

The Relationship Between Learning Motivation and Quality of Life Among Students: A Field Study on Third-Year Secondary School Students at Mohamed El Eid Al-Khalifa High School in Debila, El Oued Province

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Abstract:

This study aimed to investigate the relationship between learning motivation and quality of life among third-year secondary school students at Mohamed El Eid Al-Khalifa Secondary School in Debila, El Oued Province. The research adopted a descriptive correlational approach and was conducted on a sample of 78 students selected through simple random sampling. A questionnaire was employed as the primary instrument to achieve the study objectives. The results indicated a positive correlation between learning motivation and quality of life among the students of Mohamed El Eid Al-Khalifa Secondary School in Debila, El Oued Province.

Keywords: Learning Motivation, Quality of Life.

Introduction:

With scientific and technological advancements and the development and diversification of education, psychological counseling has become more organized. One of the indicators of progress that has increased the need for counseling is the evolution of education and the focus on students, who are considered the foundation of educational institutions. These institutions strive to create favorable conditions for achieving outstanding academic results, including efforts to ensure a quality life for students that enhances their academic achievement and increases their motivation to learn.

The study of motivation has long intrigued psychologists due to its multifaceted nature and various dimensions. Motivation serves as a driving force for the learning process and is one of the most significant components of the educational environment. It helps students acquire

knowledge and skills, improve academic performance, develop a positive attitude towards learning, cultivate curiosity, avoid failure, foster social interaction, and gain family and school support.

Quality of life, as a broad concept, is influenced by overlapping subjective and objective aspects, including health, psychological well-being, social and family dynamics, and academic factors, particularly for students. These aspects impact their academic performance, motivation to learn, and overall educational outcomes. Attribution theory suggests that individuals associate their behaviors with the circumstances or factors that caused them, highlighting the interconnectedness between motivation for learning and quality of life. Quality of life factors can influence a student's behavior and motivation to learn. Hence, this study aims to shed light on the relationship between these two variables by addressing the following question:

Research Question:

Is there a relationship between learning motivation and quality of life among third-year secondary school students at Mohamed El Eid Al-Khalifa Secondary School in Debila, El Oued Province?

Research Hypotheses:

1. There is a correlation between learning motivation and quality of life among third-year secondary school students at Mohamed El Eid Al-Khalifa Secondary School in Debila, El Oued Province.
2. The level of learning motivation among these students is moderate.
3. The level of quality of life among these students is high.

Objectives of the Study:

1. To identify the levels of learning motivation and quality of life among third-year secondary school students at Mohamed El Eid Al-Khalifa Secondary School in Debila, El Oued Province.
2. To examine the relationship between learning motivation and quality of life among these students.

Significance of the Study:

This study is significant as it addresses two critical variables in the educational domain: learning motivation and quality of life. These variables have profound impacts on students' academic trajectories, providing researchers with insights and opportunities to benefit from the study's findings.

Definitions of Study Terms:

1. Learning Motivation:

Learning motivation refers to the processes that drive an individual to take action and

perform specific behaviors, fueled by the desire to invest time and effort in a particular activity. Motivation determines the paths individuals choose, the goals they set for themselves, and the alternative means they utilize to achieve those goals. Dimensions of learning motivation include high self-perception, learning ability, confidence, belongingness, and a sense of meaning (Davidovitch & Dorot, 2022, p. 2023). In this study, learning motivation is operationalized as the score obtained by participants on a specially designed measurement scale.

2. **Quality of Life:**

Quality of life is part of an individual's psychological state and reflects their overall condition, material environment, and attitudes toward it. It serves as an indicator of satisfaction, performance level, and feelings of psychological and social security, family support, material and health stability, education level, and the need for lifelong learning by seeking to enhance prior knowledge and competencies (Radovanovic et al., 2017, p. 188). In this study, quality of life is operationalized as the score obtained by participants on a specially designed measurement scale.

Theoretical Framework of the Study:

Key Factors Influencing Learning Motivation:

The factors contributing to learning motivation vary depending on students' cultural and school environments. The main factors include (Kanooa, 2019, p. 47):

- **Need for Success:** Creating diverse opportunities and conditions to achieve success.
- **Success Probability:** Students are more motivated when they balance academic activities with manageable challenges and are aware of achievable goals.
- **Value of Success:** Students derive satisfaction from their achievements, take pride in them, and avoid the trap of failure.
- **Sense of Responsibility:** Demonstrating seriousness, commitment, full awareness of their studies, and dedication.
- **Aspiration for Excellence:** Aiming for high achievements by making maximum effort, persistence, and exploring ways to improve performance.
- **Perseverance:** Striving to solve complex problems, being prepared to face failure, and sacrificing for academic success.
- **Time Management Awareness:** Organizing and managing time efficiently, completing school assignments promptly without procrastination.
- **Future Planning:** Developing a plan for future endeavors and goals.

Causes of Low Learning Motivation:

Several factors contribute to declining academic performance and reduced learning motivation, including (Al-Dughaym, 2023, p. 68):

Disparities Between Cognitive and Academic Levels Among Students in the Same Classroom:

1. **Dominance of External Motivation Over Internal Motivation Among Students**
 - External factors often outweigh intrinsic drivers in motivating students.
 2. **Lack of Opportunities for Students to Choose Activities That Stimulate Their Learning Motivation**
 - Students are not adequately involved in selecting activities that align with their interests and motivations.
 3. **Undervaluation of Students' Responses and Contributions**
 - Student input and participation are often overlooked or undervalued, diminishing engagement.
 4. **Inadequate Academic and Educational Qualifications of Teachers**
 - Teachers may lack sufficient training in modern educational methodologies such as:
 - Critical thinking strategies
 - Cooperative learning activities
 - Mastery learning approaches
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Dimensions and Aspects of Quality of Life:

According to **Abdelhafithi (2016, p. 40)**, the dimensions of quality of life can be summarized as follows:

1. **Material Factors:**
 - Refers to the favorable material conditions that ensure a decent standard of living.
2. **Satisfaction of Needs and Contentment with Life:**
 - Includes fulfilling basic necessities such as security, nutrition, housing, and financial stability, along with:
 - Harmony in social relationships

- Adherence to cultural values
- Achievement of personal goals
- Development of self-esteem

3. Perception of Life's Forces and Meaning:

- Emphasizes the importance of discovering one's potential and engaging in:
 - Innovative activities
 - Effective time management
 - Achieving psychological balance
 - Receiving societal recognition

4. Physical and Psychological Health:

- Good health stems from the effective functioning of biological systems, enabling:
 - Physical well-being
 - Psychological satisfaction
 - Self-fulfillment

Field Framework of the Study:

1. Study Methodology:

- The research employed a **descriptive correlational approach** to achieve its objectives.

2. Study Sample:

- The sample consisted of **78 third-year secondary school students** from **Mohamed El Eid Al-Khalifa Secondary School** in **Debila, El Oued Province**, selected through **simple random sampling**.

3. Study Instruments:

- The research utilized two primary tools:
 - **Learning Motivation Questionnaire:**
 - Based on **Abdel Latif Kanooa's (2019)** scale, exploring *Complex Thinking and Learning Motivation and Their Relationship with Problem-Solving Behaviors Among Middle School Students*.

- **Quality of Life Questionnaire:**
 - Adapted from **Abdelhafithi Yahya (2016)**, who standardized **Mahmoud Mansi and Ali Kazim's Quality of Life Scale** for Algerian students in a study at Djelfa University.

Questionnaire Levels:

Table (1): Levels of Learning Motivation

No.	Level	Range
1	Low	40 to 93
2	Moderate	94 to 147
3	High	148 to 200

Source: Prepared by the researchers.

Table (2): Levels of Quality of Life

Number	Level	Range
1	Low	60 to 140
2	Moderate	141 to 220
3	High	221 to 300

Source: Prepared by the researchers.

Presentation and Discussion of Study Results:

Hypothesis 1:

The level of learning motivation among third-year secondary students at Mohamed El Eid Al-Khalifa Secondary School in Debila, El Oued Province, is moderate.

Table (3): Level of Learning Motivation Among Third-Year Secondary Students

Variable	Sample Size	Theoretical Mean	Arithmetic Mean	Standard Deviation	Degrees of Freedom	T-Value	Significance Level	Decision
Learning Motivation	78	53	158.91	2.38	77	390.09	0.000	Significant at 0.01

Source: Prepared by the researchers based on statistical software outputs.

From Table (3), it is evident that the arithmetic mean for the study sample (158.91) is significantly higher than the theoretical mean (53). The arithmetic mean falls within the high range, with a positive T-value (390.09), statistically significant at the 0.01 level. This indicates that the differences favor the arithmetic mean of the participants.

This result reflects a high level of learning motivation, contradicting the study's hypothesis that the motivation level is moderate. The heightened motivation may be explained by students' significant focus on their academic responsibilities, efforts to achieve their goals, effective time management, and strategic planning for their academic futures. They demonstrate a forward-looking attitude, concentrating on future achievements, disregarding past setbacks, and striving diligently for academic excellence. Their enthusiasm for learning, quest for new knowledge, and personal development contribute to satisfactory academic performance.

Hypothesis 2:

The level of quality of life among third-year secondary students at Mohamed El Eid Al-Khalifa Secondary School in Debila, El Oued Province, is high.

Table (4): Level of Quality of Life Among Third-Year Secondary Students

Variable	Sample Size	Theoretical Mean	Arithmetic Mean	Standard Deviation	Degrees of Freedom	T-Value	Significance Level	Decision
Quality of Life	78	80	235.97	8.57	77	160.00	0.000	Significant at 0.01

Source: Prepared by the researchers based on statistical software outputs.

From Table (4), the arithmetic mean for the study sample (235.97) is substantially higher than the theoretical mean (80). The T-value (160.00) is positive and statistically significant at the 0.01 level, favoring the arithmetic mean of the participants.

This result confirms a high level of quality of life, supporting the study's hypothesis. Contributing factors include good physical and psychological health, a sense of vitality, proper sleep, and freedom from illnesses. Emotional stability, a sense of security, happiness, and high morale, combined with supportive familial and social relationships, enhance students' quality of life. Additionally, educational quality is evident in students' alignment with their chosen specializations, the suitability of curricula to their abilities, and encouragement from teachers. Participation in cultural and athletic activities further contributes to a positive learning environment.

General Hypothesis:

There is a positive correlation between learning motivation and quality of life among third-year secondary students at Mohamed El Eid Al-Khalifa Secondary School in Debila, El Oued Province.

Table (5): Correlation Between Learning Motivation and Quality of Life

Variables	Sample Size	Correlation Coefficient (R)	Sig. Value	Significance Level
Learning Motivation & Quality of Life	78	0.700	0.000	Significant at 0.01

Source: Prepared by the researchers based on statistical software outputs.

Table (5) shows a significant correlation coefficient ($R = 0.700$) and a Sig. value (0.000) below the significance level (0.01). This confirms a strong positive correlation between learning motivation and quality of life.

The findings suggest that improved quality of life positively impacts students' learning motivation. Factors such as good physical, psychological, and emotional health, familial and social support, and encouragement from teachers play a significant role in enhancing students' motivation. These elements are reflected in their commitment to academic responsibilities, focus on obtaining new knowledge, and enthusiasm for achieving academic success, particularly in preparation for the baccalaureate exam.

Conclusion:

1. The level of learning motivation among third-year secondary students at Mohamed El Eid Al-Khalifa Secondary School in Debila, El Oued Province, is high.
2. The level of quality of life among the students is also high.
3. There is a strong positive correlation between learning motivation and quality of life.

Recommendations:

1. Implement strategies to enhance quality of life and achieve overall well-being.
2. Provide diverse cultural and athletic activities in schools to create a stimulating environment and reduce psychological stress.
3. Conduct training programs for parents on providing familial support to their children.

Future Research Directions:

1. Exploring the relationship between quality of life and academic achievement.
2. Investigating the correlation between learning motivation and psychological happiness.
3. Examining the impact of sports on learning motivation.
4. Analyzing the effect of healthy eating on students' learning motivation.
5. Studying the role of familial support in increasing students' learning motivation.

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