The Level Of Perceived Self-Efficacy And Its Relationship To Achievement Motivation Among Third –Year Secondary School Students- A Filed Study Of A Sample From "Kateb Yacine" High School, Setif State

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Abstract:
The study aimed to reveal the level of perceived self-efficacy and achievement motivation among a sample of third year secondary school students, on a final sample of 131 students; they were selected using a simple random sample method from the academic year 2021-2022. The researchers used the descriptive correlational method. in order to achieve the desired goals of the research , two tools were applied, namely " the perceived self-efficacy questionnaire" and the achievement motivation scale" ,which consist of 40 items. the results revealed that the level of perceived self-efficacy and motivation in achievement among the third- year secondary school students of "KatebYacine" secondary school in the state of SETIF is low. With a correlation between each of the perceived self-efficacy and motivation in achievement, and the results revealed that there were no differences statistically between male and female studentsof "katebyacine" secondary school in the state of SETIF.
Keywords : Perceived self-efficacy;Achievement motivation;Third year secondary school students.

1. Introduction:
The school is considered one of the most important social institutions that serves an educational function after the family, where the student spends most of his time, it provides the student with various experiences and knowledge, preparing them for future studies and work through different stages.
The secondary stage is considered one of the fundamental phases in a student's academic life, students are distinguished from each other in terms of their abilities and competencies in performing various educational activities, each according to their physical, mental, and emotional traits. These traits help them express their inclinations and skills.And what also distinguishes this stage is that it is a period of adolescence.The personality of the adolescent student needs assistance in overcoming the problems and difficulties he faces in his school environment. Additionally, he requires psychological support and attention to his individual capabilities and motivation in order to foster and enhance his self-efficacy.
Perceived self-efficacy is considered a crucial axis in social learning theory, which posits that individuals have the ability to regulate their behavior based on personal beliefs. Individuals possess a system of self-beliefs that enables them to control their feelings and thoughts. This perceived procedural capability is not tied to the individual's actual abilities but rather to their belief in what they can do, regardless of the available resources. An individual does not inquire about the degree of his capabilities but rather about the strength of his confidence in his ability to carry out the required activities within the context of the situation's demands. This theory has gained significant interest and popularity among researchers in recent times due to its prominent role in an individual's ability to achieve a certain level of accomplishment, as well as his capacity to control events and effectively cope with challenges.
To achieve these objectives, the current study aims to investigate the relationship between perceived self-efficacy and achievement motivation among third-year high school students.

2- Study Problem:
In recent times, Algeria has been undergoing radical changes that impact various sectors crucial to constructing a

new Algeria. Among these sectors is education, which is considered one of the most important fields, being a fundamental human right. Education significantly contributes to instilling proper habits in the youth and involves the development of programs and activities aimed at filling students' leisure time with beneficial content. These initiatives aim to provide students with new experiences in their lives and enhance their social skills.The educational process is not merely about delivering lessons; rather, it is a beneficial process for building the student's character from all aspects. The school serves as the second environment for the child after his family. Through it, the student strives to find comprehensive balance in all facets of his personality. This ultimately leads to an enhancement of his self-efficacy.

While the school may meet the needs of students in some aspects such as upbringing, learning, and indoctrination, serving as a source of safety and enjoyment for some children, it may also be a source of pressure and problems for others, thereby reducing their educational attainment and impeding their psychological and academic compatibility. Currently, the Algerian school is compelled to pay more attention to the psychological aspect of both teachers and learners by improving and increasing their self-efficacy in order to better utilize their abilities and guide them towards achieving the aims of the educational process. These aims include the enjoyment of mental health while increasing their educational achievement and raising their self-understanding. This importance is underscored in a study by "Sarayya and Belkacemi" (2019), where it is noted as a crucial factor of personality that enables an individual to successfully perform a particular behavior.

The educational field is considered one of the crucial areas where the extent of a teenager's commitment to solving problems that hinder their success and performance can be observed. Facing such challenges might lead him to feelings of frustration and failure, consequently causing a loss of self-confidence, a decline in motivation, and a decrease in achievement. The student may become defeated in certain aspects, such as future planning, perseverance, excellence, ambition, and more.

The term motivation refers to a set of internal and external conditions that drive an individual to fulfill his needs and restore balance when disrupted. It is also an internal physiological-psychological state- that propels an individual to engage in specific behavior towards a certain goal. The achievement motivation is considered as a form of intrinsic motivation, signifying the feeling associated with evaluative performance, where competition is aimed at reaching excellence standards. This feeling reflects two fundamental components: "the desire for success" and "the fear of failure".

The concept of perceived self-efficacy is one of the important notions in explaining human behavior, especially from the perspective of social learning theory. The concept of self-efficacy emerged with "Bandura", who introduced the social learning theory, where he identified dimensions and sources of self-efficacy. Some researchers in the Arab context have addressed the term "self-efficacy, translating it into the Arabic term "self-efficacy". It is defined as an individual's judgments or expectations about his or her behavior in ambiguous situations (Al-Zayyat, 2001, p. 11).

Bandura adds that individuals' perception of their self-efficacy influences the types of plans they formulate. Individuals with a high sense of efficacy develop successful plans, while those who perceive themselves as ineffective are more inclined towards unsuccessful plans, poor performance, and repeated failures. This is because a high sense of efficacy creates cognitive structures that effectively strengthen the self-perception of competence.

Therefore, perceived self-efficacy significantly contributes to the cognitivedevelopment of the student, leading to academic success. Thoughts revolvingaround this competence mediate between the knowledge and skills a studentpossesses and his actual performance in learning situations. Additionally, the ersonal composition of the learner in the secondary stage is somewhat sensitive asit is linked to the extent of students' inclinations to express themselves through self-assertion and goal achievement.

From this perspective, our study aims to uncover the levels of self-efficacy and achievement motivation among third-year secondary school students through the following approach:

➢ What is the level of perceived self-efficacy among third-year secondary school students?
➢ What is the level of achievement motivation among third-year secondary school students?
➢ Is there a statistically significant relationship between perceived self-efficacy and achievement motivation among third-year secondary school students?
➢ Are there statistically significant differences in the level of achievement motivation among third-year

secondary school students attributed to the gender variable?
These hypotheses serve as a foundation for testing and analyzing data to draw conclusions regarding the specified research questions:

➢ There is a statistically significant relationship between perceived self-efficacy and achievement motivation among third-year secondary school students.
➢ There are statistically significant differences in the level of achievement motivation among third-year secondary school students attributed to the gender variable.

3- Study Objectives: The study objectives are manifested in the following:

✓ Assess the level of perceived self-efficacy among third-year secondary school students at "KatibYacine" High School in Setif province.
✓ Evaluate the level of achievement motivation among third-year secondary school students at KatibYacine High School in Setif province.
✓ Investigate the existing relationship between perceived self-efficacy and achievement motivation among third-year secondary school students.
✓ Determine whether there are significant differences in the level of achievement motivation among third-year secondary school students attributable to the gender variable.

4- The significance of the study:
The importance of studying the topic of perceived self-efficacy comes from its significant role in building an individual's personality and influencing his behavior. It represents self-beliefs about one's ability to control tasks and solve problems he may encounter through a crucial role in how individuals approach and perform their specific tasks.

The importance of perceived self-competence extends to both educational and social aspects, influencing how individuals feel while performing their duties and tasks. Emotionally, it is negatively linked to feelings of anxiety, depression, and low self-esteem. On a cognitive level, it is associated with pessimistic tendencies and a diminished sense of self-worth. Additionally, it highlights the role of achievement motivation for secondary level learners.

5- Defining Study Terms:
5-1-The Concept of Perceived Self-efficacy:
It is the individual's awareness of his self-expectations regarding his ability to successfully overcome various tasks. It is manifested in self-beliefs in the capacity to control requirements and overcome challenging problems facing him.

Perceived self-efficacy is also defined as an individual's belief and awareness that he possesses the capabilities to organize and execute the necessary actions to achieve specific tasks and accomplishments (Bandura, 2000, p. 3).
The researchers operationally define it as the total scores obtained by the student in the perceived self-efficacy questionnaire used in the current study.

Self-efficacy is an important determinant of human behavior , contribute in self-developing and depends mainly on one's belief and skills performance expectations, that are required to effectively interact when facing up lifechanging(Belkacemi,Hammouya, 2022, p. 6074).Social theorists argue that the concept of perceived self-efficacy is a crucial component in an individual's sense of personal precision, control over his destiny, and harmony with life events. The sense of precision and personal control works towards adaptability and reducing the level of psychological stress (Al dhahir, 2003, 60).

Bandura points out that an individual's perception of his self-efficacy is related to his evaluation of his ability to achieve a specific level of accomplishment and control events. This judgment influences the level of self-efficacy, the nature of the task or goal the individual seeks to achieve, the effort he is willing to exert, his perseverance in facing challenges, and his thinking style (Bandura, 1986, 53).

Adler also pointed out the social dimension in an individual's self-efficacy, emphasizing the ability to have social interest. Social relationships serve as the sole guarantee for the survival and existence of the human species through thought, intellect, logic, ethics, and aesthetics. All of these aspects emerge only within the context of society, forming pathways between individuals with the intention of preserving civilisation from decay. An individual's ability to confront the challenges of social life, embody acceptable personal traits such as social interest, respect for societal values, and genuine humility, leads to the establishment of better social relationships.

Here, the role of social competence becomes prominent in understanding values and standards, thereby working to establish the roots of social security and preserving personal dignity through belonging to others in a natural and mature relationship (Abd el Rahman, 1998, 83).

5-2- The concept of achievement motivation:

Some researchers argue that the concept of achievement involves the individual's behavior directed towards work in a manner that allows the evaluation of the individual's performance to be evaluated according to imposed internal or external criteria. Achievement can occur in a competitive situation with others or with oneself (Attia, 1996, p. 92).

Many scholars consider achievement motivation as a hypothetical concept composed of several complex motives such as ambition, perseverance, and competition. It directs an individual's behavior towards achieving better performance with the intention of attaining success and recognition.

The researcher Abdelatif Muhammad Khalifa (1995) summarized the components of the concept of achievement motivation into five fundamental components: the sense of responsibility, striving for excellence to achieve high ambitions, perseverance, awareness of the importance of time and planning for the future (AbdelatifKhalifa, 1995, p. 87).

The theory of achievement motivation by McClelland and Atkinson is considered one of the most prominent modern theories that attempts to explain this concept within a comprehensive theoretical framework. McClelland began building his theory around achievement motivation, and Atkinson later joined him. This theory is based on a simple premise: achievement motivation is embodied in the feelings of happiness or pleasure that an individual experiences when achieving success and in the results he obtained. If the initial achievement attitudes are positive for the individual, he tends to engage in and immerse himself in accomplished behaviors. On the other hand, if there is a sense of failure and negative experiences, it will create a motivation to avoid failure (AbdelatifKhalifa, 1995, p. 99).

6-Previous studies:

Many studies and research have been conducted on the subject of perceived self-efficacy and achievement motivation. Some of them include:

Adel Tahoulit's study 2021: aimed to uncover the level of perceived self-efficacy among female students at Teachers Higher School in Constantine, based on a sample of 127 students from the academic year 2019-2020. The results indicated that the level of perceived self-efficacy for the students was average. Additionally, the study revealed statistically significant differences in the level of perceived self-efficacy attributed to the scientific specialisation variable.

Maidoun and AbiMouloud's study 2004: The study aimed to determine the level of both self-efficacy and academic adjustment. Among a sample of 798 middle school students in the city of Ouargla, the results showed that the level of perceived self-efficacy and academic adjustment was high.

Al-Zaq's study 2009: aimed to reveal the level of academic self-efficacy among students at the University of Jordan and explore differences in this level based on scientific specialisation, gender, and educational level variables. The study sample consisted of 400 students. The results indicated that the level of academic self-efficacy among students was moderate, with statistically significant differences observed based on the educational level variable. However, no significant differences were attributed to gender nature (Malham, 2015, p. 239).

Among the studies that have addressed gender differences in achievement motivation, we can mention **Kanaan's study (2003),** which found no differences in achievement motivation between male and female students at Yarmouk University. Another study by **Shalabi (2012)** confirmed its results, indicating no significant differences in the average scores of students on the achievement motivation scale based on the gender variable.

Fatima Ghalim's Study (2014): A study to investigate the relationship between self-concept and achievement motivation among a sample of middle school students. The sample consisted of 342 students, the descriptive approach and the achievement motivation scale were used. The researcher found a relationship between self-concept and achievement motivation among middle school students, with differences in achievement motivation favoring males.

Azag and Mashri's Study (2021): The study aimed to understand achievement motivation among secondary school students in some secondary schools in the Djelfa region. The researchers also aimed to identify

gender differences in motivation. They used the motivation scale as a study tool on a sample of 52 students. The results indicated no significant gender differences in achievement motivation among secondary school students, with a high level of achievement motivation recorded.

Through the review of studies that addressed the topic of perceived self-efficacy, it becomes evident that all these studies adopted the correct scientific methodologies in terms of sample selection and the tools used in the research. Whether these tools were developed by the researchers or adopted from previous sources, this approach assisted the researchers in establishing a general framework both methodologically and practically regarding the definition of their research population and the method of sample selection.

All previous studies, with their varied variables, contributed to supporting the current study. They helped the researchers in defining the objectives, selecting the appropriate data collection tool, and interpreting the results despite their differences.

7- Method and tools:
- Study Methodology: To answer the study's questions and test its hypotheses, we utilised the descriptive methodology. This was employed to describe the relationship between perceived self-efficacy and achievement motivation among third-year high school students. Then, we analysed and defined it.

- Study population:
The original study population includes all third-year high school students studying at KatebYacine Secondary School, affiliated with the third district of the Directorate of Education in Setif. The total number of students in the original study population for the academic year 2021/2022 is estimated to be 275, distributed

Table (01) represents: the distribution of members of the original community for the study.

Specialties	Number ofstudents	Percentage
Literatureand Philosophy	92	33.45%
Experimental Sciences	99	36%
Languages	35	12.72%
Technicalmathematics	23	8.36%
Management and economics	26	9.45%
The total	275	100%

Source: Prepared by the researchers.

The table above illustrates the distribution of the original community for the study. The number of students registered in the Literature and Philosophy section was (92) students, constituting 33.45%. As for the students registered in the Experimental Sciences section, their number was (99) students, representing 36%. Additionally, the number of students registered in the Languages section was (35) students, accounting for 12.72%. The students enrolled in the Technical Mathematics section numbered (23) students, representing 8.36%. Finally, the number of students in the Management and Economics section was (26) students, equivalent to 9.45%.

- Study sample:
The study sample consisted of (131) male and female students, representing a percentage of 47.63% of the original study population. The sample was selected using a simple random method, as it is considered the best method to obtain a representative sample of the original population.

Table(02) represents the distribution of the size and percentage of individuals in the study sample according to gender:

Gender:	Number ofstudents:	Percentage:
Boys	67	51.15%
Girls	64	48.85%
The total:	131	100%

Source: Prepared by the researchers.

The table above shows the number and percentage of study participants distributed according to the gender variable. We find that the number of males was (67) students, accounting for 51.15%, which is the larger proportion compared to the number of females, which was (64) students, accounting for 48.85%.

Table (02) represents the distribution of the number and percentage of study participants according to the specialisation:

The specialisation:	Number ofstudents:	Percentage:
Literatureand Philosophy	**54**	**41.22%**
Experimental Sciences	**68**	**51.91%**
Languages	**1**	**0.76%**
Management and economics	**2**	**1.52%**
Technicalmathematics	**6**	**4.58%**
The total:	**131**	**100%**

Source: Prepared by the researchers.

The table (02) illustrates the number and percentage of study sample individuals distributed according to the specialization variable. The number of students in the Experimental Science Section was (68), representing 51.91% of the study sample, making it the largest percentage in the study. It is followed by the Literary and Philosophical Section, with (54) students, representing 41.22%. The Technical-Mathematics Section had (6) students, accounting for 4.58%. The Management and Economics Section had (2) students, representing 1.52%. Finally, the Language Section had (1) student, representing 0.76%.

- Study Tools:

In order to achieve the objectives of the research and measure the variables of the current study, the following tools were utilised:

- Perceived self-efficacy Questionnaire:

After reviewing several relevant measures for the study, we adopted the questionnaire used by the researcher Hawraa Abbas Kurmash (2016) at the College of Basic Education at the University of Babylon in Iraq. The initial version of the study tool consisted of 45 items with three response alternatives (Applicable, Partially Applicable, Not Applicable). The tool was presented to a group of experts and educators in educational and psychological sciences to calculate the statistical reliability and stability of the questionnaire. After the survey analysis results, the tool was finalized with 40 items, and the time required to answer it ranged from 20 to 40 minutes.

The researcher Adel Tahoulit (2021) applied the same questionnaire in the Algerian context to study the level of perceived self-efficacy among female students at the Higher School of Teachers Asia Jabar in Constantine. His recommendations included the possibility of using the self-efficacy questionnaire applied in his study as a research tool in psychological measurement studies related to this field.

- Questionnaire correction key:

The questionnaire, in its final form, consists of 40 items, and each item has three answer choices as follows: For positive statements, the grades are as follows: Applies to me (3 grades), Applies somewhat (2 grades), Does not apply (1 grade). For negative statements, the scoring is as follows: Applies to me (1 grade), Applies somewhat (2 grades), Does not apply (3 grades).

- Psychometric properties of the questionnaire:

-Validity of the questionnaire: The reliability of the questionnaire was ensured by calculating the internal consistency of the tool used in the current study, i.e., the correlation between the items and their dimensions. The researchers calculated the correlation coefficient for internal consistency using the Spearman correlation coefficient. The correlations between each axis's statements and the total score were found to be significant at the 0.05 significance level, as follows:

Table (03): shows the Spearman correlation coefficient between each item of the perceived self-efficacy questionnaire and the total score of the questionnaire.

Perceived self-efficacy					
Item:	correlation value:	significance:	Item:	correlation value:	significance:
01	0.278	0.001	21	0.298	0.001
02	0.245	0.022	22	0.426	0.001
03	0.342	0.001	23	0.288	0.001
04	0.312	0.005	24	0.336	0.001
05	0.189	0.042	25	0.154	0.044
06	0.274	0.002	26	0.294	0.001
07	0.231	0.023	27	0.442	0.001

08	0.455	0.001	28	0.493	0.001
09	0.349	0.001	29	0.260	0.003
10	0.228	0.009	30	0.363	0.001
11	0.230	0.008	31	0.399	0.001
12	0.460	0.001	32	0.358	0.001
13	0.199	0.023	33	0.223	0.010
14	0.467	0.001	34	0.208	0.022
15	0.420	0.001	35	0.351	0.001
16	0.393	0.001	36	0.368	0.001
17	0.476	0.001	37	0.281	0.001
18	0.509	0.001	38	0.452	0.001
19	0.379	0.001	39	0.362	0.001
20	0.405	0.001	40	0.412	0.001

Source: Prepared by the researchers.

The table number (03) :illustrates the Spearman correlation coefficients between each statement of the perceived self-efficacy scale and the total score of the scale at a significance level of 0.05. We obtained 40 items with strong reliability, so we will rely on these 40 items in this scale because they exhibit strong internal consistency between each statement of the axis and the total score of the scale, reflecting the reliability of the scale, meaning that it measures what it is designed to measure.

- Reliability of the Perceived Self-Efficacy Questionnaire: The Alpha Cronbachcoefficient was used to calculate the stability of this questionnaire through internal consistency, using the data analysis system (SPSS v 28) as shown in the following tables:

Table (04) illustrates the values of the Alpha Cronbach's coefficient for the tool:

Reliability coefficient	
Number of items:	**Alpha Cronbach's value:**
40	0,770

Source: Prepared by the researchers.

We can conclude from Table (04) that the value of α Cronbach = 0.770 indicates that the items of the tool have a high stability.

- Achievement Motivation Scale:

- Definition of the scale: The tool used in this study is based on the work of researcher Abderrahmane Benbrika (2007) from the Faculty of Humanities and Social Sciences (Department of Educational Sciences) at Boudiaf University in Algiers. The scale was in light of previous studies and various classifications related to the topic of academic achievement motivation. In its initial form, the scale consisted of 52 items distributed on a five-point Likert scale. After presenting the scale to a group of experts in the field of educational research and psychological measurement (6 specialized professors in educational psychology and psychological measurement from inside and outside Algeria), aiming to evaluate and study the psychometric properties of the scale (reliability and validity study), the results of the expert judgment process led to the decision to divide the scale into 40 items in its final form (25 positively oriented items and 15 negatively oriented items).

- The psychometric properties of the Academic Achievement Motivation Scale in the current study:

  - Validity of the Achievement Motivation Scale: Validity of this scale was assessed by calculating internal consistency. This aims to estimate the consistency of each item with its corresponding factor by assessing the correlation between items and their factors. Considering that the items of the scale belong to the ordinal level, we calculated the correlation coefficient for internal consistency using the Spearman correlation coefficient. The correlations between each statement of the factor and the total score were significant at the 0.05 level, as follows:

Table (05) illustrates the Spearman correlation coefficient between each item of the Achievement Motivation Scale and the total score of the scale:

Achievement Motivation					
Item:	correlation value:	significance:	Item:	correlation value:	significance:
01	0.209	0.017	21	0.395	0.001
02	0.197	0.024	22	0.376	0.001
03	0.301	0.001	23	0.203	0.020
04	0.262	0.002	24	0.447	0.001
05	0.190	0.029	25	0.207	0.018
06	0.117	0.001	26	0.430	0.001
07	0.229	0.009	27	0.232	0.008
08	0.393	0.001	28	0.406	0.001
09	0.241	0.005	29	0.187	0.022
10	0.176	0.044	30	0.248	0.004
11	0.300	0.001	31	0.322	0.034
12	0.171	0.049	32	0.188	0.032
13	0.274	0.002	33	0.211	0.016
14	0.348	0.001	34	0.264	0.002
15	0.280	0.001	35	0.397	0.001
16	0.404	0.001	36	0.391	0.001
17	0.310	0.001	37	0.383	0.001
18	0.245	0.005	38	0.198	0.026
19	0.193	0.027	39	0.443	0.001
20	0.248	0.004	40	0.425	0.001

Source: Prepared by the researchers.

The table number (05) illustrates the Spearman correlation coefficient values between each statement of the Achievement Motivation Scale and the total score of the scale, at a significance level of 0.05. We obtained 40 items with strong reliability, so we will rely on these 40 items only in this scale, as these items demonstrate strong internal consistency between each statement of the axis and the total score of the scale, reflecting the reliability of the scale, meaning that it measures what it is designed to measure.

  - Reliability of the Achievement Motivation Scale :To calculate the reliability of this scale using internal consistency, the Alpha de Cronbach coefficient was employed, relying on the SPSS v28 data analysis system, as illustrated in the following table:

Table number (06) illustrates the values of the Cronbach's Alpha coefficient for the tool.

Reliability coefficient	
Number of items:	Cronbach's Alpha coefficient:
40	0,701

Source: Prepared by the researchers.

From Table (06) we concluded that the value of Crotbach's alpha = 0.701, which is evidence that the tool's items are characterized by good reliability.

8- Presentation and discussion of hypotheses:

- **Answer to the study's question 01:** "What is the level of perceived self-efficacy among third-year secondary students?"

To verify the hypothesis, we calculated the agreement score on the item and then on the axis as a whole. We assigned estimates based on the category boundaries, placing estimates (very high, high, moderate, low, very low) based on the responses in the scale (always, often, sometimes, rarely, never). These responses consist of four categories: the first category [1-2], the second category [2-3], the third category [3-4], and the fourth category [4-5]. We divide the number of categories by the number of responses (4-5=0.75), and 0.8 is the length of each category. Then, we create regular categories with each category having a length of 0.8, resulting in the following estimates:

Table (07) illustrates the determination of the length of categories for the perceived self-efficacy scale:

Minimum limit:	Maximum limit:	Degree of approval:
1.00	1.8	Very low
1.8	2.6	Low
2.6	3.4	Moderate
3.4	4.2	High
4.2	5.00	Veryhigh

Source: Prepared by the researchers.

Table (08) shows the values and significance of the t-test for one

Source: Prepared by the researchers.

perceived self-efficacy	Sample size	Theoretical average	Arithmetic average	standard deviation	The difference between the two averages	T	level of significance
Total score	131	2.6	90.71	9.01	88.11	111.93	0.001

The table (08) illustrates the values of the t-test for a single sample with a theoretical mean of 2.33. The calculated mean for the perceived self-efficacy scale among third-year high school students was 90.71 with a standard deviation of 9.01, and an average difference of 88.11. Based on the t-test with a score of 111.93 and a significance level of 0.001, comparing the calculated mean to the assumed mean, it is statistically significant. Therefore, we accept the hypothesis stating that the level of perceived self-efficacy among third-year high school students is low.

The study is generally consistent with both the study by(Al-Zaq,2009), which found that the level of academic self-efficacy among students at the University of Jordan was average, and the study by(Adel Tahoulit 2021), which concluded that the perceived level of self-efficacy among students at the Higher School of Teachers in Constantine is average. However, it differs from the study by(Midoun,2014), which indicated that the level of self-efficacy among middle school students is high.

The study results, which indicated a high level of self-efficacy among middle school students, differ from our current study. In our research, the low level of perceived self-efficacy among third-year secondary students can be attributed to the absence of an intensive pedagogical training based on the principle of motivating students. Such training would enhance the educational process and increase its effectiveness. The study aligns with Bandura's assertion that self-efficacy depends on four main sources: performance accomplishment, vicarious experience, verbal persuasion, and emotional arousal. In this context, these sources might not be available for third-year secondary students, leading to a lack of perceived self-efficacy.

- **Answer to the study's question 02:"**What is the level of achievement motivation among third-year secondary students?

To verify the hypothesis, we calculated the agreement score for each item and, consequently, for the overall construct by assigning ratings based on category boundaries. Then, we established estimates (High, Moderate, Low) based on the responses provided in the scale (Applies to, Applies to some extent, Does not apply to). These responses fall into two categories: the first category [1-2] and the second category [2-3]. By dividing the number of categories by the number of responses (2/3 = 0.66), with 0.66 as the length of each category, we created regular categories with a length of 0.66. The resulting estimates are as follows:

Table (09) illustrates the determination of the category length for the achievement motivation scale:

Minimum limit:	Maximum limit:	Degree of approval:
1.00	1.66	Low
1.67	2.33	Moderate
2.34	3.00	High

Source: Prepared by the researchers.

Table (10) illustrates the values and significance of the t-test for the single sample.

Achievement motivation	Sample size	Theoretical average	Arithmetic average	standard deviation	The difference between the two averages	T	level of significance
Total score	131	1.66	139.53	13.83	137.69	113.93	0.001

Source: Prepared by the researchers.

Table (10) shows the values of the t-test for the single sample. It illustrates an average theoretical calculation of 1.66, where the calculated mean for the achievement motivation scale among third-year secondary school students is 139.53, with a standard deviation of 13.83. The average difference is 137.69. The test is statistically significant at a test score of 111.93, with a significance level of 0.001. Comparing the calculated average with the assumed average, we conclude that the level of achievement motivation among third-year secondary school students is low. Therefore, we accept the hypothesis stating that the level of achievement motivation among third-year secondary school students is low.

The decrease in students' achievement motivation may be attributed to several reasons, including factors related to the students themselves, such as feeling psychological pressure due to external constraints and regulations. It may also be related to the curriculum or teaching methods used. It is noted that learners' feelings vary regarding their orientation toward learning and the school, which can reduce their motivation and enthusiasm for activities and experiences. Additionally, the low achievement motivation of third-year secondary school students may be attributed to the family environment in which the student lives, which may lack encouragement and interest in studies, resulting in the absence of psychological and material support and motivation. Family support varies, contributing to a decrease in achievement motivation. It is worth mentioning that there is a difference in the results between the current study and the study conducted by **Azak&Machri**, which revealed a high level of achievement motivation among secondary education students.

- **Presentation and discussion of the first hypothesis:** There is a statistically significant relationship between perceived self-efficacy and achievement motivation among third-year secondary school students.

Table (11) illustrates the relationship between perceived self-efficacy and achievement motivation.

Significance Pearson correlation coefficient			
Achievement motivation	Self-efficacy		
,172*	1	Pearson correlation coefficient	Self-efficacy
,050		Level of significance	
131	131	Sample "n"	
1	,172*	Pearson correlation coefficient	Achievement motivation
	,050	Level of significance	
131	131	Sample "n"	

Source: Prepared by the researchers.

Table (11) shows the values and significance of the Pearson correlation coefficient between perceived self-efficacy and achievement motivation among third-grade secondary school students. The correlation value is 0.172, which is statistically significant at the 0.050 level compared to the significance level of 0.05. Therefore, we accept the alternative hypothesis stating that there is a statistically significant relationship between perceived self-efficacy and achievement motivation among third-grade secondary school students. We reject the null hypothesis, which suggests that there is no statistically significant relationship between perceived self-efficacy

and achievement motivation for third-grade secondary school students.

Through these results, the researchers realise that students with high competence have high self-confidence and abilities, leading to a strong desire to achieve goals and aspirations, reflecting positively on their performance and academic achievement. The correlational relationship between perceived self-efficacy and achievement motivation can be explained by the impact of self-efficacy on behavior, learner motivation, and performance. A high sense of self-efficacy in students can contribute to increasing their motivation for achievement, leading to active participation, interaction, and engagement in activities both within and outside the school.

This current study aligns with the study of Ghalim (2014), which also identified a relationship between self-concept and achievement motivation among middle school students.

- ● **Presentation and discussion of the second hypothesis**: There are statistically significant differences in the level of achievement motivation among third-year secondary school students attributed to the gender variable

Table (12) illustrates values and significance levels of the t-test.

Variables	Sample size	The average	standard deviation	Averagedifference	T Value	Degrees of freedom	T significance
Male	59	139.77	10.79	0.77	0.32	129	0.320
Female	72	139.00	15.96				

Source: Prepared by the researchers.

Table (13) illustrates the sample size used for this test, which was estimated to be 131 male and female students. The mean value for the male group was 139.77, while for the female group, it was 139.00. The standard deviation for the two groups was 10.79 for males and 15.96 for females.

From the table, we can conclude that the average difference between the two groups was 0.77, with a t-ratio value of 0.32, degrees of freedom: 129, and a significance level of 0.320. This is greater than the significance level of 0.05. Therefore, statistically, there is no significant difference in the level of achievement motivation among third-year secondary school students attributed to the gender variable. Thus, we reject the alternative hypothesis stating that there are statistically significant differences in the level of achievement motivation among third-year secondary school students due to the gender variable.

From this result, the researchers conclude that the absence of statistically significant differences in the level of achievement motivation among third-year secondary school students between genders is attributed to the unified goal of success among both males and females, as well as the pursuit of a promising academic future. This aligns with the current study by Azak&Machri (2021),which aimed to determine achievement motivation among secondary school students in some secondary schools in the Djelfa region, with a sample of 52 students. The results indicated no gender differences in achievement motivation among secondary school students.

General conclusion:

Understanding perceived self-efficacy is considered a key factor in students' overall academic journey and their motivation for achievement. Hence, the importance of this study lies in investigating the levels of perceived self-efficacy and achievement motivation among third-year high school students, exploring the correlation between these variables, and examining gender-related differences in achievement motivation. After statistical analysis of the study's data, the following conclusions were drawn:

- ✓ Perceived self-efficacy level among third-year secondary school students is low.
- ✓ Achievement motivation level among third-year secondary school is low.
- ✓ There is a statistically significant correlation between perceived self-efficacy and achievement motivation among third-year secondary school students.
- ✓ There are no statistically significant gender-related differences in achievement motivation among third-year secondary school students.

In light of the results obtained, the researchers recommend the following:

- • The necessity of providing suitable family and school environments that support the educational learning process and enhance the achievement motivation among secondary stage students to achieve self-satisfaction and desired goals.

- The importance of using educational and psychological tests and measures to determine the readiness and capabilities of students and develop them.
- The need to enhance perceived self-efficacy among students through workshops and guidance programs aimed at raising and improving their self-efficacy levels.

Active participation of the educational community to activate their role in enhancing students' self-efficacy through monitoring, especially those facing academic challenges and achievement motivation issues.

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