

Cognitive Motivation among Laghouat Secondary School Teachers

الدافعية العقلية لدى أساتذة التعليم الثانوي بولاية الأغواط

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Abstract: The present study aims to identify the cognitive motivation level among secondary school teachers in Laghouat. To that end, a descriptive approach was conducted using the Marei and Nawfal (2008) Cognitive Motivation Scale. The latter was administered to 100 male and female teachers. Following statistical processing, it was found that the level of teachers' cognitive motivation is high. The results indicate no statistically significant differences in such motivation based on gender or seniority. Thus, the researchers suggest that training and formative programmes need to be developed to enhance mental motivation.

Keywords: Motivation; Cognitive Motivation; Cognitive Motivation Scale; Secondary School; Teachers.

ملخص: تهدف الدراسة الحالية إلى التعرف على مستوى الدافعية العقلية لدى أساتذة التعليم الثانوي ببعض ثانويات الأغواط، وباستخدام المنهج الوصفي، وتمت الاستعانة بمقياس الدافعية العقلية لمري ونوفل (2008)، تطبيقه على عينة قدرها مئة أستاذ وأستاذة. بعد المعالجة الإحصائية تم التوصل إلى مجموعة من النتائج تتمثل في مستوى الدافعية العقلية للأساتذة مرتفع، كما لا توجد فروق ذات دلالة إحصائية مستوى الدافعية العقلية تعزى لمتغير الجنس، لا توجد فروق ذات دلالة إحصائية مستوى الدافعية العقلية في الدافعية العقلية تعزى لمتغير الاقدمية، وفي ضوء هذه النتائج تقترح الدراسة انه يمكن بناء برامج تدريبية وتكوينية لتنمية الدافعية العقلية، كذلك اجراء دراسات حول الدافعية العقلية في مراحل تعليمية اخرى سواء الابتدائي، المتوسط والجامعي.

كلمات مفتاحية: الدافعية، الدافعية العقلية، التعليم الثانوي، مقياس الدافعية العقلية، أساتذة.

1. INTRODUCTION

There has recently been an increased interest among researchers in mental motivation due to its connection with major cognitive processes. The latter refers to memory, imagination, and perception, all of which affect the learning process. Additionally, mental motivation is considered one of the main drivers of human behaviour, directing them towards achieving goals that satisfy their needs and demands. It is well known that humans use the cognitive aspect, which includes mental processes that help them adapt and cope with challenges during various life situations. Mental motivation is closely related to thinking, and literary and scientific heritage indicates that the level of mental motivation in teachers influences the learning process. This motivation helps them develop diverse and effective strategies and training methods to understand the needs and tendencies of their students, resulting in quality education. In this study, we will explore the details of this topic by examining the level of mental motivation in light of some variables among secondary school teachers in Laghouat.

➤ **Problem of the Study**

The concern for the advancement of the educational process has always been. It continues to be a continuous pursuit by those working in educational institutions at various levels in all countries. This concern addresses and seeks solutions to various problems that hinder the educational process and negatively affect its outcomes, seeking appropriate solutions (Al-Saaydeh, 2015, p. 3). The success of the educational process and the achievement of its goals depend on many factors, among which the teacher plays a significant and influential role. The teacher is one of its essential elements, working with the student, the curriculum, and the classroom environment to form an integrated whole aimed at the success and efficiency of the educational process and achieving its intended goals. This process builds a well-rounded, balanced, socially influential student personality (Tarbiyah, 2009, p. 56).

The traditional roles that teachers play in the teaching process, along with the avoidance of using modern strategies and methods that do not contribute to stimulating students' thinking and creativity, have been highlighted by many studies. These studies indicate that teachers' reluctance to adopt modern teaching and learning strategies leads to poor academic achievement among students and lower performance in higher-order thinking skills (Cotton, 1997). De Bono (2010) believes that educational institutions must equip students with new ideas and mental methods that provide opportunities to prepare generations endowed with intellect and creativity, moving away from traditional and rote methods that do not

produce generations capable of addressing their life problems. Mental motivation is considered one of the essential conditions for achieving the goal of the learning process in any of its various fields, whether in learning thinking methods and techniques or in forming attitudes and acquiring knowledge and information. Therefore, we find that an individual's behaviour is characterized by activity and desire in some situations but not others, and their interests may be apparent in some situations and not in others due to their motivation level (Al-Janabi, 2018, p. 280).

Qais Hamouk (2014) indicates that having a state of mental motivation encourages an individual to consider more alternatives at a time when others may be satisfied with the status quo. One of the essential aspects of achieving mental motivation is the desire to stop and observe things that no one else has noticed. This type of focus forms a hidden source of creativity without organized strategies. Mental motivation also plays a vital role in the success and progress of individuals both within and outside educational institutions. It has become necessary in the efforts of psychologists to define its components and processes and link its elements to education, especially aspects of school learning.

Researchers believe that regardless of the developments in educational institutions, the teacher remains the primary person responsible for preparing generations of students capable of facing challenges. Teachers provide students with the knowledge, scientific techniques, and social culture that help them adapt and contribute to society (Kazem et al., 2016, p. 2).

The educational process faces several problems that hinder the stimulation of mental motivation among students, including the rote teaching methods and the curricula's weak response to developments in learning concepts and skills, particularly the concept of self-learning and innovative behaviour. Traditional education is content with teaching and testing, so it is necessary to stimulate mental abilities within individuals to use them effectively.

Many studies have addressed the issue of mental motivation, whether in teachers or learners. These include:

- 1) Al-Jibawi's Study (2015):** This study highlighted the importance of mental motivation, recommending that teachers focus on developing both internal and external motivations. These motivations involve mental motivation among students to facilitate academic achievement and achieve educational goals. It also emphasized the need to include mental motivation concepts in the humanities curricula in colleges of education to make students aware of these variables' importance in the educational

process.

- 2) **Jafar's Study (2015):** This study recommended that teachers use effective teaching methods to stimulate students' mental motivation. It also suggested organizing educational and cultural programs and presenting them in educational media to emphasize their importance in developing students' mental motivation.
- 3) **Salman's Study (2019):** This study aimed to identify the level of mental motivation among high school students. The sample consisted of 120 male and female students, and the results indicated that high school students have good mental motivation. The results also showed no statistically significant differences based on gender, attributed to the similarity in intellectual, mental, and cognitive levels.

Based on the above, this study aims to answer the following questions to achieve its objectives:

➤ **Research Questions**

- What is the level of mental motivation among secondary school teachers in Laghouat?
- Are there differences in the level of mental motivation among the study sample based on gender?
- Are there differences in the level of mental motivation among the study sample based on seniority?

➤ **Research Hypotheses**

- ✓ There are statistically significant differences in mental motivation among the study sample based on the gender variable.
- ✓ There are statistically significant differences in the level of mental motivation among the study sample based on the seniority variable.

• **Research Objectives**

- To identify the level of mental motivation among secondary school teachers in the state of Laghouat.
- To identify the differences in the level of mental motivation among secondary school teachers based on the gender variable.
- To identify the differences in the level of mental motivation among secondary school teachers based on the seniority variable.
- To provide feedback to those involved in the educational process and the officials in educational institutions on the importance of mental motivation and to determine the impact of years of experience and gender on the level of mental motivation.

- **Research Significance**

The importance of the study lies in two aspects, theoretical and practical, which can be detailed as follows:

- a) Theoretical Significance:**

1. Mental motivation is a modern and vital topic that warrants such studies and research because it significantly helps those involved in educational psychology, whether teachers or administrators, to improve their performance.
2. Secondary school teachers are a fundamental pillar in the educational process, especially at this stage. Therefore, the growth and development of learning depend on the mental motivation they have to perform their tasks in an advanced manner, which serves the educational process. This aims to develop their mental competencies, which helps improve the quality of their outputs.
3. Studying mental motivation provides feedback to those involved in the educational process and officials in educational institutions. It helps them understand the importance of mental motivation and determine the impact of variables such as years of experience and gender on the level of mental motivation.

- b) Practical Significance:**

1. A review of previous studies found that the application of the mental motivation scale was mainly on learners, whether students or pupils, especially in local studies. The current research provides results about the level of mental motivation among secondary school teachers.
2. The present study results can provide scientific additions and theoretical knowledge, encouraging further study on the topic of mental motivation in different samples using various methods, approaches, and strategies.

- **Operational Definitions of Terms:**

- Mental Motivation:**

The current research defines *mental motivation* operationally as a state that qualifies an individual for creativity, using mental processes and creative abilities to solve problems faced in various ways. It is expressed by the degree obtained by the respondent when answering the scale items used in the current study, which consists of four dimensions: mental focus, orientation towards learning, creative problem-solving, and cognitive integration.

1. Theoretical Framework

2.1. Mental Motivation

Mental motivation is a state that qualifies an individual to accomplish serious creativity. Multiple ways can stimulate this state, driving the individual to do things or solve problems in different ways, which sometimes seem illogical. Mental motivation is contrasted with mental stagnation, which suggests that current methods of doing things are the best, if not the only, way (Jaber, 2021, p. 280).

Cohen (1955), based on Gestalt theory, sees mental motivation as a tendency to build the environment. It is assumed that tension and deprivation arise from the frustration of the need for knowledge. As a result of the tension, there are active attempts to build situations and increase the learner's understanding (Cohen, 1955, p. 291).

De Bono (1998) asserts that mental motivation makes learners interested in their activities, provides hope for finding valuable new ideas, and makes life more enjoyable. Mental motivation is based on the basic assumption that all individuals can think creatively and have the potential to stimulate mental motivation. Therefore, it is necessary to stimulate individuals' mental capacities to use them.

Vaishom and Giancarlo indicate that mental motivation represents an individual's stable and habitual internal motivation to use their cognitive abilities when engaged in problem-solving, evaluating situations, and making decisions. For Hamouk and Ali (2014), it reflects the individual's natural tendency for reasoning and critical thinking.

Abu Jado and Noufal (2007) state that having a state of motivation encourages a person to consider more alternatives while others may be satisfied with what exists. A critical aspect of achieving mental motivation is the desire to stop and examine things that no one else has noticed, forming an additional source of creativity without organized strategies.

Hamouk and Ali (2004) define mental motivation as an internal state that stimulates an individual's mind and directs their mental behavior towards solving problems, evaluating facilities, or making decisions using higher mental processes. It expresses the individual's tendency to think and is characterized by stability, making it a mental habit.

Cacioppo and Petty (1982) consider mental motivation an individual's tendency to engage and listen to cognitive construction using mental abilities. It reflects an internal state that stimulates the individual's mind and directs their mental behaviour towards solving problems, evaluating situations, or making decisions using higher mental processes characterized by stability, making it a mental habit for the individual.

2.2. Dimensions of Mental Motivation

- **Mental Focus**

A learner with a high ability to concentrate is characterized as persistent, organized, methodical, completing tasks on time, and having a clear mental image. They focus on the tasks they are engaged in and show determination to complete them, which gives them a sense of comfort in solving problems (Hamouk & Ali, 2014, p. 93).

- **Learning Orientation**

This dimension reflects the learner's ability to generate motivation to increase their knowledge base. They value learning for the sake of learning as a means to master educational tasks they face in various situations. They are curious, eager for research and discovery, and programmed and straightforward in their approach. They show interest in excelling in challenging activities, seek information as a personal strategy when solving problems, and highly value gathering information and providing evidence to support their positions (Marei & Nofal, 2008, p. 263).

- **Creative Problem Solving**

This refers to an individual's ability to find unconventional solutions to problems characterized by originality. Individuals with this ability prefer engaging in unusual activities that spark challenge and competition and feel satisfied with themselves when involved in complex or challenging activities instead of engaging in easy tasks. They have creative ways of solving problems (Abdel-Rahim, 2018, p. 493).

- **Cognitive Integrity**

This dimension is characterized by learners' ability to use neutral (objective) thinking skills. They are positive truth-seekers, open-minded, and consider multiple alternative options and other individuals' perspectives. They feel comfortable with educational tasks and enjoy thinking through interaction with others' divergent viewpoints (Al-Janabi, 2020, p. 270).

2.3. Theories Explaining Mental Motivation

- **Self-Determination Theory by Deci & Ryan (1985)**

This theory suggests that individuals are naturally inclined to develop their intelligence and competence and enjoy their cognitive achievements and performance skills. The theory posits that the effectiveness and competence resulting from success enhance their intrinsic motivation while feeling incompetent weakens it. According to Deci and Ryan, individuals tend to be

intrinsically motivated to perform a task when two conditions are met:

1. **High Self-Efficacy:** The belief that one can perform a task successfully.
2. **Perception of Self-Determination:** The belief that individuals have control over their capabilities, allowing them to choose activities they can adapt to and handle successfully and avoid activities that exceed their abilities (Shureem, 2016, p. 379).

- **De Bono's Theory (1988)**

From De Bono's perspective, mental motivation is a continuous effort, not exclusive to those who spend long periods developing ideas. It is the idea itself that can come in a moment of insight. The ideas generated by mental motivation can be achieved by improving existing methods and removing obstacles that prevent it. The fundamental principles of De Bono's theory include:

- a. Creativity is not an inherited talent.
- b. Serious creativity differs from vertical thinking.
- c. Serious creativity diverges from and extends beyond logical thinking.
- d. Serious creative thinking is a type of thinking that can be trained and acquired.
- e. Serious creativity is highly concerned with possibilities.
- f. True logic is concerned with facts or what can happen.
- g. There are aspects of serious creativity that are entirely logical in nature.
- h. The term "serious creativity" includes a set of systematic differences used to change concepts and perceptions and generate new ones, as well as discovering multiple possibilities and directions instead of seeking just one way.
- i. Serious creativity is not accidental (Wadi & Al-Shaib, 2020, p. 608).

3. Research Methodology and Procedures

The methodology of the research includes procedures adopted to verify the research objectives. These procedures include identifying the research population, selecting the sample, and preparing the instrument. Additionally, they involve the statistical methods employed in the result analysis. The following provides a detailed presentation of these procedures.

3.1. Study Methodology

This study adopts a descriptive approach, which involves collecting qualitative and quantitative data about the phenomenon for analysis and interpretation to derive findings. The aim is to understand its nature and characteristics, establish relationships among its elements and other phenomena, and reach generalizations (Dawoodi, 2007, p. 88).

3.2. Scope of the Study

- **Spatial Boundaries:** The study was conducted in several secondary schools in Laghouat, namely Omar Idriss High School in Ksar El Hirane, Mustafa Ben Boulaïd Al Assafiya High School, Al-Muqawama Al-Sha'abia High School in Laghouat, and Hajjaj Si El Bashir High School in Ksar El Hirane.
- **Temporal Boundaries:** The field study took place from October 20th to November 10th in Laghouat province.
- **Survey Study Sample:** Thirty male and female teachers were randomly selected from the research population for the survey study.

The research instrument was applied to the teachers to verify the topic's validity and reliability.

Table 1. The survey sample members.

		Numbers	Percentages
Gender	Male	15	50%
	Female	15	50%
Seniority	Total	30	100%
	More than 10 Years	19	30%
	Total	30	100%

3.3. Data Collection Tools

This study relied on Bakr Noufal's California Mental Motivation Scale, which measures mental motivation among university students. The scale consists of 72 items distributed across four dimensions: learning orientation, mental concentration, creative problem-solving, and cognitive integration.

• Original Psychometric Properties of the Scale

1. **Validity:** The Arabic version of the California scale exhibits multiple validity indicators. Convergent validity was established by correlating it with psychological measures of academic motivation and social desirability, which ranged from 0.15 to 0.61. Additionally, concurrent validity with the Marlowe-Crowne Social Desirability Scale showed correlations ranging from 0.71 to 0.80, which were statistically significant. Correlations with measures of

mental motivation ranged from 0.23 to 0.40, which were also statistically significant.

2. **Reliability:** The reliability of the original scale was assessed using Cronbach's alpha coefficient across three studies involving diverse racial samples in the United States. The coefficients ranged from 0.73 to 0.86.

Table 2. Reliability coefficients for the four dimensions and the total score of the California Mental Motivation Scale across the three studies.

Dimensions	First	Second	Third
Orientation Towards Learning	0.8084	0.8186	0.8133
Mental Focus	0.8091	0.8670	0.8346
Solve Problems Creatively	0.7956	0.7865	0.8009
Cognitive Integration	0.7430	0.7258	0.7736
Degree of Freedom	0.8873	0.9101	0.9127

The stability indicators were suitable for research purposes.

As for the psychometric properties of this study, verification was conducted, detailed as follows:

Table 3. Calculation of discriminant validity using the method of concurrent comparison

category	Arithmetic Average	Standard Deviation	"T "	Significance Level
Upper	248.29	12.29	16.22	0.00
Lower	179.33	3.46		

Based on the results shown in the table, it is evident that the *t-value* between the means of the upper and lower categories was 16.22, which is a significant value. This indicates the validity of the instrument:

1. **Validity:** Discriminant validity was employed to measure validity using the method of concurrent comparison. The following table illustrates this:
2. **Reliability:** Cronbach's alpha was calculated using the internal consistency method. Further clarification is provided in the following table:

Table 4. Cronbach's alpha coefficient (internal consistency) for the four dimensions.

Dimension	Cronbach's Alpha Coefficient
Orientation Towards Learning	0.668
Mental Focus	0.792

Solve Problems Creatively	0.778
Cognitive Integration	0.807
Total Score	0.887

The table reveals the high values of Cronbach's alpha coefficients. Specifically, it reached 0.887, confirming the reliability of the study instrument. Additionally, the coefficients for the dimensions were as follows: 0.668 for the learning orientation dimension, 0.778 for the creative problem-solving dimension, 0.807 for the cognitive integration dimension, and 0.792 for the mental focus dimension.

3.4. Sample of the primary study

Four secondary schools were randomly selected from among the secondary schools in Laghouat. The sample consisted of 100 teachers (males and females), distributed across the following secondary schools: Omar Idris Secondary School in Ksar El Hirane, Mustafa Ben Boulaid Al Asafia Secondary School, Al-Muqawama Al-Sha'abia High School in Laghouat, and Hajjaj Si El Bashir Secondary School in Ksar El Hirane.

Table 5. Distribution of the sample by gender in the four secondary schools.

			The four secondary schools				Total
			01	02	03	04	
Gender	Male	Repetition	13	11	13	20	57
		Percentages	13%	11%	13%	20%	%57
	Female	Repetition	10	15	11	7	47
		Percentages	%10	%15	%11	%7	%47
	Total	Repetition	23	26	24	27	100
		Percentages	%23	%26	%24	%27	%100

The table above shows that out of 57 male participants are distributed among the four High Schools as follows: 20 from Hajjaj Sidi El Bachir High School, representing 20%. Additionally, 13 participants are from Omar Idris High School and Al-Muqawama Al-Sha'abia High School, accounting for 13% each. Finally, 11 participants are from Mustafa Ben Boulaid Al-Assafia High School, making up 11%. For females, out of 47 participants distributed among the four high schools, 15 are from Mustafa Ben Boulaid Al-Assafia High School, representing 15%, and 11 participants are from Al-Muqawama Al-Sha'abia High School, accounting for 11%. There are 10 participants from Omar Idris High

School, representing 10%, and finally, 7 participants from Hajjaj Sidi El Bachir High School, making up 7%.

Table 6. Distribution of the sample according to seniority in the four high schools.

			The four secondary schools				Total
			01	02	03	04	
Seniority	Less than 10 years	Repetition	20	08	10	13	51
		Percentages	%20	%08	%10	%13	%51
	More than 10 years	Repetition	03	18	14	14	49
		Percentages	%03	%18	%14	%14	%49
	Total	Repetition	23	26	24	27	100
		Percentages	%23	%26	%24	%27	%100

According to the table, 51 teachers from the study sample have a seniority of less than ten years. Specifically, there are 20 teachers from Omar Idris High School, accounting for 20%, and 13 teachers from Hajjaj Sidi El Bachir High School, representing 13%. Additionally, there are ten teachers from Al-Muqawama Al-Sha'abia High School, making up 10%, and eight teachers from Mustafa Ben Boulaid Al-Assafia High School, with 8%.

For teachers with more than ten years of seniority, representing 49 teachers of 49% of the sample, we find that 18 teachers are from Mustafa Ben Boulaid Al-Assafia High School, representing 18%. There are also 14 teachers from Al-Muqawama Al-Sha'abia High School and Hajjaj Sidi El Bachir High School, accounting for 14% each. Lastly, 3% of the teachers, which is three teachers, are from Omar Idris High School.

3.5. Statistical methods

For statistical analysis, a set of appropriate statistical methods was employed using the Statistical Package for the Social Sciences (SPSS 23):

- Arithmetic average, standard deviation, Cronbach's alpha, and terminal comparison.
- Independent samples t-test was used to analyze the data for the first question.
- An independent samples t-test was used to address the hypotheses of two independent samples.

4. Discussion of the Findings

1. What is the level of mental motivation among secondary school teachers in Laghouat province?

To answer this question, the (T) test was used for a single sample to compare between the arithmetic average and the hypothetical mean.

Table 7. First question results

	sample	The level Of freedom	Arithmetic average	Hypothetical mean	Standard deviation	"T " value	Significance level
Mental motivation	100	99	204,54	108	18,70	13,12	0.00

The table indicates that the arithmetic average of the study sample in mental motivation was 204.54, and the standard deviation was 18.70. Consequently, we conclude that the level of mental motivation among secondary school teachers is high compared to the hypothetical mean rated 180. The calculated "t" value was 13.23, and the Sig value was less than 0.01, indicating that the mental motivation level among the study sample is significantly high.

This result is attributed to the secondary school teachers who demonstrate a strong sense of responsibility towards enhancing students' performance and achieving goals. This is due to their effectiveness in delivering information and handling the challenges they face at this stage despite the burdens of formal teaching sessions, support classes, time constraints, and overcrowding. They have alternatives to deal with these situations, which enhances their mental motivation.

Furthermore, these results align with what Ginacarlofashion (1998) emphasized about the inclination towards mastery and intellectual openness to recognize and discover new things. They exhibit perseverance, a commitment to learning, and deep engagement in the educational process. Consequently, university students employ various thinking methods to solve problems, demonstrating cognitive flexibility in finding alternatives, understanding subjects, and innovating new ideas. This reflects their drive for progress, development, and striving towards positive change. Additionally, these results are consistent with

Salman's (2019) findings, whose study indicated a high level of mental motivation.

Results of Hypothesis: There are statistically significant differences in the level of mental motivation attributed to the gender variable among secondary school teachers in Laghouat

Table 8. The "t" test for assessing gender differences regarding the general index of mental motivation.

The scale	The type	The number	Arithmetic average	Standard deviation	"T" value	Sig Value	Significance Level
Mental Motivation	Male	57	204,12	17,51	-0,25	0,38	Not - significant
	Female	43	205,09	20,35			

The arithmetic average, the standard deviation, and the t-test were used to calculate the differences in mental motivation levels by gender. Based on the test results, a value of 0.38 was obtained, more significant than 0.05. This leads us to accept the null hypothesis and reject the alternative hypothesis, indicating no statistically significant differences in mental motivation attributed to gender among secondary school teachers in Laghouat province." "It can be said that this result aligns with a study by Marai Noufel (2008), which indicates no statistically significant differences attributed to gender. Similarly, a study by Wafaa (2015) affirmed no differences between males and females, as they exhibit similar motivations attributed to intellectual convergence. This suggests they possess the same ability to stimulate mental motivation towards achieving desired goals.

This interpretation underscores the importance of the secondary stage as a psychological and cognitive development phase for preparing students for transition to university. It also reflects teachers' dedication to impart as much knowledge and understanding as possible, and this pertains to their academic stability and ability to understand their attributes and try to employ them to fit the technological era's requirements. However, a thoughtful approach encourages critical thinking, problem-solving, and high aspirations for success. This has led educators and psychologists to advocate for attention to mental motivation as an educational outcome.

Table 9. The t-test measuring differences in seniority concerning the general index of mental motivation.

The scale	Seniority	The number	Arithmetic average	Standard deviation	"T" Value	Sig value	Significance level
Mental motivation	Less than 10 years	51	200,47	18,32	-2,26	0.90	Not - significant
	More than 10 years	49	208,77	18,31			

The table shows that the arithmetic average for teachers with less than ten years of experience was 200.47, while for those with more than ten years, it was 208.47. The level of mental motivation. The standard deviation reached 18.32 for those with less than ten years of experience and 18.31 for those with more than ten years. The value of (t) was 2.26, which is insignificant, meaning there are no statistically significant differences in mental motivation attributed to the seniority variable among secondary school teachers in Laghouat.

Therefore, we attribute this result to the fact that regardless of the difference in educational experience among teachers (seniority), they exhibit the same level of motivation due to their participation in similar surrounding conditions, whether social or professional.

Furthermore, their performance of the same teaching role in the sampled institution covered in this study involved teachers with varying seniority and experience in education, without them having prior knowledge of this term or the consideration of mental motivation according to the seniority variable.

Based on the analysis of the research data and the application of the study's scale, the study arrived at the following conclusions:

1. The research sample exhibits a high level of mental motivation, confirming maturity and high academic achievement within the sample.
2. There are no statistically significant differences in mental motivation within the research sample based on gender.

3. There are no statistically significant differences in the level of mental motivation based on seniority within the research sample.

5. CONCLUSION

In summary, the present research paper uses a descriptive approach to identify the level of cognitive motivation among secondary school teachers in Laghouat. The results indicate that teachers' cognitive motivation is high, with no statistically significant differences in this motivation based on gender or seniority. Accordingly, the following suggestions can be proposed:

- Clarify the study variables for the research sample.
- Develop training and development programs to enhance mental motivation.
- Conduct studies on mental motivation in other educational stages, including elementary, secondary, and university levels.
- Conduct a study on mental motivation according to other variables such as seniority, specialization, and academic classification.

Still, further research is needed to fully understand the topic under investigation.

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