

The role of organizational memory in achievement motivation –an analytical study-

دور الذاكرة التنظيمية في تعزيز الدافعية للإنجاز –دراسة تحليلية–

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Abstract:

The purpose of this study is to identify the role of organizational memory in enhancing achievement motivation, from the point of view of the university students (Badji Mokhtar Annaba). This is for the purpose of arriving at results based on statistical analysis to find the relationship between the study variable on this basis, the descriptive approach and the analytical approach were relied upon ; The study concluded a set of results, the most important of which are the existence of an average level of organizational memory in the field of study, as well as the presence of statistically significant differences in the answers of the respondents about the level of motivation for their achievement due to the academic status, and the desire to move to the master's level. This indicates that organizational memory has a positive impact on student's motivation to complete their various duties.

Keywords: organizational memory; achievement motivation; university student.

JEL Classification Codes: A2, M0, M5.

ملخص:

تهدف هذه الدراسة إلى التعرف على دور الذاكرة التنظيمية في تعزيز الدافعية للإنجاز من وجهة نظر أفراد عينة الدراسة والمتمثلة في الطلبة الجامعيين، حيث الهدف الأساسي للمشكلة هو الوصول للعلاقة بين متغيري الدراسة بناء على التحليل الإحصائي، وللقيام بمتطلبات هذه الدراسة تم الاعتماد على المنهج الوصفي التحليلي، وقد خلصت الدراسة لمجموعة من النتائج أهمها: وجود مستوى متوسط للذاكرة التنظيمية بميدان الدراسة، وكذا وجود فروق ذات دلالة إحصائية في إجابات الباحثين حول مستوى الدافعية للإنجاز لديهم تعزى إلى الوضعية الأكاديمية، والرغبة في الانتقال إلى طور الماستر، وهذا يدل على وجود علاقة طردية للذاكرة التنظيمية وهو ما يساعد الطلبة على إنجاز مهامهم.

كلمات مفتاحية: الذاكرة التنظيمية، الدافعية للإنجاز، الطلبة الجامعيين.

تصنيفات JEL: M5, M0, A2

INTRODUCTION:

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It is known that the subject of organizational memory is of interest to many researchers due to the importance of the knowledge stock it contains, which helps in obtaining knowledge and employing it well for future use, considering that organizational memory is all the knowledge stored in the memory of individuals that aims to understand current trends and values and deal with them. Different situations to make the best decisions.

On the other hand, motivation for achievement is an inevitable necessity for the individual with the aim of development and continuity, as it is the driving force that drives the individual and directs his behavior towards a specific goal, his desire to overcome various obstacles and strive to perform various tasks. Motivation for achievement allows the individual to direct and develop his behavior and demonstrate his high capabilities in order to achieve Success with increased self-esteem and competition with others to achieve excellence in various fields.

Research question:

On the basis of the above, the following problem is raised: What is the role of organizational memory in enhancing achievement motivation among members of the study sample?

within the main research problem, there are two sub-questions and they are as follows:

- Are there statistically significant differences in the respondents' answers regarding their level of achievement motivation attributable to their personal characteristics?
- Is there a statistically significant effect of organizational memory on the level of achievement motivation among members of the study sample?

Study hypotheses:

To fulfill the requirements of this study, the following hypotheses were proposed:

- ✓ There are no statistically significant differences in the respondents' answers about their level of achievement motivation due to their personal characteristics (gender, age, academic status, pedagogical status, and desire to move to a master's degree).
- ✓ There is no statistically significant effect of organizational memory on the level of achievement motivation among members of the study sample.

The Importance Of The Study

The importance of the study stems, Especially in light of the great attention to the need for achievement motivation for university students, and activating the role of organizational memory to raise their level of motivation.

Objectives of the study :

This study aims to:

- ✓ Identify various aspects related to organizational memory;
- ✓ Highlighting the importance of motivation for achievement;
- ✓ Showing the relationship between organizational memory and motivation for achievement.

Research Methodology:

This study relies on the descriptive approach and the analytical approach in an attempt to describe the phenomenon to be studied, and to cover its various aspects for the purpose of answering the questions it raises, as well as using the questionnaire as a tool for collecting and analyzing data to test hypotheses and draw conclusions.

Literature Review:

Studies on organizational memory:

- A study (ATOUM & ATOUM, 2014), entitled: The extent of interest in building organizational memory and employing it in improving administrative decision-making in public Jordanian universities from the point of view of academic leaders.

The study aimed to:

Revealing the extent of interest in building organizational memory and investigating the extent of its use in making and improving administrative decisions in Jordanian universities from the point of view of academic leaders.

The most important results of the study:

- A moderate degree of interest in organizational memory in the areas of implicit and explicit knowledge;
- A moderate degree of employing organizational memory in making decisions.

- A study (BADR & QAHWAJI, 2014), entitled: The role of the dimensions of the learning organization in improving the performance of employees, a field study in two cellular communication companies in Damascus.

The study aimed to: identify the extent to which the companies under study possess the dimensions of the learning organization (scientific method in solving problems, continuous learning, work teams, empowerment, organizational memory) and their role in improving employee performance.

The most important results of the study:

The two companies under study have the dimensions of the learning organization (the scientific method in solving problems, continuous learning, work teams, empowerment, and the organization's memory);

- There is a statistically significant correlation between the dimensions of the learning organization (the scientific method in solving problems, continuous learning, work teams, empowerment, and the organization's memory) and improving the performance of employees, as the correlation coefficient between the organization's memory and improving the performance of employees reached 0.74, which is statistically significant. at 0.000.

- Studies on achievement motivation

- A study (SALEM, GUEMBIL, & AL-KHALIFA, 2012) entitled: The relationship between achievement motivation, locus of control, level of ambition, and academic achievement among students of higher education institutions in Sudan.

The study aimed to: find out the nature of the relationship between achievement motivation, locus of control, level of ambition, and academic achievement.

The most important results of the study:

- There is an inverse correlation between achievement motivation and locus of control.
- There is a direct correlation between achievement motivation and the level of ambition.
- There is no relationship between achievement motivation and academic achievement.
- There is a statistically significant interaction between levels of motivation for achievement and levels of locus of control on academic achievement.

- A study (AL NAMLAH, 2016), entitled: The relationship between social competence and motivation for achievement among academically outstanding secondary school students in the Riyadh region.

The study aimed to:

Identifying the level of social competence and the level of achievement motivation among vertically outstanding second-year secondary school students in the Riyadh region and the extent of the relationship between them.

The difference between the current study and previous studies:

Previous studies dealt with organizational memory in terms of its systems and its importance in decision-making and improving performance on the one hand. On the other hand, achievement motivation was addressed in terms of measuring its level and its relationship to some variables, while this study attempts to shed light on the nature of the relationship between organizational memory and motivation. Achievement from the point of view of university students.

1- The theoretical aspect of the study

1-1 The conceptual framework of organizational memory

1-1-1 Definition of organizational memory

There are many opinions of researchers about the concept of organizational memory, including:

- ✓ It consists of: events, promises, assumptions, and behaviors;
- ✓ It is a model of stored information about the organization's history that can be recalled to support current decisions.
- ✓ Information systems based on recording knowledge, for the purpose of making it useful knowledge for people and projects through future social applications;
- ✓ The repository that stores the company's knowledge for future use;
- ✓ Stock learning from the company's history that can be used in decision making;
- ✓ A broad cognitive process taking place within a general, interactive framework, consisting of tangible and intangible assets that works to extract new knowledge from its sources with the aim of storing, maintaining, disseminating and retrieving it. According to the authors (AL BAGHDADI, 2007, pp. 156-157).

The Researchers have differed in their definition of the concept of organizational memory. Some of them focused on the fact that the idea of organizational memory is indicative of the perseverance and perpetuation of knowledge in the organization, and that it is found in six main places: human resources, organizational culture, organizational structures, organizational environment, organizational transformation, and external archives, and some of them expanded The point of view defines organizational memory as: "leading to the unlimited storage, retrieval and distribution of organizational knowledge."

There is a third point of view that sees it as: "a mechanism that enables the continuous storage and processing of organizational knowledge."

On this basis, organizational knowledge increases cognitive capabilities for the following reasons, According to the authors (AL OMARI, 2010, p. 101).

- ✓ Discovering and generating knowledge through hidden crises;
- ✓ Diagnosis of knowledge in crisis;

- ✓ Distributing knowledge to appropriate decision makers;
- ✓ Using knowledge to make appropriate decisions to avoid falling into crises;
- ✓ Isolating old knowledge that harms new knowledge;
- ✓ Protecting knowledge for future use.

1-1-2 The importance of organizational memory

Many researchers have addressed the importance of organizational memory, which we will address through the following elements for study: (KOWAL & BOUFTIMA, 2023, pp. 289-290)

- ✓ Organizational memory has a fundamental and important role in shaping the organization's personality and culture, as it is a repository that stores experiences, knowledge, and characteristics of the core capabilities of workers that are widespread and unstructured.
- ✓ Organizational memory increases the efficiency and effectiveness of decision-making and helps users make decisions, retrieve previous solutions, and address current problems, as it absorbs all knowledge and directs it to make it available to users when they need it.
- ✓ The ability to represent negative thinking through the conceptual structure that leads to organization that leads to creativity and classification of new knowledge assets in the organization;
- ✓ The ability to retrieve information based on the organizational context and represent it in the cognitive context regarding information sources, especially with regard to problem solving and processes.

1-1-3 Types of organizational memory

We mention among them: (ABI, 2021, pp. 92-93), when his study of these two researchers collected the most important types of organizational memory from several other studies

- ✓ Interim memory: knowledge related to events as they were experienced by individuals;
- ✓ Semantic memory: technical memory;
- ✓ Procedural memory: acquired memory.

- Semantic memory means that one of two types of explicit (or declarative) memory (our memory of facts or events that are stored and retrieved explicitly).

- Procedural memory: is a subtype of implicit memory, and part of long-term memory. It is responsible for knowing how to do things.

1-2 The theoretical foundation of achievement motivation

1-2-1 Definition of achievement motivation

Achievement motivation is considered one of the most important aspects of the human motivation system, as it has received a great deal of scholarly attention as one of the hallmarks of study and research into the dynamics of personality and behavior.

Achievement motivation is represented by the desire to do good work and succeed in it. This desire is characterized by ambition and enjoyment in competitive situations, an unbridled desire to work independently, to confront problems and solve them, and to detail tasks that involve moderate risk instead of tasks that do not involve a little risk or a very large risk (MOUHAMED AL-OMARI, 2017, pp. 222-223).

2-2 Factors of achievement orientation among individuals

There are many factors that address the achievement orientation of individuals, including but not limited to:

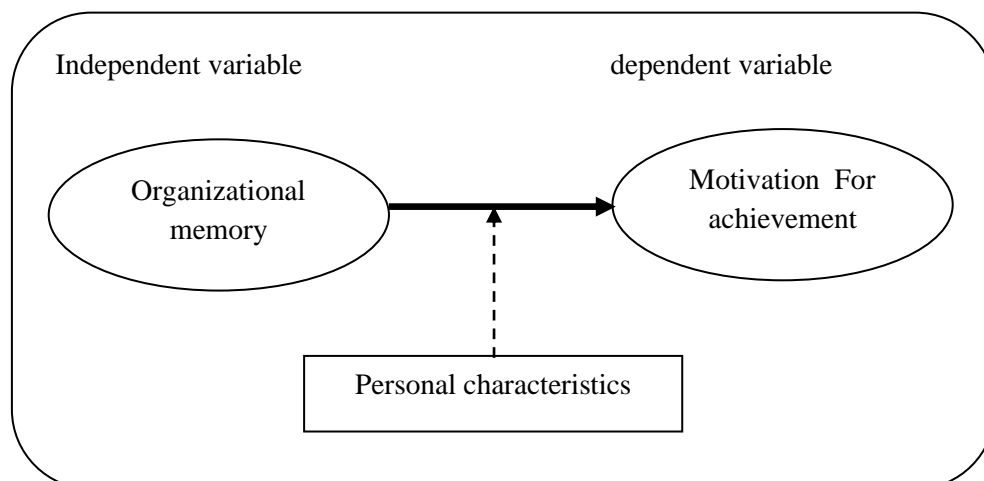
- ✓ The level of motivation or enthusiasm to work and exert effort in order to achieve the goal, and feel proud when succeeding and ashamed when failing;
- ✓ The individual's expectations regarding the probability of success or failure;
- ✓ The value of success itself or the consequences resulting from success or failure. (QAMARI & DJANAD, 2009, p. 156)
- ✓ Achievement motivation orientation scale: It consists of 14 questions that can be answered with yes, not sure, or no. To control the positive aspect, the correction rating key was reversed in half the number of statements, and the maximum score is 42, and the scale is stable at more than 70 degrees.
- ✓ Projective scales: In this type of test, the subject is asked to respond to a mysterious stimulus so that the researcher discovers from this response the type of motives that exist in the subject. The axiom that governs the use of such tests is that our motives affect subconscious processes, which in turn affect behavior;
- ✓ Objective measures: This test gives the subjects a number of questions to answer through testing between alternatives such as yes, no, or tests between several alternatives. These tests are called objective measures because they do not allow the person conducting the study to personally intervene in correcting the answers, as is the case in projective tests (HADIBI, 2021, p. 181).

2- Discussing and analyzing the results for the applied aspect

2-1 Methodological procedures for the study

2-1-1 Study model:

Fig (1): Study model



Source: Prepared by researchers based on previous studies.

2-1-2 Study population and sample

The study population represented third-year bachelor's degree students majoring in business administration. The study sample included 105 individuals that could be analyzed according to statistical convention.

2-1-3 Study tool

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An information form has been developed to diagnose organizational memory and measure the level of motivation for achievement among students. The questionnaire consisted of three axes, which we explain below:

- ✓ The first axis: The modifying variable relates to the personal characteristics of the respondents, which are: gender, age, academic status, pedagogical status, and desire to move to a master’s degree.
- ✓ The second axis: The independent variable, which is organizational memory and the combination of phrases (1-10);
- ✓ The third axis: the dependent variable, which is motivation for achievement and the inclusion of statements (11-20).

The weights of the questionnaire items were determined by designing possible answers to the statements of all dimensions according to a five-point Likert scale, as shown in the following table:

Table (1): Weights of the questionnaire items

| Answer | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|-----------------|-------------------|----------|---------|-------|----------------|
| Weighted weight | 1 | 2 | 3 | 4 | 5 |

Source: (KHAIR SALIM, 2010, p. 27)

2- 1-4 Statistical methods used in the study:

In order to answer the problem of the study and verify its hypotheses, we analyzed and processed the data using the Statistical Package for the Social Sciences (SPSS v23), where we used a set of statistical methods appropriate for this purpose, which we mention below:

- ✓ Pearson’s correlation coefficient to test structural validity;
- ✓ Cronbach Alpha coefficient to test the stability of the measurement tool;
- ✓ Descriptive statistical measures, in order to describe the characteristics of the respondents, using arithmetic means;
- ✓ Simple linear regression to study the relationship between the independent variable and the dependent variable, and test the extent of a significant effect between the two variables;
- ✓ Mann-Whitney test to test the extent to which there are significant differences in the respondents’ answers due to the variables of gender, academic position, pedagogical position, and desire to move to a master’s degree;
- ✓ Kruskal-Wallis test to test the extent to which there are significant differences in the respondents’ answers due to the age variable.

As for interpreting the results of the statements, we did not limit ourselves to using the values of the arithmetic mean, but we also relied on determining the criterion for the degree of applicability to the reality of the institution. To clarify how we measure the degree of applicability, we relied on the Likert scale, where the answers were divided into five categories, and on the basis of them we judge the degree of applicability, whether it is very weak, weak, moderate, high, or very high.

Table (2): Degree of applicability to the sample members’ perceptions

| | | | | | |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Mean | 1-1.79 | 1.80-2.59 | 2.60-3.39 | 3.40-4.19 | 4.20-5 |
| The degree of applicability | Very Weak | Weak | moderate | high | very high |

Source: (AL-FARRA, 2008, p. 26).

2-2 Statistical analysis of field study data and testing of its hypotheses:

2-2-1 Testing validity and reliability:

✓ Validity test:

Testing the validity of the study tool means testing its suitability for the purposes of the study. That is, it actually measures what it is intended to measure, and we have conducted a statistical test for validity, which is the structural validity test for the study tool by calculating the correlation coefficients between the independent and dependent variables and the tool as a whole. The results showed that the two correlation coefficients were statistically significant, as they were estimated at (0.818) and (0.714), respectively, which means that there is a strong positive correlation relationship. Therefore, the tool has validity and is indeed suitable for measuring what it was originally designed to measure. The results are summarized in the following table:

Table (3): Structural validity test of the study tool

| Variables | | Correlation | Sig |
|-------------------|----------------------------|-------------|--------|
| The tool As whole | Organization Memory | 0.818 | 0.000* |
| | Motivation for Achievement | 0.714 | 0.000* |

Source: Based on the results of data analysis of the study questionnaires using (SPSS v23). *Statistically significant at ($\alpha \leq 0.05$) **Statistically not significant

✓ Reliability test:

We say that a tool has a high degree of stability if it gives similar results when retested several times under the same circumstances or conditions. To measure the stability of the questionnaire the overall stability coefficient of the questionnaire was calculated in addition to total stability of the questionnaire axes by performing the stability steps on the sample using the Alpha-Cronbach method. (MESSAOUDI & BELHAMIDI, 2023, p. 626)

The stability of the study tool was tested by extracting the Cronbach Alpha coefficient, in order to ensure the internal consistency of the paragraphs. It was found that the tool has a high degree of stability, because all reliability coefficients are greater than the acceptable value (0.60). It is shown in the following table:

Table (4): Cronbach's alpha coefficients for the study tool

| Variables | Items | Cronbach's Alpha |
|--------------------------------|-------|------------------|
| Organization Memory | 1-10 | 0.715 |
| Motivation for Achievement | 11-20 | 0.732 |
| The sum of the study variables | 1-20 | 0.740 |

Source: Based on the results of data analysis of the study questionnaires using (SPSS v23).

2-2-2 Diagnosing organizational memory in the field of study:

The following table shows the arithmetic mean and degree of applicability of the organizational memory variable statements.

Table (5): The arithmetic mean and degree of application of the organizational memory variable statements

| N° | Items | Mean | Degree of Applicability | Ranking |
|--------------------------------|---|------|-------------------------|---------|
| 01 | Databases in the library are easy to access | 3.00 | Medium | 04 |
| 02 | Available references include all measures of the aspects studied | 2.84 | Medium | 06 |
| 03 | The library has sufficient copies of references | 2.58 | Weak | 09 |
| 04 | The library's information systems are updated | 2.67 | Medium | 08 |
| 05 | The library constantly renews its knowledge | 2.48 | Weak | 10 |
| 06 | Students benefit from a special memoirs section in the college | 3.87 | High | 01 |
| 07 | The library uses modern systems to record information | 3.18 | Medium | 02 |
| 08 | Students benefit from a special section for periodicals (theses) in the library | 3.12 | Medium | 03 |
| 09 | Students benefit from the Internet room at the library level | 2.84 | Medium | 06 |
| 10 | Students are informed of various new procedures and instructions | 2.95 | Medium | 05 |
| Organization Memory's Variable | | 2.95 | Medium | / |

Source: Based on the results of data analysis of the study questionnaires using (SPSS v23).

The results of the table above indicate that the phrase “students benefit from a special section for notes in the college” ranked first in importance with a mean of (3.87) and a high degree of applicability, followed by the phrase “the library resorts to modern systems for recording information” with a mean of (3.18) and a medium degree of applicability. As for the phrase “the library constantly renews its knowledge,” it came in last place in terms of importance, with a mean of (2.48) and a weak degree of applicability. In general, the arithmetic mean for the organizational memory variable was estimated at (2.95), with a moderate degree of applicability.

2-2-3 Measuring the achievement motivation of the students under study

The following table shows the arithmetic mean and degree of applicability for the statements of the achievement motivation variable

Table (6): The arithmetic mean and degree of application of the statements of the achievement motivation variable

| N | Items | Mean | Degree of Applicability | Ranking |
|----|--|------|-------------------------|---------|
| 11 | I focus on paying attention to my lessons | 4.10 | High | 04 |
| 12 | I increasingly want to inquire about information related to the subject of my memoir | 4.53 | very high | 02 |

| | | | | |
|---------------------------------------|---|------|-----------|----|
| 13 | I will overcome the difficulties I face in completing the memorandum | 4.55 | very high | 01 |
| 14 | I emphasize discussion in directed works to show my standing | 3.90 | High | 09 |
| 15 | I benefit from the expertise of professors to support research projects | 4.07 | High | 05 |
| 16 | I seek to improve my level of academic achievement | 4.42 | very high | 03 |
| 17 | I tend to choose research that challenges me | 3.31 | Medium | 10 |
| 18 | I aspire to develop my academic path (Master's, PhD...) | 4.06 | High | 06 |
| 19 | I prepare in advance for various tests | 4.05 | High | 07 |
| 20 | I resort to researching various knowledge to find answers to my questions | 4.02 | High | 08 |
| Motivation for Achievement's Variable | | 4.10 | High | / |

Source: Based on the results of data analysis of the study questionnaires using (SPSS v23).

The results of the previous table indicate that the statement of the student's assertion that he will overcome the difficulties he faces in completing the graduation thesis ranked first in importance, with a mean of (4.55) and a very high degree of applicability, followed by the statement of the student's increased desire to inquire about information related to the subject of his memorandum. With an arithmetic mean of (4.53) and a very high degree of applicability. As for the statement of the student's tendency to choose research that poses a challenge to him, it came in last place in terms of importance, with a mean of (3.31) and a moderate degree of applicability. In general, the arithmetic mean of the achievement motivation variable was estimated at (4.10), with a high degree of applicability.

2-3 Testing the study hypotheses

2-3-1 Statistical test of the first hypothesis:

For the first hypothesis, nonparametric tests were used instead of parametric tests. This is because the conditions for using parametric tests are not met, which are the randomness (probability) of the sample, the large size of the subgroups, the normal distribution of the data, and the quantitative measure of the variables. Therefore, the results of the Mann-Whitney test were relied upon for the variables of gender, academic position, pedagogical position, and desire to move to a master's degree instead of the t-test for two independent samples (T-test), given that there are only two levels, the test (Kruskal - Wallis was used for the age variable instead of a one-way analysis of variance (ANOVA) test, due to the presence of more than two levels.

The first hypothesis states that: "there are no statistically significant differences in the respondents' answers about their level of achievement motivation due to their personal characteristics (gender, age, academic status, pedagogical status, and desire to move to a master's degree). The hypothesis (the null hypothesis) is rejected if the significance level was less than or equal to (0.05) and the alternative hypothesis was accepted.

Table (7): Results of the "Mann-Whitney" analysis to test the significance of the significant differences in the respondents' answers regarding the level of motivation for achievement among the students under study, which is attributed to their gender, academic status, pedagogical status, and their desire to continue studying for the master's level.

| Property | N | Ranks | U | sig | Decision |
|----------|---|-------|---|-----|----------|
|----------|---|-------|---|-----|----------|

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| | | | | | | |
|----------------------|-------------|----|-------|---------|---------|--|
| Sex | male | 32 | 45.92 | 941.500 | 0.114** | H ₀ Accepted H ₁ Rejected |
| | Female | 73 | 56.10 | | | |
| Academic Status | Student | 83 | 49.92 | 657.000 | 0.043* | H ₀ rejected H ₁ Accepted |
| | Special One | 22 | 64.64 | | | |
| Pedagogical position | Successful | 97 | 54.09 | 282.000 | 0.199** | H ₀ Accepted H ₁ Rejected |
| | mover | 08 | 39.75 | | | |
| Moving to the Master | yes | 90 | 57.39 | 280.000 | 0.000** | H ₀ Rejected H ₁ Accepted |
| | No | 15 | 26.67 | | | |

Source: Based on the results of data analysis of the study questionnaires using (SPSS v23). *Statistically significant at ($\alpha \leq 0.05$) **Statistically not significant.

The results in the previous table indicate that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the answers of the respondents regarding the level of motivation for achievement, due to the variables of gender and pedagogical situation.

While the results showed that there were statistically significant differences at a significant level ($\alpha \leq 0.05$) in the answers of the respondents regarding the level of motivation for achievement, attributed to the variable of academic status in favor of the student group, and to the variable of desire to move to the master’s level (continuing study) in favor of those who have a desire in that.

Table (8): Results of the (Kruskal-Wallis) analysis to test the significance of the significant differences in the respondents’ answers regarding the level of motivation for achievement among the students under study, which is attributed to their age

| Property | N | Average rank | Chi-Square | Sig | Decision |
|----------|----|--------------|------------|---------|--|
| Age | 58 | 52.72 | 4.737 | 0.192** | H ₀ Accepted H ₁ Rejected |
| | 20 | 46.48 | | | |
| | 05 | 37.40 | | | |
| | 22 | 63.23 | | | |

Source: Based on the results of data analysis of the study questionnaires using (SPSS v23). *Statistically significant at ($\alpha \leq 0.05$) **Statistically not significant.

The results of the analysis from the table above confirm that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the answers of the respondents regarding the level of motivation for achievement among the students under study due to the age variable.

2-3-2 Statistical test of the second hypothesis:

The second hypothesis states that “there is no statistically significant effect of organizational memory on the level of achievement motivation among students of the Bachelor of Business Administration at the Faculty of Economic, Commercial and Management Sciences at the University of Badji Mokhtar Annaba.” This hypothesis was tested through simple linear regression analysis of the relationship between the organizational memory variable and the achievement motivation variable, where the hypothesis is rejected if the significance level is less than or equal to 0.05.

Table(9): Results of simple linear regression analysis of the organizational memory variable on the achievement motivation variable among the students under study

| Motivation for Achievement | Independent Variable | R | R ² | F | Sig | Decision |
|----------------------------|----------------------|-------|----------------|-------|---------|--|
| | Organization Memory | 0.181 | 0.033 | 3.495 | 0.064** | H ₀ Accepted H ₁ Rejected |

Source: Based on the results of data analysis of the study questionnaires using (SPSS v23). *Statistically significant at ($\alpha \leq 0.05$) **Statistically not significant.

It is clear from the results of the statistical analysis in the previous table that there is a direct but weak correlation between the two variables, because the value of the correlation coefficient (R) reached (0.181), and the independent variable explains (3.30%) of the changes that occur in the level of motivation for achievement, which is a percentage Very weak, as the value of the coefficient of variation (F) confirmed the non-significance of this effect, which reached a value of (3.495) with a significance level of (0.064). The result of testing this hypothesis indicates acceptance of the null hypothesis on which the study was based and rejection of the alternative hypothesis, that is, there is no statistically significant effect. Organizational memory on the level of achievement motivation among students of the Bachelor of Business Administration at the Faculty of Economic, Commercial and Management Sciences at Badji Mokhtar Annaba University.

Conclusion:

Through our discussion of organizational memory and the challenges of building it on the one hand, as well as motivation for achievement and its most important requirements, It can be said that the current study reached a set of results, which we mention as follows:

- ✓ The presence of an average level of organizational memory in the field of study;
- ✓ The presence of high motivation for achievement among the students under study;
- ✓ There are no statistically significant differences in the respondents' answers regarding their level of achievement motivation due to gender, age, and pedagogical status.
- ✓ There are statistically significant differences in the respondents' answers regarding their level of achievement motivation due to academic status and the desire to move to the master's level.
- ✓ There is no statistically significant effect of organizational memory on the level of achievement motivation among the students under study.

Finally, we review some suggestions as follows:

- ✓ Opening the way for students to suggest titles for books in line with their academic requirements, when embarking on the process of acquiring new books;
- ✓ Diversifying teaching methods, especially with regard to providing research in order to stimulate students intellectually and help them develop cognitively;
- ✓ Facilitating interactions with students in terms of library services (length of the loan period, number of references allowed, multiple knowledge bases and ease of access to them...etc.);
- ✓ Creating websites that allow students to view the library's knowledge bases, for the purpose of saving time.
- ✓ Giving greater importance to developing the student's academic path to enhance his ambition.

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