Academic Pressure and Motivation for Achievement and Their Relationship with Academic Adjustment Among Doctoral Students: A Field Study at the Faculty of Social and Human Sciences at Martyr Hamma Lakhdar University, El Oued

Messaoudi Maroua[1], Moundir Kharfane[2], Chaouia Souheila[1], Sayoud walid[2], Ferdjani Sabrine[3], Rezzoug Ibtissem[4],Amel kaddouri[1,9], Amara Mohamed Slimane[1], Zineb Belhachani[5,7], Bahia Loubiri[6,8]

[1]University of El Oued, Algeria
[2]University of 20 august 1955 Skikda, Algeria
[3]University of Ouargla, Algeria
[4]University ofSetif02, Algeria
[5]University of Abdelhamid Mehri Constantine 02, Algeria
[6]University of Batna01, Algeria
[7]Laboratory Psychology of Work and Organizational Management
[8]Laboratory of Road User's Psychology LPUR
[9]Cognitive and social neuropsychology laboratory

Email:messaoudi-marwa@univ-eloued.dz, m.kharfane@univ-skikda.dz, chaouia-souhila@univ-eloued.dz, w.sayoud@univ-skikda.dz, om.amir3900@gmail.com, Rezzoug_ibtissem@hotmail.fr, kaddouriamel533@gmail.com, amara-mslimane@univ-eloued.dz, zineb.belhachani@univ-constantine2.dz, bahia.loubiri@univ-batna.dz

Abstract:

This study sought to reveal the relationship between academic stress, achievement motivation, and academic compatibility among doctoral students, detecting the level of each of these variables among the sample, finding out the differences in academic compatibility according to the level of academic Stress and achievement motivation. The descriptive correlational method was used. To obtain a reliable data, (100) students with (47) male and (53) female students were selected stratified randomization selected from the Faculty of Social Sciences and Humanities at El-Oued University. The study tools were applied, which are; Academic Stress scale (prepared by the researcher), achievement motivation scale (prepared by the researcher), academic compatibility scale (prepared by the researcher).

The validity of the scale was confirmed in the exploratory study, Data were processed using statistical methods represented in (percentage, K², Pearson correlation coefficient, multiple regression coefficient), through the program of the Statistical Package for Social Sciences (SPSS). The study reached the following results:

- The level of academic stress among the study sample is high.
- The level of achievement motivation among the study sample is high.
- The level of academic compatibility among the study sample is high.
- The two independent variables (academic Stress and achievement motivation) explain (35%) of the change in academic compatibility.
- Achievement motivation contributes to explaining academic compatibility with a rate of (82%), while academic Stress explains it with a very small percentage estimated at (3%).
- There are no statistically significant differences in the academic compatibility of the study sample due to the level of academic stress.
- There are statistically significant differences in the academic compatibility among the study sample due to the level of achievement motivation.

Keywords: Academic Stress, Achievement Motivation, Academic compatibility.

1 - Defining the Problem:

The doctoral stage is a critical turning point in a student's academic journey, leading to changes in their daily life. With each new phase, the student faces new events, circumstances, and demands that may cause feelings of anxiety, pressure, and imbalance. University students are subjected to various forms of pressure, including academic pressure, which is the focus of this current study.

For this reason, the researcher focused on identifying four dimensions of academic pressure: pressures related to completing the dissertation, pressures related to publishing a discussion article, pressures related to completing and presenting contributions at scientific conferences, and pressures related to academic training. These pressures increase as the student progresses through the academic years, as doctoral students bear more responsibility in scientific research than before. Doctoral research must be conducted with a high level of scientific accuracy and methodology. However, a close look at the reality of completing these projects clearly shows delays among researchers, prompting questions about the reasons behind this delay. Some of the main reasons include the lack of sources and scientific references, difficulties in traveling to universities, and their ongoing efforts to maintain academic integrity, among others. All of these factors contribute to the infiltration of academic pressure into their lives, affecting their ability to efficiently carry out research tasks.

Since the motivation for achievement is an important factor in a student's persistence in research and study despite the pressures they face, what they accomplish largely depends on their level of achievement motivation. However, it is not necessarily the case that the higher a student's motivation for achievement, the more successful they will be. An excessive level of achievement motivation can push the student to respond to additional pressures, which may hinder performance and accomplishment. Therefore, in this study, the dimensions of achievement motivation have been defined as willpower, persistence, and time management, as the researcher sees these as among the skills that a PhD student must possess to successfully complete this stage.

PhD students, who are often pressured by time constraints while conducting their research and studies, frequently face the issue of not being able to complete their work within the available time, indicating that they experience significant difficulties in time management. They are often unable to manage their time effectively. Additionally, many PhD students struggle with weak willpower and lack persistence in working on scientific research, delaying tasks and academic duties under the belief that time pressure improves performance. Many of them are convinced that they work better under pressure, but work done at the last minute is often of poor quality.

A student is considered academically well-adjusted if they are satisfied with their academic achievement. Therefore, educators and psychologists have recognized the importance of academic adjustment and its impact on academic performance. In this study, academic adjustment refers to three dimensions: adjustment with the academic supervisor, adjustment with professors, peers, and fellow students, and adjustment to the nature of the PhD stage. However, many PhD students suffer from poor academic adjustment because studying at this stage is different from the nature of study in previous stages. It is somewhat difficult, as students face new experiences, which makes them more in need of support, guidance, and direction to achieve this adjustment. Among those responsible for providing support and guidance are the PhD supervisor and other faculty members. However, many academic supervisors ignore communications and messages from their students, struggle to accompany them, fail to support them or respect their scientific opinions, and do not appreciate their efforts. Additionally, difficulties in forming relationships with faculty members and peers further contribute to poor academic adjustment.

Based on the aforementioned, can academic pressure and achievement motivation contribute to explaining academic adjustment? In this context, the current study will attempt to answer the following questions:

- What is the level of academic pressure among the study sample?
- What is the level of achievement motivation among the study sample?
- What is the level of academic adjustment among the study sample?
- Do academic pressure and achievement motivation contribute to explaining academic adjustment among the study sample?
- Are there statistically significant differences in academic adjustment among the study sample attributed to the level of academic pressure?
- Are there statistically significant differences in academic adjustment among the study sample attributed to the level of achievement motivation.

2- Study Hypotheses:
Based on the research problem and the results of some previous studies, the current study is based on the following operational hypotheses:

- Academic pressure and achievement motivation contribute to explaining academic adjustment among the study sample.
- There are statistically significant differences in academic adjustment among the study sample attributed to the level of academic pressure.
- There are statistically significant differences in academic adjustment among the study sample attributed to the level of achievement motivation.

3- Study Objectives:
The primary aim of the study is to determine the extent to which academic pressure and achievement motivation contribute to explaining academic adjustment among the study sample.

4- Study Limitations:
The limitations of the current study can be summarized as follows:

4-1 Temporal Limitations: The current study was conducted during the period from November 2020 until its completion.

4-2 Spatial Limitations: This study was carried out in El Oued Province, at the Faculty of Social Sciences, Martyr HammaLakhdar University - El Oued.

4-3 Human Limitations: The study was applied to male and female PhD students at the Faculty of Humanities and Social Sciences at El Oued University, with a total of 100 students.

4-4 Subject Matter Limitations: The current study is defined by its subject, theoretical framework, operational concepts, as well as its methodology, tools, and statistical methods.

5 -The key concepts of the study:

5-1 Academic Pressure: Operationally, the researcher defined academic pressure in the current study as the degree of burdens related to academic tasks experienced by the PhD student, represented by the pressures related to completing the dissertation, the pressures related to publishing the discussion article, the pressures related to preparing and presenting contributions at scientific conferences, and the pressures related to the training received by the student in the first year of the PhD program.

5-2 Motivation for Achievement: Operationally, the researcher defined motivation for achievement in the current study as the student's ability, manifested in their academic performance, which in turn reveals their potential and abilities utilized to achieve accomplishments, represented by willpower, perseverance, and time management**.**

5-3 Academic Adjustment: Operationally, the researcher defined academic adjustment in the current study as a dynamic process continuously undertaken by the student in their efforts to achieve harmony with the academic supervisor, as well as with professors, colleagues, and fellow students, and to adapt to the nature of the PhD stage, ultimately leading to academic adjustment**.**

6- Study Methodology:
Since the current study aims to understand the nature of the relationship between its variables (academic pressure, motivation for achievement, academic adjustment), the correlational descriptive method is the most appropriate methodology for this study.

7- Study Population:
The study population consists of all PhD students from the Faculty of Social and Human Sciences at Martyr HammaLakhdar University in El Oued, totaling 192 students, with 90 male students and 102 female students.

8- Study Sample:
The main study sample consisted of 100 individuals, selected using the stratified random sampling method, with 47 males (47%) and 53 females (53%). The remaining participants were used for the pilot study, totaling 76 individuals.

9- Study Instruments:

9-1 Academic Pressure Scale: This scale was prepared by the researcher and, in its initial form, consisted of 39 negative items divided into four dimensions. In order to ensure the appropriateness of the scale for PhD students, the researcher calculated its reliability and validity according to the following procedures:

9-1-1 Scale Reliability: The reliability coefficients of the scale were calculated using the split-half method with the Guttman formula, and internal consistency was assessed using Cronbach's **α** formula. The following table illustrates the results:

Table(01): showing the reliability coefficients using the internal consistency and Guttman methods.

Guttman	Cronbach's α
0.93	0.84

From this, we can conclude that the scale has acceptable levels of reliability.

9-1-2-1 Validity:

9-1-2-1 Expert Validity: To assess the appropriateness of the scale in terms of items, instructions, and alternatives, the scale was presented to a group of professors from various disciplines. All the items of the scale were approved by the experts, with a revision of item number (11) in the first dimension and a modification of item (01) in the second dimension.

9-1-2-2- Internal Consistency Validity:

The validity coefficient was calculated using the internal consistency method through Pearson correlation coefficient, where the following was computed:

- **The correlations between the scale items and the scores of the dimensions they belong to**: It is evident that the correlation values between the items of the dimensions constituting the scale and the total score of the dimension to which they belong are statistically significant, ranging from (0.49 to 0.79).All these values are significant at (0.01).

- As for the correlations between the dimension scores and the total score of the scale, it is clear that the dimensions constituting the scale are significantly correlated with the total score, with correlations ranging from (0.67 to 0.88). This indicates that the dimensions of the academic stress scale are consistent with the overall score of the scale.

After verifying the normality of the distribution for the study sample, standard deviations were calculated, and a benchmark for the scale was established for reference.

In summary, after calculating the validity and reliability indicators for the academic stress scale, the final version of the scale consists of 37 items distributed across four dimensions. These dimensions are: (1) stress related to thesis completion, consisting of 14 items; (2) stress related to publishing the discussion article, consisting of 12 items; (3) stress related to preparing and presenting interventions at scientific conferences, consisting of 6 items; and (4) stress related to training, consisting of 7 items. The students' responses to this scale are determined according to a continuous five-point Likert scale: (Strongly Agree), (Somewhat Agree), (Neutral), (Disagree), (Strongly Disagree).

9-2 Achievement Motivation Scale: This scale was developed by the researcher and initially consisted of 21 positive items divided into two dimensions. To ensure the scale's suitability for PhD students, the researcher calculated its reliability and validity according to the following procedures:

9-2-1 Scale Reliability: The reliability coefficients of the scale were calculated using the split-half method through Guttman's formula, as well as internal consistency using Cronbach's **α** formula. The results are presented as follows:

Table(02): showing reliability coefficients using the internal consistency and Guttman methods.

Guttman's	Cronbach's α
0.81	0.94

And from this, we can conclude that the scale has a high degree of reliability.

9-2-2- Scale Validity:

9-2-2-1 Expert Validity: To determine the validity of the scale in terms of items, instructions, and alternatives, the scale was presented to a group of professors from various disciplines. All the items on the scale received approval from the experts, with the suggestion to split item (02) in the first dimension and modify item (01) in the second dimension.

9-2-2-2- Internal Consistency Validity: The validity coefficient was calculated using the internal consistency method through Pearson correlation. The following was calculated:

- The correlations between the scale items and the scores of the dimensions they belong to. It is evident that the correlation values between the items of the dimensions and the total score of the dimension they belong to are statistically significant, ranging between (0.42 and 0.79). Most of these values are significant at (0.01), while others are significant at (0.05).

- As for the correlations between the dimension scores and the total score of the scale, it is clear that the dimensions of the scale are significantly correlated with the total score, ranging between (0.90 and 0.94). This indicates that the dimensions of the Achievement Motivation Scale are consistent with the total score of the scale.

After ensuring the normality of the distribution for the study sample, the standard deviations were calculated, and a standard for the scale was established for reference.

In conclusion, after calculating the validity and reliability indicators for the Achievement Motivation Scale, the final version of the scale consists of 22 items distributed across two dimensions: the Willpower and Persistence dimension, which consists of 11 items, and the Time Management dimension, which also consists of 11 items. The student's responses on this scale are measured using a five-point Likert scale: (Strongly Agree), (Somewhat Agree), (Neutral), (Somewhat Disagree), and (Strongly Disagree).

9-3 Academic Adjustment Scale:

This scale was prepared by the researcher and, in its initial form, consisted of 32 positive items divided into three dimensions. To ensure the suitability of the scale for PhD students, the researcher calculated its reliability and validity according to the following procedures:

9-3-1- Scale Reliability: The reliability coefficients of the test were extracted using the split-half method with the Guttman formula, and internal consistency was measured using Cronbach's α formula. The results are presented as follows:

Table(03): showing the reliability coefficients using both the internal consistency and Guttman methods.

Guttman methods	Cronbach's α
0.73	0.91

And from this, we can conclude that the scale has a high degree of reliability.

9-3-2 Scale Validity:

9-3-2-1- Expert Validity: To determine the validity of the scale in terms of items, instructions, and alternatives, the scale was presented to a group of professors from various disciplines. All items of the scale received approval from the experts, with modifications made to items (6, 7, 8) in the first dimension and items (4, 10) in the third dimension.

9-3-2-2- Internal Consistency Validity: The validity coefficient was calculated using the internal consistency method through Pearson correlation. The following was calculated:

The correlations between the scale items and the scores of the dimensions they belong to. It is evident that the correlation values between the items of the dimensions and the total score of the dimension they belong to are statistically significant, ranging between (0.47 and 0.92), with all values being significant at the (0.01) level.

As for the correlations between the dimension scores and the total score of the scale, it is clear that the dimensions of the scale are significantly correlated with the total score, ranging between (0.63 and 0.78). This indicates that the dimensions of the Academic Adjustment Scale are consistent with the total score of the scale.

After ensuring the normality of the sample distribution, the standard deviations were calculated, and a standard for the scale was established for reference.

In conclusion, after calculating the validity and reliability indicators for the Academic Adjustment Scale, the final version of the scale consists of 32 items distributed across three dimensions: the first dimension, adjustment with the academic supervisor, consists of 14 items; the second dimension, adjustment with professors, peers, and students, consists of 8 items; and the third dimension, adjustment with the nature of the PhD stage, consists of 10 items. The student's responses on this scale are measured using a five-point Likert scale: (Strongly Agree), (Somewhat Agree), (Neutral), (Somewhat Disagree), and (Strongly Disagree).

10- Presentation and Analysis of the Results of Questions and Hypotheses:

10-1 Presentation and Analysis of the Result of the First Question: which states, 'What is the level of academic stress among the study sample?' Referring to the interpretation criteria for the Academic Stress Scale, we obtained the following data:

Table(04): showing the distribution of student levels according to the academic stress variable.

Levels	Low	Medium	High

Variable	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Academic Stress	25	25%	29	29 %	46	46%

And to verify the significance of the differences between these levels, we conducted a Chi-square (χ^2) test. The following table illustrates this:

Table(05): showing the significance of differences between levels of academic stress

Indicators Academic Stress	Observed Frequency	Expected Frequency	χ^2	Significance Level
Low	25	33.33		
Medium	29	33.33	1.08	0.01
High	46	33.33		

From the table above, it is evident that the Chi-square value ($\chi^2 = 1.08$) is significant at the 0.01 significance level. Therefore, we can conclude that there are statistically significant differences in the levels of academic stress. Since the highest percentage was in favor of the third level, we can say that the academic stress level among the study sample is high.

This result is consistent with the findings of Bataniyah (2013) in his study, which aimed to identify academic stress among undergraduate students at the College of Education at King Saud University, as well as the study by Majzoub (2023), which aimed to examine the relationship between academic stress and time management skills among students at the College of Education at Dongola University. Additionally, it aligns with the study by Ramli et al. (2018), which aimed to explore the relationship between academic stress, self-regulation, and their connection to mindfulness among university students in Malaysia, and the study by Jayasankara et al. (2018), which aimed to identify the sources of academic stress among university students. All of these studies concluded that the level of academic stress among the study samples was high.

This result can be explained by the continuous academic pressure on students throughout the PhD stage. A PhD student bears more responsibility in scientific research than before, as doctoral research requires a high intellectual effort in scientific inquiry, which must be conducted with a high level of scientific and methodological precision. This creates significant academic pressure and may leave the student struggling to develop the research topic and formulate a clear scientific and methodological vision.

Furthermore, there are conditions and challenges that hinder PhD students in completing their research and dissertation, such as the inability to begin research due to a perfectionist approach or the desire to write without any scientific or methodological errors. Additionally, the lack of relevant references related to the study variables in libraries, and the absence of a conducive research environment, all contribute to making the student feel overwhelmed and unable to complete the dissertation within the required time frame.

All of the previously mentioned points are supported by Salama and Taha (2006), who indicate that some students may shy away from certain tasks due to their difficulty and inability to complete them. As a result, many students may experience pressure, which can lead to feelings of frustration, anxiety, and stress.

10-2- Presentation and Analysis of the Result of the Second Question:

which states, 'What is the level of achievement motivation among the study sample?' Referring to the interpretation criteria for the Achievement Motivation Scale, we obtained the following data:

Table(06): showing the distribution of student levels according to the achievement motivation variable.

Level Variable	Low		Medium		High	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Achievement Motivation	09	09%	14	14%	67	67%

And to verify the significance of the differences between these levels, we conducted a Chi-square (χ^2) test. The following table illustrates this

Table(07): showing the significance of differences between levels of achievement motivation

Indicators / Achievement Motivation	Observed Frequency	Expected Frequency	χ^2	Significance Level
Low	09	33.33		
Medium	14	33.33	1.55	0.05
High	67	33.33		

Table 40 shows that the Chi-square value ($\chi^2 = 1.55$) is significant at the 0.05 significance level. Therefore, we can conclude that there are statistically significant differences in the levels of achievement motivation. Since the highest percentage was in favor of the third level, we can say that the achievement motivation level among the study sample is high

This result is consistent with the findings of Al-Zahrani (2018), which aimed to identify the correlational relationships between perceived psychological stress and both achievement motivation and academic adjustment. It also aligns with the study by Lamine et al. (2020), which aimed to explore the relationship between mental health and academic achievement motivation, and the study by Affum et al. (2014), which aimed to investigate the level of achievement motivation, academic self-concept, and academic performance. All of these studies concluded that the level of achievement motivation among the study samples was high.

The high level of achievement motivation among PhD students can be explained in light of the theories that interpret it, such as Atkinson's theory, which indicates that individuals with higher achievement motivation are more willing to strive for success (Jargar, 2016, p. 121).

This indicates that the high readiness of these students to strive for success and assert their identities enhances their self-efficacy, which in turn leads to an increased level of achievement motivation. This result can also be attributed to the willpower and persistence that PhD students possess. Willpower is the ability to make decisions and act independently, and it also includes the capacity to take responsibility for the consequences of those decisions. These are two important traits for achieving goals and success in life, and they are closely linked to motivation.

10-3 Presentation and Analysis of the Result of the Third Question:

which states, 'What is the level of academic adjustment among the study sample?' Referring to the interpretation criteria for the Academic Adjustment Scale, we obtained the following data:

Table(08): showing the distribution of student levels according to the academic adjustment variable

Level / Variable	Low		Medium		High	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Academic Adjustment	04	04%	18	18%	78	78%

And to verify the significance of the differences between these levels, we conducted a Chi-square (χ^2) test. The following table illustrates this.

Table(09): showing the significance of differences between levels of academic adjustment.

Indicators / Academic Adjustment	Observed Frequency	Expected Frequency	χ^2	Significance Level
Low	04	33.33		
Medium	18	33.33	1.86	0.05
High	78	33.33		

It is evident from the table above that the Chi-square value ($\chi^2 = 1.86$) is significant at the 0.05 significance level. Therefore, we can conclude that there are statistically significant differences in the levels of academic adjustment among the study sample. Since the highest percentage was in favor of the third level, we can state that the level of academic adjustment among the study sample is high.

This result is consistent with the findings of Idaili and Zaghloul (2015) in their study, which aimed to uncover the causal relationships between causal attribution, learned helplessness, and academic adjustment through a proposed causal model based on cognitive foundations, employing path analysis to interpret academic adjustment. It also aligns with Rashid's (2019) study, which aimed to investigate the relationship between mental motivation and academic adjustment among graduate students at the University of Babylon. All of these studies concluded that the level of academic adjustment among the study samples was high.

The high level of academic adjustment among the study sample in our current research can be attributed to several individuals the researcher interacts with directly during the research process. Foremost among these individuals is the thesis supervisor, who monitors the student's work, provides support, guidance, and respects their scientific opinions. This is achieved through mentorship, discussing available options, monitoring the progress of the research, encouraging the student to complete the research within the specified timeframe, and providing the necessary tools to facilitate the research.

Additionally, this result may be explained by the personal characteristics of PhD students, as they possess a unique ability to adapt to the nature of the PhD stage, which comes with its own challenges, and to handle the responsibilities assigned to them. Even though the nature of study at this stage differs from previous educational stages, they find joy in facing new experiences and strive to attend conferences, seminars, and workshops related to their field. All of these factors contribute to enhancing the level of academic adjustment among the study sample.

10-4 Presentation and Analysis of the Result of the First Hypothesis and Discussion:
which states that academic stress and achievement motivation affect academic adjustment among the study sample. To verify this, we conducted multiple linear regression analysis, and the following table illustrates the results:

Table(10): showing the results of multiple regression analysis.

Dependent Variable	Predictor Variables (Explanatory Variables)	R	R2	F-value	Significance of F	beta	T-value	Significance of F	Variance Inflation Factor (VIF)
Academic Adjustment	Academic Stress	0.59	0.35	26.73	0.000	-0.03	-0.65	0.51	0.19
	Achievement Motivation					0.82	6.93	0.000	0.59

And from the table above, it is clear that
Model number (1) shows the relationship between academic stress and academic adjustment: the beta value is (−0.03), indicating that academic stress contributes to explaining academic adjustment by 3%.

Model number (2) shows the relationship between achievement motivation and academic adjustment: the beta value is (0.82), indicating that achievement motivation contributes to explaining academic adjustment by 82%.

It is worth noting that even though academic stress among the study sample is high, their academic adjustment remains elevated. This is because achievement motivation plays a significant role in maintaining high levels of academic adjustment despite the elevated academic stress. When students have a strong motivation to achieve academic success, it can enhance their focus, perseverance, and determination to achieve the goals they have set for themselves. Consequently, achievement motivation helps students overcome academic stress and improve their academic adjustment.

Due to the pressures faced by PhD students—whether related to thesis writing, completing and publishing discussion papers, or delivering presentations at scientific conferences, along with the training they receive in their first year of study—all of these can lead to exhaustion, anxiety, and stress. However, when they are motivated to work and capable of handling these pressures, and when they possess high motivation toward their studies and academic activities, all of the aforementioned factors do not negatively affect their academic adjustment.

Salama and Taha (2006) emphasize that time is a major source of stress for students. If the length of study time at university is not well managed, utilized, and employed in the learning process and in engaging in activities, it can lead students to feel boredom and frustration with university life. Additionally, receiving

theoretical training without attention to practical aspects and activities results in students spending most of their time sitting in their seats. Therefore, when universities have rigid and inflexible schedules, it leads to confusion and ambiguity about what these students should do and how to do it.

Overall, we understand the reality faced by researchers in Algerian universities, including the key psychological, personal, administrative, academic, and supervisory obstacles they encounter. However, when they have a strong motivation to achieve their goals, this can mitigate the impact of academic stress on their academic adjustment, preventing them from being negatively affected by it.

For instance, if a student has a strong motivation to achieve academic success and is able to maintain that motivation, it may lead to improved academic adjustment despite high academic stress. Conversely, if a student loses motivation and determination to achieve academic goals, it may result in reduced academic adjustment. Therefore, if a student can manage academic stress and use it as a motivator for achieving academic adjustment, it will lead to positive outcomes in their academic journey.

10-5 Presentation and Analysis of the Second Hypothesis:

which states that there are statistically significant differences in academic adjustment among the study sample attributed to the level of academic stress. To verify this, we conducted a one-way ANOVA, and the following table illustrates the results:

Table(11): showing the value and significance of differences in academic adjustment among the sample attributed to the level of academic stress

ANOVA					
Academic Adjustment					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	699.316	2	349.658	1.439	.242
Within Groups	23567.594	97	242.965		
Total	24266.910	99			

It is evident from the table above that the F-value is (1.43), which is not statistically significant. Therefore, we accept the null hypothesis stating that there are no statistically significant differences in academic adjustment among the study sample attributed to the level of academic stress.

The researcher explains this result by noting that the level of academic adjustment is influenced by various factors, including the level of academic stress faced by students. While an increase in academic stress usually presents additional challenges related to academic adjustment-such as time pressure to complete the thesis and scientific papers, preparation for scientific conferences, and an increased number of assignments and projects—there are also other challenges that can impact the ability to adjust academically.Salama and Taha (2006) affirm that time is a major source of stress for students, as prolonged study time at university, if not well managed, utilized, and integrated into the learning process and activities, can lead students to feel boredom and frustration with university life. However, proper academic support received from supervisors, professors, and university administration, along with effective time management and a balance between personal and academic life, can help reduce the challenges associated with academic stress and enhance the student's academic adjustment.

Academic stress and academic adjustment are two interrelated variables that influence each other. For example, when the level of academic stress is high, it can affect academic adjustment, as students may feel tired, overwhelmed, and less motivated to engage in their research, impacting their ability to understand and keep up with their academic activities. However, when students can effectively manage these symptoms, they will feel confident in their ability to handle the level of academic stress they face, which helps maintain a high level of academic adjustment.

Therefore, students should strive to achieve academic adjustment and effectively manage their level of academic stress by employing effective strategies for learning, organization, and planning, along with proper time management and maintaining a balance between their personal and academic lives.

10-6 Presentation and Analysis of the Third Hypothesis and Discussion:

which states that there are statistically significant differences in academic adjustment among the study sample attributed to the level of achievement motivation. To verify this, we conducted a one-way ANOVA, and the following table illustrates the results:

Table(12): showing the value and significance of differences in academic adjustment among the sample attributed to the level of achievement motivation

ANOVA					
Academic Adjustment					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	5553.473	2	2776.736	14.393	.000
Within Groups	18713.437	97	192.922		
Total	24266.910	99			

It is evident from the table above that the F-value is (14.19), which is statistically significant at the 0.01 significance level. Therefore, we accept the hypothesis stating that there are statistically significant differences in academic adjustment among the study sample attributed to the level of achievement motivation. To determine the direction of these differences, we will refer to the post-hoc comparison table.

Table(13): showing the post-hoc comparisons between the study variables

Multiple Comparisons						
Dependent Variable: Academic Adjustment						
LSD						
(I) Achievement Motivation	(J) Achievement Motivation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Low	Medium	-12.20470-*	3.27982	.000	-18.7142-	-5.6952-
	High	-20.11782-*	3.83287	.000	-27.7250-	-12.5106-
Medium	Low	12.20470*	3.27982	.000	5.6952	18.7142
	High	-7.91312-*	3.48470	.025	-14.8293-	-.9970-
High	Low	20.11782*	3.83287	.000	12.5106	27.7250
	Medium	7.91312*	3.48470	.025	.9970	14.8293
*. The mean difference is significant at the 0.05 level.						

It is clear from the post-hoc comparison table that the reason for the differences between the low achievement motivation group and the medium and high groups favors the high achievement motivation group, as their mean in academic adjustment is the highest at (20.11). Based on this, we accept the hypothesis stating that there are statistically significant differences in academic adjustment attributed to the level of achievement motivation among the study sample, favoring those with high achievement motivation.

This result indicates that when students have a high level of achievement motivation, they are more engaged in academic work and put in greater effort to achieve success. Generally, learners with high achievement motivation work diligently to reach their academic goals and succeed in obtaining high grades, which alleviates their academic stress and allows them to feel at ease.

Conversely, in some cases, a low level of achievement motivation may lead to increased academic stress, as students may feel frustrated and give up due to the difficulty of achieving the desired outcomes. It is worth noting that if achievement motivation is very low, this can increase academic stress due to the lack of sufficient challenges to motivate students.

Therefore, it can be said that there is a relationship between achievement motivation and academic stress, but this relationship depends on how the stress is managed and its intensity. Indeed, a lack of motivation can lead to increased academic stress for the student. When a student lacks motivation, they may not feel the enthusiasm and determination necessary to complete academic tasks effectively. As a result, when a student

becomes fatigued and unprepared to work on academic assignments, academic stress increases and becomes more challenging.

This is confirmed by Al-Gharaz (2009), who cites Mackenzie (2005) stating that time management is management of stress at its highest level. Effectively managing time helps prevent most of the stress that can befall an individual due to a lack of time management skills. When time runs out, individuals try to accomplish tasks that require significant effort in a very short time, leading to quick decision-making and working under pressure.

General Conclusion:

Based on the results of the analysis and the statistical treatments of the data, the research arrived at the following conclusions:

- The level of academic stress among the study sample is high.
- The level of achievement motivation among the study sample is high.
- The level of academic adjustment among the study sample is high.
- The two independent variables (academic stress and achievement motivation) explain 35% of the variance in academic adjustment.
- Achievement motivation contributes to explaining academic adjustment by 82%, while academic stress explains it by a very small percentage of 3%.
- There are no statistically significant differences in academic adjustment among the study sample attributed to the level of academic stress.
- There are statistically significant differences in academic adjustment among the study sample attributed to the level of achievement motivation.

References :

1. Nidaa, Al-Zaghoul, Rafi. (2015). A causal model of the relationships between causal attribution of behavior, learned helplessness, and academic adjustment. The Jordanian Journal of Educational Sciences, 11(3), 331-343. https://journals.yu.edu.jo/jjes/ar/
2. Bataneh, Marwan Zaid. (2013). Academic stress among undergraduate students in the College of Education at King Saud University. International Journal of Multidisciplinary Education, 02(01), 82-88. https://www.iiste.org/
3. Jerjar, Munir. (2016). Perceived stress and its relationship to coping strategy and achievement motivation among employees of re-education and rehabilitation centers (Blida – Bir Khadem – Al-Biar). [Unpublished PhD Dissertation]. University of Algiers 02 Abu Al-Qasim Saad Allah.
4. Rashid, Fares Haroon. (2019). Mental motivation and its relationship to academic adjustment among postgraduate students. Journal of the College of Basic Education for Educational and Human Sciences / University of Babylon, 11(42), 1073-1089. http://becm-iq.com/Default.aspx
5. Al-Zahrani, Ahmed bin Saleh Mousa. (2018). Perceived psychological stress and its relationship to achievement motivation and academic adjustment among a sample of university students. Journal of Educational and Psychological Sciences, 2(16), 1-20. DOI: 10.26389/AJSRP.A020518
6. Salama, Abdel Azim and Taha Abdel Azim. (2006). Strategies for managing educational and psychological stress. Dar Al-Fikr Publishers and Distributors.
7. Al-Gharaz, Ashraf Ibrahim Mohamed. (2009). Academic stress and motivational orientations and their relationship to time management skills among university students. Journal of the Faculty of Education in Port Said, 6(6), 206-243. https://jftp.journals.ekb.eg/
8. Lamin, Nasira, Sharqi, Houria, and Naji, Makhlouf. (2020). Mental health and its relationship to academic achievement motivation among a sample of doctoral students at the University of M'sila. Journal of Horizons of Sciences, 5(3), 161-172. https://www.asjp.cerist.dz/en/PresentationRevue/351
9. Mujdhoub, Ahmed Mohamed Ahmed Qamar. (2023). Academic stress and its relationship to time management skills among a sample of students at the Faculty of Education, Dongola University, Sudan. Al-Enassa and Social Sciences Journal, 06(02), 91-112. https://www.asjp.cerist.dz/en/PresentationRevue/783
10. Affum-Osei, E., Asante, E., Barnie, J., & Forkouh, S. K. (2014). Achievement motivation, academic self-concept, and academic achievement among high school students. European Journal of Research and Reflection in Educational Sciences, 2(2), 24-37. https://www.iiste.org/
11. Jayasankara, K.R., Karishmarajanmenon, M., &Anjanathattil. (2018). Academic Stress and its Sources among University Students. Biomedical & Pharmacology Journal, 11(1), 01-09. doi:10.13005/bpj/1404

12. Ramli, N. H., Alavi, M., Mehrinezhad, S.A., & Ahmadi, A. (2018). Academic Stress and Self-Regulation among University Students in Malaysia: Mediator Role of Mindfulness. Journal of Behavioral Sciences, 08(12), 01-09. doi:10.3390/bs8010012