of the changes occur due to political, technological, environmental and cultural circumstances followed by changes in students' ambition levels and vocational tendencies. As a result, a necessary improvement in vocational developments is becoming more challenging to individuals. The ambition level should be relative to individuals, in terms of the goals they aspire to achieve and fulfil their needs. Individuals also attempt to challenge obstacles and pressures to attain a realistic ambition level that fits their capabilities and positive aspects of their personality [7].

Students need to acquire self-realisation, polish their vocational personality and achieve their ambitions in order to be socially independent, to solve their life and vocational problems, to acquire knowledge, to take decisions and to shoulder a responsibility. Thus, this study seeks to examine the ambition levels associated with vocational tendencies among BAU (Al-Balqa Applied University) students as well as how students respond to them (activities and impacts on their ambition level), and what are the consequences for student's goal orientation which narrows down their career path.

The study attempted to answer the following questions:

1. How do BAU students view ambition level in the lights of common culture?

2. How do BAU students view vocational tendencies level in light of common culture?

3. Is there a difference in the meaning of ambition levels with respect to gender variable among BAU students in the light of common culture? And does

the common culture of male and female students make a difference in identifying the ambition level?

4. Is there a difference in the meaning of vocational tendencies with respect to gender variable among BAU students in the light of common culture? And does the common culture of male and female students make a difference in identifying the vocational tendencies?

5. Is there a statistically significant correlation relationship between the ambition level and vocational tendencies among BAU students?

Literature Review

Ambition level is a significant factor which shapes and characterises an individual's personality [8]. Ambition is also one of the main factors of an individual success. In fact, an individual's success builds self-confidence and motivates ambition, which suggests that there is a direct relation between the goals and the success of the experience. Successful experiences increase ambition levels while constant frequency of failures lowers individual's ambition level [9–11].

Ambition level is defined as a relatively consistent feature in which individuals are distinguished from one another in terms of their readiness and access to goals depending on the difficulty, responsibility, perseverance and tendency to excel. It is associated with both learning and teaching processes which have received the attention of Al-Rumaih, who tried to find factors determining the ambition levels. The researcher stated that achieving ambition leads to activating and investing the potentials of individuals as far as possible [12].

The level of ambition can be recognised as the motive and impulse for work to raise attainment, achievement and success in various areas, for it is one of the essential parts of the psychological construction of the human being [13]. In the current study, ambition level is defined as the goal a university student sets for himself/herself and seeks to achieve based on his self-assessment of the academic experiences. A university student is supposed to develop his/her competencies to excel, to take positively responsibility and to be self-confident. Ambition level has three manifestations, which have an impact on personality integration. Ali divided ambition into three levels [11]:

– Cognitive manifestation: it includes an individual awareness of his/her silence of being right or wrong, or the individual's ideas about his/her own self.

– Sentimental manifestation: it includes the individual's satisfactions, realisations and feelings of the level an individual aspires to.

– Behavioural manifestation: it implies the individual's effort and actions and reflects his/her goal-achieving behaviour.

According to Jarwan, the level of ambition is associated with gifted students for their mental characteristics and traits. Those students, who have high ambition, own one of the characteristics of a gifted student [12]. They possess characteristics and traits such as having a strong memory, owning multiple interests, having a high level of expectations of self, being compassionate and having a desire to be accepted and recognised by others. In addition, they have emotional stability and less mental distraction compared to other students. In fact, the way of thinking of gifted students' can be described in terms of ideas' quality, originality and creativity. Salem et al. examined the correlation between achievement motivation, locus of control, ambition level and academic achievement of university students in Sudan [3]. They found a statistically significant negative correlation between the achievement motivation and locus of control. They also found that there is a positive correlation between the achievement motivation and ambition level and a statistically significant interaction between the levels of achievement motivation and levels of locus of control over scholastic attainment.

With regard to vocational tendencies, earlier studies presented how personal state ambition is related to vocational identity, mastery orientation of goals and a satisfaction for learning plans. With the concern of the relation between ambitions and the education investment, previous studies on students' ambitions yielded that there is a motivation to achieve positive outcomes in the academic patterns, for instance, college achievement, academic success and vocational tendencies [14–16]. In the current study, the researchers define vocational tendency as students' scores on Campbell and Strong's Scale, which was adapted to measure vocational tendencies.

In terms of vocational tendencies, Adam and Christenson consider family as one of the significant factors that has an impact on the vocational tendencies regarding its interference with students' choices, ambitions and goals of academic and vocational majors [10]. The social factor plays an important role in the process of setting goal orientation as well as the future position that students hold. In some patterns, students follow their parents' vocational steps which have a direct relationship to the students' goals and ambitions.

In addition, Adam and Christenson [10] and Al-Rumaih [12] pointed out that students receive a vocational concept from their parents and families, which leads to certain possibilities and effects (e.g. on their future career). These effects can be summarised as:

– Accepting parents'/family's vocational tendencies as they are, with no single adaptation to the students' academic lives.

– Behave against family's guidance. This often leads to negative impacts of both attitudes on the students' lives, for instance, it creates confusion for the students to set goals and ambitions or take an academic path. As a result, the students may lack self-confidence in setting goal orientation (decreasing the ambition level) or to aspire to a vocational tendency.

Vocational tendencies have recently received the attention of a wide range of researchers and scholars of social sciences with respect to their importance to individual, family and the society [17–19]. Nowadays, a rapid development in the vocational world and dramatic technological developments have taken a place; therefore, it is important to think genuinely of new methods and solutions to enhance students to develop their vocational tendencies and cultivate their personal traits. According to Hayajneh et al. [20], the importance of vocational tendencies is evident in vocational psychology for the following reasons:

– Vocational tendencies reveal to an individual if he shares the same tendencies with colleagues.

– They also suggest that an individual with different tendencies should achieve his/her own goals and ambition.

– They motivate an individual to choose certain domains and vocations rather than others and be creative and innovative.

– Their importance lies in the ongoing developments of teaching and learning processes students follow in order to achieve a goal specific orientation and be more ambitious by receiving specific training programs as well as utilising educational model of learning and teaching.

– The have significance at the age of 18 years old in which an individual's growth and developments take a place.

Vocational tendencies have several benefits and characteristics that distinguish them, among other behavioural components. Many tests on vocational tendencies measure specific competencies and abilities in addition to individual's desires (favours/disfavours) [21–23]. The results of these tests are neither considered a threat to individual's own self nor do they minimise self-confidence. In fact, they yield the individuals' real areas of inclinations of their minds. Moreover, these tests provide a detailed description of the vocational tendency patterns with an average score of constant stability at least at adult stage. These results are true indicators of goal orientation and plans in both academic and vocational domains and they are the most reliable methods of disclosing the actual individuals' tendencies [24]. The researchers believe that vocational tendencies have a clear impact on the individual's personality in the long run. They can determine the individuals' future and success/failure marks. To sum up, vocational tendency is a vital ability to take the right vocational decisions that suit the academic competencies and vocational preferences to achieve a better vocational adjustment. In the lights of the studies mentioned above, the current study reveals an urgent need to identify the relationship between ambition level and vocational tendencies among students of BAU. Sawalha examined the ambition and vocational maturity levels among a sample consisting of the high primary education level in Jordan [15]. The sample consisted of 300 male and female students in the ninth and tenth grades. Grades were selected intentionally, following the vocational maturity and ambitious scales. The results of the study showed an average vocational maturity and ambition levels among the study sample population. The results showed statistically significance differences in the vocational maturity and ambition scales related to gender variable.

In addition, they revealed no statistically significant differences in the social and economic patterns in which the scores were the average and high levels. On the other hand, the scale revealed a significant difference at the academic domain (vocational pattern) which was limited to an average level.

Abu-Zghaileh examined the vocational tendency level among the ninth grade students in Palestine and its relation with the ambition level [1]. The study sample consisted of 500 participants of male and female students of the ninth grade of four towns and villages at Beer Al-Sabi. The sample was randomly selected which made a 30% of the study population. To collect data, the researcher employed two tools, namely, a vocational tendency scale and an ambition level scale. The researcher also employed means and standard deviations, (t-test) and Pearson Correlation Coefficient, One-Way Analysis of Variance (ANOVA), and Scheffe's Dimensional Comparisons Test to analyse the data. The study found that the degree of the vocational tendency level among the ninth graders similar to the degree of ambition level at Beer Al-Sabi villages were of average degrees. It also showed a statistically significant positive relationship between the vocational tendencies and ambition level in terms of the mental and social environment and of the ambition level. The study, however, did not show any statistically significance differences in relation to the vocational tendencies with regard to the gender variable whether of the total degree and sub-areas.

Singh and Sharma investigated the level of aspiration and its effect on academic achievements [7]. The study sample consisted of 600 ninth grade students of Jammu District. The study revealed that educational aspiration had a low relationship with the academic achievements. Al-Zahrani examined the correlation relationship significance between ambition level and vocational tendencies and the differences significance in the ambition level with the presence of the academic major variable [25]. The study sample consisted of 239 male and female students from the third secondary class at the Royal Commission Schools in Jubail Industrial City. Two instruments were used, the first one measures the ambition level and the other one measures the vocational tendencies. The results showed a statistically significant relationship between the total degree average of the ambition level and the whole vocational tendencies patterns at the significance level (0,05) and (0.01). The results also showed statistical significant differences in the ambition level at the significance level (0.01) attributed to the academic major more than of the averages of scientific streams and majors.

Al-Talaheen examined the effect of the vocational tendencies' patterns on the vocational maturity among first secondary school students in Karak Governorate in Jordan [14]. The sample consisted of 530 male and female students. The results showed that there were statistically significant differences between student's vocational tendencies and vocational maturity, but there were no statically significant differences between males and females. Al-Said investigated the vocational maturity and its relation with the skill of taking vocational decisions among the secondary school male and female students in Al-Madina in Saudi Arabia [13]. The study sample consisted of 286 male and female students. The results revealed a positive co-relational connection between vocational maturity and skills of taking vocational decisions, but showed no statistically significant differences between the averages of the vocational maturity degree among the male and female students on the first and third secondary classes.

Geckova et al. examined the variables and factors, which are associated with academic ambitions among adolescents and their relation with their parents' educational, social and economic levels as well as their relation with social support presented by Slovakia Government [21]. The study sample consisted of 1992 male and female students, in accordance with SF-36 ambition scale. The results showed statistically significant differences in the education level among students whose parents were unemployed. In addition, other factors had a statistically significant association with educational aspirations such as, doubts about the affordability of future study, school atmosphere, attitude towards school and social support from father. Significantly, educational aspirations of grammar school students were associated with father's education, while the aspirations of their peers on lower educational tracks had a stronger association with mother's education and perceived social support from father and friends. Moreover, a sense of coherence contributes to the reporting of educational aspiration by the students on different educational tracks.

Also, Niemiec et al. attempted to identify the effect of ambition on individuals after their graduation from university [26]. The study sample consisted of 240 participants, 84 male and 156 female university graduates. The study revealed that ambition is positively associated with psychological health and also has a positive relation to the basic psychological needs. Furthermore, the study results showed that ambition was closely related either positively or negatively to the psychological health among university graduates.

After reviewing the previous studies, the main idea of the ambition level and its relation to vocational tendencies among university students in light of common culture has been discussed directly and indirectly. Some studies have given serious considerations that there is diversity in the developments and transformations in the educational systems as well as the labour market, which increases the urgent need to cultivate and increase the students' ambitions and vocational tendencies to cope with the changes and developments that take a place nowadays [27–29]. Other studies have focused on the connection between ambition level and educational process as well as individual's experiences which play a major role in shaping students' personalities [30–32]. Few studies associated ambition level and vocational tendencies with psychological construction of the human being [18, 33]. Despite there are variations among these studies, all of them agreed on the general attributes and properties of ambition level in light of common culture among students (e.g. Geckova et al. [21], Niemiec et al. [26]).

Some studies confirmed the correlation between ambition level and vocational tendencies [24, 33], while others revealed a strong relationship between ambition level and vocational tendencies in terms of vocational decisions and specialisation, which students aspire [34–36]. Some studies affirmed the variations of ambition level and vocational tendencies between male and female students [30]. However, a few studies agreed on the relationship between ambition level and vocational tendencies in terms of taking decisions for future career depending on academic specialisations for both genders in light of common culture (e.g. Al-Mashiakhi [37], Geckova et al. [21]). On the other hand, Al-Said [13], Bubany and Hansen [18] conducted the studies and revealed no differences in vocational tendencies and occupational interests related to the gender variable.

Methods

Sample of the study

The study employed a quantitative research strategy along with a descriptive correlation method to analyse the data. The sample of the study consisted of 500 students of BAU (350 females, 150 males). It was chosen randomly. The age of the members ranged between 18–24 years old. Table 1 shows the sample and percentages according to gender variant.

Table 1

Frequencies and percentages according to gender

Gender	Number	Percentage, %
Male	150	30%
Female	350	70%
Total	500	100%

Tool of the study

The researchers developed a study instrument which was divided into ambition level 10 items and Campbell and Strong Scale which was developed for vocational tendencies. This scale consisted of 42 items divided into six domains. The two scales were ranked according to Likert Scale which extended from (Strongly Agree = 5) to (Strongly Disagree = 1). Twelve professors majored in teaching methodology, measurement and evaluation reviewed the scale. They provided valuable comments on the scale items. Accordingly, no items were excluded from both scales.

Validity and reliability

To construct validity, the correlation coefficients of the scale items were extracted together with the total degree in a pilot study sample of 40 individuals, from out of the study's sample. The correlation efficient represents validity indicator of each item in a form of a correlation coefficient between each item and the total degree. The correlation coefficients of both of the items and the instrument range from 0.363 to 0.590 as shown in Table 2.

Table 2

Correlation coefficients between the items and total degree

No.	Correlation coefficient	No.	Correlation coefficient
1	.562**	6	.503**
2	.482**	7	.523**
3	.583**	8	.328**
4	.487**	9	.524**
5	.590**	10	.363**

(*) statistically significant at the level of significance (.05)

(**) statistically significant at the level of significance (.01)

In spite of the fact that all correlation coefficients were not statistically significant, they were at a satisfactory level; therefore, none of these items were excluded. To verify the study instrument consistency, the reliability coefficient was calculated using the internal consistency method according to Cronbach Alpha formula and it scored 0.78. To construct validity, the correlation coefficients of the scale items were extracted together with the total degree in an exploratory sample of 40 individuals, from other than the study sample. The correlation coefficient represents validity indicator of each item in a form of a correlation coefficient between each item and the total degree.

In order to confirm the scale construct validity, the correlation coefficients of the scale items and the total degree were extracted, using an exploratory sample that consisted of 40 individuals from other than the study real sample. After analysing each item on the scale, the correlation coefficient represented a reliability evidence for each item in a form of a correlation coefficient between each item and the total degree between each item and its relation to the domain it belongs to and between every domain and the total degree. The correlation coefficients of the items with the tool ranged from 0.401 to 0.658 and from 0.414 to 0.726 with the domain, as shown in Table 3, correlation coefficients between the items, total degree and the domain they belong to and Table 4, correlation coefficients between the domains and the total degree.

Table 3

Correlation coefficients between items and their domains

No	Cor.co/ Domain	Cor. co/ Tool	No.	Cor. co/ Domain	Cor. co/ Tool
1	.660**	.574**	22	.399**	.562**
2	.573**	.466**	23	.588**	.648**
3	.726**	.590**	24	.458**	.585**
4	.575**	.473**	25	.625**	.658**
5	.702**	.604**	26	.415**	.517**
6	.532**	.474**	27	.516**	.567**
7	.657**	.558**	28	.414**	.546**
8	.518**	.386**	29	.659**	.591**
9	.631**	.581**	30	.608**	.496**
10	.535**	.415**	31	.702**	.604**
11	.595**	.593**	32	.551**	.437**
12	.544**	.401**	33	.720**	.623**
13	.691**	.632**	34	.554**	.426**
14	.586**	.470**	35	.653**	.547**
15	.677**	.599**	36	.587**	.437**
16	.494**	.442**	37	.558**	.501**
17	.711**	.603**	38	.581**	.424**
18	.570**	.487**	39	.661**	.583**
19	.674**	.548**	40	.629**	.439**
20	.565**	.467**	41	.664**	.600**
21	.654**	.562**	42	.606**	.453**

(*) Cor. Co = correlation coefficient

(**) statistically significant at the significance level (.05)

(***) statistically significant at the significance level (.01)

It is worth mentioning that correlation coefficients were statistically significant, but all of them were at a satisfactory level. Therefore, none of these items was excluded/deleted.

Table 4

Correlation coefficients between the domains and the total degree

Profession selection	**Study materials**	**Activities practiced**	**Amusement time**	**Human pattern**	**Preference between 2 activities**	**Total**
Profession selection	1					
Study materials	680**	1				
Activities practiced	0.725**	.719**	1			
Amusement and time exigencies	.627**	.658**	.639**	1		
Human patterns	.672**	.635**	.615**	.647**	1	
Preference between 2 activities	.547**	.596**	.587**	.681**	.649**	1
Total	.845**	.850**	.853**	.842**	.839**	.806**

(*) statistically significant at the significance level (.05)

(**) statistically significant at the significance level (.01)

Table 4 shows that all the correlation coefficients are statistically significant, which indicate a satisfactory degree of construct validity. To find the instruments' reliability, coefficient was calculated using the internal consistency method according to Cronbach's Alpha. Table 5 shows the internal consistency coefficient.

Table 5

Cronbach's Alpha of the domains and the total degree

Domain	**Retest reliability**
Selection of vocation	0.75
Study materials	0.68
Activities practiced by a person	0.74
Amusement and time exigencies	0.68
Human patterns	0.76
Preference between 2 activities	0.72
Total	0.94

Results

The aim of the study is to examine the relation between ambition levels and vocational tendencies and how students respond to the changes in their academic lives and ambitions. The results showed that BAU students have a strong relationship between ambition level and vocational tendencies in terms of learning motivation in which most of the students' ambition were positively affected by the vocational tendencies and increased their goals depending on their current potentials and within the current social and cultural developments. Although students have different backgrounds in terms of education, environment and personality, they have some similarities with their vocational tendencies.

Students' view of ambition level

RQ1. How do BAU students view ambition level in the lights of common culture? To answer this question, the mean and standard deviation of the ambition level among BAU students in light of the common culture were extracted as presented in Table 6.

Table 6

The mean, standard deviation and percentages of the ambition level

Domain	Mean	Standard deviations	Percentage
Ambition level	4.05	0.52	80%

In Table 6, the ambition level was identified by 80% of the sample, which means that a great number of students' personalities were characterised by ambition level. This result agrees with Ali and UNDP's findings [3]. They are also consistent with Al-Rumaih's findings in terms of learning and teaching at BAU, which are considered one of the factors that determine ambition levels [12]. Moreover, DiPiro [4] suggests that an ambitious person is thought of being goal-driven, which agrees with the current research results as shown in Table 6. On the other hand, the results were not consistent with Jarwan's findings, which determined the ambition level with gifted students only [5]. In fact, the results presented 70% of the sample without any restriction to students' cognitive and mental level.

Students' view of vocational tendencies level

RQ2. How do BAU students view vocational tendencies level in light of common culture? To answer this question, the means and standard deviations of vocational tendencies of BAU students in light of the common culture were calculated. Table 7 shows the means and the standard deviations of the vocational tendencies among students in a descending order according to the means.

Table 7

Vocational tendencies among BAU students

R Rank	No.	Domain	Mean	SD	Percent
1	1	Study materials	4.07	0.57	81%
2	2	Activities practiced by a person	3.98	0.55	80%
3	5	Preference between two activities	3.80	0.58	76%
4	6	Amusement and time exigencies	3.75	0.57	75%
5	4	Human patterns	3.72	0.55	74%
6	3	Selection of vocation	3.68	0.59	74%
---	---	Total	3.83	0.48	77%

Table 7 shows that the means range from 3.68 to 4.07. The domain "study materials" is ranked at the top with a mean of 4.07, i.e. 81%. However, the domain "selection of vocation" is ranked at the bottom with a mean of 3.68, i.e. 74%. The total mean of the scale is 3.83, i.e. 77%. These results concurred with the findings of Abu-Zghaileh [1], Al-Talaheen [14], Sawalha [15]. However, they contradicted with Al-Rumaih [12], and Singh and Sharma's [7] results.

Difference in the meaning of ambition levels with respect to gender

RQ3. Is there any significant difference in the meaning of ambition levels with respect to gender variable (male and female) of BAU students in the light of common culture? To answer this question, the means and standard deviations of the ambition level among BAU students, in light of the common culture according to the gender variable, were calculated. To find the statistical variations between the means, t-test was employed. Table 8 shows the means, standard deviations and the t-test for the effect of gender on the ambition level among students in light of the common culture.

Table 8

Effect of gender on the ambition level among BAU

Gender	N	Mean	SD	T	DF	P.
Female	350	4.17	0.51	7.45	498	.000*
Male	150	3.81	0.47			

*statistical significance at the significance level (.05)

**statistical significance at the significance level (.01)

Table 8 shows that there are statistically significant differences (α ≤ 0.05) attributed to the gender effect, for the favour of female, which are close to the results of Sawalha [15], Armstrong et al. [16], Bubany and Hansen [18] and Niemiec et al. [26]. However, they do not agree with the findings of Abu-Zghaileh [1], Al-Said [6] and Al-Talaheen [14].

Difference in the meaning of vocational tendencies with respect to gender

RQ4. Is there a difference in the meaning of vocational tendencies with respect to gender variable (male and female) of BAU students in the light of common culture? The means and standard deviations of the vocational tendency level among BAU students in light of the common culture according to the gender variable were extracted. To find out the statistical differences between the means, t-test was used. Table 9 shows the means, the standard deviations and the t-test of the gender effect on the vocational tendency among BAU students in light of the common culture.

Table 9

Gender effect on the vocational tendency among BAU students

Domain	Gender	N	Mean	SD	TF	F	P.
Vocation Selection	Female	350	3.19	0.54	1.57	498	.301
	Male	150	3.79	0.55			
Study Materials	Female	350	3.82	0.55	5.02	498	.000*
	Male	150	4.08	0.49			
Activities Practiced by a Person	Female	350	4.08	0.58	5.55	498	.000*
	Male	150	3.76	0.57			
Amusement and Time Exigencies	Female	350	4.07	0.55	4.94	498	.000*
	Male	150	3.81	0.52			
Human Patterns	Female	350	4.12	0.56	6.47	498	.000*
	Male	150	3.77	0.56			
Preference between Two Activities	Female	350	4.10	0.54	5.48	498	.000*
	Male	150	3.81	0.58			
Total	Female	350	4.11	0.47	7.06	498	.000*
	Male	150	3.79	0.43			

*statistical significance at the significance level (.05)

**statistical significance at the significance level (.01)

Table 9 shows that there are statistically significant differences (α ≤ 0.05) attribute to the effect of the gender factor on all domains except the selected vocational domain. This agrees with the findings of Sawalha [15], Armstrong et al. [16], Bubany and Hansen [18]. However, they contradicted with the results of Abu-Zghaileh [1], Al-Said [13] and Al-Talaheen [14], which revealed no statistically significance differences related to gender variable. In the domain of study materials, the differences are in favour of males, unlike the domain of individuals' activities in which differences are in favour of females, which is similar to the amusement and the time exigencies domain, the human patterns filed, the preference between two activities domain and in the study tool as a whole [1].

Ambition level and vocational tendencies

RQ5. Is there a statistically significant correlation relationship between the ambition level and vocational tendencies among BAU students? Table 10 shows the correlation coefficient between the ambition level and vocational tendencies among BAU students.

Table 10

Ambition level and vocational tendencies among BAU students

Domain	**Person's level**	**correlation**	**ambition**
Vocation selection	.955**		
Study materials	.812**		
Activities practiced in a person	.750**		
Amusement and time exigencies	.663**		
Human patterns	.690**		
Preference between two activities	.589**		

*statistical significance at the significance level (.05)

**statistical significance at the significance level (.01)

Table 10 shows that there is a statistically significant strongly positive correlation between the ambition level and vocational tendency among BAU students, which agrees with the findings of Al-Mashiakhi [37], Al-Zahrani [25], Huws [8] and Salem et al [3]. However, it contradicts with Adam and Christenson's results [10].

Discussion

The results showed there was a statistically significant positive relation between the ambition level and vocational tendency among BAU students. There were statistically significant differences (.05 = a) in the ambition level attributed to the effect of the gender factor in favour of the females. Also, there were statistically significant differences in the vocational tendencies attributed to the gender effect in all domains except the vocation selection domain and the differences were in favour of males in relation to the study materials domain, but in favour of females in relation to all the other domains and to the tool as a whole.

The majority of BAU students, who are specialised in vocational education, enjoyed a high ambition level ranging between high to medium degrees and leaned towards vocations and achieving academic goals with the presence of a clear positive relation between ambition level and vocational tendencies among the entire sample participants. This result is consistent with the findings of Geckova et al [21], Jarwan [2] and Niemiec et al [26] in terms of the existence of a positive association of a direct correlation statistical significance between the ambition level and vocational tendencies. In addition, the ambition level of students seems to stem from the sociocultural and family reality and from the surrounding environment because of the technological changes and developments, the sociocultural circumstances concerning the involvement of students in searching for a more developed sophisticated life, the high goal orientation and desires of students, the individual's level of ambition associated with an increase in terms of what are one's thoughts. The positive self-esteem is, the higher ambition and the vice versa as provided in Obeidat et al. [19] and Rekkor et al. [28]. Furthermore, an individual's feeling of success enhances his/her ambition level and the feeling of failure generates anxiety and frustration and poses a serious obstacle to ambition and to future career choice through attending vocational academic programs and community colleges as mentioned by Al-Rumaih [12], DiPiro [4], Singh and Sharma [7].

Some studies agreed that there were statistically significant differences (a = .05) in vocational tendencies ascribed to the gender factor effect in all domains except vocations selection as mentioned by Abu-Zghaileh [1], Sawalha [15], Armstrong et al. [16], and Bubany and Hansen [18]. In fact, these differences were in favour of males in the domain of study materials and in favour of the females in all the other domains as the study tool as a whole, which goes with Abu-Zghaileh's findings [1].

Some studies agreed on the existence of a relation between the ambition level and vocational tendencies of both male and female students in enrolling an academic major for selecting their future careers in light of the common culture (e.g. Al-Mashiakhi [37], Sawalha [15], Al-Zahrani [25], and Singh and Sharma [7]). Accordingly, primary and secondary education is required to increase self-confidence of students and high ambition levels. Much more attention to students helps to develop their competencies and vocational tendencies.

Conclusions and Recommendations

The findings revealed that there was a statistically significant positive relation between the ambition level and vocational tendency among BAU students in favour of the females. Also, there were statistically significant differences in the vocational tendencies due to gender effect in all domains except in the domain of the vocation selection. With regards to the study materials domain, there were differences in favour of males. Moreover, the findings revealed that the majority of BAU students, who are specialised in vocational education, enjoyed a high ambition level ranging between high to medium degrees and leaned towards vocations and achieve academic goals with the presence of a clear positive relation between ambition level and vocational tendencies among the entire sample participants.

In addition, the ambition level of students seems to stem from the sociocultural and family reality and from the surrounding environment because of the technological changes and developments, the sociocultural circumstances concerning the involvement of students in searching for a more developed sophisticated life, the high goal orientation and desires of students, the individual's level of ambition associated with an increase in terms of what are one's thoughts. The positive self-esteem is, the higher ambition and the vice versa. Furthermore, an individual's feeling of success enhances his ambition level and the feeling of failure generates anxiety and frustration and poses a serious obstacle to ambition and to future career choice through attending vocational academic programs and community colleges.

In light of the study results, the study recommends the Ministry of Education to pay more attention to the vocational tendency among students from earlier stages to direct these tendencies in an appropriate way that provides students with a good academic life leading to decent social, vocational and practical life that gets along with the common culture. Also, it recommends BAU to focus on ways of developing and promoting the ambition level among students by raising parents' awareness to set a good example to their children, bring them up from an early age to be ambitious and promote their ambition level. They should inculcate the spirit of competition and perseverance among students and constantly urging them to be so via guided extracurricular activities. Furthermore, the study recommends conducting more studies that aim to discover more factors affecting the ambition level and the factors concerning the vocational tendency in different social environments. Studies can deal with the level of vocational maturity and ambition in light of recent developments related to parental treatment styles and social anxiety.

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