

Learning strategies and their role in promoting motivation and connecting learners to the school environment

-Field study at the Akhwan Lekhal high School in Ziadia, Constantine-

إستراتيجيات التّعلّم ودورها في تعزيز الدافعية وربط المتعلم بالبيئة المدرسية

—دراسة ميدانية بثانوية الاخوين لكحل بالزيرية، قسنطينة—

Les stratégies d'apprentissage et leur rôle dans le renforcement de la motivation et l'intégration de l'apprenant dans l'environnement scolaire

-Étude de terrain à l'école secondaire des frères Lakhal à Ziadia, Constantine-

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ملخص:

تهدف هذه الدراسة إلى تحليل دور استراتيجيات التعلم الحديثة في تعزيز الدافعية لدى التلاميذ وإعادة توطيد علاقة المتعلم بالبيئة المدرسية، وذلك من خلال دراسة ميدانية أجريت بثانوية الإخوين لكحل بولاية قسنطينة. اعتمد البحث المنهج الوصفي التحليلي، واستخدمت أدوات بحثية شملت الاستبيان والمقابلة والملاحظة المنظمة، وذلك لاستطلاع آراء كل من التلاميذ حول فعالية الاستراتيجيات المستعملة داخل الأقسام وخلصت الدراسة إلى أن تبني أساليب تعليمية مرنة ومحفزة يؤدي إلى تحسين توجهات المتعلمين نحو المدرسة، ويقلل من مظاهر العزوف واللامبالاة.

الكلمات المفتاحية: المتعلم ؛ الإستراتيجيات ؛ الدافعية ؛ المدرسة ؛ النجاح

Abstract

This study aims to analyse the role of modern learning strategies in enhancing student motivation and re-establishing the learner's relationship with the school environment, through a field study conducted at the Ikhwan Lakhal high School in the province of Constantine. The research adopted a descriptive analytical approach and used research tools including questionnaires, interviews and structured observation to survey students' opinions on the effectiveness of the strategies used in the classrooms. The study concluded that it is important to diversify learning strategies and improve their effectiveness in developing and enhancing learning practices by adopting flexible and motivating teaching methods that improve learners' attitudes towards school and reduce apathy and indifference

Keywords : learner . strategies . motivation . school, Success

Résumé :

Cette étude vise à analyser le rôle des stratégies d'apprentissage modernes dans le renforcement de la motivation des élèves et le rétablissement de la relation entre l'apprenant et l'environnement scolaire, à travers une étude de terrain menée au lycée des frères Lakhal dans la wilaya de Constantine. La recherche a adopté une approche descriptive et analytique, et a utilisé des outils de recherche comprenant des questionnaires, des entretiens et des observations structurées, afin de recueillir les opinions des élèves sur l'efficacité des stratégies utilisées dans les classes. L'étude a conclu que l'adoption de méthodes pédagogiques flexibles et motivantes améliore l'attitude des élèves envers l'école et réduit les manifestations de désintérêt et d'indifférence.

Mots clés : L'apprenant, les stratégies, la motivation, l'école, Le succès

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Introduction

There is a deep awareness that schools, with all their components and functions, are "an intense social phenomenon " and that the educational act is a dynamic and creative act in which the mission of education is directed towards achieving social and developmental goals provided through public institutions with an emphasis on quality, equal opportunities and accountability in order to restore the role of education as a catalyst for social mobility and a fundamental axis for building the future of the Arab nation. Educational projects and reform experiments in the fields of education and teaching are betting on modernising the educational system and improving its performance so that it can engage with the knowledge society and respond to society's changing demands and the expectations of new generations. The most aware nations are those that are adept at reading the historical moment, preparing to face it and rise to its future challenges by prioritising education and learning through a radical review of their educational systems in terms of their objectives, methods and curricula. The most effective educational systems are those based on fruitful interaction with theories, approaches and methodologies, those that are imbued with renewal, change and diversity, and that are constantly searching for paths and routes that free them from all sterile traditional practices and open up horizons of creation, innovation and creativity. In this way, only then will it be able to bridge the gap between actions and expectations and narrow the gap between challenges and possibilities. However, a look at the reality of the education system reveals that it has not lived up to these expectations, a conclusion based on a careful diagnosis of this reality. In this section, we will examine one of the phenomena that is draining the national school system, namely school dropout. Although we do not deny the increase in school enrolment thanks to compulsory the compulsory and free nature of education, we affirm that "the phenomenon of school dropouts has prevented schools from fulfilling their mission, especially when the dropout rate is significant and affects all stages of education. This phenomenon is particularly serious when it comes to pupils dropping out at an early age, i.e. when they have not acquired sufficient qualifications to protect them from ignorance or prevent them from falling into a state of near illiteracy. More seriously, a significant proportion of these absences remain arbitrary, meaning that the pupil is not responsible for them but rather a victim of them. Therefore, schools must identify the factors responsible for these absences, review their teaching methods, and find the best ways to retain learners until they have acquired the competencies and skills that will enable them to continue learning throughout their lives. This is the subject of the scientific field paper " Learning strategies and their role in promoting motivation and connecting learners to the school environment," through which we seek to examine this phenomenon from an educational and pedagogical perspective, investigating the impact of dynamic learning based on effective strategies in creating motivation, stimulating learners and fostering their sense of belonging to the school.

1. The problem of study

In recent years, educational institutions have witnessed a noticeable decline in learners' motivation levels and an increase in indicators of disengagement and poor integration into school life. This raises fundamental questions about the effectiveness of the teaching methods used and their ability to respond to learners' psychological and cognitive needs. In this context, modern learning strategies play an important role as a pedagogical approach that seeks to stimulate learners' experiences, motivate them to participate, and strengthen their connection to the school environment. Given the specificity of the subject, there is a need for a field study to understand the nature of the relationship between these strategies and the level of school motivation and the degree of connection to the

educational environment. How do the learning strategies adopted within the departments contribute to enhancing learners' motivation and connecting them to the school environment? Hence, we pose the following question:

How do the learning strategies adopted in the departments of the Akhouine Lekhal Secondary School in Constantine contribute to enhancing learners' motivation and connecting them to the school environment?

Based on the problem posed, the following questions can be derived:

1. What are the most commonly used learning strategies in the secondary departments of Al-Akhwan Al-Kahl?
2. To what extent do these strategies contribute to increasing internal and external motivation among learners?
3. What is the impact of diversifying teaching strategies on the level of integration and engagement in school life?

2-hypotheses

2-1 Main hypothesis

Diversifying learning strategies contributes to increasing learners' motivation and enhances their sense of belonging in school life.

Sub-hypotheses:

- A. There is a positive relationship between the use of modern learning strategies and the level of school motivation among learners.
- B. Diversifying learning strategies contributes to increasing the behavioural and emotional integration of learners within the school environment

3.Importance of the study

Since education is a dynamic, changing and evolving phenomenon, studies and research must adapt to these changes in order to monitor developments in the field of education and conduct scientific studies on them. In this context, we present our study, which examines the phenomenon of school dropout from a perspective that differs from those approaches associated with school sociology or educational psychology. It is an approach that takes education as a starting point for research to reveal the role of effective learning strategies in reducing dropout and disengagement, given that today "need more than ever before teaching and learning strategies that provide us with broad, diverse and advanced educational horizons that help our students enrich their knowledge and develop their various mental skills. different and train them to be creative and produce something new and different." We hope that this will enrich the school library with additional resources that will serve as a springboard for developing research practices and opening up new horizons.

4- Study objectives

This research project serves as a starting point for reflecting on mechanisms to dismantle and reduce school dropout through an educational approach. It aims to:

- Work on the basic strategies that build the identity of the learning process.
- Measure the effectiveness of these strategies and their ability to change learners' perceptions and modify their attitudes, thereby instilling in them a sense of belonging to the school and reducing the gap between them and the educational space.
- Reading and analysing data and information to understand the reality of classroom practice and devise educational alternatives that are more effective and better able to respond to learners' needs and meet their expectations.

- Raise teachers' awareness of the importance of these strategies and the need to value and invest in them to develop learning and move beyond traditional, ineffective educational approaches based primarily on accumulation, cramming and memorisation, which contribute to motivating learners and strengthening their motivation .
- These field studies contribute to qualitative change in the components of the education system, leading to increased efficiency and the achievement of its goals in comprehensive development.

5. Study concepts

5.1. Strategy

It is an Arabic word derived from the English word 'strategy,' which means 'generalship.' This word is composed of two words: 'agein,' which means army, and 'statos,' which means to lead. Therefore, it means the art of leading armies or the style of a military commander... It is a long-term plan that aims to arrive at a set of methods, alternatives and choices in order to achieve a set of specific goals and arrive at quick and effective results.(Farouk Abdo Faliya, n.d., p. 51) Strategic thinking is essentially a scientific and technological methodology with advanced methods for addressing problems, analysing them, reaching conclusions, and weighing and choosing between them. The most important aspect of this scientific and technical methodology is its proactive response to problems that are predicted or likely to occur, rather than a reactive response. (A. Abdelkarim Gharib,2006, p. 871).

5.2 Learning

Learning is defined as "the process of acquiring a specific behaviour or action (knowledge, movements, attitudes, skills, etc.) in a specific situation... Learning is based on interaction between three fundamental elements: the learner, the subject of learning, and the learning situation. The nature, intensity, and direction of this interaction are all subject to a set of general and specific conditions related to the above elements. Therefore, any discussion of learning must necessarily refer to this interaction." (Ibid., pp. 871, 872)The learning strategy is "a procedural plan characterised by the integration of its components of principles, activities and educational factors. It is implemented through a specific type of learning. Programmed learning strategies, project-based learning strategies, exploration, research, reports, independent studies, behavioural objectives, reports, and educational games are all educational strategies, each of which is unique in terms of principles, activities, and factors that differ slightly or significantly from their counterparts. They also aim to achieve a specific type of learning among a limited group of students. (Ibid., p. 872)

. 5. 3-Success

Larousse Dictionary (1987, 308) defines success (Réussite) as winning and achieving satisfactory and favourable results. The Encyclopaedia of Psychology states that success refers to the status of a person who has achieved a previously set goal or accomplished a task for an institution

Jamati defines a successful student as one who has acquired, within the specified time, the knowledge and practical skills provided by the educational institution in accordance with its curriculum (Cit  in Mosconi, 1998) As for Bady (2002), he believes that academic success is achieved at the beginning of the journey by obtaining marks in each subject to move on to a higher level, as well as at the end of the stage by obtaining a secondary school leaving certificate. According to Bady, the more a student experiences failure at the beginning of the journey, the more likely they are to believe that they will not succeed in the end and, consequently, drop out of school.

Legendre defines academic success as the competencies, attitudes, values and knowledge acquired by the student. (Cité in Truchon, 1997) (Zagawa Ahmed,2014, p 44)

5.-4- School

The word 'school (Ecole)' comes from the Greek word *schole*, which means leisure time spent with friends or for intellectual pursuits. It later evolved to refer to the education provided in an institutional setting or to the place where learning takes place or where a particular teacher is followed. The term now refers to the social institution entrusted with the physical, intellectual and moral education of children and adolescents. (Abdul Karim Gharib,2006, p. 292.)

The Latin word *schole* refers to any institution where teaching takes place. (Ibid., p. 294) A school is therefore a social institution deliberately created by society, whose primary function is to develop individuals' personalities in a comprehensive manner and to educate new generations, preparing them to become productive members of the society that nurtures them. A school is also an establishment that brings together a group of pupils who receive specific studies at certain levels. (Glossary of Educational Terms, p. 217)

6..Previous studies

1- First study

The effectiveness of teaching strategies from the students' perspective: Dr. Munther Mubdar Abdul Karim / Dr. Muhammad Ibrahim Ashour Dr. Kamel Karim Obeid 2011 .

- This study begins by defining the research problem, which can be summarised in the following question:

How effective is the application of teaching strategies from the students' point of view?

- The research adopted a descriptive approach, which describes the phenomenon as it exists in reality, expressing it in quantitative and qualitative terms, by collecting information about the opinions of individuals in the research community and then analysing and interpreting it to determine the effectiveness of teaching strategies from the students' point of view.

- The research sample consisted of 60 male and female students from the mathematics and science departments in the third stage of morning classes.

- The researchers used a questionnaire as a research tool, then extracted the information from the questionnaires in a scientific and accurate manner, and then reviewed it to ensure its accuracy. The results were analysed using SPSS software.

- After entering the completed questionnaires, numbering 60 in total, into the programme, the results were extracted and the data analysed. The research revealed the value of these strategies for students and recommended the need for media awareness of the importance of teaching strategies in bringing about a qualitative shift in the teaching process, and thus developing the educational process and spreading awareness among teachers and professors of the importance of teaching strategies in achieving the active role of the student in the learning process. He also recommended that the relevant authorities in the Ministry of Higher Education and Scientific Research focus on developing curricula that incorporate teaching strategies.

2- Second study

"The Impact of Active Learning Strategies on the Development of Self-Efficacy and Academic Achievement among Students at the Faculty of Educational Sciences, United Nations Relief and Works Agency: Dr. Intisar Khalil Asha/Dr. Feryal Muhammad Abu Awa, 2012.

This study aimed to investigate the impact of active learning strategies on the development of self-efficacy and academic achievement. The study included 59 male and female students selected from the second year of the Faculty of Educational Sciences, majoring in classroom teaching. To achieve

the objectives of the study, a self-efficacy scale and an achievement test in educational guidance were used. The validity and reliability of the scale were verified using appropriate methods. The results of the study revealed statistically significant differences between the results of the students in the two study groups in terms of self-efficacy and academic achievement, in favour of the experimental group. This study concluded with a set of recommendations encouraging teachers at all academic levels to employ active learning strategies due to their positive effects and the provision of a supportive and encouraging educational environment for teachers to use active learning strategies. It also called for further research and studies to investigate the impact of active learning strategies at different school and university levels.

3- Third study

‘The impact of an ICT-based educational programme on the development of global attitudes among students at Yarmouk University in Jordan.’ Dr. Ghassan Youssef Hammad Qutait. 2015.

This study aimed to identify the impact of a program based on the use of information and communication technology in the classroom on learners' attitudes. It adopted the Global Attitudes Scale as a research tool by applying the scale to the survey sample, ultimately arriving at a set of results that reveal the ability of technological media to motivate learners. to motivate learners and recommended the need to pay attention to courses and programs based on the use of technology in the learning process and to evaluate them in plans to obtain academic degrees at different levels. It also recommended that specialists in the field of textbook development and authorship work on the importance of providing students and teachers with websites and software based on the use of technology in learning, as well as conducting further studies on the impact of ICT-based learning programs on student achievement and thinking skills.

7Methodological procedures

7-1- Fields of study:

The study spanned one academic year and focused on the following elements:

A. Spatial domain

The study focused on the Akhwan al-Kahl school in Ziadia, Constantine. This school was chosen because of the ease of communication with the educational staff of the founder due to its proximity to our place of residence.

Table 01: Provides a definition of the institution, Matqan Al-Akhwan Al-Kahl

Name of institution	Year established	Classrooms	Computer labs		Internet connection	System	Total area	National identification number
			Classrooms	Computers within classrooms				
Akhwan al-Kahl school in Ziadia	10/09/1990	25	01	16	exist	External	12000	1865

Source: Directorate of Education for the Province of Constantine

B. Human field

Students of the brothers Lakhal in Balziadya, Constantine. In the three

Years

Table. 02: Shows the number of students enrolled at Matqan Al-Akhwan for the academic year 2024-2025.

Name of institution	Number of pupils enrolled each school year		
	First year	Second year	Third year
Akhwan al-Kahl	190	220	181
Total	591		

Source : Headmaster of Al-Akhwan al-Kahl high School

C- Time frame

The study covered a period ending in October 2025.

2- The original community

a community connected to Akhwan al-Kahl high school students.

3- Study sample

sixty (60) selected samples of students in the three levels of high school,

4- Working strategies

brainstorming, cooperative learning, discovery learning, concept maps, critical thinking, learning through play, projects, information and communication technology.

Study methodology

This study follows a descriptive analytical methodology that focuses on collecting and analysing data to draw conclusions.

8 Data collection tools

8-1 Questionnaire

The researcher designed a questionnaire aimed at monitoring learners' attitudes towards the learning strategies covered in the study. There were nine strategies in total, and learners were asked to rate their effectiveness in seven specific areas using a three-point scale (good, average, and poor). The questionnaire items in each area were introduced with the following phrase: 'It made me...' The indicators were constructed using the first-person singular pronoun and a rating scale based on percentages. The questionnaires, which were equal in number to the sample, were then collected, the data was extracted, and statistical analysis was performed to determine the role of these strategies in guiding learners' behaviour and changing their attitudes.

8-2- Regular observation

_to gauge pupils' attitudes towards the effectiveness of the strategies used in class.

8-3. Working strategies

brainstorming, cooperative learning, discovery learning, concept maps, critical thinking, learning through play, projects, information and communication technology.

Table 3: Targeted learning strategies in questionnaire design and concepts

Strategy	Définition
Brainstorming	Actively addressing the problem using reason, generating a list of ideas that could lead to a solution, giving each student the opportunity to express their opinion and listen to the opinions of others.
Cooperative learning	It is a method of education and training that calls for the cooperation of all learners and the pooling of their efforts to achieve planned learning in an organised manner, where they are required to work in a group to accomplish a specific task, the success of which is attributed to the group as a whole.
Discovery learning	A thought process that requires an individual to reorganise and adapt the information stored in their mind in a way that enables them to see new relationships that were previously unknown to them and to reach conclusions and generalisations that lead to the discovery of a special kind of knowledge. These are mental processes based on the representation of scientific concepts and principles in the mind.
Concept maps	Two-dimensional hierarchical diagrams illustrate the connections between specific concepts. They organise information before it is learned and represent knowledge structures in a complex and organised diagrammatic form. ²
Problem solving	One of the modern methods of education makes the student the focus of the lesson. The student works, thinks, discusses, and draws conclusions and results. It is ‘an activity performed by an individual who uses the principles they have learned to achieve a specific goal, where the goal of learning the principles is to use them to solve problematic situations.’
Critical thinking	Logical, contemplative thinking based on deciding what to believe or do. It is thinking about any subject, content or problem, where the thinker improves their thinking by skilfully applying inherited thinking structures and mental criteria.
Learning through play	An applied mental exercise on a specific situation in which competitors make decisions within a limited time frame, as if they were in real-life situations. The aim of educational games is to increase students' achievement in academic subjects.
The Project	The project is a comprehensive learning activity, as it is an integrative activity par excellence. It requires learners to be able to solve problems, communicate with others, use modern technology, express themselves in appropriate ways in order to communicate, adopt an effective working methodology, and engage in constructive criticism.
Information and Communication Technology	Delivery of educational and training programmes through various electronic media, including compact discs, which are among the applications used for the dissemination of e-learning. ³

Source : Prepared by the researcher

Table 4: Distribution of the study sample according to gender variable

², p203

³ Shahata, p203

Sex	Number	Percentage %
Male	30	50
Female	30	50
Total	60	100

Source : Prepared by the researcher

Table 5: Distribution of the study sample according to age variable

Age	Number	Percentage %
Between 15 and 16 years old	19	35
Between 16 and 17 years old	11	15
Between 17 and 18 years old	21	40
Bigger than 18 years old	09	10
Total	60	100

Source : Prepared by the researcher

9- Results and discussion of the research

Table 6: Monitoring the percentages of learners' grades in the first field

First field	Indicators	Percentage of assessment scores %		
Educational space and learning environment	I contribute to creating a positive atmosphere in the classroom.	Good	Average	bad
	I express my opinion on ways to make the most of the space.	82.8	14	3.2
	I make use of the available teaching resources.	77.2	19.5	3.3
	I compete with my peers to make the lesson more lively.	81.3	14.7	04
	I contribute to creating a positive atmosphere in the classroom.	89.6	7.5	2.9

Source : Prepared by the researcher

An analysis of Table 6, which aims to monitor the assessment of learners' grades in the first area related to the educational environment and learning climate, reveals that the percentages of good grades varied relatively, with the highest percentage reaching 89.6% in the indicator related to competition with peers and bringing vitality to the lesson, and the lowest percentage of 77.2% in the indicator related to expressing opinions on investing in space, while the scores in the first and third indicators were close, at 82.8% and 81.3% respectively. The most important conclusion that can be drawn from these statistical indicators is that there is a clear impact of the strategies employed in the learning process on educational behaviour, learners' attitudes and how they interact with the space, both in terms of their contribution to creating a suitable atmosphere in the classroom and their ability to express their and making the best use of educational resources.

Table 7: Monitoring the percentages of learners' grades in the second field

Second area	Indicators	Percentage of assessment scores %		
		Good	Average	bad
Competency development and life skills development	I am able to apply the knowledge and skills I have acquired.	80.6	12	7.4
	I am able to keep up with the pace and situations of learning.	86.2	8.1	05.7
	I am prepared to face difficulties that arise during learning.	76.9	13.1	01
	I am willing to use information and communication technologies.	90.3	6.5	03.2
	I have the ability to conceive diverse creative projects.	84.2	12.9	02.9
	I engage in innovation and keep pace with developments.	83.7	14.3	02

Source : Prepared by the researcher

An analytical reading of the statistical indicators in Table No. (7) for the second area related to the development of competencies and life skills that the percentages for good ratings were relatively similar, except for those related to the third indicator, which is preparedness to face difficulties in the learning process. They ranged from 90.3% in the fourth indicator, which measures the degree to which learners are willing to use information and communication technologies in learning, to 80.6% to 86.2% in the other indicators. Perhaps the most important conclusion that can be drawn from the statistical data recorded in this area is that diversifying learning strategies contributes to the development of learners' skills and equips them with the competencies, abilities and life skills necessary to improve their performance and enable them to adapt to changes in.

Table 8: Monitoring the percentages of learners' grades in the third domain

Third area	Indicators	Percentage of assessment scores%		
		Good	Average	bad
Shaping awareness and building character	I trust and rely on myself.	86.2	11.4	02.4
	I act independently and responsibly.	78.5	14.4	07.1
	I take a step back from my experiences and evaluate them.	78.3	16.1	05.6

Source : Prepared by the researcher

Perhaps the most important thing to note when reading the statistical results contained in Table No. (8), which aimed to monitor the percentages of learners' assessment scores in the third domain, namely awareness and character building, is the high percentage of good assessments that gave high scores to the learning based on the strategies under study, reaching 86.2%. in the two indicators related to gaining self-confidence and self-reliance and acting independently and responsibly, while the percentage of good grades declined relatively in the third indicator related to evaluating the experience and taking a step back from the achievement, reaching 78.3%. There is no doubt that these statistical data, with the indicators they present to us, reinforce our awareness of the importance of the strategies adopted in the learning process, given the real possibilities they offer

for building the learner's personality and shaping their awareness, enabling them to take responsibility and act with will and freedom, far from any authority or guardianship that may contribute to the creation of mental models that feed on assumptions and do not acquire the basic skills that enable them to solve problems, construct and deconstruct facts, and act in different situations with a degree of confidence and steadfastness, as well as manage crises and master the arts of communication.

Table 9: Monitoring the percentages of learners' grades in the fourth domain

The fourth field	Indicators	Percentage of assessment scores%		
		Good	Average	bad
Interaction				
	I accept others as partners in opinion.	96.3	01.8	1.9
	I integrate into the group and interact with its various members. I create a dynamic atmosphere within the class.	95.2	04.1	0.7
	I cultivate a culture of listening.	96	02.6	01.4
	I constantly evaluate my communication and benefit from the criticism directed at me.	82.3	15.4	02.3

Source : Prepared by the researcher

Through our review of the statistical data contained in Table No. (9), which measures learners' responses to indicators related to the fourth domain, namely interaction, we find that the percentages recorded for good ratings are high across all indicators, whether those related to acceptance of partnership in opinion 96.3% , the ability to integrate into the group (95.2%), or the culture of listening (96%). These statistical indicators reveal the maximum forms of interaction that resulted from the adoption of these strategies in the learning process. Diversifying these strategies and investing them in the construction and design of educational activities reshaped the mechanisms of communication, enabling the establishment of participatory and collective exchanges that contributed to creating a new atmosphere within the classroom and freed the lesson from the dull, stereotypical rhythm that characterises classical educational approaches . The more the teacher diversified his strategies, the more he contributed to establishing different interactive communication systems.

Table 10: Monitoring the percentages of learners' grades in the fifth field

Fifth area	Indicators	Percentage of assessment scores%		
		Good	Average	bad
Knowledge acquisition				
	I broaden my knowledge horizons.	88.3	07.6	04.1
	I acquire accurate scientific knowledge.	87.6	04.7	07.7
	I use my knowledge as a resource to invest in learning.	82.4	10.3	07.3
	I am motivated by every new idea.	81.2	12.7	06.1

Source : Prepared by the researcher

An analysis of the statistical data in Table 10, which monitors the percentages of learners' assessment scores in the fifth domain, namely knowledge acquisition, reveals a high assessment

score in all indicators, reaching 88.3% in the indicator related to broadening knowledge horizons and 81.2% in the indicator related to motivation for each new idea. Overall, these percentages show that the strategies adopted tend to stimulate knowledge acquisition because they invest in new mechanisms to enrich learners' knowledge base and go beyond traditional methods that are usually based on rote learning. Our analytical reading of the statistical

Table 11: Monitoring the percentages of learners' grades in the sixth field

The sixth field	Indicators	Percentage of assessment scores%		
		Good	Average	bad
Criticism and reflection.	I adopt an objective perspective when expressing my opinion.	89.4	06.5	04.1
	I strive for accuracy in my judgements.	84.9	10.3	04.8
	I deal with differences of opinion in a positive spirit.	91.3	05.8	02.9
	I attribute ideas and opinions.	86	9.4	04.6
	I embark on the adventure of thinking freely, boldly and courageously.	86.8	08.5	04.7

Source : Prepared by the researcher

data contained in Table No. (11), which monitors the percentages of learners' assessment scores in the sixth domain, namely the development of critical thinking and reasoning skills, reveals that the highest percentages targeted the highest assessment score, i.e. a "good" score, which ranged between 91.3% in the assessment of the third indicator related to dealing with differences of opinion in a positive spirit, and between 84.9% and 89.4% in the remaining indicators. There is no doubt that these responses reveal the extent to which learners interact with the strategies employed in the learning process, which do not aim merely to impart knowledge but rather to shape critical thinking in learners, enabling them to take positions and make decisions that represent the most important aspects of human personality. ing and knowledge accumulation.

Table 12: Monitoring the percentages of learners' grades in the seventh field

The Seventh Field	Indicators	Percentage of assessment scores%		
		Good	Average	bad
Motivation	I approach learning with optimism and enthusiasm.			
	I enjoy interacting with my classmates.	86.8	.9.4	03.8
	I motivate and convince my peers of their ability to perform the task.	94.6	03.8	01.6
	I appreciate the value of learning and its ability to satisfy desires.	90.7	04.8	04.5

	I feel satisfied with my performance.	81.8	16.2	02
	I feel psychologically and socially balanced.	90.7	06.4	02.9
	I engage positively in school and social life.	86.3	09.7	04
	I approach learning with optimism and enthusiasm.	89.4	06.3	04.3

Source : Prepared by the researcher

The statistical indicators in Table 12, which monitor the percentages of ratings for the seventh domain, show that these are high percentages ranging from 94.6% for the second indicator, which is enjoyment of communication with the class group, and 81.8% for the indicator related to the value of learning and its ability to satisfy desires. These are statistical indicators that provide evidence of the nature of learners' attitudes that interact positively with the strategies employed in learning, which have contributed to strengthening motivation and stimulation.

9- General results

Through the percentages obtained, we found high estimates when compared to the other two grades, revealing the attitudes and positions of learners towards diversifying learning strategies, which were positions that valued and appreciated these strategies. Therefore, we should encourage teachers to continue working on them as long as they are effective, as the results revealed that adopting flexible and motivating teaching methods leads to an improvement in learners' attitudes towards school, reduces apathy and indifference, and increases the level of cognitive and social interaction within the classroom. The study also showed that the appropriate use of educational technology enhances learners' ability to participate and supports their independence in organising knowledge and building their own skills. It narrows the gap between them and the school in a way that is conducive to changing their attitudes and attitudes towards learning, thereby reducing the phenomenon of school dropout.

Conclusion and recommendations:

Through the field study conducted, we concluded that diversifying learning strategies is important and effective in developing and improving learning practices. Therefore, we conclude this research with the following recommendations:

- Provide the necessary equipment and logistical capabilities for various educational institutions (specialised classrooms, electronic devices, technical equipment, specialised human resources, etc.) to create an educational environment conducive to the implementation and testing of these strategies
- Intensify training activities and relevant scientific and pedagogical forums to qualify teachers and equip them with the basic competencies and skills necessary to enable them to employ learning strategies and apply them in their professional practice. These training activities can be effective when implemented according to the following approaches:
 - Qualitative monitoring of training needs, careful analysis of the training framework, development of a comprehensive plan of activities, phased implementation of projects, and scientific evaluation of projects.
 - Awareness that the aim of the project is not to impart knowledge to teachers but to empower them and equip them with the skills and abilities to apply them in the field, i.e. in their real professional contexts.

- Encouraging initiatives and creative energies to propose training projects.
- Establishing a truly participatory approach, free from any form of guardianship or authority.
- Raising awareness of the importance and necessity of training as one of the most important paths to quality.
- Establishing a climate of trust that contributes to changing teachers' attitudes towards the training process.
- Motivate teachers and value their use of these strategies by incorporating them into teacher performance evaluations and considering them as evaluation criteria.
- Accompany learners as they work on these strategies to identify how they interact with them and design forms of formative assessment to test their effectiveness and extent to which they develop and improve learning.
- Rely on the media to spread a culture of innovation in the educational and pedagogical fields by producing specialised educational programmes supervised by specialists and experts in pedagogy that outline how to work on the targeted strategies and facilitate their implementation.
- Encourage competitions focused on educational innovation and increase the rewards given to innovative teachers.
- Encourage and fund laboratories and research units to conduct theoretical or field studies focused on learning strategies and identify possible ways to develop them to keep pace with rapid technological and technical changes.
- Build genuine and effective partnerships between different educational institutions at home and abroad to enable teachers to learn about comparative experiences, benefit from them, and invest them in development and performance improvement.

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