The level of supervisory guidance satisfaction and its relationship to achievement motivation among educational counselors

By:

Dr. Basem Mohammad Al-Frehat

Associate Professor at Educational Sciences Department at Ajloun University College, Ajloun University College, Al-Balqa Applied University, Jordan

The level of supervisory guidance satisfaction and its relationship to achievement motivation among educational counselors

Dr. Basem Mohammad Al-Frehat[*]

Abstract:

The objective of the current study was to determine the perceived degree of supervisory advice satisfaction and how it relates to educational counselors' desire for accomplishment. Using the descriptive survey method, a questionnaire with 22 items was created and distributed on two axes: motivation achievement among educational counselors (11 items) and supervisory guidance satisfaction (perceived) (11 items). Once validity and reliability were confirmed, the questionnaire was given to a sample of 135 educational counselors. The findings indicated that there was a high level of achievement motivation and a medium level of supervisory guidance satisfaction (perceived), and that there was a significant positive relationship between the two, the findings also indicated that, in favor of graduate studies, there were statistically significant differences in the degree of achievement motivation and supervisory guidance satisfaction based on educational level, but not in the variables of gender or experience. A list of suggestions was created considering the findings.

Keywords: level of supervisory guidance satisfaction (perceived), achievement motivation, educational counselors.

[*] **Dr. Basem Mohammad Al-Frehat:** Associate Professor at Educational Sciences Department at Ajloun University College, Ajloun University College, Al-Balqa Applied University, Jordan**..**

The level of supervisory guidance satisfaction and its relationship to achievement motivation among educational counselors

٤

مستوى الرضا الإشرافي الإرشادي وعلاقته بدافعية الإنجاز لدى المرشدين التربويين

الملخص:

هدفت الدراسة الحالية تعرف مستوى الرضا الإشرافي الإرشادي، وعلاقته بدافعية الإنجاز لدى المرشدين التربويين، تم استخدام المنهج الوصفي المسحي حيث تم بناء استبانة مكونة من (٢٢) فقرة موزعة على محورين: الرضا الإشرافي الإرشادي(١١) فقرة، ودافعية الإنجاز لدى المرشدين التربويين (١١) فقرة، وبعد التأكد من صدقها وثباتها تم توزيعها على عينة مكونة من (١٣٥) مرشد تربوي، وأظهرت النتائج وجود مستوى متوسط للرضا الاشرافي الإرشادي، ومستوى مرتفع لدافعية الإنجاز، وجود علاقة إيجابية كبيرة بين الرضا الإشرافي الإرشادي ودافعية الإنجاز لدى المرشدين التربويين، كما أظهرت النتائج وجود فروق إحصائية في مستوى الرضا الاشرافي الارشادي وفي مستوى دافعية الإنجاز تبعا لمتغير المستوى التعليمي لصالح الدراسات العليا، ولم تظهر فروق إحصائية تبعاً لمتغيري الجنس والخبرة، وفي ضوء النتائج تم وضع مجموعة من التوصيات.

الكلمات المفتاحية: مستوى الرضا الإشرافي الإرشادي، دافعية الإنجاز، المرشدين التربويين.

Introduction:

The capacity of school counselors to carry out their responsibilities and tasks effectively determines how effective they are. Their ability to improve the counseling process is dependent on a number of elements, including their personal competences, communication skills with kids and school administration, and ongoing skill development through specialized training programs (Shaheen & Al-Qasees, 2016). Institutions must concentrate on establishing a happy work atmosphere, encouraging open communication between supervisors and workers, and offering possibilities for growth and development if they want to master perceived supervisory satisfaction and desire for performance. In order to increase team members' happiness and inspire them to accomplish their objectives, supervisors should seek to establish rapport, trust, and respect with them (Sunarjo et al., 2020). To encourage accomplishment motivation among staff members, organizations may also establish training and development opportunities, establish clear and attainable goals, and implement reward and recognition systems. Institutions may foster an atmosphere where workers feel appreciated, inspired, and driven to do well in their positions by fostering a culture of optimism, empowerment, and support. Strong communication skills, emotional intelligence, building mutual respect and trust with team members, and persistently seeking out criticism and chances for personal growth are all ways that supervisors may improve their leadership abilities. Establishing a happy and effective work environment requires mastering supervisory satisfaction and motivation to accomplish. Institutions may enable their staff to succeed by emphasizing the establishment of solid connections, establishing clear objectives, and offering growth and development chances (Gülbahar, 2020).

First: Counseling Supervisors' Perceived Satisfaction

According to one definition, satisfaction is "the desired outcome of a task or function that enhances a person's self-esteem." Many facets of the supervisory process have an impact on trainees' satisfaction with supervision. The effectiveness of supervision and learning processes is undermined by unfavorable experiences, such as interpersonal disputes and communication issues that arise between the supervisee and

supervisor during supervision. According to other studies, trainees who had unpleasant experiences during supervision were more likely than those who did not to express lower levels of satisfaction with their supervisor (Ishak et al., 2021).

A few elements pertaining to the internal and external environments combine to provide supervisory satisfaction in counseling. Collectively, these elements pertain to the individual's personal situation as well as the conditions around their workplace. Generally speaking, people feel better when their fundamental requirements are met. Individual situations and characteristics at work determine supervisory satisfaction in counseling. Motivation, knowledge, and workload are some of the elements that influence an individual's level of satisfaction, whereas external influences include supervision and the institution's administration, which have an impact on an individual's level of contentment or discontent (Gopinath, 2020).

The degree of pleasure and happiness an employee has with their management or supervisor is known as supervisory satisfaction. Given that it has a direct impact on employee engagement, morale, and productivity, this satisfaction is crucial. Workers are more likely to be inspired to do well in their positions and make valuable contributions to the organization when they are happy with their managers (Edi, 2023). The degree to which subordinates believe their superiors appreciate their efforts, help them, and are concerned about their welfare is known as perceived supervisor support. Organizational members' overall opinion of supervisors' concern for their well-being and ability to assess members' contributions is known as perceived supervisor support. Senior partners' perception that their supervision offers volunteer resources and support to help partners perform better was also made clear by perceived supervisor support (Sunarjo et al., 2020).

Because it enhances psychological well-being and boosts desire for work and performance, perceived supervisory satisfaction is crucial for increasing an individual's functional effectiveness and productive efficiency. The degree to which their job meets their diverse demands has an impact on the supervising counselor's level of satisfaction.

According to Nasser et al. (2019), meeting a person's material, psychological, and personal needs might help them become more functionally efficient, perform better, and be more motivated to succeed. Given that the student is the center of the educational process, perceived supervision and guidance help students achieve the highest success rates, and educational counseling helps to accurately follow up on their problems and give them advice on how to find a well-rounded student in their personality and one who is psychologically, academically, intellectually, and culturally compatible (Al-Shammari, 2020). Colleagues who receive full support from their supervisors can become more passionate, dedicated, and fully focused on their work, according to social exchange theory. This means that when their supervisor is more supportive of them and pleased with their work, colleagues will be more engaged and motivated to achieve (Bosch et al., 2018).

Counseling Supervisory Satisfaction

Numerous factors contribute to supervisory satisfaction in counseling, such as satisfaction with various work policies, relationships with coworkers, subordinates, and students, and the work itself, including duties, responsibilities, and various tasks. These factors provide significant benefits to the individual, including improved psychological, mental, and physical health; decreased absenteeism from work; and increased effective and positive social interaction for the individual, which may reduce errors and work accidents; increased production and attention to quality; and improved achievement because of increased comfort and satisfaction with the supervisory relationship (Sari et al., 2021).

There are many behavioral, social, material, and moral benefits to supervisory satisfaction in counseling. The importance of satisfaction lies in achieving overall satisfaction with the work as a result of his perception of the factors related to performance, which are as follows (Farrukh et al., 2019): the individual's perception that his abilities enable him to achieve the required performance and the desired goals; the relationship between the individual's performance and incentives; the individual's perception that the incentives and rewards are valuable to him; the individual's perception of fairness in the distribution of rewards

and various returns for work; and the perception of the significance of the level of achievement for the individual.

Motivation for Achievement

A person's motivation for professional success plays a crucial role in guiding his actions, igniting them, and raising his awareness of the circumstances. It also aids in his interpretation and comprehension of his own and others' behavior, as well as in validating his accomplishments and objectives. One of the key components of the human motivational system is the achievement motive, which has also become a defining characteristic of research and study on personality and behavior dynamics. However, despite these early beginnings, the American psychologist Murray is credited with being the first to present the concept of the need for achievement specifically as an important component of the personality components. Historically, the term "achievement motive" has been used in psychology since "Adler" suggested that the need for achievement is a compensatory motive that originates from childhood experiences, while "Lewin" introduced the term due to his handling of the subject of the level of ambition (Odeh and Al-Quraishi, 2022).

Success or the spirit of the individual in reaching the objective is intimately linked to achievement motivation. David McClelland is well-known for his theory of the need for achievement (Werdhiastutie et al., 2020), which holds that motivation varies depending on how strong an individual's need for achievement is; that a strong desire to work toward goals and needs is what motivates people to work; that achievement motivation should also be designed in accordance with the strategy model; and that an analysis of achievement motivation results in a form of evaluation of the institution's human resources and other capabilities.

The satisfaction of the individual who has a need and desire for achievement, as well as what leads to their goals, are the focus of McClelland's theory of achievement motivation. The theory states that the desire to accomplish tasks is stronger than the material reward for it, and that the goals are clear and attainable. The theory also states that distinguished individuals with a need for power behave with others in a

way that has a strong desire to obtain a leadership position and are distinguished by their strength of personality, eloquence, and determination to improve performance (Al-Maliki, 2023).

Achievement motivation is a psychological term that describes the drive and aspiration to succeed in a variety of spheres of life and reach challenging objectives. The need for achievement, success, and recognition frequently drives people with high levels of achievement motivation, and they are prepared to put in the work and overcome obstacles to reach their objectives (Al-Attabi, 2019). According to Renata et al. (2018), achievement motivation is the internal drive and desire for success and excellence in one's tasks and responsibilities. It is essential for people to set goals, push themselves past their comfort zones, and strive for excellence in their work.

One of the things that a person learns from his surroundings and the people he interacts with is achievement and motivation. It is a component that enables the person to strive for his own success and believe that he has achieved it by completing the necessary tasks. Numerous studies have demonstrated that achievement motivation is connected to an individual's capacity for cognitive processing, problem-solving, logical thinking, and work accomplishment. It also plays a significant role in improving an individual's level of performance in a variety of activities (Muhammad and Sharaf, 2020).

Time is one of the most crucial factors and one of the indications that may be used to gauge the degree of accomplishment motivation: This criterion evaluates the person's effectiveness in completing tasks, demonstrates the degree of completion of the necessary work, assesses the person's cognitive capacity and abilities, and strengthens his work ethic and discipline. Lastly, the criterion of quantity measures the individual's ability and the efficiency of his behavior by measuring the extent to which the required work is achieved by the quantity that was determined. The criterion of accuracy determines the ability to simulate and imitate the required work without committing a violation, while the criterion of relativity determines the level of success percentage that the individual must reach. The criterion of quality shows the quality of the

goal and the completed work, as well as the level of achievement of the work or failure to achieve it (Salihi, 2019).

In his theory of workers, one of the foundational ideas of work motivation, Herzberg elucidated the reasons behind professional success. He emphasized the presence of two sets of elements that affect an employee's motivation and level of satisfaction. When these elements are present, he is content with his job and feels motivated; in contrast, the second group consists of engaging work, recognition, chances for professional advancement, taking on responsibilities, and accomplishments (Odeh and Al-Quraishi, 2022). The two types of achievement motivation are as follows: the first is the internal (self) motivation, which originates from the individual based on his prior experiences and is achieved by striving for achievement to reach the desired goal, followed by new goals that he can reach based on his positive success experiences. Regarding the other kind, the social achievement motive, which is in line with societal norms and traditions, blends social and self-motives to create an integrated accomplishment motivation that develops as the person does (Muhammad and Falih, 2021).

There are several reasons to pay attention to achievement motivation. Al-Saraira and Al-Takhaimah (2022) identified these reasons by guiding people toward general goals and different activities, understanding the extent to which people affect their work, and giving them feedback that helps them improve their performance, diversifying their approaches, and boosting their motivation for achievement. They also identified people's strengths and weaknesses so that they can improve their strengths and correct their weaknesses.

According to studies, people who are highly motivated to achieve are more likely to improve their performance and accomplish their goals. This makes achievement motivation crucial because it gives people the strength to continuously strive for success to a certain level of excellence in a competitive situation. People also develop their achievement motive and form a self-concept, values, and beliefs about their abilities (Sarangi, 2020). The art of productivity and completing more tasks in less time can

be mastered by learning from successful people and supervisors. It is not about working harder but about working more intelligently, which can be achieved by making small changes to one's daily routine. Increasing motivation to achieve achievement requires a combination of strategic planning, time management, and self-care (Shen & Benson, 2016).

Third: The Connection Between Achievement Motivation and Perceived Supervisory Satisfaction in Counseling

According to Ghazali et al. (2016), the supervisory connection serves as the cornerstone of supervision as it is essential to raising the effectiveness of counselors. Satisfaction with supervision refers to the individual's perception, interpretation, and evaluation of the supervision and counseling process. As such, it is one of the most important indicators of how well a person feels and believes about the quality of the supervision and counseling services that have been provided to him according to (Al-Khawalda and Al-Mahayra ,2018). The process of monitoring and assisting people in reaching their objectives is known as supervisory counseling. This can take many different forms, including training, mentoring, or consultation, as long as the goal of the counseling is to support, advise, and provide feedback to people as they navigate their personal and professional development. The degree to which a person feels satisfied with the supervisory counseling process depends on how well his needs and advantages are met, Supervisory satisfaction in counseling and achievement motivation are influenced by the amount of work pressure and the promotion of achievement, as well as by his personal traits and abilities, the work environment, and the lifestyle that aligns with his experiences and abilities (Nguyen & Stinglhamber, 2021). The relationship between performance, achievement, and self-satisfaction is significantly influenced by the correlation between achievement motivation and perceived supervisory satisfaction in counseling. Achievement motivation is also linked to the work environment, the incentive system, and the additional pressure for production (Demir, 2020). Given that educational supervision greatly enhances accomplishment, and in line with the findings of research where the study was done, overall performance and achievement will improve if supervisory satisfaction rises (Fauzan, 2020) discovered a

The level of supervisory guidance satisfaction and its relationship to achievement motivation among educational counselors

١٢

wide correlation between enhancing an individual's work completion and educational supervisory satisfaction and performance. Specifically, the study by Ghazali et al. (2016) demonstrates that the results of supervision were linked to the supervisory relationship's perceived quality, since improved counseling behaviors and increased self-disclosure are significantly correlated with higher supervisory satisfaction.

The problem of studying

The study's challenge is to determine the degree of perceived supervisory satisfaction among educational counselors and how this relates to achievement motivation because, both quantitatively and qualitatively, the lack of satisfaction among people in general and among educational counselors in particular has a negative impact on their performance of the various tasks that comprise their work. The degree of perceived supervisory satisfaction in counseling is a factor that reflects the nature of the feeling and the extent of attachment to the institution in which they work as well as their respect for their profession and their supervisors, which in turn causes them to either be eager to persevere or absenteeism, malingering, job rotation, complaints, strikes, and apathy, It so has a significant impact on the educational process, goal attainment, progress, improved accomplishment motivation, and poor performance in all educational institutions, which further crystallizes and complicates the issue. The level of perceived supervisory satisfaction in counseling and its relationship to achievement motivation among educational counselors was determined by this study because research (Edi, 2023) showed that employee satisfaction increases the motivation of individuals to excel in their roles and contribute positively to the institution, and (Gülbahar, 2020) demonstrated that supervisory satisfaction and motivation for achievement is essential to create a positive and productive work environment.

The following questions are the focus of this study:

− How satisfied do educational counselors feel about their supervisors in counseling?

− How motivated are educational counselors to achieve their goals? Do the factors of gender, academic background, and years of

experience have a statistically significant impact on how satisfied educational counselors are with their supervisors in counseling?
- Do the factors of gender, academic background, and years of experience cause statistically significant variations in the degree of success motivation among educational counselors? Do educational counselors' drive for accomplishment and their perception of supervisory satisfaction in counseling have a statistically meaningful relationship?

Studying's importance

Since a person's job satisfaction increases their efficiency in performing their assigned job duties and their achievement motivation rises with increased work engagement, or through their identification with their work and how it meets their needs, a person's satisfaction with their supervisory counseling work is regarded as a measure to demonstrate the effectiveness of their performance and achievement. The study's significance is highlighted by:

Theoretical Significance

This study's significance stems from the fact that it assesses the degree of perceived supervisory satisfaction in counseling and its relationship to achievement motivation among educational counselors. This is because the study's topic is one that has received relatively little attention; most studies have focused on the relationship between each variable and other variables, or the relationship between supervision and counseling and achievement motivation, rather than the perceived supervisory counseling relationship with achievement motivation among educational counselors. This fills a research gap and helps the theoretical literature by offering a thorough analysis of this topic and its key variables.

Scientific Significance

This study helps to clarify the relationship between achievement motivation and perceived supervisory satisfaction in counseling. It is anticipated that this study will assist educational institutions in determining the degree of achievement motivation among educational counselors and the degree of perceived supervisory satisfaction in

The level of supervisory guidance satisfaction and its relationship to achievement motivation among educational counselors

١٤

counseling among educational counselors. It is also hoped that the study's findings and recommendations will help educational counselors and their supervisors become more motivated and perform better.

The purpose of the study

– The purpose of the current study is to demonstrate the degree of accomplishment motivation and perceived supervisory satisfaction in counseling among educational counselors by determining: the degree to which educational counselors are satisfied with their supervisors in counseling.

– The degree to which educational counselors are motivated to accomplish.
and figuring out how educational counselors' accomplishment motivation and their perception of supervisory satisfaction in counseling relate to one another.

Study Words

According to Al-Khawalda and Al-Mahayra (2018), perceived supervisory satisfaction in counseling refers to how well people understand the psychological counseling process of their interactions and actions during supervision and counseling, as well as how they interpret the perceived performance and personal traits of their supervisors and counselors. It also refers to how comfortable they feel expressing their opinions during this time. According to procedure, it is the score that participants receive on the perceived supervisory satisfaction in counseling scale that was employed in this investigation. Achievement motivation is one of the self-goals that helps to activate and guide action. It is the desire of the individual to achieve the maximum levels of achievement and excellence (Busabaa and Laroussi, 2017). The score that participants receive on the accomplishment motivation scale utilized in this research is the procedural definition.

Limitations of the Study:

– **Subjective Limitations**: This is demonstrated by the use of a precise questionnaire that has been validated for validity and reliability in order to meet the study's goals. It measures the degree of perceived

supervisory satisfaction in counseling and achievement motivation among educational counselors.

– **Temporal Limitations**: The research's submission for the academic year 2024 AD reflects this.

– The implementation of the research on educational counselors in the Jordanian governorates of Ajloun and Jerash reflects both human and spatial limitations.

Previous Studies

Numerous earlier studies and papers pertaining to the study topic were reviewed; they were sorted chronologically from the newest to the oldest, first in Arab studies and then in international studies. The research of Ben Karima (2022), one of the most significant Arab studies, sought to identify the variations in teachers' performance motivation based on the dominant pattern of educational supervision from the perspective of the instructors. There were 196 male and female teachers in the research sample. The findings of the data analysis indicated that instructors are highly motivated to accomplish.

The educational supervision pattern and accomplishment motivation are directly correlated.

A research by Al-Saraira and Al-Takhaimah (2022) determined the degree of accomplishment motivation and work satisfaction among a sample of instructors in the Southern Mazar Brigade's schools. There were five hundred male and female teachers in the research sample. The findings demonstrated a positive correlation between teachers' contentment and success motivation, with teacher job satisfaction and achievement motivation being at a medium level.

Odeh and Al-Quraishi's (2022) study sought to determine the motivation for professional achievement among educational counselors. The current research community identified the number of educational counselors in the Directorate of Education 1 of Wasit, Dhi Qar, and Maysan Governorate for the academic year (2021–2022), as well as the number of male and female counselors (1365). The current research sample consisted of 300 male and female counselors. Following a review of the literature and prior studies, the researcher created a professional

The level of supervisory guidance satisfaction and its relationship to achievement motivation among educational counselors

١٦

achievement motivation scale with 30 items. The psychometric properties represented in validity and reliability were extracted, and the research sample of (300) items was relied upon. The findings indicated that educational counselors are highly motivated to achieve their professional goals.

Ishak et al.'s (2021) study also sought to determine supervisors' satisfaction with supervision and their perceptions of postgraduate research supervisory procedures at a public institution in Malaysia's Faculty of Education. A questionnaire was used to gather information from a sample of forty-five full-time master's degree students. According to the study, supervisors' satisfaction and their perceptions of supervisory procedures are positively, significantly, and strongly correlated.

Al-Ghamdi (2020) used a descriptive approach and the professional satisfaction scale for school counselors to determine the relationship between job satisfaction and job performance among student counselors in Riyadh. The study sample included 100 student counselors from the public education schools in the three stages of the city of Riyadh. The study also sought to determine the differences in job performance according to the variable of the educational stage and the differences in the level of satisfaction with counseling work according to the differences in variables (experience, salary, and academic qualification).

Moreover, the findings showed that among student counselors in the city of Riyadh, there was a positive correlation between job satisfaction and job performance. Additionally, there were statistically significant differences in job satisfaction based on experience, favoring the most experienced counselors. The study suggested that student counselors, particularly those with less experience, be given special attention and that all barriers to counselors' job satisfaction be removed.

The descriptive approach was used in a study by Salihi (2019) to determine how well an educational counseling program stimulates achievement motivation. The study sample included 55 school and career counseling consultants, and the findings showed that the study sample had desired counseling needs in order to achieve a high rate of achievement motivation. A study by Nasser et al. (2019) also sought to

estimate the degree of job satisfaction and achievement motivation, as well as to ascertain the nature of the relationship between the two among the study sample members, which consisted of an estimated 65 secondary school professors. The researchers used a descriptive approach in a correlational style, and the study concluded that there are no statistically significant differences in the degree of job satisfaction and achievement motivation among professors based on the variable of professional experience.

A research by Abdul-Azim (2018) sought to understand the link between accomplishment motivation and job satisfaction among psychological counselors in Khartoum State. In order to accomplish this, the researcher used a descriptive correlational approach, and the sample size consisted of 100 psychological counselors. The study produced a number of findings, such as the finding that psychological counselors' overall job satisfaction is characterized by high, There are statistically significant differences in job satisfaction among psychological counselors due to the gender variable favoring females, and there are no statistically significant differences in job satisfaction among psychological counselors due to years of experience. Overall, achievement motivation among psychological counselors is high, and there is a statistically significant correlation between job satisfaction and achievement motivation among psychological counselors.

Regarding international research, Edi (2023) carried out a study to determine the relationship between academic supervision and achievement motivation and teacher performance in Tangerang Regency's elementary schools. The study sample comprised 146 teachers, and the findings demonstrated that enhancing the use of supervision and counseling as well as encouraging achievement motivation among teachers had improved teacher performance. The goal of the study (Azmi and Lubis, 2022) was to demonstrate the connection between teachers' educational competency, success motivation, and educational supervision. The study sample included 118 instructors. In addition to demonstrating that educational supervision significantly increased achievement motivation and that educational supervision and achievement motivation together contributed 46% to the teacher's

The level of supervisory guidance satisfaction and its relationship to achievement motivation among educational counselors

١٨

educational competence, the results also showed a statistically significant relationship between educational supervision and achievement motivation and the teacher's educational competence.

A study by Salikurnima & Ahmad (2021) sought to ascertain the connection between work happiness, accomplishment motivation, and school supervision. A sample of 91 instructors in all was subjected to the quantitative descriptive technique. The study's findings demonstrated a very weak correlation and a favorable impact on the link among work satisfaction, accomplishment motivation, and supervision. By moderating the demand for accomplishment motivation against engagement in work, Sunarjo et al. (2020) sought to demonstrate the beneficial effects of perceived supervisory support and organizational support. Results showed that perceived supervisory support needs accomplishment motivation as a mediator that positively and significantly influences engagement. The study sample included 334 participants and employed a descriptive analytical technique.

What Makes This Study Different from Others

Because supervisory satisfaction and achievement motivation were examined alongside other variables among educational counselors, the current study stands out from earlier research in this area and is regarded as one of the few studies of its kind. This study stands out for addressing the degree of perceived supervisory satisfaction in counseling and how it relates to educational counselors' motivation for accomplishment. It also stands out for using a precise and succinct questionnaire that was given to educational counselors.

Techniques and Processes

The study's methodology, data collecting instruments and indications of their validity and reliability, and the statistical techniques used to arrive at the study's conclusions are all described in this part.

Study Methodology: Given the nature of the study and its issue, the descriptive and correlational survey approach was chosen as the best approach.

Research Population: All educational counselors working in the Ajloun and Jerash areas in 2023–2024 AD were included in the research

population.

Study Sample: The study sample was made up of 135 randomly selected male and female counselors from the Ajloun and Jerash regions. Table 1 displays the distribution of sample members based on their factors.

Table (1)

Frequencies and percentages of study sample members according to study variables

Variable	Category	Duplicate	Percentage
Sex	male	49	36.3
	female	86	63.7
	Total	**135**	**100.0**
Qualification	Bachelor	76	56.3
	Graduate	59	43.7
	Total	135	100.0
Years of Experience	Less than 5 years	44	32.6
	5 – less than 10 years old	43	31.9
	More than 10 years	48	35.6
	Total	135	100.0

The frequency and percentage of study sample members by gender variable are clearly displayed in Table (1). The "female" category had the highest frequency (86) and the lowest percentage (63.7%), while the "male" category had the lowest frequency (49) and the lowest percentage (36.3%). According to the academic qualification variable, the "Postgraduate studies" qualification had the lowest frequency (59) and the lowest percentage (43.7%), while the "Bachelor's degree" qualification had the greatest frequency (76) and the lowest percentage (56.3%). The experience "more than 10 years" had the highest frequency (48) and percentage (35.6%) among the years of experience variable, while the experience "from 5 – less than 10 years" had the lowest frequency (43) and percentage (31.9%).

The Study Tool:

The questionnaire was created and its paragraphs were constructed by consulting relevant studies and articles, including: (Al-Khawalda and Al-Mahayra, 2018), (Abdul-Azim, 2018), (Al-Ghamdi, 2018), (Ben Karima, 2022), and (Al-Attabi, 2019). It was used as a tool and means of gathering information in order to reach the study's objectives and answer

The level of supervisory guidance satisfaction and its relationship to achievement motivation among educational counselors

٢٠

its questions. After the two measures were arbitrated, the final version of the questionnaire had eleven items on the supervisory satisfaction scale and eleven items on the accomplishment motivation scale. The questions were to be responded on a five-point Likert scale.

Tool Validity: Two validity categories were applied in this study:

- **Content Validity:** To ensure content validity, the questionnaire was given to six arbitrators with experience in Jordanian universities. They were asked to review the instrument, provide feedback on the paragraphs' suitability, comprehensiveness, and diversity, and make any comments they felt were appropriate about any changes or deletions they saw fit. Based on their comments, some minor adjustments were made.

- **Construct Validity:** The study instrument was applied to an exploratory sample of twenty-five male and female counselors in order to extract the indications of construct validity for all of its items (the level of perceived supervisory satisfaction in counseling and achievement motivation among educational counselors). Pearson correlation coefficients were then calculated between each item and the axis to which it belongs, as shown in

Table (2).

Table (2) shows the correlation coefficients between each item and its corresponding axis.

Item No.	Satisfaction Supervisory	Achievement Motivation
1	.790**	.679**
2	.784**	.649**
3	.855**	.685**
4	.856**	.855**
5	.863**	.616*
6	.865**	.853**
7	.712**	.834**
8	.848**	.829**
9	.857**	.738**
10	.686**	.732**
11	.787**	.802**

* Significant correlations at the significance level (α ≤ 0.05)
** Significant correlations at the significance level (α ≤ 0.01)

The correlation coefficients between the items and the achievement motivation axis (0.616-0.853) ranged, which are statistically significant and acceptable correlation coefficients for the purposes of applying this study. According to Table (2), the correlation coefficients between each item and the supervisory satisfaction axis to which it belongs ranged between (0.686-0.865), and all of them are statistically significant at the (0.01) level. As a result, all of the items were kept.

Dependability of the study Tool

An exploratory sample of twenty-five male and female counselors was given the study instrument twice, separated by two weeks, in order to ensure its reliability. The correlation coefficient between the two applications was computed to determine the retest reliability coefficient (Test. R-test), and Cronbach's alpha equation was applied to each item on the two axes, as shown in Table (3).

Table (3)

Retest Reliability Coefficient (R-test) and Cronbach's Alpha Results for Study Axes' Internal Consistency

Axis	Number of Items	Cronbach's Alpha	Retest Reliability Coefficient (Test. R-test)
Perceived Supervisory Satisfaction	11	0.89	0.91
Achievement Motivation	11	0.94	0.93

Table (3) makes it evident that the internal consistency coefficient (0.89) and the retest reliability coefficient (Test. R-test) for the "achievement motivation" axis reached (0.93) and the internal consistency coefficient (0.94), respectively, and that both of these are high reliability coefficients that are appropriate for the use of this study.

Evaluation of the study Tool

The study sample members' opinions on perceived supervisory satisfaction and achievement motivation were measured using a five-degree Likert scale, which ranged from a very low degree (1) to a very high degree (5). The study also used the following classification to assess

the arithmetic means: Class length is equal to (5-1) / 3 = 1.33 (highest value - lowest value) / 5, and the scores are distributed as follows: 3.67 to 5 high, 2.33 to 3.66 middle, and less than 2.33 low.

Study Variables

- Independent Variables: • Satisfaction with supervisory counseling, as determined by 11 measures specifically related to this.
- Dependent variables include: • Motivation for achievement, as determined by 11 items specifically related to this.

Methods of Statistics

With the aid of the SPSS software (Version 25), the following appropriate statistical techniques were applied to address the study questions:

- Determining the distribution of research sample members based on study variables by extracting frequencies and percentages.
- Calculating the research scales' item arithmetic means and standard deviations as well as the overall score.
- To determine how gender, academic background, and years of experience affect educational counselors' perceptions of supervisory satisfaction in counseling and achievement motivation, the Three-Way ANOVA was used.
- Pearson correlation between educational counselors' achievement motivation and their perceptions of supervisory satisfaction in counseling.

Results Presentation and Discussion

The results of the study, which sought to determine the degree of perceived supervisory satisfaction in counseling and its connection to achievement motivation among educational counselors, are presented and discussed in this section in accordance with the research questions.

Presentation and Discussion of the Findings from the First Question

How satisfied are educational counselors with their supervisors in counseling?

The means and standard deviations for educational counselors' assessed supervisory satisfaction in counseling were taken out in order to respond to the study questions (Table 4).

Table (4): Means and Standard Deviations for the Level of Perceived Supervisory Satisfaction in Counseling Among Educational Counselors

Item No.	Item	Mean	Standard Deviation	Level
1	The educational supervisor works to strengthen human relations with educational counselors based on mutual trust and respect.	3.82	0.68	High
2	The educational supervisor is interested in implementing supervisory directives and provides opinions to educational counselors to solve problems.	3.78	0.65	High
3	The educational supervisor helps in developing methods and ways for counseling.	3.63	0.65	Medium
4	The educational supervisor enjoys high supervisory experience and skills.	3.79	0.66	High
5	The educational supervisor works to update the educational and supervisory concepts among counselors.	3.81	0.68	High
6	The educational supervisor is keen to provide information that helps in developing and qualifying the educational counselor.	3.82	0.66	High
7	The educational supervisor focuses on establishing informal relationships and open communication with educational counselors.	3.19	0.66	Medium
8	The educational supervisor is	3.49	0.57	Medium

The level of supervisory guidance satisfaction and its relationship to achievement motivation among educational counselors

٢٤

	interested in the needs of counselors and promotes their professional growth.			
9	The educational supervisor works to create a feeling of satisfaction among counselors and provides a suitable environment for them.	3.23	0.67	Medium
10	The educational supervisor seeks to gain the friendship of counselors and try to influence them.	2.96	0.84	Medium
11	The educational supervisor involves counselors in decision-making processes and gives them the maximum degree of freedom to work.	4.06	0.78	High
	Overall Supervisory Satisfaction	3.60	0.48	Medium

The means and standard deviations for the supervisory satisfaction items are shown in Table (4). Item No. (11), which read, "The educational supervisor involves counselors in decision-making processes and gives them the maximum degree of freedom to work," had the highest mean (4.06) and a standard deviation of (0.78) and a level of high, while item No. (10), which read, "The educational supervisor seeks to gain the friendship of counselors and try to influence them," had the lowest mean (2.96) and a standard deviation of (0.84) and a level of medium. The overall supervisory satisfaction score was 3.60 with a standard deviation of (0.48) and a level of medium.

This suggests that supervisory counseling satisfaction among educational counselors did not reach a high level because the supervisor and educational counselor's relationship did not receive enough attention. The supervisor does not aim to build very close relationships with educational counselors, and the educational supervisor does not prioritize developing informal relationships and open communication with educational counselors. This is reflected in the supervisor and educational counselor's comfort level and freedom of interaction, which

results in a lack of satisfaction among counselors and an unsuitable environment in the supervisory and counseling process.

This aligns with the findings of the Al-Saraira and Al-Takhaimah (2022) survey, which indicated a medium degree of work satisfaction. Nasser et al. (2019) study, on the other hand, demonstrated a significant degree of work satisfaction in accomplishment motivation. It also contrasted with the findings of Abdul-Azim's (2018) study, which found that psychological counselors generally had high levels of work satisfaction.

Presentation and Discussion of the Second Question's Findings

How motivated are educational counselors to achieve? The following table displays the means and standard deviations for the degree of accomplishment motivation among educational counselors, which were taken into consideration to respond to the study questions.

Table (5):

Means and Standard Deviations of Educational Counselors' Achievement Motivation Level

Item No.	Item	Mean	Standard Deviation	Level
1	The educational counselor aspires to accomplish counseling tasks that others have not done.	4.08	0.78	High
2	The educational counselor is personally committed to interacting with new developments.	4.08	0.79	High
3	The focus is on unleashing the creative energies of educational counselors.	3.72	0.67	High
4	The educational counselor makes a clear effort to obtain high ratings within his job.	3.37	0.65	Medium
5	Supervisory relationships stimulate the educational counselor's motivation to show his achievements.	3.68	0.59	High
6	The educational counselor wants to compete to achieve distinguished achievements.	3.74	0.65	High

The level of supervisory guidance satisfaction and its relationship to achievement motivation among educational counselors

٢٦

7	The educational counselor seeks to be at the forefront of his fellow counselors.	3.45	0.61	Medium
8	The educational counselor uses his time to accomplish new work that focuses on the counseling process.	3.92	0.73	High
9	The educational counselor tends to face the difficult issues that he faces in his work as a counselor.	3.84	0.67	High
10	The educational counselor feels worried and distressed when his time passes without any achievement.	4.15	0.82	High
11	The educational counselor plans his work and profession in advance.	4.25	0.83	High
	Overall Achievement Motivation	3.84	0.57	High

The means and standard deviations for the achievement motivation items are shown in Table (5). Item No. (11), which read, "The educational counselor plans his work and profession in advance," had the highest mean (4.15) and a standard deviation of (0.83), and the level was high. Item No. (7), which read, "The educational counselor seeks to be at the forefront of his fellow counselors," had the lowest mean (3.45) and a standard deviation of (0.61), and the level was medium. The overall achievement motivation resulted in a mean (3.84) and a standard deviation of (0.57).

This suggests that educational counselors have a high level of achievement motivation, which is evident in their work. The counselor plans his work and profession ahead of time because he is concerned and distressed when time passes without any accomplishment. He is also dedicated to interacting with new developments, wants to grow personally, and tries to complete new work that centers on the counseling process.

This is in line with research by Ben Karima (2022), which demonstrated that teachers' motivation for success is high and that there is a direct correlation between achievement motivation and the educational supervisory pattern. It is also in line with research by Salihi

(2019), which found that the study sample had a high rate of achievement motivation due to desired counseling needs. It is also in line with the findings of Abdul-Azim's (2018) study, which demonstrated that psychological counselors generally exhibit a high level of accomplishment drive. According to Odeh and Al-Quraishi's (2022) research, educational counselors are highly motivated to succeed in their careers. In contrast, the study by Al-Saraira and Al-Takhaimah (2022) revealed that instructors' work satisfaction and accomplishment motivation were positively correlated, with the latter finding a medium level of motivation.

Presentation of the Findings from the Third Question: Do the factors of gender, educational background, and years of experience affect educational counselors' perceptions of supervisory satisfaction in counseling in a way that is statistically significant? To address this topic, a three-way ANOVA was used to determine how the factors (gender, academic background, and years of experience) affected the educational counselors' reported supervisory satisfaction in counseling.

Table (6)

Findings from Using the Three-Way ANOVA to Show Disparities in Educational Counselors' Perceived Supervisory Satisfaction in Counseling by Gender, Academic Background, and Years of Experience

Dependent Variables	Sum of Squares	Degrees of Freedom	Mean Square	F-values	Statistical Significance
Gender	0.738	1	0.738	2.045	0.155
Academic Qualification	2.917	1	2.917	8.086	0.005*
Number of Years of Experience	0.783	2	0.391	1.085	0.341
Error	46.895	130	0.361		
Corrected Total	51.003	134			

* At the significance level ($\alpha \leq 0.05$), statistically significant

Table (6) illustrates the following:

• Since the (F) values fell below the significance threshold ($\alpha \leq 0.05$), there were no statistically significant variations in the degree of

supervisory satisfaction attributable to the factors of gender and years of experience.

• The level of supervisory satisfaction attributable to the academic qualification variable showed statistically significant differences at the significance level ($\alpha \leq 0.05$), with the (F) value reaching (8.086) and a statistical significance of (0.995). The differences were in favor of the "postgraduate studies" qualification, where the mean reached (3.72) with a high degree, as indicated in Table (7).

Table (7)

Means and Standard Deviations of the Academic Qualification Variable for the Degree of Supervisory Satisfaction

Qualification	Mean	Standard Deviation
Bachelor's Degree	3.50	0.47
Postgraduate Studies	3.72	0.46

This suggests that educational counselors with postgraduate degrees are more satisfied with supervisory counseling than those with bachelor's degrees. This could be because the relationship between the educational counselor and their supervisor is more mature during the counseling process, or because postgraduate counselors have access to more information when interacting with the supervisor, which gives them more opportunities to interact positively with the educational counselor and foster a cooperative and accepting spirit.

This aligns with the research conducted by Nasser et al. (2019), which shown that there are no statistically significant variations in work satisfaction levels based on professional experience. In contrast, the study by Al-Ghamdi (2020) demonstrated that the most experienced individuals had statistically significant variations in work satisfaction that are linked to the experience variable.

It disagreed with the study by Abdul-Azim (2018), which found that the gender variable among psychological counselors causes statistically significant differences in job satisfaction favoring females, and it concurred that years of experience does not cause statistically significant differences in job satisfaction among psychological counselors.

Presentation of the Findings from the Fourth Question

Do the factors of gender, educational background, and years of experience cause statistically significant variations in the degree of achievement motivation among educational counselors? A three-way ANOVA was used to determine how the factors (gender, academic background, and years of experience) affected the educational counselors' degree of accomplishment motivation in order to answer this issue.

Table (8)

Findings from the Three-Way ANOVA Showing Disparities in Educational Counselors' Achievement Motivation Levels by Gender, Academic Background, and Years of Experience

Dependent Variables	Sum of Squares	Degrees of Freedom	Mean Square	F-values	Statistical Significance
Gender	0.324	1	0.324	1.621	0.205
Academic Qualification	2.782	1	2.782	13.938	0.000*
Number of Years of Experience	0.376	2	0.188	0.941	0.393
Error	25.949	130	0.200		
Corrected Total	29.256	134			

* At the significance level ($\alpha \leq 0.05$), statistically significant

Table (8) illustrates the following:

• Since the (F) values fell below the significance threshold ($\alpha \leq 0.05$), there are no statistically significant variations in the degree of accomplishment motivation attributable to the factors of gender and years of experience.

• The level of achievement motivation attributable to the academic qualification variable showed statistically significant differences at the significance level ($\alpha \leq 0.05$), with the (F) value reaching (13.938) and a statistical significance of (0.000). The differences were in favor of the "postgraduate studies" qualification, where the mean reached (4.03) with a high degree, as indicated in Table (9).

Table (9)

Achievement Motivation Means and Standard Deviations by Academic Qualification Variable

Qualification	Mean	Standard Deviation
Bachelor's Degree	3.70	0.57
Postgraduate Studies	4.03	0.51

This suggests that educational counselors with postgraduate degrees are more motivated to achieve than those with bachelor's degrees. This could be because they are more qualified and have the knowledge needed for the educational counseling process, which helps them do their jobs better and accomplish more. It also helps them absorb and contain new developments in their counseling work when dealing with different situations that students face, and they are more personally committed to interacting with new developments than educational counselors with bachelor's degrees. These findings align with the research conducted by Nasser et al. (2019), which shown that there are not statistically significant variations in professors' levels of accomplishment motivation based on professional experience.

Results of the Fifth Question

Do educational counselors' drive for accomplishment and their perception of supervisory satisfaction in counseling have a statistically significant relationship?

Table (10) presents the results of the extraction of Pearson correlation coefficients between educational counselors' reported supervisory satisfaction in counseling and their drive for accomplishment.

Table (10)

Pearson Correlation Coefficients Between Educational Counselors' Perceived Supervisory Satisfaction in Counseling and Their Motivation for Achievement

	Achievement Motivation
Supervisory Satisfaction	Correlation Coefficient: 0.791
	Statistical Significance: 0.000

Table (10) makes it clear that the supervisory satisfaction correlation coefficient was 0.791 with a statistical significance of 0.000, indicating a positive and statistically significant value at the significance level ($α≤0.05$). This suggests that among educational counselors, achievement motivation and reported supervisory satisfaction in counseling are significantly positively correlated. This is because good communication with the supervisor fosters a sense of self-motivation for improved performance, mastery of job, persistence in the quest of perfection, and careful preparation for all of his counseling responsibilities, and the good working relationship between the supervisor and the educational counselor increases his motivation to organize his work, keep up with new developments, and be wise and patient when dealing with issues that arise during the supervisory process. These findings align with those of Ben Karima's (2022) study, which found a favorable correlation between accomplishment motivation and the educational supervisory pattern.

Additionally, it is in line with the findings of the studies by Al-Saraira and Al-Takhaimah (2022), which demonstrated a positive relationship between teachers' job satisfaction and achievement motivation, and Al-Ghamdi (2020), which demonstrated a positive correlation between student counselors' job performance and job satisfaction in the city of Riyadh. It is in line with a research by Edi (2023) that shown that better monitoring and counseling practices, as well as the creation of achievement incentive, have improved teacher performance. It is also in line with the findings of the study by Azmi and Lubis (2022), which demonstrated that educational supervision greatly increased achievement motivation and that there is a statistically significant relationship between achievement motivation and the teacher's educational competence. Additionally, these findings are in line with a research by Salikurnima and Ahmad (2021) that shown a favorable impact on the link between job satisfaction, accomplishment motivation, and supervision.

Recommendations:

The study recommends the following considering the findings:

- To foster a sense of fulfillment among educational counselors and provide a conducive atmosphere for them, the educational supervisor must concentrate on developing casual connections and open communication with them.

- The educational counselor should clearly want to get good ratings in his position and cultivate a culture of excellence and competitiveness with his colleagues.

- The educational supervisor should try to influence the counselors and win their friendship.

- The requirement that educational counselors consistently work on their own personal growth and stay up to date on professional advancements and anything new in the field.

In conclusion, since all of the demands of subordinates will be satisfied, a medium level of perceived supervisory counseling satisfaction would undoubtedly raise the satisfaction of educational counselors. Additionally, a competent supervisor will occasionally offer supportive remarks and constructive criticism, which will boost educational counselors' drive to succeed in their profession.

References:

Abdul-Azim, S. (2018). Job satisfaction and its relationship to achievement motivation among psychological counselors in Khartoum State [Master's thesis, Al-Neelain University].

Al-Attabi, A. (2019). The relationship between the feeling of job alienation and achievement motivation of the goal among psychological counselors. Journal of the College of Islamic Education, Special Issue of the Proceedings of the Nineteenth Scientific Conference, 1-17.

Al-Ghamdi, A. M. (2020). Job satisfaction and its relationship to job performance among student counselors in Riyadh. Journal of Educational and Psychological Sciences, 4(44), 1-18.

Al-Khawalda, M., & Al-Mahayra, A. (2018). The effect of field training in improving professional counseling competencies and supervisory satisfaction among students of counseling and mental health at the Jordanian University. The Jordanian Journal of Educational Sciences, 14(3), 341-349.

Al-Maliki, M. (2023). Quality of life and its relationship to self-confidence and achievement motivation among secondary school students in Adham Governorate [Master's thesis, King Abdulaziz University].

Al-Saraira, A., & Al-Takhaimah, S. (2022). Job satisfaction and its relationship to achievement motivation among teachers in the schools of the Southern Mazar Brigade. Journal of Education, 193(1), 608-635.

Al-Shammari, M. (2020). Educational and psychological counseling and its role in achieving the goals of the educational process: An analytical study. The International Educational and Psychological Journal, 49(30), 135-158.

Azmi, F., Lubis, M., & Muslim, M. (2022). The Relationship of School Principal Supervision and Achievement Motivation with the Pedagogic Competence of Teachers of State Junior High School In East Binjai. EDUTEC: Journal of Education and Technology, 6(2), 370-387.

Ben Karima, B. (2022). Teachers' motivation for achievement in light of the educational supervision pattern. A field study in the city of Ouargla. Al-Wahat Journal for Research and Studies, 15(2), 112-163.

Bosch, M., Heras, M., Russo, M., Rofcanin, Y. & Grau, M. (2018). How context matters: The relationship between family supportive supervisor behaviours and motivation to work moderated by gender inequality. Journal of Business Research. 82: 46.

Busabaa, H., & Laroussi, W. (2017). Satisfaction with school orientation and its impact on achievement motivation among second-year secondary school students. A comparative causal field study [Master's thesis, University of Shahid Hama Lakhdar].

Demir, S. (2020). The Role of Self-Efficacy in Job Satisfaction, Organizational Commitment, Motivation and Job Involvement. Eurasian Journal of Educational Research, 85 (2020) 205-224. https://orcid.org/0000-0003-2904-6443.

Edi, F. (2023). The Relationship Academic Supervision and Achievement Motivation to the Teachers' Performance at Elementary Schools. PPSDP International Journal of Education. 2 (Special Issue): 179-186.

Farrukh, M., Kalimuthuan, R., & Farrukh, S. (2019). Impact of Job Satisfaction and Mutual Trust on Employee Loyalty in Saudi Hospitality Industry: A Mediating Analysis of Leader Support. International Journal of Business and Psychology, 1(2), 30–52.

Fauzan, A. (2020). The Effect of Academic Supervision, School Leadership, Organizational Culture, and Achievement Motivation on Teachers' Performance at Junior High Schools. Advances in Social Science, Education and Humanities Research.504: 177-180.

Ghazali M. Taha, M. Wan Jaafar, M. Anuar A. Yahya F. and Roose, M. (2016(. Influence of Supervisory Relationship and Satisfaction among Trainee Counselors in Practicum Process. Journal of Cognitive Sciences and Human Development. Vol. 2 (1), 85-95, September 2016.

Gopinath, R. (2020).   impact of job satisfaction on organizational commitment among the Academic Leaders of Tamil Nadu Universities. GEDRAG & ORGANISATIE REVIEW. 33 (2): 2337-2349.

Gülbahar, B. (2020). Investigation of the Relationship Between Perception of Supervisor Support, Perceived School Effectiveness, Work Engagement, Job Satisfaction and Organizational Cynic Attitude of Teachers. Participatory Educational Research 7(3), 1-20.

Ishak N. Khairuddin F. and Aziz N.)2021(. Perceived Postgraduate Research Supervisory Practices and Satisfaction towards Supervision among Supervisees at Faculty of Education. IIUM JOURNAL OF EDUCATIONAL STUDIES, 9:2 (2021) 109-122.

Muhammad, H., & Falih, Z. (2021). Achievement motivation among university students. Journal of Human Sciences, 13(1), 470-480.

Muhammad, J., & Sharaf, S. (2020). The effect of an educational program in developing achievement motivation among University of Duhok students. Journal of the University of Duhok for Human and Social Sciences, 23(2), 269-291.

Nasser, A., Jarmoun, A., & Qassar, A. (2019). Estimating the level of job satisfaction and its relationship to achievement motivation. Journal of Human and Social Sciences, 52(1), 154-170.

Nguyen, N., & Stinglhamber, F. (2021). Emotional labor and core self-evaluations as mediators between organizational dehumanization and job satisfaction. Current Psychology: A Journal for Diverse Perspectives on Diverse Psychological Issues, 40(2), 831–839. https://doi.org/10.1007/s12144-018-9988-2

Odeh A. and Al-Quraishi M.)2022(. Professional Achievement Motivation for Educational Counsellors. public in Res Militaries (resmilitaris.net), vol.12, n°2, Summer-Autumn 2022.

Renata, R., Wardiah, D., & Kristiawan, M. (2018). The Influence of Headmaster's Supervision and Achievement Motivation on Effective Teachers. International Journal of Scientific & Technology Research, 7(4): 44-49

Salihi, S. (2019). The effectiveness of a program in educational counseling in stimulating achievement motivation among final year secondary school students suffering from low motivation in academic achievement [Doctoral dissertation, University of Muhammad Lamin Dbaghin].

Salikurnima, Saleh, M., & Ahmad, K. I. (2021). The Relationship of Principal Supervision, Achievement Motivation, and Job Satisfaction to Teacher Performance. Journal of K6 Education and Management, 3(4), 519-530. https://doi.org/10.11594/jk6em.03.04.1

Sarangi, C. (2020). Achievement Motivation of the High School Students: A Case Study Among Different Communities of Goalpara District of Assam. *Journal of Education and Practice.* 6 (19): 140-145.

Sari, F., Sudiarditha, I. K. R., & Susita, D. (2021). Organizational Culture and Leadership Style on Employee Performance: Its Effect through Job Satisfaction. The International Journal of Social Sciences World (TIJOSSW), 3(2), 98–113.

Shahin, M., & Al-Qasis, A. (2016). The degree of possession of counseling skills by educational counselors in Palestinian public schools and its relationship to the difficulties they face. Journal of Al-Quds Open University for Educational and Psychological Research and Studies, 5(18), 246-264.

Sunarjo, R., Bernarto, I, Sudibjo, N. and Santoso, M. (2020). The Relationship between Perceived Organizational, Perceived Supervisor Support, and Need Achievement to Work Engagement of School Organization. International Journal of Economics and Business Administration. 111(4): 488-504.

Werdhiastutie, A., Suhariadi, F., & Partiwi, S. (2020). Achievement Motivation as Antecedents of Quality Improvement of Organizational Human Resources. Budapest International Research and Critics Institute-Journal (BIRCI-Journal). 3(2): 747-752.