

## The learning Motivation Level of Students at the Higher School of Teachers Specializing in Physical and Sports Education for Primary Education: A Field Study at the Higher School of Teachers in Boussaada, University of M'sila

مستوى دافعية التعلم لدى طلبة مدرسة العليا للأساتذة التربية البدنية والرياضية في التعليم الابتدائي

دراسة ميدانية بالمدرسة العليا للأساتذة ببوسعادة جامعة مسيلة

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### Abstract:

The present study aims to identify the level of learning motivation among students at the Higher School of Teachers specializing in Physical and Sports Education for Primary Education. To this end, we adopted the descriptive research method on a sample consisting of (55) students selected using a survey-based approach. To collect data, the Learning Motivation Scale was employed. After collecting and statistically analysing the data, it was concluded that the learning motivation level among students at the Higher School of Teachers specializing in Physical and Sports Education was high. Meanwhile, findings indicated that there were no statistically significant differences in the learning motivation level among students at the Higher School of Teachers specializing in Physical and Sports Education for Primary Education attributable to the gender and academic level variables.

**Keywords:** Learning Motivation; Student-Teacher; the Higher School of Teachers of Physical and Sports Education.

### ملخص:

تهدف الدراسة إلى التعرف على مستوى دافعية التعلم لدى طلبة مدرسة العليا للأساتذة التربية البدنية والرياضية في التعليم الابتدائي. ولهذا الغرض استخدمنا منهج الوصفي على عينة مكونة من 55 طالب تم اختيارها بطريقة مسحية وجمع البيانات استخدمنا مقياس دافعية التعلم، بعد جمع النتائج ومعالجتها إحصائياً تم التوصل إلى أن مستوى دافعية لدى طلبة المدرسة العليا تخصص تربية بدنية ورياضية مرتفع - بينما بأنه لا توجد فروق ذات دلالة إحصائية في مستوى دافعية التعلم لدى طلبة المدرسة العليا للأساتذة تخصص تربية بدنية ورياضية تعزى لمتغير الجنس والمستوى الدراسي.

الكلمات الدالة: دافعية التعلم، طالب الأستاذ، مدرسة العليا للأساتذة التربية البدنية والرياضية.

## **1. Introduction:**

Learning is a fundamental process that occurs in the individual's life and is a part of every activity done by the human being. It even is the main indicator of the growth and development process. Moreover, through learning, he can form different behavioural patterns which fit his surroundings; hence, learning is an important axis in the individual's life. It is noticeable, through researching the subject of learning, that motivation is one of the important prerequisites of learning as the learning process is neither easy nor simple and is in fact a complicated and complex process that consists of many factors and cognitive mental processes. In addition, it is impossible for a learning process to occur unless the learner possesses a range of factors, conditions, and forces that push and orient him towards learning and pursuing academic achievement. These forces may be either internal forces as they may arise from within the learner, or external forces that come from his environment which motivate him to learn. This is what is referred to as learning motivation. This latter is a fundamental condition for the successful attainment of educational objectives across various domains of learning. Learning motivation is a special form of general motivation which refers to an internal cognitive state of the learner which pushes him to be attentive to any educational situation and engage with it with a certain activeness and persist in that engagement until learning is achieved. (Abd al-Rahman & Qatami, 2002, p. 30)

Learning motivation is considered, during the university stage, as one of the important motivations that guide students' behaviour towards growth, success, and academic achievement. It is a driving force for students as their attitudes and reactions are affected by the circumstances that surround them inside or outside the university community, which may largely affect the quality of the learning process and its outcomes.

Motivation is the process of stimulating and supporting behaviour and directing it toward a learning objective. Understanding the degree of motivation is of paramount importance for both the teaching and learning processes. Like learning itself, motivation is not directly observable; rather, it is inferred from its behavioural indicators and the verbal expressions associated with it. In addition, it is regarded as an explanatory concept that helps understand why individuals behave in a particular way, however, it plays a significant role in learning, as it engages students in activities that make learning easier. (Samih, 2004, p. 127)

Furthermore, motivation is regarded as one of the fundamental pillars of the teaching and formative process as it is the internal force that drives the student towards the achievement of the teaching and professional goals. Considering the challenges facing the education sector in Algeria, especially at the primary level, the importance of examining the motivation of students enrolled at the Higher School of Teachers becomes increasingly evident, especially those specializing in Physical and Sports Education, towards the formation and work in the education field. Based on the foregoing, a problematic emerges, and from which the following questions be asked.

### **1.1. Main question:**

- What is the level of learning motivation among students at the Higher School of Teachers of Physical and Sports Education for primary education?

### **1.2. Sub-questions:**

- Are there any differences of statistical significance in the level of learning motivation among students at the Higher School of Teachers of Physical and Sports Education for primary education attributable to the gender variable?
- Are there any differences of statistical significance in the level of learning motivation among students at the Higher School of Teachers of Physical and Sports Education for primary education attributable to the academic level variable?

### **1.3. Hypothesis:**

- The level of learning motivation among students at the Higher School of Teachers of Physical and Sports Education for primary education is high.

### **1.4. Sub-hypotheses:**

- There are no statistically significant differences at the level of learning motivation among students at the Higher School of Teachers of Physical and Sports Education for primary education attributable to the gender variable.
- There are no statistically significant differences at the level of learning motivation among students at the Higher School of Teachers of Physical and Sports Education for primary education attributable to the academic level variable.

### **1.5. Study Objectives:**

- To determine the level of learning motivation among students at the Higher School of Teachers of Physical and Sports Education for primary education.
- To identify the extent of how much gender can affect the level of learning motivation among students at the Higher School of Teachers of Physical and Sports Education for primary education.
- To highlight the effect of the academic level on the learning motivation level among students at the Higher School of Teachers of Physical and Sports Education for primary education.

### **1.6. Significance of Study:**

The study of learning motivation level is of very importance at the formative and educational field, especially for students at the Higher School of Teachers who are preparing to practice the profession of teaching at the primary level. Motivation is regarded as one of the important psychological factors that affect the quality of academic achievement,

performance effectiveness, and professional readiness. The importance of this study increases when it comes to the specialty of Physical and Sports Education, as this discipline integrates physical, cognitive, and educational requirements and targets a sensitive age group that needs teacher with high motivation and an honest professional attention. Therefore, this study not only contributes to serving the academic aspect, but its effects extend to include the educational field and the whole society by forming reliable and motivated teachers that are capable of effectively fulfilling their educational and pedagogical roles.

## **2. Defining Concepts and Terminology.**

### **2.1. Learning motivation**

#### **2.1.1. Theoretical Definition:**

According to Marwan Abu Huwajj, learning motivation is the latent energy of the human being, which drives him to behave in a certain behaviour in the external world, and this energy is what draws the human being's goals and purposes to achieve the most possible adapting with his external environment. (Huwajj, 2004, p.143).

Meanwhile, Ahmed Mohamed Abdel Khaleq defines it as a state of internal arousal or alertness within the organism that leads to goal-directed behaviour. This state results from a particular need and functions to activate, energize, and guide behaviour. (Abdel Khaleq, 2006, p. 361)

#### **2.1.2. Operational Definition:**

It refers to the score or level obtained by students on the learning motivation scale, which may be either high or low.

### **2.2. The Student-Teacher**

#### **2.2.1. Theoretical Definition:**

The student-teacher is the student enrolled in an education faculty or in one of the Higher Schools of Teachers undergoing training to become a teacher who, upon graduation, will be assigned to an institution under the Ministry of National Education. (Jirjis, Jirjis Mishal, 2005, p. 350)

According to Yekhlef (2007), a student-teacher is "the student who studies at the Higher School of Teachers and has obtained the baccalaureate degree with a grade of (14.5/20) or more and joins the school to pursue a teaching qualification for primary, middle, or secondary education". (Yakhlef, 2007, p. 64)

#### **2.2.2. Operational Definition:**

The student-teacher is the individual that studies at the Higher School of Teachers of Physical and Sport Education for primary education in Boussaada, university of M'sila, during the academic year of 2024/2025.

### 3. Literature Review.

#### 3.1. Study by Abdullah Bin Ahmed Mohamed El Attas et al. 2021:

The present study aimed at investigate the nature of the correlational relationship between the quality of university life, learning motivation and the level of ambition among students at Umm Al-Qura university, and to highlight the differences in the quality of university life, learning motivation, and level of ambition in light of the following variables: Type of faculty, academic level, and place of residence. To this end, the researchers applied the quality of university life scale, the learning motivation scale, and the ambition level scale, after verifying their validity and reliability, to a sample of 588 students from Umm Al-Qura University, with a mean age of 21.74 years. Data were analysed using frequency distributions, percentages, means, standard deviations, and the t-test. The study results revealed that there was no correlation between the students' scores on the quality of university life scale and their scores on the learning motivation and ambition level scales. The results also revealed the absence of differences between the score averages of students at humanities and science faculties and between students in 1st and 4th year, and the place of residence on the quality of university life scale. However, the findings did indicate differences in the quality of human relationships dimension between students and members of the teaching body, in favour of fourth-year students. Moreover, statistically significant differences were found in learning motivation scores among sciences faculty students in the following dimensions: intrinsic and extrinsic goal orientation, task value, and total score, while no significant differences were observed in the dimensions of control of learning beliefs and self-efficacy for learning and performance. The findings also showed that there were no statistically significant differences between learning motivation level averages among 1st and 4th year students in intrinsic goal orientation. Nonetheless, findings indicated statistically significant differences in the total score of the scale and the extrinsic goal orientation, task value, control of learning beliefs, self-efficacy for learning and performance, and test anxiety dimensions. Finally, the study found no statistically significant differences in aspiration levels between students from humanities and science faculties or between students residing inside and outside the city of Mecca. However, significant differences were found between 1st and 4th year students on the aspiration level scale, in favour of first year students.

#### 3.2. Study by Khalfa and Hadjoudji (2019):

The study aimed to explore the relation between the learning motivation and the academic achievement among students at the secondary level. The study adopted the descriptive correlational method to check the nature of the relation between the learning motivation and academic achievement variables by using the learning motivation scale developed by Youssef Qatami which was based on previously established scales. This scale

includes 36 paragraphs as a fundamental research instrument. Findings revealed the existence of a positive statistically significant correlation between learning motivation and academic achievement, which indicates that the increase in learning motivation levels contributes to the improvement of academic achievement.

### **3.3. Study by Mouna Abdelkader Said Belbissi (2018):**

The present study aimed to identify the means of stimulating learning motivation among 10th grade students at public schools in the governorate of Salfit based on the gender, the number of family members, and the level of academic achievement. The study sample consisted of (83) female and male 10th grade students in Salfit governorate. Questionnaires, developed based on previous literature, were used as a research instrument to measure the learning motivation among the students. The study findings showed the non-significance of both gender and the level of academic achievement in affecting the means of stimulating learning motivation among sample individuals. However, the study findings revealed the existence of a strong correlation between means of stimulating learning motivation and the number of family members variable in favour of family members being 3 to 7 members compared to those who are 2 to 3 members and more than 7 members, as these findings shows that they are the most responsive to the learning motivation stimulation means used by the educator inside the classroom. Finally, the study did not show any positive or negative effects of two-way or three-way interactions between the gender, family members' number and the learner's academic level independent variables.

### **3.4. Study by Abu Ara (2017):**

The study aimed at investigating the relation between the sense of psychological safety and learning motivation among students at Al-Quds open university. It adopted the descriptive correlative research method to analyse the links between the variables in addition to a questionnaire as a data collecting research instrument to measure the psychological safety and learning motivation levels. The instrument was used on a sample of (350) female and male students at Al-Quds open university during the academic year 2016/2017. The findings showed the existence of a positive relation between sense of psychological safety and learning motivation, as it was revealed that the psychological safety level was moderate while learning motivation was high.

### **3.5. Study by Nouar Okba (2017):**

Titled "learning motivation among students at the Institute of Science and Techniques of Physical and Sports Activities and its relationship with life satisfaction", this study aimed to explore both learning motivation and life satisfaction levels among students at the institute of Physical and Sports Activities' Sciences and Techniques in Ouargla. It also aimed to identify the relation between learning motivation and life satisfaction among the students. Moreover, the study aimed to explore the differences in learning motivation and life satisfaction levels based on academic level between bachelor and master students. The

study sample was composed of (190) female and male students from the institute using the stratified random sampling method. The researcher used a descriptive survey research method; to determine the prevalence of the study variables, and the Learning Motivation Scale developed by Yousef Qatami (1989) and the Life Satisfaction Scale developed by Magdy El-Desouky (1998). Statistical instruments like the arithmetic mean, standard deviation, relative weight, Pearson correlation test, and t-test were also used. Results showed above-average levels of both learning motivation (relative weight = 85.67) and life satisfaction (relative weight = 82.75). Moreover, A statistically significant positive correlation was found between learning motivation and life satisfaction. However, no significant differences were found in learning motivation or life satisfaction based on academic level between Bachelor and Master students.

### **3.6. Study by Belkacem Doudou (2016)**

Entitled “Reflective Thinking Among Students at The Institute of Science and Techniques of Physical and Sports Activities and Its Relation to Learning Motivation”, this study aimed at identifying the existing relation between reflective thinking and learning motivation among students at the Institute of Science and Techniques of Physical and Sports Activities, as well as to determine the extent to which reflective thinking varies based on academic level, gender, and age among students. The researchers applied the descriptive survey method to test the study hypotheses. The study sample was composed of (169) female and male students from the institute in Ouargla. The researchers opted for a scale as an instrument to collect data followed by the following statistical instruments: significance tests for mean differences, arithmetic mean, standard deviation, percentage, and analysis of variance (ANOVA). Results showed that there is no relation between reflective thinking and learning motivation as well as the absence of difference in reflective thinking and learning motivation based on the institute’s students’ academic level.

### **3.7. Study by Thouraya Doudouine et al. (2012):**

The present study aimed to examine the effects of acceleration and enrichment programs on learning motivation, academic achievement, and self-esteem among gifted female and male fourth grade students in middle school in Jordan. The study sample was randomly collected and consisted of (180) female and male students, half of whom (91) had experienced academic acceleration by skipping some grades over the previous years and who could be reached in the northern, central, and southern regions of Jordan, and 91 gifted and high-achieving students who were exposed to enrichment programs at schools. To achieve the study goals, researchers developed a learning motivation scale and used the self-esteem scale for ages 13 to 17, adapted to the Jordanian context by Al-Khatib (2004). Study findings showed statistically significant differences at level (0.05) in favour of gifted students who were exposed to acceleration programs in levels of learning motivation, academic achievement, and self-esteem. However, findings did not show any statistically significant differences at the significance level (0.05) in levels of learning motivation and self-esteem and results are attributed to gender difference. Moreover, statistically significant

differences appeared at the significance level (0.05) in academic achievement level in favour of females.

### **3.8. Study by Naoufel (2011)**

Entitled “Differences in Learning Motivation Based on Self-Determination Theory among a Sample of Educational Science Students in Jordanian Universities”, this study by Naoufel aims to investigate differences in learning motivation based on Self-Determination Theory (SDT) among a sample of students enrolled in faculties of educational sciences at Jordanian universities. The sample included (803) female and male students. To achieve this study's objectives, the learning motivation scale based on SDT was applied. Results showed that students 'overall levels of learning motivation based on SDT were moderate however high in the domains of effort/importance and value/usefulness, while the remaining domains registered moderate levels. Moreover, statistically significant differences at the (0.05) level among female and male students in the third domain (effort/importance) were revealed. Meanwhile, differences in the remaining domains and on the whole scale were absent. Study also revealed statistically significant effect of the academic level on each of the scale domains and the same scale. Additionally, a correlation was observed between students' cumulative GPA and several domains, including enjoyment, interest, perceived competence, and effort/importance.

### **3.9. Study El-Omar (1995):**

Entitled “Extrinsic and Intrinsic Motivations among Students at the Education Faculty, Its level and Some of Its Related Variables.”. The researcher aimed in his study to identify the relation between extrinsic and intrinsic motivation as well as to examine the effects of gender and specialty on these motivations. The sample consisted of (250) female and male students from the Educational Faculty at Kuwait university. Results revealed a negative statistically significant relation between intrinsic and extrinsic motivations. Moreover, the study found no significant differences between males and females in intrinsic and extrinsic motivations. Finally, findings found no significant differences between different specialties in these motivations.

## **4. Methodology:**

### **4.1. Pilot Study:**

To achieve the study objectives, the researcher conducted the pilot study which is considered the first step in the field study because it allows the identification of the study population's structure and characteristics, as well as all relevant information about the study sample and the instrument, by which data about the study topic will be collected, through exploring a set of scales. To this end, a scale was adapted to the Algerian environment and psychometric parameters of the instrument were assessed on a pilot sample consisting of (8)

students at the Higher School of Teacher of Physical Education in Boussaada, University of M'sila during the period from 22/04/2025 to 15/05/2025.

#### **4.2. Research methodology:**

To achieve study objectives, the descriptive-analytical method was employed. A method that studies reality or the phenomena as it is in the field while giving it a precise description and expressing it qualitatively and quantitatively (Abidat et al., 2005, p. 274).

#### **4.3. Definition and Classification of Variables:**

##### **4.3.1. Independent variable:**

It is the variable controlled by the researcher because it is the cause or one of the causes of a certain result and studying it can lead to the identification of its effect on the dependent variable.

##### **4.3.1.1. Identification of the Independent Variable:**

Learning Motivation level

##### **4.3.2. Dependent Variable:**

It is the factor or variable that can be measured or studied based on the effect it receives from the independent variable. (Mokhnach et al., 2025, p. 7)

##### **4.3.2.1. Identification of the dependent variable:**

The Student-Teacher

#### **4.4. Study Population:**

It is consisted of (66) student from Higher School of Teachers of Physical and Sports Education, Boussaada, University of M'sila.

#### **4.5. Study Sample:**

It is a subset of the original population, selected in a certain way to examine the original population's characteristics. (Shababhi, Yaakoubi,A, & Lazhar,O, 2025, p. 18)

A total of 58 questionnaires were distributed using a survey method, and 55 responses were retrieved from students at the Higher School of Teachers f Physical and Sports Education, Boussaada, University of M'sila.

#### **4.6. Study Instrument:**

##### **4.6.1. Learning Motivation Scale:**

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To achieve the study objectives the scale was adapted to gather information from the study sample members to answer the research questions. The questionnaire is a widely used instrument in scientific research, as it allows researchers to obtain information directly from the original source, making the process of data collection and analysis easier and less costly. The Learning motivation scale used to measure learning motivation was taken from the book *Guide to Psychological and Educational Scales and Tests* and consists of 14 items (Abu Asaad, A. A., 2011, p. 185).

### **4.6.2. Psychometric Properties of the Research Instrument (Learning Motivation Scale):**

To confirm the scale's consistency's reliability, Cronbach's alpha coefficient was calculated. Additionally, estimated construct validity, which equals the square root of Cronbach's alpha coefficient, was used to assess the scale's reliability. Results were as follows:

**Table 1. Learning Motivation Scale Reliability**

| <b>Scale</b>              | <b>Number of Items</b> | <b>Pilot Sample</b> | <b>Cronbach's alpha coefficient</b> | <b>Self-Validity Coefficients</b> |
|---------------------------|------------------------|---------------------|-------------------------------------|-----------------------------------|
| Learning Motivation Scale | 14                     | 08                  | 0.620                               | 0.787                             |

Note. Table prepared by the researcher based on his calculations.

Based on the above, it is evident from the table that the Cronbach's alpha coefficient for the overall scale reached a value of 0.620, indicating that the scale possesses a high degree of internal consistency. It is also evident from the table that the self-validity coefficients were calculated by taking the square root of the reliability coefficient for the overall scale, which amounted to 0.787. This indicates that the scale is valid for measuring what it was designed to measure.

### **4.7. Statistical Methods:**

The Statistical Package for the Social Sciences (SPSS) is one of the most widely used software programs for data analysis of research and studies in the field of human sciences (Abidat et al., 1999, p. 138). Accordingly, the researcher used SPSS to process the data obtained from the questionnaire. In this study, the following statistical procedures were employed: arithmetic mean, standard deviation, Cronbach's alpha coefficient, significance level (p-value), and the Least Significant Difference (LSD) test.

## **5. Results and Discussions:**

### 5.1. Results Analysis and First Sub-Hypothesis Discussion:

The sub-hypothesis reads as follows: There are no statistically significant differences at the level of learning motivation among students at the Higher School of Teachers of Physical and Sports Education for primary education according to the gender variable.

To test the hypothesis, the researchers conducted a t-test on two independent samples. The results are shown in the following table:

**Table 2. Differences in Learning Motivation among Students at the Higher School of Teacher Specializing in Physical and Sports Education Based on the Gender Variable.**

| Group              | <i>n</i> | <i>M</i> | <i>SD</i> | Calculated<br>( <i>t</i> ) | Critical<br>( <i>t</i> )<br>value | <i>p</i> -<br>value | Statistical<br>Significance |
|--------------------|----------|----------|-----------|----------------------------|-----------------------------------|---------------------|-----------------------------|
| Male<br>Students   | 31       | 25.03    | 01.76     | 0.11                       | 1.96                              | 0.913               | Not<br>significant          |
| Female<br>Students | 24       | 25.08    | 01.63     |                            |                                   |                     |                             |
| <i>df</i> = 53     |          |          |           | $\alpha$ = 0.05            |                                   |                     |                             |

Note. Table prepared by the researcher based on SPSS output.

It is clear from the previous table that the mean score of male students is estimated at (25.03) with a standard deviation of (01.76) whereas for female students, the mean score is estimated at (25.08) with a standard deviation of (01.63). Using a t-test on two independent samples, the calculated (*t*) value (0.11) was found to be less than the critical (*t*) value (01.96). In addition, the *p*-value (0.913) was greater than the significance level ( $\alpha = 0.05$ ). These findings indicate that there are no statistically significant differences in the level of learning motivation among students at the Higher School of Teachers, specializing in Physical and Sports Education, attributable to gender.

This finding is consistent with the study by Belbissi (2018), which reported no significant effect of gender or academic achievement level on methods of stimulating learning motivation among the study sample. Similarly, Doudou (2016) found no significant differences in reflective thinking and learning motivation. Doudouine et al. (2012) also reported no statistically significant gender differences at ( $\alpha = 0.05$ ) in learning motivation and self-esteem. However, Naoufal (2011) found statistically significant gender differences at ( $\alpha = 0.05$ ) in the third domain, effort/importance, although no significant differences were observed in the other domains or in the total scale score. Likewise, Al-Omar (1995) reported no significant gender differences in intrinsic motivation.

### 5.2. Results analysis and second sub-hypothesis discussion:

The hypothesis is as follows: There are no statistically significant differences at the level of learning motivation among students at the Higher School of Teachers of Physical and Sports Education for primary education according to the academic level variable.

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To test the hypothesis, the researchers conducted a t-test on two independent samples. The results are shown in the following table:

**Table 3. Differences in Learning Motivation among Students at the Higher School of Teacher Specializing in Physical and Sports Education Based on the Academic Level Variable.**

| Group                | <i>n</i> | <i>M</i> | <i>SD</i> | Calculated ( <i>t</i> ) | Critical ( <i>t</i> ) value | <i>p</i> -value | Statistical Significance |
|----------------------|----------|----------|-----------|-------------------------|-----------------------------|-----------------|--------------------------|
| 1 <sup>st</sup> Year | 29       | 24.72    | 01.66     | 01.54                   | 1.96                        | 0.128           | Not significant          |
| 2 <sup>nd</sup> Year | 26       | 25.42    | 01.67     |                         |                             |                 |                          |
| <i>df</i> = 53       |          |          |           | $\alpha = 0.05$         |                             |                 |                          |

Note. Table prepared by the researcher based on SPSS output.

The previous table shows that the mean score for first year students is estimated (24.72) with a standard deviation of (1.66), whereas the mean score for second-year students reached (25.42) with a standard deviation of (1.67). Using a t-test on two independent samples, the calculated (*t*) value (1.54) was found to be less than the critical (*t*) value (1.96). In addition, the *p*-value (0.128) was greater than the significance level ( $\alpha = 0.05$ ). These results indicate that there are no statistically significant differences in the level of learning motivation among students at the Higher School of Teachers, specializing in Physical and Sports Education, attributable to the academic-level variable.

These findings are consistent with the study made by Al-Attas et al. (2021), which found statistically significant differences in learning motivation scores among sciences faculty students in the intrinsic and extrinsic goal orientation, task value, and total score dimensions. Meanwhile there were no differences in the of control learning beliefs and self-effectiveness in learning and performance dimensions. Moreover, results also indicated statistically significant differences between the average scores of learning motivation levels among students of 1st and 4th year particularly in intrinsic goal orientation. Finally, findings indicate statistically significant differences in the total score of the scale and the extrinsic goal orientation, task value, control of learning beliefs, self-effectiveness in learning and performance and exam anxiety dimensions. These findings are also consistent with the findings of Belbissi (2018), who found that neither gender nor academic achievement level had a significant effect on the learning motivation stimulating means among the study sample. Similarly, Nouar Okba (2017) found no significant differences in learning motivation between bachelor and master's students. Doudou (2016) also found no differences in reflective thinking and learning motivation according to students' academic level.

### 5.3. Results analysis and hypothesis discussion:

The hypothesis reads as follows: The level of learning motivation among students at the Higher School of Teachers of Physical and Sports Education for primary education is high.

To test the hypothesis, the researchers conducted a t-test on one sample. The results are shown in the following table:

**Table 4. The Learning Motivation Level Among Students at the Higher School of Teachers**

| Variable               | <i>M</i> | <i>SD</i> | <i>M</i><br>(hypothetical) | Calculated<br>( <i>t</i> ) | Critical<br>( <i>t</i> )<br>value | <i>p</i> -value | Statistical<br>significance |
|------------------------|----------|-----------|----------------------------|----------------------------|-----------------------------------|-----------------|-----------------------------|
| Learning<br>motivation | 25.05    | 01.69     | 21                         | 17.75                      | 01.96                             | 0.001<          | significant                 |
| <i>Df</i> = 54         |          |           |                            | $\alpha = 0.05$            |                                   |                 |                             |

Note. Table prepared by the researcher based on SPSS output.

The table shows that the mean score for learning motivation was (25.05) with a standard deviation of (1.69), while the hypothetical mean was (21). A one-sample t-test revealed that the calculated *t* value (17.75) exceeded the critical *t* value (1.96), and the *p*-value was less than 0.001, which is below the significance level ( $\alpha = 0.05$ ). These results confirm that the difference is statistically significant at a degree of freedom of (54), which indicates that the level of learning motivation among students at the Higher School of Teachers, specializing in Physical and Sports Education, is high.

This finding is consistent with the results of a study by Khalfa and Hadjoudji (2019), which showed that an elevated level of learning motivation contributes to improved academic performance. Similarly, Abu Ara (2017), who examined the relationship between psychological security and learning motivation among students at Al-Quds Open University, found that psychological security was at a moderate level, while learning motivation was high. In contrast, Naoufal (2011) found that levels of learning motivation based on Self-Determination Theory were moderate overall, high in the domains of effort/importance and value/usefulness, and moderate in the remaining domains.

## 6. Conclusions and Suggestions:

It is clear through these results that the level of learning motivation among female students at the Higher School of Teachers, specializing in Physical and Sports Education for primary education, is a fundamental factor in achieving professional competence and educational success in the school environment. The results showed that the level of learning motivation among students at the Higher School of Teachers in this specialization is high, reflecting their passion for the field and their desire to positively influence primary school pupils, despite some challenges related to training conditions, curriculum demands, and limited resources.

At the same time, the findings showed that there were no statistically significant differences in learning motivation attributable to the variables of gender and academic level. It can, therefore, be concluded that enhancing this motivation requires an integrated approach combining academic, psychological, and social support on the one hand, and the provision of a stimulating training environment on the other. Teacher-training institutions,

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such as the Higher Schools of Teachers, should play an active role in reinforcing positive educational values and motivating students to continue developing themselves both professionally and personally.

Based on these findings, the following suggestions can be suggested:

- Learning motivation is not merely a psychological readiness but a driving force behind all future teaching practices; thus, prioritizing it is essential for ensuring the quality of education in primary schools.
- Organize training courses and workshops for students specializing in Physical and Sports Education at the Higher Schools of Teachers to strengthen their ability to work effectively with primary school pupils.
- Provide the necessary equipment and resources to improve the learning and teaching environment at the university level.

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