

## Self-efficacy and its relationship with learning motivation among secondary school students

فاعلية الذات وعلاقتها بدافعية التعلم لدى تلاميذ المرحلة الثانوية

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### **Abstract:**

*The current study aimed at revealing the relationship between self-efficacy and learning motivation among secondary school students. The study sample consisted of (120) male and female students at Muhammad al-Siddiq ben Yahya el-Birine High School - Djelfa state - and to collect data, a measure of self-efficacy prepared by the researcher Habiba Roubibi was used in (2020), the measure of learning motivation by Youssef Qotami, year(1992), the study relied on the descriptive analytical approach, the data were treated statistically using the SPSS statistical package program, version (22), after collecting and analyzing the data, the results of the study resulted in the following: There is a statistically significant correlation between self-efficacy and learning motivation among secondary school students, There are no statistically significant differences in self-efficacy and learning motivation due to the gender variable (male/female) among secondary school students, There are statistically significant differences in self-efficacy and learning motivation due to the variable of specialization (scientific / literary) among secondary school students.*

**Keywords:** *Self-efficacy; learning motivation; secondary school students.*

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**ملخص :**

هدفت الدراسة الحالية إلى الكشف عن العلاقة بين فاعلية الذات والدافعية للتعلم لدى تلاميذ المرحلة الثانوية، تكونت عينة الدراسة من (120) تلميذاً وتلميذة ثانوية محمد الصديق بن يحيى البيرين – ولاية الجلفة-، ولجمع البيانات تم استخدام مقياس فاعلية الذات من اعداد الباحثة حبيبة روبيبي سنة (2020) ومقياس دافعية التعلم ليوستف قطامي سنة (1992)، واعتمدت الدراسة على المنهج الوصفي التحليلي، وعولجت البيانات إحصائياً باستخدام برنامج الحزمة الإحصائية SPSS إصدار (22)، وبعد جمع البيانات وتحليلها أسفرت نتائج الدراسة على ما يلي :

- وجود علاقة ارتباطية دالة احصائياً بين فاعلية الذات ودافعية التعلم لدى تلاميذ المرحلة الثانوية.
- عدم وجود فروق ذات دلالة إحصائية في فاعلية الذات ودافعية التعلم تعزى لمتغير الجنس (ذكر/أنثى) لدى تلاميذ المرحلة الثانوية.
- توجد فروق ذات دلالة إحصائية في فاعلية الذات ودافعية التعلم تعزى لمتغير التخصص (علمي/أدبي) لدى تلاميذ المرحلة الثانوية.

**الكلمات المفتاحية:** فاعلية الذات؛ دافعية التعلم؛ تلاميذ المرحلة الثانوية.

## 1. Introduction:

The educational process aims to create a learner with norms and standards, develop his sense of self-confidence and courage in the face of difficulties, modify extremist behaviour and develop his concept of moderation. The learning process is essentially a learner's internal personality, influenced by many factors and variables that can have a negative or positive impact on their quality.

Among the cognitive variables that occur before the individual performs the behavior is what is known as expectations or judgments, which mean the individual's ability to perform or reach certain outcomes, that Bandura called self-efficacy. According to (Al-Mazroua, 2007) indicated that Bandoura and his colleagues (Bandoura & al., 1987), (Krueger & Dickson, 1993), the individual's perception of their self-efficacy in turn affects the evaluation of the ability and the achievement of a certain level , And the ability to control events, determine the amount of effort that will be made, and the degree of perseverance that will be issued to face the problems and difficulties that may hinder pursuit of goals , self-efficacy affects the behavior of the initiative and perseverance of the individual in the situations of achievement (Khabit, 2018, p. 9).

(Al-Nafi'i, 2009) explained that self-efficacy is one of the important determinants of learning, which expresses a set of judgments that are not only related to what the individual achieves, but also to what they can accomplish. The theory of self-effectiveness is based on judgments of an individual's ability to achieve or perform certain behaviors, a self-assessment of what one can do. and perseverance, effort and how dealing with difficult situations and resistance the failure (Bousseta, 2020, p. 9)

The importance of self-efficacy among individuals based on the results of research and studies that revealed its importance and effectiveness, also with regard to the difference in self-efficacy according to demographic variables (in terms of gender and specialization), The results of the study of Diane (2003), Hayam Shaheen (2012), and Walaa Youssef (2015/2016) indicated that there were no statistically significant differences between the gender in self-efficacy, while the study of Nevin Masri (2010/2011), and Bousseta (2020), Bousseta and ouarib (2020) indicated that there are statistically significant differences between the gender in self-efficacy.

According to (Anandari, 2013; Pratiwi, et. al., 2015) Self-efficacy is any ability to solve what is intended or to reach a certain goal. It is divided into three dimensions: level, strength and generality. The level dimension deals with the intensity of difficulty of a task one believes to be able to resolve. The strength dimension is an individual's belief in being able to solve a problem, and the generality dimension is a different situation where an individual feels sure to his/her ability, It is the three dimensions that may be used as the basis in making questionnaires on self-efficacy (In'am, Sutrisno,2021,p;397).Also, (Akinzola and Ovala, 2009) indicated that self-efficacy is a self-evaluation that can support an individual to successfully complete a specific task at a specific time(wahyuddin,2022,p.01).

According to self-efficacy theorists, low self-efficacy causes low motivation, through learners avoiding tasks, giving in quickly or resisting them, and these impediments affect academic achievement, especially when these behaviors are generalized to other academic activities, In addition, these behaviors may lead to additional school difficulties (Margolis, Mc Cabe,2006, p.17).

Therefore, motivation to learn is one of the important factors in student learning, as it contributes to increasing the student's attention and integration into educational activities. Also the success and failure are due to internal

factors, control over the factors influencing the accomplishment of the learning task, also in raising the student's performance and productivity in the various fields and activities . It is also a reliable and consistent way to predict a student's academic behaviour (Traouna, 2020, p. 180).

Also (Fitriati, 2017; Sunarsih, 2009). Learning motivation has some functions. First, it may be used as the activator to learn. When one has the motivation to learn, she/he certainly will always show a strong desire to learn. A student with high motivation will continuously develop better activities, creativity, and initiatives. Second, it determines the direction of action towards a goal. When a student expects to have good grades, his/her learning motivation will lead him/herself not to conduct any actions that may hinder him/her from reaching the planned goal. The last, it promotes any efforts to attain high achievement. Motivation deals with achievements and learning results. Good learning motivation will give good results. Assiduous efforts complemented with high motivation will show great achievement. A student's intensity motivation will exceedingly affect the level of his/her learning accomplishment (In'am, Sutrisno,2021,p;398).

This is confirmed by the Lunas (2013) study, which aimed to identify the relationship between academic achievement and learning motivation. One of its most important results is the existence of a positive correlation between achievement and learning motivation, and the existence of gender differences in the level of achievement and learning motivation, Several studies, including the study of Shaybah (2014), Mahdawi (2020), and Shabha and Bin Al-Zein (2021), also demonstrated the existence of statistically significant differences between the sexes in learning motivation, while the study of Maamari (2015), Rakibat and Al-Zoubon(2019) indicated that there were no statistically significant differences between the gender in learning motivation.

Moreover Motivation is a significant and important pillar of the learning process, as well as a precondition for the learning process. It assists the learner in paying attention to the aspects of the educational setting, and it encourages the student to accept study with interest, vitality, and activity (Al-samaoui,2017)

According to (Frod and Alexander,1998) self-effectiveness is an important component of academic motivation that may be seen in the activities chosen as well as the amount of effort and perseverance. A student with strong self-efficacy is readily immersed in hard work, has high levels of tenacity, and

exhibits less emotional reactivity than students with low self-efficacy (Thabet, Al-Shahat, D.T., pp. 4-5).in addition there is studies that dealt with the concept of self-efficacy with motivation to learn, we find the study of Khalid Husain (2014), Dwi Nur Rochmah (2017), Eliyana (2020), Fruz & Others (2021). And the study of Siti Sara (2022) indicates that there is a statistically significant correlation between self-efficacy and learning motivation.

Al-Badawi (2001) also adds that Self-efficacy is one of the most significant processes of personal power since it is fundamental to a student's motivating them to complete any task or study activity. The belief in self-efficacy is a factor in the individual's thinking and behavior, and this belief determines their achievement from beginning to end (Tadhkrat, Mahmoudi ,2022, p. 170).

The current study aims to explore the relationship between learning motivation and self-efficacy among secondary school students ?

### **Study hypotheses:**

- there is a statistically significant correlation between self-efficacy and learning motivation among secondary school students.
- there is no statistically significant differences in self-efficacy due to the gender variable (male/female) among secondary school students.
- there is a statistically significant differences in self-efficacy due to the variable of specialization (scientific / literary) among secondary school students.
- there is no statistically significant differences in learning motivation due to the gender variable (male/female) among secondary school students.
- there is a statistically significant differences in learning motivation due to the variable of specialization (scientific / literary) among secondary school students.

### **2. The importance of the study:**

The importance of study variables, as it is a purposeful topic that serves the success of the educational process, which focuses on the learner's effectiveness as one of its most important pillars. Also, The importance of the secondary school community for the learner to pass a fateful exam and move to the

university. In simillary, The results of this study may be useful for further studies on this topic.

### **3. the basic concepts of the study:**

#### **3.1. - The concept Self-efficacy:**

There are several definitions, which are as follows:

Bandura (1986) defined self-efficacy as the judgments and perceptions of individuals about their abilities to organize and implement the activities necessary to achieve a certain performance (Al-Naafi, 2009, p. 53).

Al-Adl (2001) defined self-efficacy as "the individual's confidence in his abilities during new situations and situations with many and unfamiliar demands, or it is the individual's beliefs in personal achievement with a focus on competence in explaining behavior without other sources or reasons for optimism" (Roubibi, 2020, p. 19).

Al-Dardir (2004) described it as "the mechanism through which people integrate and apply their existing cognitive, behavioral, and social skills to perform a specific task, and expresses it as a personal characteristic in the ability to successfully perform tasks at a certain level." (Youcef 2016, p. 27).

According to Abu Ghali (2012) defined self-efficacy as beliefs that the individual possesses that determine his ability to perform and direct behavior, which is reflected in the activities he performs, and how he deals with them in the situations he faces (Abu Ghali, 2012, p. 625).

The aforementioned definitions lead us to the conclusion that an individual's perceptions, beliefs, and convictions about himself and his capacity to complete tasks constitute the idea of self-efficacy.

#### **3.2. - Dimensions of self-efficacy:**

Bandura (1977) identifies three components of self-efficacy related to professional and academic performance, and believes that the individual's self-beliefs reflect his self-efficacy and differ according to these components:

##### **3.2.1.- Magnitude:**

This refers to the degree to which an individual is motivated to perform in various fields and situations. The degree of effectiveness is best seen when tasks

are arranged in accordance with the degree of difficulty and the variations in individuals' expectations of effectiveness. It can be recognized by similar simple tasks that are of medium difficulty but not too difficult. Most of them demand a high degree of performance, and even if some people have high levels of self-efficacy, they do not readily accept difficult circumstances. This might be because they lack experience and knowledge from prior experiences (bousseta, 2020, p. 86).

### **3.2.2.- Generality:**

This component refers to the transfer of self-efficacy from one situation to other similar situations, as the individual can succeed in performing tasks compared to his success in performing similar actions and tasks (Abdullah, Akkad, 2009, p. 12).

According to Bandura, generality is determined by expanded versus specific domains of activity, and it varies across a number of dimensions, including the degree of similarity of the activities, the ways in which they express behavioral, cognitive, and affective capabilities or capabilities, and through descriptive interpretations of situations, and the person's behavior-related characteristics. (bousseta,2020,p;86).

### **3.2.3.- Strength:**

Strength is determined by the individual's experience and its suitability for the situation, and that individuals who have high effectiveness expectations can persevere in work and exert greater effort to face difficult experiences (Morsi, 2015, p. 76).

The strength of self-efficacy is shown in strong ability and perseverance, which permits the choice of tasks that can be completed effectively (Al-aatbi, 2007, p. 28).

### **3.3. - The concept Learning motivation:**

Al-Zoubi (2001) defines it as the internal or external state of the learner that propels their actions and achievements, maintains their persistence, and steers them towards the attainment of specific goals (Zaghir, Al-chater, 2018, p. 370).

Also Abu Hweij (2004) provided learning motivation as “Motivation for learning is characterized by an intrinsic state within the learner that compels



them to focus on the educational context, engage in purposeful actions within it, and persist in these actions until the goal of learning is accomplished” (Al-gueni, 2020, p. 194).

According to Al-Tamimi (2012), motivation is characterized by the learner's longing for knowledge and their passion for learning, motivating them to acquire knowledge and skills without succumbing to the fear of failure, even in the face of external challenges (Demiral, 2021, p. 132).

From the definitions provided, we can conclude that the essence of learning motivation pertains to the inner or outer condition that stimulates and propels the learner, leading them to focus on educational opportunities and engage in the process of acquiring knowledge.

### **3.4. - Functions of learning motivation:**

Al-Zyoud et al. (1993) mention that learning motivation has three basic functions:

#### **3.4.1.- Releasing the learner's emotional energy and stimulating their engagement :**

Motives function as catalysts that unleash energy and activate engagement. External triggers and incentives collaborate with internal motives to provoke and propel behavior. (Dean Spitzer) has illuminated this concept by highlighting that motivation entails channeling human energy towards accomplishing objectives.

#### **3.4.2.- Determining and Activity Selection:**

Motives guide individuals to react to specific subjects and situations while disregarding others. They also shape the approach and manner in which individuals respond to these situations and subjects.

#### **3.4.3.- Steering Behavior or Action:**

The energy set in motion by a motive within an individual remains dormant until it propels behavior towards the intended goal. This progression aims to fulfill the underlying need, satiate the motive, and alleviate tension (keddi, 2020, p. 352).



## **4. Previous studies:**

### **4.1. - Study of Nevine Abdel-Rahman Al-Masry (2010/2011):**

The study aimed to identify the nature of the relationship between future anxiety and both self-efficacy and the level of academic ambition among a sample of Al-Azhar University students in Gaza. The researcher used the analytical descriptive approach, and the sample consisted of ( 626) male and female students, and the results of the study reached the Following: There is a statistically significant negative correlation between future anxiety and its dimensions and self-efficacy, There are statistically significant differences due to the variable (high / low) future anxiety at the level of self-efficacy, and it was in favor of low anxiety, There are statistically significant differences in self-efficacy due to the gender variable in favor of males, There are no statistically significant differences in self-efficacy due to the variable of specialization (literary / scientific).

### **4.2. - Study of Sisban Fatima Al-Zahra (2016/2017):**

The study aimed to reveal the effectiveness of a counseling program in improving the motivation for learning among fourth-year students who are at risk of dropping out of school in “Al-Raed Zaghoul” intermediate school in the state of Mostaganem. The study sample consisted of (22) male and female students, and the researcher used The semi-experimental approach, and to test the results of the study hypotheses, two tools were relied upon: the learning motivation scale and the counseling program designed by the researcher. The study reached the Following results: There are statistically significant differences between the mean scores of the control group members and the mean scores of the experimental group members on the motivation scale for learning among the fourth year students. Those who are exposed to school dropout after applying the counseling program, for the experimental group, There are statistically significant differences between the mean scores of the pre-measurement scores and the mean scores of the post-measurement scores of the experimental group on the motivation scale for learning among the fourth-year students, the average of those who are exposed to school dropout, for the post-measurement.

#### **4.3. - Study of Al-Khazradji (2017):**

The study aimed to identify self-efficacy and the ability to solve social problems among primary school teachers. The measure of self-efficacy and the ability to solve social problems were relied based on the cognitive theory (Gestalt), the study sample consisted of (200) male and female teachers who were randomly selected from the center of Diyali Governorate, and the results of the study were as follows: Primary school teachers have self-efficacy and the ability to solve social problems, There are statistically significant differences in self-efficacy due to the gender variable in favor of females, There are statistically significant differences in the ability to solve social problems due to the gender variable in favor of males, and there is a correlation between self-efficacy and the ability to solve social problems.

#### **4.4. - Study of Hamaidi, djaradi (2020):**

The study aimed to search for differences in learning motivation among third-year secondary school students in Laghouat, the learning motivation scale was relied upon, and the two researchers used the descriptive approach to study on a sample of (250) male and female students, The study reached the Following results: There are statistically significant differences in learning motivation due to the gender variable (male/female) for females, There are no statistically significant differences in learning motivation for specialization (literary / scientific).

#### **4.4. - Study of Bashir Bousseta (2020):**

The study aimed to reveal the correlation between the school climate and each of the self-efficacy and learning motivation of secondary school students. The researcher relied on the analytical descriptive approach, for a sample estimated at (586) male and female students. Also relied on the Following scales: the school climate scale, the self-efficacy scale, and the learning motivation scale. The study reached the following results: The general level of self-efficacy and learning motivation among secondary school students is medium, There is a medium positive correlation between the school climate and each of self-efficacy and learning motivation, There are no differences in the perception of the prevalent school climate pattern among secondary school students due to the difference in gender (male / female) and the difference in the specialization. (scientific / literary), There are differences in self-efficacy among secondary school students due to the difference in gender (male/female) for

males, and to the difference in specialization. (scientific/literary) for scientific specialization, There are differences in the learning motivation among secondary school students due to the difference in gender (male / female) for females, and there are no differences in the learning motivation due to the difference in the specialization. (scientific / literary).

## **5. Comment of Previous studies:**

Through the studies that were presented, we note that the distinctions between the outcomes of the present investigation and earlier researches. It illustrates both similarities and disparities in the findings, including variations in learning motivations influenced by factors like field of study and gender, and establishes a connection between self-efficacy and learning motives. In essence, the passage succinctly recaps prior studies while underscoring the agreements and disparities between them and the present study concerning the goal, participants, methodology, data collection instruments, and findings.

## **6. The application side:**

### **6.1. - The method used:**

The researchers used the descriptive approach because it is related to the nature of the study, and it is the most appropriate approach to achieve the objectives of this study.

### **6.2. - Tools used in the study:**

In order to measure the variables of the study, the researchers relied on two scales, namely:

- 1- The self-efficacy scale designed by the researcher Habiba Roubibi (2020).
- 2- The learning motivation scale prepared by Youssef Qotami (1992).

### **6.3. - Statistical methods:** The study used SPSS program for statistical treatment

The statistical methods used in the study included the following:

- Arithmetic means and standard deviation.
- Pearson correlation coefficient.
- T-test for two independent samples.

These statistical methods enabled the researchers to analyze and interpret the data, revealing Relationship and differences in the context of the study.

## 7. The main study sample:

The study sample encompassed (120) both male and female, enrolled in the secondary school "Muhammad Al-Siddiq Bin Yahya", in both scientific and literary disciplines during the academic year 2022/2023. The sample of the study was selected in a simple random methodology. The subsequent table illustrates the breakdown of the main study sample, categorized by gender and academic specialization.

**Table 1.- Distribution of the main sample members by gender and specialization**

<b>Specialization Gender</b>	<b>Scientific</b>	<b>Literary</b>	<b>Total</b>
Male	30	15	45
Female	40	35	75
Total	70	50	120

Source: the authors

From the provided data, it can be inferred that the female students outnumber the male students in the sample. Additionally, the scientific specialization has a larger representation compared to the literary specialization.

## 8. Presentation and discussion of results:

The results presented and discussed as produced by statistical treatments.

**Presentation of the first hypothesis results:** which states there is a correlation between self-efficacy and learning motivation among secondary school students.

**Table 2.- results of the general hypothesis.**

<b>Variables</b>	<b>Sample Size</b>	<b>Pearson Correlation</b>	<b>Significance Level</b>
Self-Efficacy	120	0,84	0,01
Learning Motivation			

Source: the authors

From the findings presented in Table (2), it becomes evident that a statistically significant correlation exists between self-efficacy and learning motivation among secondary students, with a significance level of 0.01. The correlation coefficient computed at 0.842, is significant at the 0.01 level of significance. These findings indicate a strong positive correlation between self-efficacy and learning motivation among secondary school students.

**Presentation of the second hypothesis results:** which states that there are no statistically significant differences in self-efficacy due to the gender variable (male/female) among secondary school students.

Table 3.- results of gender differences in self-efficacy.

self-efficacy	sample	SMA	standard deviation	t-Value	Sig	Significance Level
Male	45	156,38	9,89	0,608	0,94	0,05
Female	75	173,26	10,51			

Source: the authors

The outcomes presented in Table 3 demonstrate that the mean score for males is 156.38, with deviations from this mean value of 9.89. In contrast, the mean score for females is 173.26, with deviations from this mean value of 10.51. Moreover, the calculated "T" value for indicating the disparities between the averages of the two groups (males and females) in terms of self-efficacy is 0.608. The corresponding probability value, "sig," is determined as 0.94, surpassing the designated level of significance (0.05). Consequently, the results indicate that there is no statistical significance. The hypothesis has been fulfilled, which states that there are no statistically significant differences between (male/female) in the self-efficacy of secondary school students.

**Presentation of the third hypothesis results:** Which states that there are statistically significant differences in self-efficacy due to the variable of specialization (scientific / literary) among secondary school students.

**Table 4.- results of Disciplines differences(Scientific/ Literary) in self-efficacy.**

self-efficacy	sample	SMA	standard deviation	t-Value	Sig	Significance Level
Scientific	70	158,24	10,30	-2,167	0,032	0,05
Literary	50	154,27	9,69			

Source: the authors

The outcomes presented in Table 4 demonstrate that the The mean self-efficacy score for students in the scientific discipline is 158.24, with deviations from this mean value amounting to 10.30. For students in the literary discipline, the mean self-efficacy score is 154.27, with deviations from this mean value reaching 9.69. Moreover, The calculated "T" value, representing the differences between the average self-efficacy scores of the scientific and literary groups, is -2.167. The significance level, The corresponding probability value, "sig," is determined as 0.032, which is less than the designated level of significance (0.05). Consequently, this result is statistically significant. The hypothesis has been fulfilled, which states that there are statistically significant differences between disciplines (scientific and literary), in the self-efficacy of secondary school students, with the scientific discipline displaying higher self-efficacy scores.

**Presentation of the fourth hypothesis results:** which states that there are no statistically significant differences in learning motivation due to the gender variable (male/female) among secondary school students.

**Table 5.- results of gender differences in learning motivation.**

learning motivation	sample	SMA	standard deviation	t-Value	Sig	Significance Level
Male	45	156,71	9,37	0,367	0,71	0,05
Female	75	156,06	9,90			

Source: the authors

The outcomes presented in Table 5 demonstrate that the mean score for males is 156.71, with deviations from this mean value of 9.37. in contrast, the

mean score for females is 156.06, with deviations from this mean value 9.90. Moreover, the calculated "T" value for indicating the disparities between the averages of the two groups (males and females) in terms of learning motivation is 0.367. The corresponding probability value, "sig," is determined as 0.71, surpassing the designated level of significance (0.05). Consequently, this result is not statistically significant. The hypothesis has been fulfilled, which states that there are no statistically significant differences between (male/female) in the learning motivation of secondary school students.

**Presentation of the Fifth hypothesis results:** which states that there are statistically significant differences in learning motivation due to the variable of specialization (scientific / literary) among secondary school students.

**Table 6.- results of Disciplines differences (Scientific/ Literary) in learning motivation.**

learning motivation	sample	SMA	standard deviation	t-Value	Sig	Significance Level
Scientific	70	158,85	9,79	-3,020	0,003	0,05
Literary	50	153,74	8,74			

**Source: the authors**

The outcomes presented in Table 6 demonstrate that the mean learning motivation score for students in the scientific discipline is 158.85 with deviations from this mean value amounting to 9.79. For students in the literary discipline, the mean learning motivation score is 153.74, with deviations from this mean value reaching 8.74. Moreover, the calculated "T" value, representing the differences between the average learning motivation scores of the scientific and literary groups, is -3.020. The significance level, the corresponding probability value, "sig," is determined as 0.003, which is less than the designated level of significance (0.05). Consequently, this result is statistically significant. The hypothesis has been fulfilled, which states that there are statistically significant differences between disciplines (scientific and literary), in the learning motivation of secondary school students, with the scientific discipline displaying higher learning motivation scores.



## **9.-Discussion and analysis of results:**

**The first hypothesis results discussion:** After presenting the first hypothesis results These findings indicate a strong positive correlation between self-efficacy and learning motivation among secondary school students.

This outcome can be comprehended through the impact of the learner's self-perception regarding their ability to complete tasks within a specific timeframe. This self-assessment process contributes to fostering a robust perception of their competencies and capabilities. Consequently, this heightened self-efficacy acts as a motivational force, propelling them to persist and exert efforts to attain their goals. This interpretation aligns with the findings of Al-Mazrou' (2006), who similarly concluded that a relationship exists between self-efficacy and achievement motivation. It is notable that a learner's beliefs about their own self-efficacy play a pivotal role in shaping their level of motivation to achieve. In this regard, the study's results substantiate the interconnectedness between self-efficacy and learning motivation. Furthermore, the outcomes of this study align with the conclusions drawn from the research conducted by Eliyana (2020) and Siti Sara (2022). Both studies also affirm the existence of a correlation between self-efficacy and learning motivation.

Also Pentrick and de Groot (1990) assert that individuals who possess a strong belief in their own effectiveness tend to employ appropriate learning strategies and embrace challenging tasks. As a result, they experience higher levels of achievement and motivation in their academic learning pursuits, These insights are reinforced by the findings of the study conducted by Hanash and Ali (2013), which established that self-efficacy serves as a fundamental determinant of the level of learning motivation among learners. The learner's ability to confront obstacles both within the classroom and in daily life is influenced by their self-efficacy. Consequently, greater self-efficacy is associated with heightened learning motivation, leading to exceptional learning outcomes. This relationship can also be understood through the encouragement and support provided by parents and teachers. These factors contribute to fostering a learner's sense of competence, amplifying their perceptions of success, and ultimately bolstering their motivation.

In addition, Self-efficacy plays a central role in shaping learning motivation, which subsequently contributes to enhanced academic achievement. This relationship is molded by a range of elements, such as the adoption of effective

learning strategies, engaging with challenging tasks, and receiving support from both parents and teachers. This intricate interplay between self-efficacy, motivation, and academic success underscores the significance of fostering positive beliefs in one's abilities to drive positive educational outcomes.

**The second hypothesis results discussion:** After presenting the second hypothesis results These findings indicate that there are no statistically significant differences in self-efficacy due to the gender variable (male/female) among secondary school students. The results of the study agree with the study of Diane (2003), Bousseta and ouarib (2020), whose results revealed that there were no statistically significant differences between (male/female) in self-efficacy.

This result is attributed to the fact that both males and females share similar levels of self-efficacy due to their close age range. The presence of healthy competition and determination for achieving academic excellence is likely common among both genders. Additionally, the educational environment they share, characterized by consistent curricula and teaching approaches, may contribute to these comparable self-efficacy levels. Moreover, given that they are at similar stages of chronological age, mental development, and physiological maturity, it is reasonable to expect a degree of uniformity in their self-efficacy scores.

further be elucidated by considering the positive influence of parents and teachers on both males and females, fostering their aspirations for academic and professional growth. These findings are consistent with the outcomes of a study conducted by Walaa Youssef (2015/2016), which affirms that no statistically significant disparities exist in self-efficacy between genders. This can be attributed to the similarity in parenting styles and family upbringing approaches. These shared methods contribute to the convergence of fundamental characteristics between males and females within the same societal or cultural context, facilitated by the similarity in value systems.

**The third hypothesis results discussion:** After presenting the second hypothesis results These findings indicate that there are statistically significant differences in self-efficacy due to the variable of specialization (scientific / literary) among secondary school students.

This result can be rationalized by considering several factors that contribute to the observed differences in self-efficacy scores between students in scientific and literary disciplines:

**Inclination Towards Mathematical Operations:** Students within the scientific specialization tend to have an affinity for mathematical operations. This penchant for quantitative reasoning equips them with the analytical and deductive thinking skills necessary for problem-solving. Also, the **Nature of Study Materials:** The study materials in scientific disciplines often demand greater dedication, consistent effort, and continuous work to achieve academic success. The challenging nature of these materials reinforces students' perception of their capability and capacity to tackle complex tasks . moreover, **Engagement in Discovering Scientific Facts:** The constant pursuit of uncovering scientific facts through logical interpretation fosters a sense of competence and self-assuredness among students in scientific disciplines. Collectively, these factors combine to enhance the self-efficacy of students in scientific fields, providing them with the confidence and belief in their ability to accomplish tasks and excel academically.

The statement from (Bousseta, 2020) indicated that students in scientific disciplines could possess distinct perceptions of their scientific capabilities compared to students in literary disciplines. This difference in perception can be attributed to the specific courses and subjects they are exposed to. However, the findings of this study stand in contrast to the outcomes of the research conducted by Nevin Masri (2010/2011) and Ben Marija (2015). Both of these studies concluded that there were no statistically significant differences in self-efficacy between students in scientific and literary disciplines.

**The fourth hypothesis results discussion:** After presenting the fourth hypothesis results These findings indicate that there are no statistically significant differences in learning motivation due to the gender variable (male/female) among secondary school students. The results of the study agree with the study of Maamari (2015), Rakibat and El Zaboun (2019), which concluded that there are no statistically significant differences in learning motivation between genders. This concurrence in findings can be attributed to several factors.

Both genders are likely situated at similar academic levels and share comparable ambitions and aspirations to achieve educational goals and excel in their academic endeavors. In a context where teaching strategies and methods

are implemented without discrimination and educational opportunities are accessible to both genders, the motivational factors for learning become essential for both males and females to attain academic success. The reduction in parental treatment discrimination and the availability of educational and vocational prospects contribute to this uniformity in learning motivation.

However, it's important to acknowledge that the study's results conflict with the research Bousseta (2020), Shabha and Bin Al-Zein (2021). These studies demonstrated that there are statistically significant differences in learning motivation between genders. Such disparities could be influenced by factors specific to the context of each study, such as cultural nuances, sample characteristics, or distinct educational settings. These variations underscore the complexity of understanding gender-related differences in learning motivation.

**The Fifth hypothesis results discussion:** After presenting the Fifth hypothesis results These findings indicate that there are statistically significant differences in learning motivation due to the variable of specialization (scientific / literary) among secondary school students.

The findings of the study are in accordance with the research conducted by Shabha and Bin Al-Zein (2021), who similarly found statistically significant differences in learning motivation based on academic specialization (scientific vs. literary). The presence of these significant differences could be attributed to the contrasting nature of the curricula between scientific and literary disciplines. Scientific disciplines often encourage higher-order thinking skills and problem-solving abilities, which stand in contrast to the reliance on memorization commonly seen in literary curricula.

Moreover, students with a scientific specialization might exhibit greater enthusiasm for learning due to the clearer career prospects associated with scientific fields. The practical applicability of scientific specializations and the potential for a well-defined professional future could enhance students' motivation to engage more diligently in their studies. On the other hand, literary specializations might be perceived as less directly applicable to practical life, potentially influencing the level of motivation among students pursuing those fields. These insights underline the influence of academic specialization on learning motivation and highlight the diverse factors that contribute to variations in motivation levels among students in different disciplines.

## **Conclusion:**

In conclusion, the study underscores the significance of self-efficacy and learning motivation as pivotal concepts within the realm of psychology, particularly in the context of the teaching-learning process. Self-efficacy has emerged as a critical element for learners, serving as a fundamental criterion for success across various life domains. Similarly, learning motivation is a key factor that actively influences students' engagement in the learning process, enhancing their attention, enthusiasm, and integration in educational activities. The outcomes of this study carry noteworthy implications:

**Interrelation of Self-Efficacy and Learning Motivation:** This interconnection showcases how belief in one's abilities can positively impact the desire to engage actively in the learning process.

**Educational Implications:** These findings underscore the crucial role of educators and educational environments in fostering students' self-efficacy and learning motivation. By promoting positive beliefs in one's abilities and creating an inspiring learning atmosphere, educators can contribute to enhanced student engagement and success.

The study reached the following results:

- There is a statistically significant correlation between self-efficacy and learning motivation among secondary school students.
- There are no statistically significant differences in self-efficacy and learning motivation due to the gender variable (male/female) among secondary school students.
- There are statistically significant differences in self-efficacy and learning motivation due to the variable of specialization (scientific / literary) among secondary school students.

## **Recommendations:**

These suggestions can be summarized as follows:

- Curriculum Development and Teaching Methods that ensures the educational content is tailored to the specific requirements of learners, Employ teaching

methods that are adaptive and responsive to diverse learning styles, fostering an inclusive and effective educational experience.

- Foster an collaboration environment between educators and families ,This partnership is essential in providing comprehensive support for students' motivation and success , addressing both academic and socio-emotional needs.

-Establish guidance and counseling services within educational institutions to assist students in making informed decisions about their academic paths.

-Implement interventions (purposeful actions that enable students to recognize and utilize their potential and abilities) focused on developing positive self-beliefs in students. Thus, promoting a growth mindset through: self-reflection exercises, feedback, skill-building workshops, mentorship programs, goal setting and planning sessions.

- Conduct additional studies similar to the present one but with different samples representing various educational stages. Insights gained from these studies can inform targeted strategies for enhancing educational outcomes.

By implementing these suggestions, educational institutions, policymakers, and stakeholders can create a more supportive and conducive environment that empowers students to excel academically, develop their self-efficacy, and maintain a strong motivation for continuous learning.

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