

# The Effectiveness of a Counseling Plan in Developing Motivation to Learn among Primary School Pupils: A Field Study in Some Primary Schools in the City of Batna

LEGLIB NOUR EL HOUDA

Laboratory for the Development of Quality Systems in Higher and Secondary Education, University of Batna 1, Algeria,

Email: nourelhouda.leglib@univ-batna.dz

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## Abstract:

The current study aimed to reveal the effectiveness of a counseling plan for developing motivation to learn among primary school pupils. The study included a sample of (10) male and female pupils from the fifth year of primary school, who were selected intentionally. The study relied on the quasi-experimental one-group approach. The study tools consisted of: the counseling plan designed by the researcher, and the motivation-to-learn scale prepared by Youssef Qatami. The statistical treatment of the study hypotheses was carried out using the statistical analysis program SPSS v20. The study reached the following results: there is an effective impact of the counseling plan in developing motivation to learn, as the results indicated the presence of statistically significant differences after exposure to the plan between the pre-measurement scores and the post-measurement scores among the members of the counseling group, in favor of the post-measurement scores, with no statistically significant differences between the post-measurement scores and the follow-up measurement scores, which confirms the effectiveness of the counseling plan.

**Keywords:** motivation to learn, counseling plan.

## 1- Introduction to the Problem:

Modern educational approaches aim to make educational institutions community institutions serving their social and economic environment, and to add more effectiveness to their function in a way that contributes to meeting the various developmental challenges posed, based on the fact that they are the educational environment that embraces the educational path of individuals, and which aims to make the pupil a source of wealth creation by building learners who are more representative of and responsive to the aspirations and priorities of societies. The outputs of the educational process, at its various stages, are also considered a criterion on the basis of which development and excellence in various fields are measured (social, economic, educational, cultural, political, etc.).

Motivation to learn is considered one of the most important psycho-pedagogical variables that contribute to improving and enhancing the outputs of the educational process, as it is a hypothetical construct that aims to direct pupils' behavior and push them to perform their duties accurately and regularly. It also creates in them the incentive and desire for success, excellence, and achievement, which contributes to helping them overcome the educational obstacles they encounter and overcome them. This, in turn, gives them a sense of self-confidence and develops their educational self-concept. Based on the fact that the individual's personality is an integrated whole with interrelated influences, the psychological aspect inevitably affects the educational aspect. Hassanein (2002) emphasized the effect of motivation to learn on the study process, and that a strong drive toward learning contributes

to increasing alertness, develops concentration of attention, contributes to delaying the feeling of boredom, and makes the learner more receptive to the topics of his educational subjects. This creates in him a desire to achieve success and reflects positively on his perseverance in resisting temptations that keep him away from studying, especially in light of the temptations contained in the environment (electronic games, television, computer, smartphones, Internet) (Al-Shahat, 2011, 34). The importance of motivation to learn lies in the fact that the occurrence of the act of teaching and learning is based on the level of motivation possessed by the learner, as it is a basic condition for achieving this. Husen confirms that studies and research have proven that 50% of the variance in the level of academic achievement is due to motivation to learn and academic inclination. In the same context, Gates confirmed that motivation is the only condition without which learning does not take place. Motivation to learn is considered an educational goal in itself, as stimulating pupils' motivation, directing it, and generating specific interests create in them the desire to perform cognitive, emotional, and behavioral activities outside the school environment and in their future lives. This is what educational systems seek to achieve (Shabha and Ben Zine, 2021, 159). Many studies have also shown the close relationship between motivation to learn and low levels of academic achievement, such as the study of Schunk et al. (2007), which showed that low motivation to learn represents one of the most important causes of low academic achievement and the increase in pupils' school dropout rates. It contributes to creating a feeling of boredom within school spaces and a lack of desire to continue learning. Moreover, the content of the curricula presented to them does not stimulate their motivation, which leads to failure in acquiring basic subjects (reading, writing, arithmetic, study skills, logic). Meanwhile, the study of Mokaddem (2016) showed a positive relationship between motivation to learn and school success, and confirmed that motivation to learn is a key to confronting school dropout and failure. The study of Ben Moussa (2017) showed the existence of a positive relationship between motivation to learn and academic achievement among first-year secondary school pupils (Shabha and Ben Zine, 2021, 165). In the context of addressing motivation through counseling programs, the study of Al-Zuhaili (2002) confirmed the existence of differences in motivation to learn between pupils with low academic achievement and pupils with high academic achievement in favor of those with high achievement (Ghneimat and Alimat, 2011, 522). The results of the study of Shawashra (2007) confirmed the effectiveness of the educational program applied in stimulating the learner's motivation and raising his level of academic achievement. (Al-Natour, 2010, 58)

Based on the above, the problem of the current study crystallized and is procedurally expressed by formulating the following question:

Does the proposed counseling plan have an effect on developing motivation to learn among primary school pupils?

## 2- Study Hypotheses:

- ✍ There are statistically significant differences among the members of the experimental sample after exposure to the counseling plan between the pre-measurement scores and the post-measurement scores on the motivation-to-learn scale in favor of the post-measurement scores.
- ✍ The proposed counseling plan is effective in developing motivation to learn among the members of the experimental group.

✍ There are no statistically significant differences among the members of the experimental sample between the mean scores of the post-measurement and the follow-up measurement scores on the motivation-to-learn scale after a period of time.

### **3- Study Objectives:**

The current study aims to achieve the following:

- Designing a counseling plan to develop motivation to learn based on cognitive-behavioral counseling techniques directed at primary education pupils.
- Revealing the extent of the effectiveness of the proposed counseling plan and the techniques and strategies it includes in developing motivation to learn among the members of the experimental sample after exposure to the activities of the plan.
- Revealing the differences between the pre-measurement scores and the post-measurement scores among the counsees on the motivation-to-learn scale after exposure to the counseling plan.
- Revealing the differences between the post-measurement scores and the follow-up measurement scores among the members of the experimental group on the motivation-to-learn scale after exposure to the counseling plan.

### **4- Operational Definitions of the Study Terms:**

Definition of motivation to learn: It refers to a strong desire to achieve academic excellence. This internal drive, represented by the desire to study, acts as a motivating force for the individual's energies, enabling him to work at his maximum capacity to achieve excellence (Al-Daheri, 2010, 176).

Operational definition: The researcher defines motivation to learn as an internal feeling that acts as a hypothetical flame that creates in the fifth-year primary school pupil the desire for success and excellence. This is manifested through his interest in studying, not neglecting school assignments, responding to the teacher inside the classroom, setting academic goals and working to achieve them, and adopting positive representations of the educational self. It is inferred through the score obtained by the examinee on the motivation-to-learn scale adopted in this study, which is the scale developed by Youssef Qatami in (1992), and its scores range between (36) degrees as a minimum and (180) degrees as a maximum.

Definition of the counseling plan: The researcher defines the counseling plan as a planned and organized program, based on scientific foundations, including a set of activities and events presented in the form of counseling services, based on the principles and techniques of cognitive-behavioral counseling. In this study, it includes: dialogue and discussion, reinforcement, modeling, role-playing, self-monitoring, and homework. It was developed by the researcher and includes six counseling sessions determined in terms of time and place, seeking to achieve the objectives of the counseling plan, starting from bringing about the required changes in the behavior and thinking of pupils in primary education, through developing motivation to learn.

### **5- Previous Studies:**

The study of Asim Adel Taher Qawasmeh (2015), entitled: The Effectiveness of a Group Counseling Program Based on Solution-Focused Therapy in Developing Motivation to Learn among Tenth Grade Students in Hebron Public Schools: The study aimed to identify the effectiveness of a group

counseling program based on solution-focused therapy in developing motivation to learn among a sample of tenth grade students in Hebron public schools. The study included a sample of (60) male and female students from the tenth grade. The study tools consisted of the motivation-to-learn scale prepared by (Kozeki and Entwistle) as a pre- and post-test. The results indicated statistically significant differences between the mean scores of motivation to learn among tenth grade students in Hebron public schools in favor of the experimental group. They also showed statistically significant differences in the mean scores of motivation to learn attributed to the gender variable in favor of females. The study confirmed that there were no statistically significant differences between the mean scores of motivation to learn attributed to the interaction between the group and the gender variable. The study of Abdel Wahab Ben Moussa (2018), entitled: The Effectiveness of a Counseling Program in Developing Motivation to Learn among First-Year Secondary School Pupils, A Field Study at Bouchoucha Secondary School in El Oued Province: The study aimed to reveal the effectiveness of a counseling program in developing motivation to learn among first-year secondary school pupils during the school year (2017-2018). The study sample included (26) pupils who were divided into groups. The study tools consisted of Ahmed Douga's motivation-to-learn scale, John Raven's Progressive Matrices Test for measuring intelligence among adolescents, and the pupil's personal, economic, and social data form. The results of the study indicated statistically significant differences between the scores of the members of the experimental group and the control group on the motivation-to-learn scale, and thus the effectiveness of the program in developing motivation to learn among the members of the sample.

The study of Amal Kebbar and Abdullah Aino (2020), entitled: The Effectiveness of a Counseling Program in Developing Motivation to Learn among Fifth-Year Primary School Pupils: The study aimed to reveal the effectiveness of a counseling program in developing motivation to learn among fifth-year primary school pupils. The study sample consisted of (40) pupils. The study tools consisted of Youssef Qatami's learning motivation scale and a counseling program designed by the researchers. The study indicated the following results: there are statistically significant differences at the significance level (0.05) in the effectiveness of a counseling program in developing motivation to learn in the post-measurement between the experimental and control groups in favor of the experimental group.

The study of Rooholla Saadat Zaade and Shiva Khali (2012), entitled: The Effectiveness of Problem-Focused Solution Group Counseling in Developing the Self and Improving Academic Achievement Motivation among Learners: This program aimed at the functional development of pupils to enhance their academic achievement at the three educational levels (primary, middle, and secondary). The solution-focused counseling program was presented through observation, pre- and post-measurement, and the application of the program to the members of the experimental group. Among the most important methods and mechanisms adopted in the counseling sessions, which included seven sessions, were: speaking by the counselor in the counselee's language, searching for the counselee's abilities and potentials and praising and reinforcing them, focusing on the here and now, searching for distant alternatives to solve problems, assigning homework, and helping the counselee define his goals. The results also confirmed the effectiveness of the program on the experimental group compared to the control group. (Al-Dala'in, 2015, 173).

## **6- The Theoretical Framework of the Plan:**

The current counseling sessions were established based on the contributions of cognitive-behavioral modification theory. They aim to develop motivation to learn and are characterized by the threefold approach (cognitive, behavioral, emotional), which enhances effective response and reduces the occurrence of relapses.

**7- Procedures of the Field Study:**

**7-1 Study Method:**

Based on the fact that the current research aims to investigate the effect of an independent variable (a counseling plan) on a dependent variable, represented by motivation to learn, the researcher deemed it appropriate to rely on the quasi-experimental one-group method, as it is the most suitable method for the current study.

**7-2 Study Limits:**

The study was conducted during the period extending from March (3) of the school year 2024/2025, on a sample consisting of (20) male and female pupils in primary education, in a number of primary schools in the city of Batna.

**7-3 Study Tools:**

**7-3-1 Motivation to Learn Scale:**

In the current study, the researcher relied on the motivation to learn scale developed by Youssef Qatami in (1989), with the assistance of the school learning motivation scale by Entwistle and Kozeki, and Rusel’s motivation to learn scale.

**Table (1) shows the distribution of the scale items according to its dimensions:**

Item Numbers	Number of Items	Dimensions
32.31.25.21.20.15.9.7.4.5.2.1	12	Enthusiasm
35.34.29.17.16.13.12.3	08	Group
33.30.19.23.11.10.	06	Effectiveness
36.28.27	03	Interest in School Activity
26.24.22.18.14.8.6	07	Compliance

**- Calculation of the Psychometric Properties of the Motivation to Learn Scale:**

Charik Ouiza (2017) standardized the scale within the framework of conducting a study entitled: Self-Confidence and Its Relationship with Motivation to Learn among a Sample of First-Year Secondary School Pupils in the Province of Bouira. The results were as follows:

Internal consistency was calculated using Cronbach’s alpha coefficient, which reached (0.91). Using the test-retest method after (10 days), reliability was calculated through Pearson’s correlation coefficient between the scores of the two administrations, and its value reached (0.79). In addition, self-validity was calculated, and its value reached (0.95). Discriminant validity was also calculated, as the value of (t) for the significance of differences between the means reached (5) at the significance level (0.01). Therefore, the scale is valid and reliable. (Charik, 2017)

**7-3-2 The Counseling Plan:**

**Table (2) represents the sessions of the counseling plan for developing motivation to learn.**

Session Title	Objectives	Techniques Used
Introduction and Familiarization	Familiarization between the researcher and the members of the counseling plan, as well as among the members themselves. Clarifying the nature of the counseling plan and its objectives, presenting the mechanism for conducting the sessions, agreeing on their dates and location, and emphasizing the necessity of commitment, attendance, and completing homework assignments.	Lecture, discussion and dialogue, fun-based method, reinforcement, cooperative learning, and project technique.
Motivation to Learn -1- Lesson: My Inner Strength Is the Flame That Enables Me to Succeed.	Identifying the nature of motivation to learn, and enabling members to identify the causes and manifestations of low motivation in each of them, as well as the consequences and results arising from it. Training in the methods of self-monitoring and self-motivation. Introducing and practicing the relaxation skill.	Lecture, dialogue and discussion, reinforcement, modeling, self-talk, homework, self-monitoring, and self-motivation.
Motivation to Learn -2: Lesson: Knowledge Is Light.	Allowing the members of the counseling group to express the ideas, concepts, and knowledge they possess about knowledge and learning. Presenting the contributions of science to improving and developing human life. Carrying out the Scientists Box activity.	Story, dialogue, discussion, reinforcement, modeling, and emotional ventilation.
Motivation to Learn -3: Lesson: My Educational Self.	Enabling pupils to identify the most important causes of the low educational self-concept. Narrating real stories about scientists who discovered inventions that changed human life (Edison, Einstein). Carrying out an activity to develop a positive attitude toward the educational self.	Lecture, reinforcement, modeling, self-talk, and homework.
Motivation to Learn -4: My Self-Confidence Is the Basis of My Success.	Training in developing self-confidence. Helping pupils identify the most important causes of their low self-confidence. Carrying out educational games that contribute to strengthening pupils' self-confidence.	Story, dialogue and discussion, reinforcement, modeling, reinforcement, and self-talk.
Conclusion of the Counseling Plan	Discussing with the members of the counseling group the positives and negatives of the plan and the extent to which they benefited from it. Presenting the program evaluation form.	Simple lecture, dialogue and discussion,

Session Title	Objectives	Techniques Used
	Administering the study scales (post-measurement).	reinforcement, and feedback.

- Arbitration of the Counseling Plan: The plan, in its initial form, was presented to a group of arbitrating professors specialized in educational sciences, guidance and counseling, and mental health at Batna University 1, in order to provide their opinions, observations, and any other suggestions or remarks.

### 8- Presentation and Analysis of the Results:

✍ **Presentation and analysis of the results of the first hypothesis:** Hypothesis statement: There are statistically significant differences among the members of the experimental sample after exposure to the counseling plan between the pre-measurement scores and the post-measurement scores on the motivation-to-learn scale in favor of the post-measurement scores.

Since the size of the study sample was  $n \leq 50$ , the Shapiro-Wilk test was used to verify the normality of the data distribution. Its value was equal to (0.033), which is less than (0.05), confirming that the data do not follow a normal distribution. Based on this, the researcher relied on the Wilcoxon test to calculate the significance of the differences between the mean ranks of the scores of the members of the experimental group in the pre- and post-measurements of motivation to learn.

**Table (3) shows the significance of the differences between the scores of the members of the experimental group in the pre-measurement and post-measurement on the motivation-to-learn scale.**

Variable	Measurement	Ranks	N	Mean Rank	Z Value	Decision	X1-X2
Motivation to Learn	Pre-Post	Negative	00	00.00	-2.726	Statistically significant; differences exist	0.30
		Positive	10	05.50			

Based on the results of the table, we note the existence of statistically significant differences at the significance level (0.05) between the mean rank scores of the pre- and post-measurements on the motivation-to-learn scale among the members of the experimental group, in favor of the post-measurement. The results of the pre-measurement indicated a percentage of (00.00), while the percentage of the post-measurement indicated (05.50). The Z value was equal to (-2.809), which is a statistically significant value at the significance level (0.05), meaning that the hypothesis was confirmed.

✍ **Presentation and analysis of the results of the second hypothesis:** Hypothesis statement: The proposed counseling plan is effective in developing motivation to learn among the members of the experimental group.

In order to verify the validity of the hypothesis, several statistical methods were used, and the results can be summarized in the following table:

**Table (4) summarizes the results of calculating the effectiveness size of the counseling plan on the motivation-to-learn scale.**

	Value	Judgment on Effectiveness Size
Cohen’s coefficient for two related samples (D)	02.22	Very large
Eta squared $n^2$	0.75	Very large
Wilcoxon effect size equation r	0.80	Good

Through the analysis of the table results, we note that Cohen’s coefficient (D) value is equal to (02.20). Based on Cohen’s criterion, the effect size is very large, which confirms effectiveness. The eta-squared value  $n^2$  also indicated a percentage of (0.78), which is a percentage expressing a very large effect size. This confirms that the counseling plan contributed to developing the level of motivation to learn among the participating pupils. Meanwhile, the effect size value r reached (0.89), which is a good percentage according to Cohen, confirming the effectiveness of the counseling plan. Based on the previous results, the counseling plan produced an effective and considerable impact in developing the level of motivation to learn among the counselees.

✍ **Presentation and analysis of the results of the third hypothesis:** Hypothesis statement: There are no statistically significant differences among the members of the experimental sample between the mean scores of the post-measurement and the follow-up measurement scores on the motivation-to-learn scale after a period of time. The results are shown in the following table:

**Table (5) shows the significance of the differences between the scores of the members of the experimental group in the post-measurement and follow-up measurement on the motivation-to-learn scale.**

Variable	Measurement	Arithmetic Mean	Z Value	Significance Value	Significance Level	Decision
Motivation to Learn	Post-Follow-up	11.07	-1.14	0.22	0.05	No differences, and continued effectiveness of the counseling plan
		11.36				

Through the results of the table, we note that the significance value is equal to (0.22), which is greater than (0.05). This indicates that there are no differences between the post-measurement and follow-up measurement scores on the motivation-to-learn scale among the members of the experimental group. The arithmetic mean scores of the post-measurement are equal to (11.07), which is close to the

arithmetic mean scores in the follow-up measurement (11.36). This confirms the absence of differences between the two measurements and the stability of the scale results after a period of time had passed since the application of the counseling plan. It also indicates the continued effectiveness and impact of the counseling sessions on the counsees, which means that the hypothesis was confirmed.

### **9- Discussion of the Results:**

The results of the current study indicated statistically significant differences between the pre- and post-measurement scores of the counsees on the motivation-to-learn scale in favor of the post-measurement. The researcher attributes the obtained results to the content of the counseling plan and the activities, exercises, information, and techniques it included, which attracted the pupils' attention and aroused their desire and motivation to achieve success and academic excellence. It also contributed to meeting their psychological and educational needs, which were reflected in their behaviors and thinking, and were manifested in the academic problems and difficulties they face. These results can also be interpreted based on the urgent need of this group for psychological counseling services, as the problem of their low level of motivation to learn, with its effects, was addressed by providing psycho-pedagogical care, which was based on empirical practices in order to achieve the desired results.

The researcher attributes the results to the pupils' educational counseling needs, which are among the most urgent needs, since the need for science and knowledge is one of the most important needs to which the individual generally aspires. This is confirmed by Maslow, who placed the need for knowledge and understanding at the top of the hierarchy of needs. The failure to satisfy this need, as Clayton Alderfer sees in his theory of Existence, Relatedness, and Growth, leads to tension and frustration, resulting in types of behavior that are unbalanced with the environment in general, and with teachers and classmates in particular (Harath and Tablawi, 2018).

Most research and studies have confirmed the effectiveness of counseling programs in developing motivation to learn among sample members, such as the study of Rooholla Saadat Zaade and Shiva Khali (2012), the study of Ben Moussa (2018), the study of Kebbar and Aino (2020), and the study of Qawasmeh (2015).

The researcher attributes the effectiveness of the counseling plan to the modification and change at the level of the perceptions, concepts, and knowledge that pupils possess regarding everything related to the teaching-learning process, and to the effectiveness and diversity of the techniques and strategies, which contributed to addressing the various needs of the pupils, creating different pathways for pupils to receive scientific material, and eliminating the academic, emotional, and behavioral problems they encounter. This had a positive impact on their motivation to learn. Yassin (2011) confirmed the effectiveness of the counseling program in changing the beliefs and attitudes of the members of the experimental sample toward schoolwork and the value of science and knowledge. On the other hand, the pupils showed a state of satisfaction and benefit from the content of the counseling sessions, as well as a feeling of enjoyment. A sense of self-confidence and positive attitudes toward self-efficacy developed among them after the implementation of the program. The cooperative learning strategy had an effective impact on strengthening the spirit of belonging to the team and cooperation with others, which created an atmosphere of fun, comfort, and interaction among the pupils. It contributed to the exchange of ideas, information, and opinions, as well as to identifying

various problems and proposing the greatest possible number of solutions. This led to an increased desire to acquire knowledge and information in a competitive environment within the framework of the team. It also encouraged getting rid of some negative attitudes and practices such as cheating, lying, shyness, and withdrawal. The self-monitoring technique also contributed to identifying the wrong practices adopted by pupils as a lifestyle, which negatively affect their academic achievement, and then working to change and modify them. This enabled pupils to control, evaluate, and adapt their behavior to the situations they encounter. It also created among the members of the counseling group a sense of personal responsibility for all the practices they perform. As for the reinforcement technique, it helped the researcher direct the counselees' behaviors toward specific goals, since reinforcing the learner's correct responses contributes to modifying incorrect ones, creating a feeling of approval and self-confidence, and acquiring the ability to achieve positive things worthy of praise. This led to the repetition of these practices and competition among pupils in order to obtain the greatest amount of reinforcement, praise, and commendation. Al-Suwailem (2020) indicated that self-confidence is one of the basic components and elements that contribute to developing the level of motivation to learn and lead to improving the level of academic achievement. The study of Tavani and Losh (2003) also showed that motivation to learn and self-confidence are among the most important indicators of academic performance. In the same context, Benoit Galand (2006) indicated that self-confidence is one of the most important keys to achieving academic success and excellence (Sissban, 2017, 233). Self-confidence also works to arouse positive emotions and a sense of enthusiasm, and to increase concentration, perseverance, and effort to achieve success. Thus, the pupil becomes able to organize his environment and thoughts, which helps him deal with new teaching-learning situations and achieve the highest levels of motivation to learn (Charik, 2017, 168). The story technique also contributed to modifying ideas and concepts and building values and attitudes in an interesting and enthusiastic context, increasing attention and concentration, and encouraging pupils to acquire them, while linking their lived reality to imagination, which is part of the hypothetical formation of the pupils' personality and reflects their thinking, aspirations, perceptions, and attitudes toward various issues. The self-talk technique led to clarifying the importance of addressing the self in a positive way and the extent of its impact on the goals and ambitions they set accordingly. The emotional ventilation technique also allowed pupils to express their problems and pressures resulting from the negative accumulation of educational experiences. Al-Rimouni (2008) demonstrated the effectiveness of feedback methods, reinforcement, and homework, on which he relied in applying a training program to develop academic achievement and academic self-concept (Hayajneh and Al-Shukairi, 2013, 179).

The results of the current study also confirmed the absence of statistically significant differences between the post-measurement scores and the follow-up measurement scores among the members of the experimental group on the motivation-to-learn scale. These results are attributed to the continued effectiveness of the counseling plan after the period following its application, which confirms that the members of the experimental group acquired and used the techniques and strategies they had learned and trained on in the situations and circumstances they encountered that caused a low level of motivation to learn, which were largely similar to what was included in the plan sessions.

The continuity of the effectiveness of the counseling program in the follow-up measurement is also attributed to the principles of psychological counseling, which emphasize the flexibility of human behavior and its capacity for change and modification, and the impact of this on the construction and

design of counseling programs based on sound scientific foundations and their effectiveness. The results can also be interpreted on the basis that cognitive-behavioral counseling interventions are among the mechanisms least likely to allow relapse to occur, and that their effectiveness lasts longer after the period of their implementation has ended.

### **Conclusion:**

In conclusion, the results of the study revealed the positive effectiveness of the proposed counseling plan in developing motivation to learn among fifth-year primary school pupils by improving the level of classroom interaction, enhancing internal motivation, and developing positive attitudes toward learning and academic achievement. The results also highlighted the effectiveness of the adopted counseling techniques in reducing manifestations of academic reluctance and developing a sense of self-efficacy and school adjustment.

These results confirm the importance of psychological and educational counseling as a preventive and developmental approach supporting the educational process, contributing to improving the psychological and educational climate within the school and enhancing the quality of educational outcomes. Despite the importance of the results reached, the subject of motivation to learn still requires further empirical studies that address its psychological and educational determinants in light of contemporary variables.

### **Study Suggestions:**

- ✎ Activating psychological and educational counseling services within educational institutions for the early detection of motivation-to-learn disorders.
- ✎ Adopting cognitive-behavioral counseling programs to develop pupils' motivation and academic achievement.
- ✎ Training teachers in reinforcement strategies and psychological and educational motivation.
- ✎ Employing digital applications and platforms in providing psychological and educational counseling services.
- ✎ Encouraging field studies related to motivation to learn and its relationship with achievement and school adjustment.

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