The Organizational Climate and Its Relationship with Achievement Motivation among Sports Field Workers in Minya City

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-- Introduction and Research Problem::

Sports organizations are among the vital institutions that play an effective role in the development of societies—not only through preparing sports personnel and organizing competitions, but also by providing a motivating work environment that enhances employees' performance and achievement motivation. The organizational climate is considered one of the fundamental factors that directly and indirectly affect the psychological and professional aspects of employees, including their emotions, attitudes, and motivations within the work environment.

This study aims to analyze the relationship between the dimensions of the organizational climate and achievement motivation among workers in the sports field in Minya City, with the goal of providing a scientific framework through which the organizational climate in sports institutions can be developed. Such development would positively reflect on the psychological and professional well-being of employees.

According to Ahmed Abbas (1996, p. 73), the organizational climate has recently attracted the attention of those interested in the sports field, based on their belief in the significant impact of the work environment on the improvement of employees' performance within the institution. It is regarded as a regulated environment within which the individual operates, guided by their traditions, attitudes, and life philosophy. This environment serves as a general framework that helps individuals find acceptable solutions to problems encountered in their professional activities.

Moreover, the organizational climate significantly influences individual performance, acting as the general atmosphere prevailing in any institution that applies systems distinguishing it from other

"Fouad Abdel-Baqi" (2004, p. 67) points out that the organizational climate is one of the fundamental concepts in organizational theory and has become essential in the development and effectiveness of any institution. It has gained increasing interest recently, with administrative scholars focusing on organizational climate, institutional atmosphere, and culture—all of which are closely related, if not identical, concepts.

"Ibrahim Rabie "(2002, p. 72) states that motivational aspects are crucial in influencing performance levels, as they positively affect individuals by enabling them to exert their maximum physical, technical, and tactical capacities, supported by their psychological readiness, to achieve optimal performance levels.

"Mohamed Allawi "(2002, p. 142) views achievement motivation as an individual's readiness to compete in a given situation and the attempt to excel and distinguish oneself according to a specific standard or level of excellence, by displaying the highest possible levels of activity, effectiveness, and perseverance as an expression of the desire to strive and struggle for excellence in various situations.

"Layla Al-Assaf and Rateb Al-Saud" (2007, p. 71) define work motivation as "those complex forces, tendencies, attitudes, tensions, and mechanisms that drive and sustain behaviors related to work toward achieving personal and organizational goals." Motivation is divided into two types: intrinsic and extrinsic motivation. Extrinsic motivation refers to behavior maintained by continuous external rewards and reinforcement, while intrinsic motivation refers to behavior maintained without external rewards, where the individual finds joy and satisfaction in the activity itself. Among these individual drives is achievement motivation, which varies from one person to another.

"Ikhlas Abdel Hafeez and Ibrahim Rabie "(2020, p. 108) state that the teacher is one of the fundamental pillars in the educational process. Due to the critical role played by teachers, many researchers conduct surveys on their classroom behavior, qualifications, academic experiences, professional preparation, personal traits, attitudes, capabilities, responsibilities, authority, and dynamic interactions with other teachers in the same specialty.

Through their review of the literature, the researchers found that there are many obstacles and challenges facing workers in the sports field, primarily stemming from the organizational environment within their institutions—whether within the Youth and Sports Directorate, sports clubs, or sports federations in Minya. These conditions negatively affect achievement motivation within the organization. Accordingly, the researchers were motivated to conduct this study in order to address and overcome the difficulties faced by those working in the sports field.

Significance of the Study:

The significance of the study is reflected in the following points:

1. An attempt to identify specific tools related to the organizational climate and achievement motivation among workers in the sports field in Minya City.
2. Understanding the impact of the organizational climate on achievement motivation among workers in the sports field in Minya City.

Objectives of the Study:

The current research aims to identify:

1. The relationship between the organizational environment and achievement motivation among workers in the sports field in Minya city.
2. The difference in the organizational environment among workers in the sports field.

Research Hypotheses:

1- In light of the research objectives, the researcher hypothesizes the following:
2- There is a statistically significant correlation between the organizational environment and achievement motivation among workers in the sports field in Minya City.

3. There are statistically significant differences among workers in the sports field in Minya City regarding the organizational environment

Research Terminology:

- **Organizational Environment:**
  Defined by Sayed Ghoneim (1999: 24) as a set of characteristics that describe an organization and distinguish it from other organizations.

- **Achievement Motivation:**
  Defined by Mohamed Allawi (2002: 142) as an individual's readiness to compete in a given situation and strive for excellence and distinction based on a certain level or standard of achievement. This is expressed through a high degree of activity, effectiveness, and perseverance, reflecting the desire to struggle and strive for excellence in various situations.

Previous Studies:

The researchers conducted a literature review to identify the most relevant previous studies related to the research topic, arriving at six Arabic studies. These are presented in chronological order as follows:

1. **Ahmed Kotb (2001)** conducted a study aimed at identifying the relationship between organizational climate and job satisfaction among sports professionals in pre-university education, university education, and youth and sports sectors in Minya Governorate. It also examined differences among sports professionals in decision-making ability and job satisfaction. A random sample was selected, and the researcher used organizational climate and job satisfaction scales as data collection tools.

2. **Moazi Al-Otaibi (2004)** conducted a study to explore the relationship between achievement motivation and academic productivity among faculty members at King Saud University. The sample consisted of 200 members, and the descriptive method was employed. Results showed a statistically significant positive correlation between faculty members' age and achievement motivation, and also between achievement motivation and academic productivity.

3. **Abdullah Al-Shawkani (2004)** aimed to investigate the relationship between the leadership style of school principals according to the Hersey-Blanchard model and teachers' achievement motivation in secondary schools in Jeddah. Using the descriptive method and a custom achievement motivation questionnaire, the study found that "self-confidence" was the highest dimension of achievement motivation, followed by time importance, competitiveness, ambition, perseverance, and responsibility.

4. **Ahmed Abdo (2006)** aimed to examine the relationship between organizational climate and decision-making ability among sports professionals in various sectors (pre-university education, university education, youth, and sports) in Assiut Governorate. The descriptive (survey) method was used with a random sample of 120 individuals. The study found a statistically significant correlation between organizational climate and decision-making ability, with statistically significant differences favoring university education workers in terms of organizational climate, and youth and sports sector workers in terms of decision-making.

5. **Ardakanig & Moghali (2012)** conducted a study on the impact of the organizational environment on performance and job satisfaction. Using a descriptive method on a sample of 280 employees, results indicated a positive and effective influence of organizational operations and relationships on job performance, and that the organizational environment enhances employee motivation.

6. **Ahmed Salah (2015)** investigated the relationship between the organizational environment and administrative creativity, as well as achievement motivation among sports specialists in Minya Governorate. Using the descriptive method and a sample of 240 specialists (120 from Minya University and 120 from youth and sports directorates), the study found a positive correlation between the organizational environment and both administrative creativity and achievement motivation.

Research Methodology:

The researchers used the descriptive method, with its steps and procedures, as it is suitable for achieving the research objectives.

Research Population and Sample:

The research population includes sports professionals in Minya City, specifically physical education teachers (876 teachers across all educational stages) and youth and sports specialists (160 specialists), with average ages between 35 and 50. A random sample of 150 individuals was selected, consisting of 125 physical education teachers and 25 sports specialists.

Data Collection Tools:

The researchers used the following tools for data collection:

1. Organizational Environment Scale (developed by the researchers, 2025) – Appendix 1
2. Achievement Motivation Scale (developed by Ibrahim Qashqoush, 1975) – Appendix 2

First: Organizational Environment Scale – Appendix (1):

A. Initial Version of the Scale:

1. The researchers developed the scale after reviewing relevant organizational environment scales, previous studies, and notably the scale by Ahmed Salah Ramadan (2015).
2. Based on this review, the following dimensions of the organizational environment were identified:

- **Organizational Structure and Decision-Making:** Includes clarity of administrative structure, centralization vs. decentralization of decision-making, and leadership styles for guidance and motivation.
- **Work Culture:** Influences employee behavior and includes promoting innovation, cooperation, and responsibility. It emphasizes fostering a positive culture that encourages productivity and teamwork.
- **Institutional Communication with Employees:** Reflects the quality and effectiveness of communication channels, clarity of information flow, transparency in decision-making and information sharing.

- **Work Pressure and Social Relations:** Examines the impact of job stress and institutional support for work-life balance.
- **Justice and Motivation:** Assesses fairness in rewards and promotions, equal opportunities, and the effectiveness of motivational systems in enhancing performance.

3. The researchers presented these dimensions to a panel of experts in sports psychology, general psychology, and mental health to evaluate their relevance and suggest additions or adjustments.

4. Based on expert feedback, the relative importance of each dimension was determined as follows:
   - Organizational structure and decision-making: 25%
   - Work system: 22%
   - Institutional communication: 15%
   - Work pressure and social relations: 19%
   - Justice and motivation: 19%

5. The researchers formulated 47 items distributed across the dimensions, then presented them to the expert panel for evaluation. Items approved by at least 70% of the experts were retained. Table (1) shows the percentage of expert agreement for each item.

Table (1)
Percentage of Expert Opinions on the Items of the Organizational Environment Scale for Sports Field Workers in Minya City   *(N = 10)*

Percentage	Item	Percentage	Item	Percentage	Item	Percentage	Item
"Organizational Structure and Decision-Making"							
%90	44	%80	31	%70	16	%100	1
%100	46	%70	36	%90	21	%90	6
%70	47	%80	40	%70	26	%70	11
Work Environment							
%100	45	%70	32	%70	17	%80	2
		%100	37	%70	22	%100	7
		%80	41	%100	27	%70	12
Organizational Communication with Employees							
%100	33	%90	23	%80	13	%90	3
		%100	28	%80	18	%80	8
Work Stress and Social Relationships							
		%70	34	%70	19	%100	4
		%90	39	%100	24	%90	9
		%100	43	%90	29	%80	14
Justice and Motivation							
		%100	35	%70	20	%100	5
		%90	39	%90	25	%70	10
		%70	43	%100	30	%90	15

From Table (1), the following can be deduced:

The statements that received more than 70% of the experts' agreement were selected. The percentage of expert opinions on the scale's statements ranged between 70% and 100%. Thus, all the statements in the scale were approved since they received a percentage of 70% or more of the experts' agreement.

Scientific Properties of the Scale:

A. **Validity**: To calculate the validity of the scale, the researcher used internal consistency validity by applying it to a sample of (100) employees working in the sports field in the Youth and Sports Directorate and the Ministry of Education in Minya. This was done by calculating the correlation coefficients between the score of each statement and the total score of the dimension it belongs to. Additionally, the correlation

coefficients between the score of each statement and the total score of the scale were calculated. The correlation coefficients between the total score of the dimension and the total score of the scale are presented in Tables (4:2), which illustrate this.

Table (2) illustrates this further.

Correlation coefficients between the score of each statement from the Organizational Environment Scale and the total score of the dimension it belongs to (N = 100)

Correlation	References	Correlation	References	Correlation	References	Correlation	References
"Organizational Structure and Decision-Making"							
0.52	44	0.60	31	0.47	16	0.61	1
0.43	46	0.45	36	0.52	21	0.58	6
0.58	47	0.56	40	0.46	26	0.49	11
Work Environment							
0.51	45	0.48	32	0.63	17	0.52	2
		0.50	37	0.49	22	0.46	7
		0.61	41	0.55	27	0.56	12
Organizational Communication with Employees							
0.47	33	0.53	23	0.50	13	0.56	3
		0.39	28	0.44	18	0.49	8
Work Stress and Social Relationships							
		0.50	34	0.59	19	0.38	4
		0.52	39	0.40	24	0.53	9
		0.47	43	0.39	29	0.49	14
Justice and Motivation							
		0.43	35	0.44	20	0.57	5
		0.52	39	0.48	25	0.55	10
		0.49	43	0.51	30	0.52	15

The table value of (r) at 98 degrees of freedom and a significance level of 0.05 is 0.205.

From Table (2), the following can be observed:

The correlation coefficients between the score of each statement from the dimension of Organizational Structure and Decision-Making and the total score of the dimension ranged between (0.43, 0.61). For the dimension of the Work System, the coefficients ranged between (0.46, 0.63). For the dimension of Organizational Communication with Employees, the coefficients ranged between (0.39, 0.56). For the dimension of Work Stress and Social Relationships, the coefficients ranged between (0.38, 0.59). Finally, for the dimension of Justice and Motivation, the coefficients ranged between (0.43, 0.57). These are statistically significant correlation coefficients, indicating that the statement is correlated with the dimension it belongs to.

Table (3)

Correlation coefficients between the score of each statement from the Organizational Environment Scale and the total score of the scale (N = 100)

Correlation	References	Correlation	References	Correlation	References	Correlation	References
0.48	37	0.44	25	0.47	13	0.57	1
0.42	38	0.39	26	0.41	14	0.53	2
0.53	39	0.50	27	0.52	15	0.44	3
0.49	40	0.33	28	0.59	16	0.42	4
0.47	41	0.42	29	0.44	17	0.47	5
0.38	42	0.32	30	0.50	18	0.40	6
0.43	43	0.48	31	0.41	19	0.53	7
0.46	44	0.46	32	0.44	20	0.41	8
0.39	45	0.54	33	0.56	21	0.50	9
0.46	46	0.37	34	0.57	22	0.46	10
0.43	47	0.35	35	0.51	23	0.37	11
		0.45	36	0.43	24	0.52	12

The table value of (r) at 98 degrees of freedom and a significance level of 0.05 is 0.205.

From Table (3), the following can be observed:

- The correlation coefficients between the score of each statement from the scale and the total score of the scale ranged between (0.32, 0.59). These are statistically significant correlation coefficients, indicating that the scale has an acceptable level of validity.

Table (4)
Correlation coefficients between the total score of the dimensions of the Organizational Environment Scale and the total score of the scale
(N = 100)

Correlation Coefficients	Dimensions	
0.70	Organizational Structure and Decision-Making	-1
0.67	Work System	-2
0.62	Organizational Communication with Employees	-3
0.52	Work Stress and Social **Relationships**	-4
0.59	Justice and Motivation	-5

The table value of (r) at 98 degrees of freedom and a significance level of 0.05 is 0.205.

From Table (4), the following can be observed:

- The correlation coefficients between the total score of the dimension and the total score of the scale ranged between (0.52, 0.70). These are statistically significant correlation coefficients, indicating that the scale has an acceptable level of validity.

B. Reliability: To calculate the reliability of the Organizational Environment Scale, the researcher used the split-half method with Cronbach's Alpha coefficient by applying the scale to a sample of 100 employees working in the sports field in the Youth and Sports Directorate and the Ministry of Education in Minya, who were part of the research population but not from the main sample. Table (5) illustrates this.

Table (5)
Reliability coefficient using the split-half method through Cronbach's Alpha for the Organizational Environment Scale (N = 100)

Cronbach's Alpha Coefficient	Dimensions	
0.79	Organizational Structure and Decision-Making	-1
0.83	Work System	-2
0.80	Organizational Communication with Employees	-3
0.71	Work Stress and Social **Relationships**	-4
0.81	Justice and Motivation	-5
0.82	Total Score	

From Table (5), the following can be observed:

- The Cronbach's Alpha coefficients for the dimensions of the Organizational Environment Scale ranged between (0.71, 0.83), and the Cronbach's Alpha coefficient for the total score of the scale was (0.82). All of these coefficients indicate that the scale has an acceptable level of reliability.

Final Version of the Scale

The scale, in its final form, consists of five dimensions and a total of 47 statements, as shown in the following Table (6):

Table (6)
Number of Statements and Their Distribution Across the Dimensions of the Scale

Total	Statements	Dimensions	م
12	47 ، 46 ، 44، 40 ، 36 ، 31 ، 26 ، 21 ، 16 ،11 ،6 ،1	Organizational Structure and Decision-Making	1
10	45 ، 41 ، 37 ، 32 ، 27 ، 22 ، 17 ، 12 ، 7 ، 2	Work System	2
7	33 ، 28 ، 23 ،18 ، 13 ، 8 ،3	Organizational Communication with Employees	3
9	42 ، 38 ، 34 ، 29 ، 24 ، 19 ، 14 ، 9 ، 4	Work Stress and Social Relationships	4
9	43 ، 39 ، 35 ، 30 ، 25 ، 20 ، 15 ، 10 ، 5	Justice and Motivation	5

From Table (6), the following can be observed:

- The number of statements varies from one dimension to another based on its importance, and all of them align with the scale. This indicates that the number of scale statements has not changed.

13. **Application of the Scale**: The scale was applied to the main sample of the research, consisting of (150) employees in the sports field at the Youth and Sports Directorate and the Ministry of Education in Minya. The data were analyzed using advanced statistical techniques to achieve the research results and hypotheses.

Second: Achievement Motivation Scale:

The scale was designed by Ibrahim Qashqoush (1979), and it consists of (32) statements. The responses to the statements are based on a binary Likert scale, with the options "Yes," scored as (2), and "No," scored as (1). The responses indicate motivation for achievement, while a reverse scoring system is applied for statements in the opposite direction of achievement motivation. The numbers (3, 1, 32, 31, 29, 28, 27, 26, 25, 22, 21, 20, 19, 18, 17, 16, 11, 10, 9, 5) represent statements in the direction of the scale, while the numbers (30, 24, 23, 13, 14, 15, 12, 2, 4, 6, 7, 8) represent statements in the opposite direction. The maximum possible score on the scale is (64), and the minimum score is (32).

Validity and Reliability of the Scale:

To calculate the validity of the scale, Ibrahim Qashqoush (1979) used criterion-related validity. The correlation coefficient between the scale and other tests, including the high IQ test, was calculated. He applied the test to a sample of (100) teachers in Cairo, and the correlation coefficient between the scale and the IQ test was (0.79), which is statistically significant, indicating that the scale has an acceptable level of validity. The reliability of the scale was calculated using test-retest methods, and the correlation coefficient was (0.89), which indicates that the scale has an acceptable level of reliability.

Scientific Properties of the Scale in the Current Research:

The researchers verified the validity and reliability of the scale and its suitability for the purpose it was designed for using:

A. **Internal Consistency Validity**:

To calculate the scale's validity, the researchers used internal consistency validity by applying it to a sample of (100) employees in the sports field from the research population but not from the main sample. This was done by calculating the correlation coefficient between the score of each statement and the total score of the scale. Table (7) illustrates the results as follows:

Table (7)

Correlation Coefficients Between the Score of Each Statement and the Total Score of the Achievement Motivation Scale

(N =100)

Correlation	Statement	Correlation	Statement
0.58	17	0.52	1
0.49	18	0.40	2
0.44	19	0.38	3
0.56	20	0.51	4
0.54	21	0.48	5
0.49	22	0.41	6
0.50	23	0.39	7
0.52	24	0.57	8
0.59	25	0.50	9
0.38	26	0.53	10
0.48	27	0.44	11
0.40	28	0.37	12
0.55	29	0.39	13
0.36	30	0.47	14
0.50	31	0.46	15
0.46	32	0.52	16

The tabulated (r) value at a degree of freedom (98) and a significance level of (0.05) = 0.205

From Table (7), the following can be observed:

- The correlation coefficients between the score of each statement in the scale and its total score ranged between (0.59, 0.36), indicating that the scale has an acceptable level of validity.

B. Reliability:

To calculate the reliability of the scale, the researchers used the split-half method with the Cronbach's Alpha coefficient, which was applied to a pilot sample of (100) employees in the sports field (teachers – Youth and Sports) from the research population but not from the main sample. Table (8) illustrates this:

Table (8)
Reliability Coefficient Using the Split-Half Method with Cronbach's
Alpha for the Achievement Motivation Scale (N = 100)

Cronbach's Alpha Coefficient	Scale
0.83	Total Score

From Table (8), the following can be observed:

- The Cronbach's Alpha coefficient for the total score of the Achievement Motivation Scale was (0.83), which is statistically significant, indicating that the scale has an acceptable level of reliability.

Steps for Implementing the Research:

- **Exploratory Study**: The researchers conducted an exploratory study to assess the appropriateness, clarity, and suitability of the scales used for application on the sample under study. This was done by applying it to a sample of (100) individuals working in the sports field, consisting of (20) from the Youth and Sports Directorate and (80) physical education teachers from the research community but not from the main sample, from the youth and sports centers affiliated with the Youth and Sports Directorate and schools under the Ministry of Education. The study was conducted between 13/11/2024 and 28/11/2024.

- **B. Application of Data Collection Tools**: After determining the sample and selecting the data collection tools and verifying their validity and reliability, the researchers applied them to the entire main sample during the period from 5/10/2023 to 25/11/2023. The psychological scales in question (organizational environment, psychological burnout) were applied to employees in the sports field in Minya Governorate from 17/12/2024 to 20/1/2025 as follows:

  o Applied to physical education teachers from 17/11/2024 to 2/1/2025.

  o Applied to employees in youth and sports centers from 5/1/2025 to 20/1/2025.

- **C. Statistical Methods Used**: The researchers used the following statistical methods to analyze the results:
  - o Cronbach's Alpha, split-half method, correlation. The SPSS 26 software was used to calculate these statistical coefficients. The researcher adopted a significance level of (0.05) for the hypotheses of the research.

Research Results:

The researchers will present the results of the research as follows:

1. The relationship between the organizational environment and achievement motivation among employees in the sports field in Minya.

Results of the first hypothesis: This hypothesis states that there is a statistically significant correlation between the organizational environment and achievement motivation among employees in the sports field. Table (11) presents the results as follows:

Table (11)
Correlation Coefficients Between the Total Score of the Organizational Environment Scale and Achievement Motivation
Among Employees in the Sports Field in Minya   (N = 150)

Achievement Motivation	Variable
0.67	Organizational Environment

Value of (r) Tabular at Degrees of Freedom (148) and Significance Level 0.05 = 0.174

It can be seen from Table (11) that:

- The correlation coefficient between the total score of the Organizational Environment Scale and Achievement Motivation is (0.67), which is statistically significant at the 0.05 significance level. This indicates that there is a positive statistically significant correlation among employees in the sports field in Minya.

Verification of the Second Hypothesis:

The second hypothesis states that there are statistically significant differences in the organizational environment between employees of the Youth and Sports Directorate and physical education teachers in Minya. Table (22) presents the results as follows:

Table (12)

Statistical Significance of Differences Between Employees of the Youth and Sports Directorate and Physical Education Teachers in Minya in Organizational Environment

(N = 150)

t-test)	Physical Education (82) Teachers		Youth and Sports (68)		Variables
	Standard Deviation	Mean	Standard Deviation	Mean	
13.22	3.19	36.28	1.75	42.00	Organizational Structure and Decision-Making
0.01	1.41	34.79	1.64	34.79	Work System
12.64	1.87	20.88	1.50	24.43	Organizational Communication with Employees
8.00	3.21	22.88	2.27	26.59	Work Stress and Social Relationships
1.05	2.79	27.06	3.03	27.56	Justice and Motivation
15.79	5.05	141.89	5.39	155.37	Total Score

Discussion of the Research Results

Table (11) results indicate a statistically significant positive correlation between the organizational environment and achievement motivation among sports professionals in Minya, with a correlation coefficient of (0.67) at a significance level of (0.05). The researcher attributes this result to the role of a positive organizational environment in enhancing achievement motivation by providing a stimulating work climate that supports professional ambition and the desire to succeed. As organizational factors improve, employees become more eager to achieve their goals and exert greater effort to excel in performance.

This influence is explained through the role of a clear organizational structure that gives employees a sense of stability and direction, boosting their confidence and motivating them to improve. Institutions with well-defined systems and effective administrative procedures help staff plan and achieve tangible accomplishments. Conversely, poor administrative organization leads to role ambiguity and reduced motivation, negatively affecting performance.

This result aligns with prior studies. For instance, Fouad Abdel-Baqi (2004) emphasized that the organizational environment is a core factor in institutional effectiveness due to its direct impact on motivation. Similarly, Ahmed Abbas (1996) noted that sound organization provides employees with a framework for facing challenges and achieving optimal performance. McClelland's theory also supports this, suggesting that achievement motivation is enhanced in environments that offer challenges and recognition of effort.

A well-structured work system plays a key role in sustaining professional motivation. A work environment that offers opportunities for development and career advancement boosts achievement motivation. Employees who feel their environment supports growth and skill acquisition are more driven to achieve higher performance levels. In contrast, environments lacking in motivation and development opportunities may reduce ambition and limit achievement drive.

These findings are consistent with Ahmed Salah (2015), who found a positive correlation between the organizational environment and achievement motivation. Likewise, Esmat Mohamed (2013) found that the organizational structure in volleyball premier league clubs promotes efficiency, flexibility, and clearly defines the organizational climate and level of administrative creativity and achievement.

Effective institutional communication also boosts employee motivation. Clear objectives and information exchange between management and staff enhance their sense of participation and responsibility, driving them to strive for excellence. Organizations that prioritize clear communication and empower employees to express their ideas encourage greater effort and excellence. In contrast, weak communication channels may lower motivation due to unclear goals and organizational vision.

Organizational justice and motivation are crucial in explaining this relationship. Institutions that implement fair reward systems and recognize achievements foster a strong desire among employees to attain success. In contrast, lack of incentives or appreciation can weaken achievement motivation. Offering appropriate incentives—whether material or moral—greatly enhances motivation and productivity.

Leila Al-Assaf and Rateb Al-Saud (2007) describe work motivation as a complex set of forces, tendencies, attitudes, stress states, and mechanisms that drive and maintain work-related behaviors toward achieving personal and organizational goals. They classify motivation into internal and external. External motivation involves continued behavior for rewards and approval from others, while internal motivation drives behavior for its own sake, such as enjoyment—achievement motivation being one such individual internal driver that varies by person.

Table (12) results indicate statistically significant differences between employees at the Youth and Sports Directorate and physical education teachers regarding the organizational environment scale, specifically in the dimensions of:

- **Organizational structure and decision-making**,
- **Institutional communication with employees**, and
- **Work stress and social relationships**,

with "t" values ranging between (8.00 and 13.22) at the 0.05 significance level. These differences favored the Youth and Sports Directorate employees.

The researcher attributes these differences to the more clearly defined organizational structure within the Youth and Sports Directorate, which provides better opportunities for employee participation in decision-making and grants more administrative authority than is typically available to physical education teachers in schools, who may face restrictions in decision-making.

Differences can also be explained by the nature of institutional communication. Directorate employees appear to have greater interaction opportunities with higher management and better information exchange, fostering a more organized environment. In contrast, physical education teachers may face communication challenges within the rigid school organizational structures, reducing communication effectiveness.

These findings are consistent with Fouad Mahmoud (2004), who emphasized the pivotal role of administrative policies, organizational patterns, and internal communication styles in shaping employees' perceptions of the organizational environment—differences in these factors across institutions directly impact satisfaction, motivation, and psychological states. Similarly, Diana Jarrar (2006) found differences in employees' perceptions of organizational climate due to variables like gender, age, qualification, specialization, and administrative affiliation.

Regarding work stress and social relations, the results suggest that Youth and Sports Directorate employees experience different stress levels compared to physical education teachers. This may stem from the administrative and organizational tasks they handle, including sports planning and managing multiple programs—challenges less present in school environments. While teachers face their own pressures (e.g., student engagement), these may have less impact on organizational perceptions.

Abdel-Nasser Taha (1990) argues that differences in organizational environment perception may result from levels of centralization, employee participation in decision-making, or the quality of professional relationships—all of which align with differences between structured directorates and often more chaotic school environments.

On the other hand, no significant differences were found between the two groups in the dimensions of work systems, justice, and motivation, suggesting similar perceptions in both institutions regarding these aspects. This may be due to unified human resource systems or similar incentive and fairness standards across institutions.

This finding aligns with Ahmed Abdo (2006), who found significant differences in organizational climate perceptions between university and pre-university education employees in favor of the former.

Finally, the results showed a statistically significant difference in the overall score on the organizational environment scale between the two groups, with a t-value of (155.37) at the 0.05 level, favoring the Youth and Sports Directorate employees. This suggests that their work environment is more organized, supportive of administrative participation, and provides better professional development opportunities, leading to more positive perceptions compared to school environments, which may be less flexible administratively.

Research Conclusions

Based on the research findings, the researchers concluded:

1. There is a statistically significant positive correlation between the organizational environment and achievement motivation, indicating that a supportive environment contributes to enhancing employees' motivation toward achieving sports-related goals and functional performance.
2. There is a statistically significant positive correlation between the organizational environment and ambition level, showing that an effective work environment boosts ambition and increases the desire for personal and professional advancement.

Research Recommendations

The research presents the following recommendations:

1. Implement motivational strategies within sports institutions to enhance achievement motivation, such as offering rewards and recognizing individual and group achievements.
2. Develop training programs for employees in sports institutions that focus on enhancing both personal and professional ambition to improve performance and innovation.
3. Improve decision-making processes and institutional communication within sports institutions, particularly for physical education teachers, to ensure a more efficient and equitable organizational environment.
4. Strengthen motivation and justice systems in sports institutions to provide equal opportunities for all employees across sectors.
5. Improve administrative policies that support healthy social relationships in sports workplaces, reducing stress and boosting productivity.
6. Study the organizational gaps between the Youth and Sports Directorate and educational sports institutions.
7. Work toward reducing these gaps to ensure equal working conditions across all sports-related workplaces.

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Summary of the research

The organizational environment and its relationship to achievement motivation and the level of ambition among sports workers in Minya City

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It aims to search for a convergence between the tribes among the activists in the achievement and the level of ambition among those working in the sports field in the city of Minya, and the applicants for descriptive applications, including the research community on those working in the sports field from physical education teachers in the city of Minya, numbering (876) physical education teachers in all educational stages and youth and sports directors, numbering (160) sports specialists To collect the data for the research, the researchers used the organizational environment scale, the achievement motivation scale, and the level of ambition scale. The most important results were the existence of a positive correlation between the organizational environment and achievement motivation among workers in the sports field. The results showed the existence of a positive correlation between the organizational environment and the level of ambition among workers in the sports field in the city of Minya.

Keywords: Organizational environment - achievement motivation

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