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ABSTRACT

The present study aimed to explore the relationship between psychological adjustment and learning motivation among first-year secondary school students. To achieve this objective, the descriptive research method was adopted as the most suitable approach. The study sample consisted of 120 students (male and female) selected purposively. Data were collected using the Psychological Adjustment Scale developed by Mahmoud Atiya (1986) and the Learning Motivation Scale developed by Youssef Qatami (1989). After testing the hypotheses, the findings revealed that the levels of both psychological adjustment and learning motivation among the students were high. However, there was no statistically significant correlation between psychological adjustment and learning motivation. Additionally, no statistically significant differences were found in the levels of psychological adjustment and learning motivation based on gender.

Keywords: Psychological adjustment, Learning motivation.

1. Introduction:

Educational institutions, across all levels and forms, serve as social and pedagogical entities dedicated to shaping individuals' multifaceted personalities and preparing them for future life in a manner aligned with structured outcomes, thus enabling them to become productive and balanced citizens. Consequently, these institutions have placed significant emphasis on the psychological well-being of learners, considering it as essential as their pedagogical, educational, and social development. Psychological well-being fosters mental and emotional comfort, which in turn facilitates effective learning and teaching processes.

Psychological adjustment is a crucial variable in education, enabling individuals to adapt to external circumstances. It represents the culmination of an individual's interaction with their environment and forms an integral part of the overall adjustment of students, helping them feel satisfied with their presence in school and within the educational community. It also enables them to establish positive relationships and interact effectively with peers, teachers, and administrative staff, while successfully grasping academic subjects and achieving educational success. Conversely, students experiencing poor adjustment often face dissatisfaction, emotional conflicts, and unmet psychological needs.

Motivation, on the other hand, is one of the key factors directing learners' behaviors toward achieving

educational goals. It is also a prerequisite for learning, as it drives learners to engage in activities that facilitate knowledge acquisition and success.

1. The Research Problem

Achieving the goals of the educational process is of utmost importance for any educational system. To this end, nations strive to eliminate barriers, provide optimal conditions aligned with these goals, and cater to learners' various needs, both material and psychological. The educational process significantly considers the behavioral and psychological aspects of learners, acknowledging their importance in shaping the learners' personalities, which are inseparable from their cognitive aspects.

Psychological adjustment is one of the primary psychological factors and a cornerstone of mental health. It allows learners to develop high self-esteem and adapt to their interactive environments. Psychological adjustment plays a significant role in academic success; a socially and emotionally balanced student is better equipped to focus, engage in learning activities, and succeed academically. Students struggling with psychological or social issues often face challenges in maintaining attention, focusing, and understanding academic content, leading to academic failure.

Good psychological adjustment is a positive indicator and a key principle for achieving individual goals and aspirations. It is also a powerful motivator for success and engagement in school, helping students establish harmonious relationships with peers and teachers. A school environment that supports adolescents' ability to form satisfying relationships and participate in social activities can positively impact their psychological health and social integration, ultimately fostering academic adjustment (Al-Eisawi, 1995, p. 41).

Motivation for learning also plays a critical role in stimulating and sustaining behaviors directed toward learning objectives. Understanding learners' motivation levels is vital for the teaching and learning process. Motivation, like learning, cannot be observed directly but is inferred from behavioral indicators and linguistic expressions. It serves as an explanatory concept for understanding why individuals act in specific ways. Furthermore, motivation plays a significant role in learning by engaging students in activities that facilitate learning.

The study by Klass (1976) found a statistically significant correlation between socio-psychological adjustment and learning motivation among second-year secondary school students (Khalifa&Kabir, 2023, p. 401). The psychological aspect of learners significantly influences their academic lives and determines their engagement in school activities. Students with high levels of psychological adjustment and learning motivation are more actively involved in school activities and consistent in their performance.

Given this context, the current study seeks to examine the relationship between psychological adjustment and learning motivation among first-year secondary school students. The following research questions guide this study:

- What is the level of psychological adjustment among first-year secondary school students?
- What is the level of learning motivation among first-year secondary school students?
- Is there a statistically significant correlation between psychological adjustment and learning motivation among first-year secondary school students?
- Are there statistically significant differences in psychological adjustment based on gender (male/female) among first-year secondary school students?
- Are there statistically significant differences in learning motivation based on gender (male/female) among first-year secondary school students?

2. Hypotheses of the Study:

- There is a statistically significant correlation between psychological adjustment and learning motivation among first-year secondary school students.

- There are statistically significant differences in psychological adjustment among first-year secondary school students based on gender (male/female).
- There are statistically significant differences in learning motivation among first-year secondary school students based on gender (male/female).

3. Objectives of the Study:

The current study aims to achieve the following objectives:

- To determine the level of psychological adjustment and learning motivation among first-year secondary school students.
- To examine the relationship between psychological adjustment and learning motivation among first-year secondary school students.
- To identify gender-based differences in psychological adjustment and learning motivation among first-year secondary school students.

4. Significance of the Study:

The importance of this study lies in:

- Enriching the scientific and knowledge base and highlighting the relevance of the topic.
- Exploring the impact of psychological adjustment on first-year secondary school students.
- Raising awareness among educators about the importance of stimulating students' motivation for learning.
- Emphasizing the role of psychological adjustment in enhancing students' learning motivation and its influence on academic achievement.

5. Definitions of Study Concepts:

5.1 Psychological Adjustment:

Psychological adjustment has been defined in various ways by different researchers:

- **Abdullah (2019)** defines adjustment as "a relative process requiring the availability of material, social, and psychological elements, often imposed on the child due to their upbringing and structure, guiding how to adjust" (p. 75).
- **Ben Salah (2016)** describes psychological adjustment as a state of harmony and compatibility between an individual and their environment, reflected in their ability to satisfy needs and behave appropriately in response to environmental demands. It includes the ability to adapt behaviors and habits in the face of new situations, social challenges, or psychological conflicts (p. 106).
- **Zahran (2005)** considers adjustment as a dynamic, ongoing process involving changes and modifications in behavior and the environment (natural and social) to achieve balance. This balance entails meeting individual needs while fulfilling environmental demands.

From these definitions, psychological adjustment can be understood as an essential psychological process that enables individuals to modify their behavior and achieve a balance between themselves and their environment, thereby fulfilling various needs.

Operational Definition of Psychological Adjustment:

It is the overall score obtained by first-year secondary school students on Mahmoud Atiyah's Psychological Adjustment Scale (1986), comprising dimensions such as self-reliance, self-worth, freedom, belonging, independence, and absence of neurotic symptoms.

5.2 Learning Motivation:

Learning motivation is conceptualized differently by researchers:

- **Ghabari (2008)** defines it as the tendency to seek meaningful educational activities while exerting maximum effort to benefit from them (p. 141).
- **Sayed Othman** describes learning motivation as an intrinsic force characterized by readiness, activity, and social re-engagement. He emphasizes that the highest form of learning motivation occurs when both the learner and teacher share a mutual drive for learning, fostering freedom, respect, and responsibility in the learning process (Al-Farmawi, 2004, p. 85).
- **Marwan Abu Hawij (2004)** views motivation as the latent energy within an organism that drives specific behaviors in the external world, shaping goals and enabling optimal adaptation to the environment (p. 143).

From these definitions, learning motivation represents the internal force that stimulates learners' behavior, directing it toward achieving educational goals and actively participating in academic activities for maximum knowledge acquisition.

Operational Definition of Learning Motivation:

It is the overall score obtained by first-year secondary school students on Youssef Qatami's Learning Motivation Scale (1989), which includes dimensions such as enthusiasm, group engagement, effectiveness, interest in school activities, and compliance.

6. Previous Studies

Previous studies represent a general framework that guides researchers toward mechanisms that assist in their research through reviewing those studies and their procedures. The studies have been presented within the limits of the research and their accessibility.

Among the studies that addressed the variables of psychological adjustment and its relationship to learning motivation among learners are:

1. **Majadi et al. (2022):**

The study aimed to identify the relationship between psychological adjustment and learning motivation among secondary school students through physical education and sports classes. The study adopted the descriptive-analytical approach and used a sample of 150 male and female secondary school students with a questionnaire as a tool. The results showed that the studied sample achieved moderate levels of psychological adjustment among second-year secondary school students through physical education and sports classes, and below-average levels of learning motivation. Additionally, there was a difference in psychological adjustment and motivation scores based on gender (Majadi et al., 2022).

2. **Salem and Zenati (2022):**

The study aimed to reveal the relationship between psychological adjustment and its relationship to achievement motivation among sitting volleyball players. The researchers used the descriptive approach, with a research sample of 30 sitting volleyball players. Data collection tools included a psychological adjustment scale developed by the researchers and an achievement motivation scale developed by Mohamed Hassan Allawi (1998). By measuring psychological adjustment and achievement motivation, the study found a correlational relationship between the two variables.

3. **Mesgouni and Dheif (2021):**

The paper aimed to study the relationship between psychological adjustment and achievement motivation among second-year secondary school students. To achieve the desired objective, the study adopted the descriptive-correlational approach and was conducted on a sample of 160 students. The study results demonstrated the existence of a correlational relationship between psychological adjustment scores and achievement motivation scores among second-year secondary school students. Additionally, the findings revealed no gender- or specialization-based differences in the relationship between psychological adjustment and achievement motivation.

4. BelhajForouja (2011):

The study aimed to uncover the relationship between socio-psychological adjustment and learning motivation among adolescents enrolled in secondary education. The descriptive-analytical approach was applied to a sample of 300 male and female students selected randomly, using the Psychological and Social Adjustment Scale by Ateya Mahmoud and the Learning Motivation Scale by Youssef Qatami. Statistical data processing was conducted using SPSS. The study results indicated a correlational relationship between socio-psychological adjustment and learning motivation, showing that as socio-psychological adjustment increased, learning motivation also increased. Furthermore, the study revealed no gender differences in socio-psychological adjustment and learning motivation (Belhaj, 2011).

Commentary on Previous Studies

Based on the reviewed studies related to the current research topic, it is evident that the studies addressed the variables of psychological adjustment and learning motivation among secondary school students, except for the study by Salem and Zenati (2022). Moreover, most studies used the descriptive approach and investigated levels of psychological adjustment and motivation and their relationship.

7. Methodological Procedures

The research procedures represent an essential element in guiding the study according to scientific and methodological foundations. The researchers outline the steps followed as follows:

7.1 Research Methodology:

The researchers relied on the **descriptive approach** in the current study, given its suitability to the nature and objectives of the research.

7.1 Study Sample:

Selecting the sample is one of the most critical steps of the research because the results obtained rely entirely on the characteristics of the sample and its representativeness of the original population to allow for generalizing the findings. The study sample was selected purposefully for ease and availability and was applied to a sample of **120 students**. The distribution of the study sample by gender is presented in the table below:

Table No. (01): Showing the distribution of sample members by sex variable (male/female).

Sex	Duplicates	Percentage
Male	35	29.16%
Female	85	70.84%
Total	120	100%

We notice from Table (10) that the percentage of males (29.16%) is lower than the percentage of females (70.84%).

7.3 Study:

Every study **Limits** has spatial and temporal boundaries on which it is conducted. The current study's limits are as follows:

7.3.1 Spatial Limits:

The spatial scope of the study was confined to the Wilaya of Chlef, specifically to the educational institutions "Mersali Abdallah" in the municipality of SidiAkkacha and "MakniYoucef" in the municipality of Talassa, Wilaya of Chlef.

7.3.2 Temporal Limits:

The theoretical and practical aspects of the current study extended from the beginning of March 2024 to the end of May 2024.

8. Study Tools:

The study utilized two scales: the Psychological Adjustment Scale and the Learning Motivation Scale.

8.1 Psychological Adjustment Scale:

8.1.1 Scale Description:

The Psychological Adjustment Scale was developed by Mahmoud Attia (1986). It consists of 30 items and aims to measure the psychological adjustment of high school students. The scale includes six dimensions:

- Self-reliance
- Sense of self-worth
- Feeling of freedom
- Sense of belonging
- Liberation from bias and isolation
- Absence of neurotic symptoms

8.1.2 Correction Key:

The Psychological Adjustment Scale includes two response options: *Yes* and *No*. Scoring is based on a two-point scale:

- For positive statements, a response of *Yes* is scored as 2, and *No* is scored as 1.
- For negative statements, the scoring is reversed: *No* is scored as 2, and *Yes* is scored as 1.

8.1.3 Psychometric Properties:

8.1.3.1 Scale Validity:

A valid scale is one that measures what it is intended to measure, demonstrating its ability to assess the targeted construct. The validity of this scale was determined using the criterion of extreme group comparison. To verify the validity of the Psychological Adjustment Scale, it was administered to a pilot sample of 30 students. After quantifying the responses and ranking the scores in descending order, the two extreme groups were compared. A proportion of 27% was selected to represent individuals with the highest scores, and another 27% to represent those with the lowest scores. The results are shown in the following table:

Table number (03): Shows the validity of the peripheral comparison between high and low scores on the psychological Compatibility scale using a T-test.

Measure Psychological compatibility	The upper group		The lower group		Degree of freedom	The value of "T" Calculated	The probability value	Statistical significance
	The arithmetic average	Standard deviation	The arithmetic average	Standard deviation				
	51.75	2.252	44.88	2.031				

It is evident from Table No. (03) that the calculated "T" value (6.412) and the probability value (0.000) for the Psychological Adjustment Scale are lower than the significance level (0.01). This indicates that the scale has a discriminative ability to differentiate between individuals with high scores and those with low scores on the Psychological Adjustment Scale, confirming the validity of the scale and its ability to measure what it was designed to assess.

8.1.3.2 Scale Reliability:

Reliability refers to the consistency of an instrument, meaning it produces the same results when reapplied to the same individuals under the same conditions. To verify the reliability of the Psychological Adjustment Scale, it was administered to a pilot sample of 30 students using the following statistical methods:

- **Cronbach's Alpha Coefficient:**

The Cronbach's Alpha method calculates reliability by assessing the correlations between the scores for all items within the test. The researchers calculated Cronbach's Alpha as it is one of the most significant measures of internal consistency, linking the reliability of the scale to the reliability of its items. Accordingly, the Cronbach's Alpha coefficient for the entire scale was calculated. The results are presented in the following table:

Table number (04): Shows the results of the stability coefficient of the psychological Compatibility scale in the Alpha Cronbach method.

Psychological Compatibility scale	Alpha Cronbach
Total degree	0.61

From Table No. (04), it is evident that the reliability coefficient for the Psychological Adjustment Scale, calculated using the internal consistency method with Cronbach's Alpha formula, was (0.61). This value is considered high, indicating that the study tool has a high degree of reliability. Therefore, the results can be relied upon and trusted.

Split-Half Method:

The split-half method involves dividing the scale into two equal halves, typically with the first half containing the odd-numbered items and the second half the even-numbered items. The Pearson correlation coefficient is then calculated between the two halves, reflecting the degree to which the scores on the two halves are consistent. Any error is subsequently corrected using another formula.

The researchers divided the Psychological Adjustment Scale into two halves: odd-numbered items and even-numbered items. After applying and scoring the scale, each individual received two scores: one for the odd-numbered half and one for the even-numbered half. The Pearson correlation coefficient between the two halves was calculated to determine the reliability of the split half, which was then adjusted for length using the Spearman-Brown formula. This process is summarized in the following table:

Table number (05): Shows the results of the coefficient of stability of the psychological Compatibility scale in the half-way.

Psychological Compatibility scale	Half-split		
	The value of the correlation coefficient before correction	Cheated	Sperman Brown
Total degree	0.79	0.69	0.88

Table No. (05) indicates that the reliability coefficient of the Psychological Adjustment Scale, calculated using the split-half method with the Pearson correlation coefficient and the total score of the scale, was approximately **(0.79)** before adjustment. Using Guttman's formula, the reliability coefficient was **(0.69)**, and using the Spearman-Brown predictive formula for test length adjustment, the coefficient increased to **(0.88)**. This demonstrates that all reliability coefficients are high, indicating a high degree of reliability.

Based on the results of validity and reliability, it is evident that the Psychological Adjustment Scale exhibits acceptable levels of validity and reliability, making it a dependable tool for use in the current study for statistical analysis and for answering the research questions and testing its hypotheses.

8.2 Learning Motivation Scale

8.2.1 Description of the Scale:

The Learning Motivation Scale, developed by Yousef Qatami (1989), consists of **30 items** aimed at measuring learning motivation among adolescent students. It comprises five dimensions: enthusiasm, group dynamics, efficacy, interest in school activities, and compliance.

8.2.2 Scoring Key:

The Learning Motivation Scale includes five response options: **Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree**. Items are scored using a **five-point Likert scale** ranging from **5 to 1** for positive statements, while reverse scoring (**1 to 5**) is applied to negative statements. Consequently, the total scores on the Learning Motivation Scale range from a minimum of **30** to a maximum of **150**.

8.2.3 Psychometric Properties

8.2.3.1 Validity of the Scale:

A valid scale is one that measures what it is designed to measure, indicating its ability to accurately capture the intended construct. To verify the validity of the Learning Motivation Scale, the **contrasted group validity** method was employed.

The scale was applied to a **pilot sample of 30 students**, and after quantifying and ranking the responses, the scores were sorted in descending order. The top **27%** of scores, representing individuals with the highest motivation, and the bottom **27%**, representing individuals with the lowest motivation, were compared. The results are summarized in the following table:

Table number (06): The validity of the peripheral comparison between high and low scores on the learning motivation scale using a (T-test)

Measure Motivation to learn	The upper group		The lower group		Degree of freedom	The value of "T" Calculated	The probability value	Statistical significance
	The arithmetic average	Standard deviation	The arithmetic average	Standard deviation				
	108.38	5.476	71.50	12.615				

It is evident from Table (06) that the calculated *t*-value (7.584) and the *p*-value (0.000) for the Learning Motivation Scale are below the significance level (0.01). This indicates that the scale demonstrates a discriminative ability between high scorers and low scorers on the Learning Motivation Scale, thereby confirming the validity of the scale and its effectiveness in measuring what it was designed to assess.

8.2.3.2 Reliability of the Scale

The reliability of the tool refers to the ability of the scale to yield consistent results when administered to the same individuals under the same conditions. To verify the reliability of the Learning Motivation Scale, it was applied to a pilot sample of **30 students** using the following statistical methods:

Cronbach's Alpha Reliability Coefficient:

The Cronbach's Alpha method for calculating the scale's reliability relies on calculating correlations between the scores for each item in the test. The researchers computed the Cronbach's Alpha coefficient, which is one of the key internal consistency measures, as it relates the scale's reliability to the consistency of its individual items. The Cronbach's Alpha coefficient for the scale as a whole is presented in the following table:

Table number (07): Shows the results of the stability coefficient of the learning impulse scale in the Alfa Cronbach method.

Learning motivation measure	Alpha Cronbach
Total degree	0.71

We can observe from Table No. (07) that the **Cronbach's Alpha reliability coefficient** for the Learning Motivation Scale, calculated using internal consistency, was **0.71**. This value is considered high, indicating that the study tool has a high degree of reliability. Therefore, the results can be trusted and relied upon.

Split-Half Method:

The researchers divided the Learning Motivation Scale into two halves: odd-numbered items and even-numbered items. After applying and scoring the scale, each participant received two scores: one for the odd-numbered half and another for the even-numbered half. The Pearson correlation coefficient was then calculated between the two halves. The reliability coefficient for the split-half method was determined, and the length of the test was corrected using the **Spearman-Brown** formula. This is shown in the following table:

Table number (08): Shows the results of the stability coefficient of the learning motivation measure in the half-way hash.

Learning motivation measure	Half-split		
	The value of the correlation coefficient before correction	Cheated	Sperman Brown
Total degree	0.76	0.68	0.86

Table No. (08) shows that the reliability coefficient for the Learning Motivation Scale, calculated using the split-half method with Pearson's correlation and the total score of the scale, was approximately **0.76** before adjustment. The correlation coefficient using the Guttman formula was **0.68**, and the correlation coefficient using the Spearman-Brown predictive formula to adjust the test length was **0.86**. These results indicate that all reliability coefficients are high, suggesting a high degree of reliability.

Based on the results of validity and reliability, it is clear that the Learning Motivation Scale exhibits acceptable levels of both, making it reliable for use in the current study.

9. Interpretation and Discussion of Study Results:

This chapter will present, analyze, and discuss the primary results of the study according to the sequence of the research questions and hypotheses, following the application of appropriate statistical methods.

9.1 Presentation, Analysis, and Discussion of the First Research Question:

The first research question asks: "What is the level of psychological adjustment among first-year secondary school students?"

To answer this question, the **mean**, **theoretical mean**, and **standard deviation** were used, with the following interpretation criteria:

- **If the mean score is lower than the theoretical mean**, the level of psychological adjustment is considered **low**.
- **If the mean score equals the theoretical mean**, the level of psychological adjustment is considered **average**.
- **If the mean score is higher than the theoretical mean**, the level of psychological adjustment is considered **high**.

Table No. (09): Shows the level of psychological compatibility of students in the first year of secondary school.

Methods Statistical ly Scale	Numb er of paragr aphs	The arithme ticavera ge	Standard deviation	The default average	The value of "T" Calculate d	Degre e of freedo m	The probabi lity value	Level of signifi cance
Psycholo gical compatib ility	30	48.70	3.140	45	169.905	119	0.000	0.01

From the table above, it can be observed that the mean score for the psychological adjustment variable among the study sample was **48.70** with a standard deviation of **3.140**. To determine the significance of the difference between this mean and the theoretical mean of **45**, a one-sample t-test was conducted. The t-value was **169.905** with **119** degrees of freedom and a p-value of **0.000** at a significance level of **0.01**. This indicates a statistically significant difference between the two means, with the study group having the higher mean, suggesting that the participants in the study group have a high level of psychological adjustment. These results align with the findings of Jamal Rahmani and AbdelwahabMaamri (2015), whose study showed a high level of psychological adjustment among first-year secondary school students (Ben Haj and Eider, 2020, p. 12). However, these results do not align with the findings of Majadi et al. (2022).

The high level of psychological adjustment can be attributed to the students' ability to cope with psychological pressures that might lead to poor adjustment. Since students are in a sensitive developmental stage of their lives, they are able to shoulder responsibilities, rely on themselves, and make sound decisions in various areas of life. They achieve adjustment with themselves and their environment, aided by families who create a supportive atmosphere to meet their needs, providing them with security, peace, and harmony. This helps foster self-worth, personal freedom, a sense of belonging, and the avoidance of withdrawal tendencies and psychological disorders. As a result, students at this stage achieve self-satisfaction, reduce anxiety and stress, experience happiness, and enjoy healthy, fulfilling relationships with their family members. This can also be attributed to the happiness students feel with themselves and the satisfaction they derive, meeting their intrinsic and physiological needs. This leads to a harmonious adjustment with the developmental demands of this stage.

Thus, first-year secondary school students have achieved relative adjustment with both others and themselves, which provides them with personal security. Their sense of independence, self-reliance, self-worth, and belonging all contribute to this adjustment.

9.2 Presentation, Analysis, and Discussion of the Second Research Question:

The second research question asks: "What is the level of learning motivation among first-year secondary school students?"

To answer this question, the **mean**, **theoretical mean**, and **standard deviation** were used, with the following interpretation criteria:

- **If the mean score is lower than the theoretical mean**, the level of learning motivation is considered **low**.
- **If the mean score equals the theoretical mean**, the level of learning motivation is considered **average**.

- If the mean score is higher than the theoretical mean, the level of learning motivation is considered **high**.

Table No. (10): Shows the level of motivation for learning among pupils of the first year of secondary school.

Methods Statistically Variable	Number of paragraphs	The arithmetic average	Standard deviation	The default average	The value of "T" Calculated	Degree of freedom	The probability value	Level of significance
Motivation to learn	30	95.41	13.207	90	79.139	119	0.000	0.01

From the table above, it can be observed that the mean score for the learning motivation variable among the study sample was **95.41** with a standard deviation of **13.207**. To determine the significance of the difference between this mean and the theoretical mean of **90**, a one-sample t-test was conducted. The t-value was **79.139** with **119** degrees of freedom and a p-value of **0.000** at a significance level of **0.01**. This indicates a statistically significant difference between the two means, with the study group having the higher mean, suggesting that the participants in the study group possess a high level of learning motivation. These results do not align with the findings of Majadi et al. (2022).

Motivation is considered a crucial factor for learning, as it helps students acquire new experiences and knowledge, enabling them to achieve their goals. High motivation toward education leads students to enjoy learning new things and feel satisfied as they develop their skills and self-efficacy.

The high level of learning motivation among the students can be attributed to the conditions provided, particularly in the family and school environments, which helped engage their interest in the learning process and focus their attention on it. This environment stimulated their curiosity, which is fundamental to learning, creativity, and mental health. Furthermore, allowing students the opportunity to express their thoughts, feelings, opinions, and experiences contributes to their sense of security and reassurance, thereby increasing their interest in the subject matter. This is reflected in the students' perseverance in the classroom, which is a direct result of motivation. Their perseverance indicates their commitment and determination to achieve their academic goals. As stated by Beili et al. (1998), there are several factors that contribute to creating motivation for learning and achievement, such as planning, goal focus, awareness of the knowledge and activities to be learned, active search for new information, clear understanding of feedback and achievement, and the absence of anxiety or fear of failure. This view is also supported by Johnson and Johnson (1995), who argued that learning motivation requires more than just the desire or intention to learn; it also involves the quality of the student's mental effort (Sesban, 2017, p. 76).

9.3 Presentation, Analysis, and Discussion of the First Hypothesis Result:

The first hypothesis states: "There is a statistically significant correlation between psychological adjustment and learning motivation among first-year secondary school students."

To test this hypothesis, the **Pearson correlation coefficient** was applied between psychological adjustment and learning motivation, and the results were as follows:

Table (11) shows the link between psychological compatibility and motivation for learning in first year students.

Correlation coefficient	The probability value	Level of significance
0.170	0.063	0.01

It is evident from Table (11) that there is no statistically significant correlation between psychological adjustment and learning motivation among first-year secondary school students, with a correlation value of **0.170** at a significance level of **0.01**. It is also noted that the p-value (**sig**) equals **0.063**, which is greater than the significance level of **0.01**. Based on these values, it can be concluded that there is no statistically significant relationship between psychological adjustment and learning motivation among first-year secondary school students. Therefore, the alternative hypothesis is rejected, and the null hypothesis, which states that there is no statistically significant correlation between psychological adjustment and learning motivation, is accepted. This finding is consistent with the study of Masghouni and Saif (2021) and differs from the findings of Belhaj (2011) and AmnaTurki (1988), which concluded that there is a relationship between general psychological adjustment and social learning motivation (as cited in Majadi et al., 2022, p. 323).

This can be explained by the fact that psychological adjustment is not necessarily the factor responsible for raising or lowering learning motivation levels. Rather, psychological adjustment is a key factor in studying human behavior and understanding many of its problems. It plays an important role in an individual's life as it helps to change behavior to establish a more harmonious relationship between the individual and themselves, as well as between the individual and the environment. Psychological adjustment is seen as a state of social, emotional, and academic balance that a student reaches when they are able to satisfy their psychological and social needs and accept their self-worth and abilities. A psychologically adjusted student demonstrates effective behavioral responses and is characterized by their ability to balance their desires and the social environmental demands. A student who is independent is capable of dealing with the various problems they face and finding appropriate solutions to them.

9.4 Presentation, Analysis, and Discussion of the Second Hypothesis Result:

The second hypothesis states: "There are statistically significant differences in psychological adjustment among first-year secondary school students based on gender (male/female)."

To test this hypothesis, an independent samples t-test was conducted to assess the significance of differences between male and female students, and the results were as follows:

Table No. (12) shows the differences in psychological compatibility of first-year secondary pupils according to the gender variable.

The variables	The arithmeticaverage	Standard deviation	Degree of freedom	The value of "T" Calculated	The probability value	Level of significance
Male	48.31	3.924	118	0.863-	0.390	0.01
Female	48.86	2.765				

It is clear from the table that the mean score for male students was **48.31** and for female students was **48.86**, while the standard deviation was **3.924** for males and **2.765** for females, with **118 degrees of freedom**. The calculated t-value for the independent samples t-test was **-0.863**, and the p-value (**sig**) was **0.390**, which is greater than the significance level of **0.01**.

Based on these values, there are no statistically significant differences in psychological adjustment among first-year secondary school students based on gender (male/female). Therefore, the alternative hypothesis is rejected, and the null hypothesis, which states that there are no statistically significant differences in psychological adjustment based on gender, is accepted. This result aligns with the findings of Belhaj (2011), which concluded that there were no differences between males and females in terms of psychological adjustment.

This can be explained by the fact that students are in the same grade, share similar ambitions, and possess equal abilities in overcoming problems and balancing their desires with the demands of society. Both genders are able to face various situations in order to achieve their educational and personal goals. Additionally, both males and females generally feel safe and secure and seek to resolve conflicts and remove sources of threat through a rational understanding of their circumstances. Both genders are capable of forming social relationships, maintaining friendships, and bearing responsibility. A psychologically adjusted individual is someone who can control their desires, satisfy their needs, and manage their behavior while understanding the consequences of their actions. Furthermore, the school provides both genders with the same conditions and resources to ensure the comfort and well-being of students, and the way they are treated is similar, characterized by communication and understanding rather than authoritarianism, particularly during the sensitive adolescence stage.

9.5 Presentation, Analysis, and Discussion of the Third Hypothesis Result:

The third hypothesis states: "There are statistically significant differences in learning motivation among first-year secondary school students based on gender (male/female)."

To test this hypothesis, an independent samples t-test was applied to assess the significance of the differences between male and female students, and the results were as follows:

Table No. (13) shows the differences in the learning motivation of first-year secondary pupils according to the gender variable.

The variables	The arithmetic average	Standard deviation	Degree of freedom	The value of "T" Calculated	The probability value	Level of significance
Male	93.69	12.090	118	0.916-	0.361	0.01
Female	96.12	13.645				

Table (13) shows that the mean score for males was 93.69, while for females, it was 96.12. The standard deviation was 12.090 for males and 13.645 for females, with a degree of freedom of 118. The calculated *t*-test value for independent samples was -0.916, and the significance value (*sig*) of 0.361 exceeded the significance level of 0.01.

Based on these values, there are no statistically significant differences in learning motivation among first-year secondary school students attributable to gender (male/female). Therefore, the alternative hypothesis is rejected, and the null hypothesis, which states that no statistically significant differences exist in learning motivation between male and female students, is accepted.

This finding contradicts studies such as Al-Omran (1994), which reported statistically significant differences in learning motivation favoring females (as cited in Majadi et al., 2022, p. 324), and Belhaj (2011).

This discrepancy can be explained by the lack of significant differences between the genders in terms of learning motivation. This suggests an equal level of ambition between male and female students in pursuing better academic pathways, as well as similar cultural and educational contexts between genders, especially in school settings. Both genders exhibit comparable motivation toward learning, shaped by shared individual differences, diverse educational activities, and similar environmental, social, and personal circumstances.

Additionally, the educational environment fosters love, security, freedom, and equality between genders, supporting a shared motivation for learning characterized by autonomy, self-regulation, and mutual respect. Teachers within the classroom play a pivotal role in engaging the interests of learners from both genders equally, using competition appropriately and promoting educational goals without bias toward one gender over the other.

This equality is further reflected in providing learners, regardless of gender, with opportunities to express their interests and discuss their experiences inside and outside the classroom through planned scenarios. Both genders share a similar self-concept shaped by their past successes or failures in middle school, which influences their thoughts and behaviors.

Conclusion:

The topic of psychological adjustment and learning motivation is one of the most important areas in psychology. Psychological adjustment plays a crucial role in an individual's ability to reconcile conflicting motives, eliminate stressors, and restore balance to an appropriate level within their living environment. This adjustment helps individuals feel free to direct their behavior without external control and increases their sense of self-worth. This is especially significant in the early adolescence phase, which coincides with the start of secondary education and represents a critical stage filled with unbalanced conflicts. During this phase, various physical and psychological changes occur, leading to internal tensions and stress that may affect motivation toward learning and participation in educational activities. Therefore, this study focused on psychological adjustment and learning motivation, which are essential internal psychological states that allow students to acquire knowledge in a comfortable educational environment, thus achieving educational goals.

Given the importance of this topic, the study aimed to explore the relationship between psychological adjustment and learning motivation among first-year secondary school students. The study was conducted on a sample of **120 students**, selected purposefully from secondary schools in the Wilaya of Chlef. After analyzing the data, the results showed that the level of psychological adjustment and learning motivation was high among the students. The study also found no statistically significant relationship between psychological adjustment and learning motivation among first-year secondary school students. Additionally, the study found no significant differences in psychological adjustment and learning motivation based on gender (male/female).

Based on the findings of this study, which addressed the important topic of psychological adjustment and its relationship with learning motivation among first-year secondary school students, the following recommendations and suggestions are proposed for future research:

- Conduct more studies on the relationship between psychological adjustment and learning motivation, considering other variables not included in this study.
- Organize seminars and study days focusing on the psychological aspects of the learner.
- Conduct studies on the current research variables across different age groups to examine the impact of psychological adjustment and learning motivation at various stages.
- Enhance students' motivation by involving them in the learning process.
- Propose counseling programs to harness students' potential so they can perform their roles effectively within society.
- Pay more attention to students' psychological well-being and meet their various needs to increase their motivation to learn.

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