الرؤية

أن نكون دورية علمية متميزة متخصصة في نشر المقالات والبحوث التربوية والنفسية. نسعى إلى التميز في نشر الفكر التربوي المتجدد والمعاصر، والإنتاج العلمي ذي الجودة العالية للباحثين في مجالي :التربية وعلم النفس، بما يعكس متابعة المستجدات، ويحقق التواصل بين النظرية والتطبيق

الرسالة

نشر وتأصيل الثقافة العلمية بين المتخصصين في المعاهد والمؤسسات العلمية المناظرة والمختصين من التربويين في الميدان التربوي من المعلمين والقيادات التربوية والباحثين، والارتقاء بمستوى الأداء في مجال التدريس والبحث العلمي من خلال نشر الأبحاث المبتكرة وعرض الخبرات الإبداعية ذات الصلة بهذا المجال، وإيجاد قنوات للتواصل والتفاعل بين أهل التخصصات المختلفة في الميدان التربوي على المستوى المحلي، والعربي، والدولي، مع تأكيد التنوع والانفتاح والانضباط المنهجي، ومتابعة الاتجاهات العلمية والفكرية الحديثة في المجال التربوي ونقلها للأوساط التربوية في مستوياتها المختلفة بغرض المساهمة في صناعة المعرفة

مجلـــة كليـــة التربيــة

علمية محكمة ربع سنوية

(السنة الثانية عشر – العدد الواحد والأربعون – يناير ٢٠٢٥)

قائمة هيئة تحرير مجلة كلية التربية جامعة العريش

الصفة	الدرجة والتخصص	الاســـم	م
أولا : الهيئة الإدارية العليا للمجلة			
رئيس الجامعة		أ.د. حسن عبد المنعم الدمرداش	١
نائب رئيس الجامعة لشؤون الدراسات العليا والبحوث	أستاذ المناهج وطرق تدريس اللغة العربية كلية التربية جامعة العريش	أ.د. سعيد عبد الله لافي رفاعي	٢
عميد الكلية	أستاذ. علم النفس التربوي	أ.د. محمود علي السيد	٣
أمين عام الجامعة		السيد الأستاذ أشرف عبد الفتاح	٤
عضو قانوني		السيد الأستاذ صبري عطية	٥
أولاً - الهيئة الإدارية للتحرير (مجلس الإدارة)			
وكيل الكلية للدراسات العليا - نائب رئيس مجلس الإدارة	أستاذ تربية الطفل بقسم أصول التربية	أ.د. زكريا محمد هيبة	٣
وكيل الكلية لشؤون التعليم والطلاب - عضو مجلس الإدارة	أستاذ الإدارة التعليمية والتربية المقارنة	أ.د. كمال عبد الوهاب أحمد	٤
رئيس قسم أصول التربية – عضو مجلس الإدارة	أستاذ أصول التربية	أ.د. عصام عطية عبد الفتاح	٥
رئيس قسم علم النفس التربوي – عضو مجلس الإدارة	أستاذ علم النفس التربوي	أ.د. نبيلة عبد الرؤوف شراب	٦
رئيس قسم المناهج وطرق التدريس – عضو مجلس الإدارة	أستاذ المناهج وطرق التدريس	أ.د. صالح محمد صالح	٧

رئيس قسم الإدارة التعليمية والتربية المقارنة - عضو مجلس الإدارة	أستاذ الإدارة التعليمية والتربية المقارنة المساعد	أ.م.د أحمد إبراهيم سلمي أرناؤوط	٨
رئيس قسم التربية الخاصة - عضو مجلس الإدارة	أستاذ التربية الخاصة المساعد	أ.م.د يسري أحمد سيد عيسى	٩
رئيس قسم الصحة النفسية - عضو مجلس الإدارة	أستاذ الصحة النفسية المساعد	أ.م.د عزة حسن محمد	١٠
أمين الكلية		أ. إسلام محمد الصادق	١١

ثانياً- الهيئة الفنية (الفريق التنفيذي) للتحرير

رئيس التحرير (رئيس الفريق التنفيذي)	أستاذ المناهج وطرق التدريس	أ.د. محمد رجب فضل الله	٦
نائب رئيس هيئة التحرير – مسؤول متابعة أعمال التحكيم والنشر	أستاذ مساعد (مشارك)– مناهج وطرق التدريس	د. محمد علام طلبة	
عضو هيئة تحرير – مسؤول الطباعة والنشر والتدقيق اللغوي	أستاذ مساعد (مشارك) – مناهج وطرق التدريس	د. كمال طاهر موسى	٧
عضو هيئة تحرير – إداري ومسؤول التواصل مع الباحثين	أخصائي علاقات علمية وثقافية	د. أسماء محمد الشاعر	٨
عضو هيئة تحرير – مسؤول متابعة الأمور المالية	مدرس – بقسم أصول التربية	مها سمير محمود سليمان	٩
عضو هيئة تحرير –ومسؤول إدارة الموقع الإلكتروني للمجلة عبر بنك المعرفة	مدرس تكنولوجيا التعليم	د. حسن راضي حسن محمد	١٠

ثالثاً- الهيئة الفنية (المعاونة) للفريق التنفيذي للتحرير

عضو هيئة تحرير – إدارة الموقع الالكتروني للمجلة	مدرس مساعد تكنولوجيا تعليم	م.م. أحمد محمد حسن سالم	١١
عضو هيئة تحرير – مساعد لمسؤول متابعة أعمال التحكيم والنشر – تجهيز العدد للنشر	مدرس مساعد بقسم التربية المقارنة والإدارة التعليمية	م.م. ناصر أحمد عابدين مهران	١٢
عضو هيئة تحرير – مساعد لمسؤول الطباعة والنشر وتجهيز العدد	معيدة بقسم المناهج وطرق التدريس	م. شيماء صبحي	١٣
عضو هيئة التحرير – مساعد مسؤول الاتصالات والعلاقات الخارجية والتواصل مع الباحثين	معيدة بقسم الصحة النفسية	م. حسناء علي حامد	
عضو هيئة تحرير – المسؤول المالي	مدير إدارة الشئون المالية	أ. محمود إبراهيم محمد	١٤

رابعاً - أعضاء هيئة التحرير من الخارج

كلية التربية – جامعة أسيوط	أستاذ المناهج وطرق التدريس	أ.د. عبد الرازق مختار محمود	١٥
المركز القومي للامتحانات والتقويم التربوي	أستاذ علم النفس التربوي	أ.د. مايسة فاضل أبو مسلم أحمد	١٦
كلية البنات – جامعة عين شمس	أستاذ المناهج وطرق تدريس اللغة العربية	أ.د. ريم أحمد عبد العظيم	١٧

قائمة الهيئة الاستشارية الدولية لمجلة كلية التربية جامعة العريش

قواعد النشر بمجلة كلية التربية بالعريش

١. تنشر المجلة البحوث والدراسات التي تتوافر فيها الأصالة والمنهجية السليمة على ألا يكون البحث المقدم للنشر قد سبق وأن نشر، أو تم تقديمه للمراجعة والنشر لدى أي جهة أخرى في نفس وقت تقديمه للمجلة.

٢. تُقبل الأبحاث المقدمة للنشر بإحدى اللغتين: العربية أو الإنجليزية.

٣. تقدم الأبحاث – عبر موقع المجلة ببنك المعرفة المصري

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الكترونياً مكتوبة بخط (Simplified Arabic)، وحجم الخط ١٤، وهوامش حجم الواحد منها ٢.٥سم، مع مراعاة أن تنسق الفقرة بالتساوي ما بين الهامش الأيسر والأيمن (Justify). وترسل إلكترونياً على شكل ملف (Microsoft Word).

٤. يتم فور وصول البحث مراجعة مدى مطابقته من حيث الشكل لبنط وحجم الخط ، والتنسيق ، والحجم وفقاً لقالب النشر المعتمد للمجلة ، علماً بأنه يتم تقدير الحجم وفقاً لهذا القالب ، ومن ثم تقدير رسوم تحكيمه ونشره.

٥. يجب ألا يزيد عدد صفحات البحث بما في ذلك الأشكال والرسوم والمراجع والجداول والملاحق عن (٢٥) صفحة **وفقاً لقالب المجلة**. (الزيادة برسوم إضافية). ويتم تقدير عدد الصفحات بمعرفة هيئة التحرير قبل البدء في إجراءات التحكيم

٦. يقدم الباحث ملخصاً لبحثه في صفحة واحدة، تتضمن الفقرة الأولى ملخصاً باللغة العربية، والفقرة الثانية ملخصاً باللغة الإنجليزية، وبما لا يزيد عن ٢٠٠ كلمة لكل منها.

٧. يكتب عنوان البحث واسم المؤلف والمؤسسة التي يعمل بها على صفحة منفصلة ثم يكتب عنوان البحث مرة أخرى على الصفحة الأولى من البحث ، والالتزام في ذلك بضوابط رفع البحث على الموقع.

٨. يجب عدم استخدام اسم الباحث في متن البحث أو قائمة المراجع ويتم استبدال الاسم بكلمة "الباحث"، ويتم أيضاً التخلص من أية إشارات أخرى تدل على هوية المؤلف.

٩. البحوث التي تقدم للنشر لا تعاد لأصحابها سواءً قُبِل البحث للنشر، أو لم يُقبل. وتحتفظ هيئة التحرير بحقها في تحديد أولويات نشر البحوث.

١٠. لن ينظر في البحوث التي لا تتفق مع شروط النشر في المجلة، أو تلك التي لا تشتمل على ملخص البحث في أي من اللغتين ، وعلى الكلمات المفتاحية له.

١١. يقوم كل باحث بنسخ وتوقيع وإرفاق إقرار الموافقة على اتفاقية النشر . وإرساله مع إيصال السداد ، أو صورة الحوالة البريدية أو البنكية عبر إيميل المجلة **J_foea@Aru.edu.eg** قبل البدء في إجراءات التحكيم

١٢.يتم نشر البحوث أو رفض نشرها في المجلة بناءً على تقارير المحكمين، ولا يسترد المبلغ في حالة رفض نشر البحث من قبل المحكمين.

١٣.يُمنح كل باحث إفادة بقبول بحثه للنشر بعد إتمام كافة التصويبات والتعديلات المطلوبة.

١٤.في حالة قبول البحث يتم رفعه على موقع المجلة على بنك المعرفة المصري ضمن العدد المحدد له من قبل هيئة التحرير ، ويُرسل للباحث نسخة بي دي أف من العدد ، وكذلك نسخة بي دي أف من البحث (مستلة).

١٥.يمكن – في حالة الحاجة – توفير نسخة ورقية من العدد ، ومن المستلات مقابل رسوم تكلفة الطباعة ، ورسوم البريد في حالة إرسالها بريدياً داخل مصر أو خارجها.

١٦.يجدر بالباحثين (بعد إرسال بحوثهم ، وحتى يتم النشر) المتابعة المستمرة لكل من:

−موقع المجلة المربوط ببنك المعرفة المصري

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−وبريده الالكتروني الشخصي لمتابعة خط سير البحث عبر رسائل تصله تباعاً من إيميل المجلة الرسمي على موقع الجامعة **J_foea@Aru.edu.eg**

جميع إجراءات تلقي البحث، وتحكيمه، وتعديله، وقبوله للنشر، ونشره ؛ تتم عبر موقع المجلة ، وإيميلها الرسمي، ولا يُعتد بأي تواصل بأية وسيلة أخرى غير هاتين الوسيلتين الالكترونيتين.

محتويات العدد (الواحد والأربعون) – الجزء الثاني

التحول الرقمي في جامعة العريش في ضوء رؤية مصر للتنمية المستدامة ٢٠٣٠ إعداد أ.د. عصام عطية عبدالفتاح أستاذ أصول التربية والتخطيط التربوي كلية التربية – جامعه العريش د. محمد عبدالله توني مدرس تكنولوجيا التعليم كلية التربية – جامعة العريش الباحثة / سمية ياسر إبراهيم كامل	٣
فاعلية وحدة مقترحة لتنمية الوعي بالأماكن الأثرية لدى طلاب جامعة العريش إعداد أ.د. عصام عطية عبدالفتاح أستاذ أصول التربية والتخطيط كلية التربية – جامعه العريش د. رضا منصور السيد مدرس المناهج وطرق تدريس التاريخ كلية التربية – جامعة العريش الباحثة / سناء حماده حسن العلاقمي	٤
العوامل الخمسة الكبرى للشخصية وأساليب المعاملة الوالدية كمنبئات بفك الارتباط الأخلاقي لدى المراهقين إعداد أ.د. السيد كامل الشربيني منصور أستاذ الصحة النفسية كلية التربية – جامعه العريش	٥

الافتتاحية

بقلم: هيئة التحرير

يأتي العدد الحالي من مجلة كلية التربية بجامعة العريش بمصر مع بداية العام الجديد ٢٠٢٥م

العام الجديد هو العام ال (١٣) في عمر المجلة ، وهذا هو العدد (٤١) من المجلة – عدد يناير ٢٠٢٥م .

ومع هذا العام الميلادي الجديد، ومع العدد الجديد تأتي المجلة في نهج جديد باستحداث فكرة سلاسل المقالات العلمية في مستحدثات التربية وعلم النفس وتقنيات التعليم.

وتتشرف هيئة تحرير مجلة كلية التربية بأن يكون باكورة سلاسل المقالات : سلسة العام ٢٠٢٥م.

وذلك من خلال نشر سلسلة مقالات علمية عن: الاستراتيجيات التدريسية المستحدثة لطلاب الجيل الرقمي من إعداد أ.د. صالح محمد صالح أستاذ التربية العلمية بالكلية.

وستكون أعداد المجلة خلال العام ٢٠٢٥م متصدرة عبر الافتتاحية بمقالات علمية عن هذه الاستراتيجيات.

ونبدأ – من خلال مقال هذا العدد لشهر يناير ٢٠٢٥م – بالاستراتيجية الأولى، على أن يتوالى نشر الاستراتيجيات عبر أعداد: أبريل ، ويوليه ، وأكتوبر بإذن الله.

ويلي مقال هذا العدد نشر عدد من البحوث العلمية: الأساسية، والمستلة من رسائل الماجستير والدكتوراه ، وذلك في الموضوعات التالية:

✓ تطوير مهارات استخدام بعض تطبيقات الذكاء الاصطناعي في تدريس اللغة العربية.

✓ الدافعية الاستقلالية والسعي نحو الهدف كمنبئين بالشغف الأكاديمي.

✓ إستراتيجية ديكتوجلوس وتعزيز مهارات الكتابة لدى طلاب الطب.

✓ النضج الإنفعالي عبر ملامح الوعي الأخلاقي.

✓ المنصات التعليمية وتعزيز مهارات الأداء اللغوي.

✓ الإفصاح عن الذات وعلاقته بالثلاثي المُعتم لدي طلاب الجامعة.

✓ الضغوط البيئية والمناعة النفسية كمنبئات للتحصيل الدراسي.

✓ الكفاءة الذاتية الاكاديمية وعلاقتها بالتلكؤ الاكاديمي.

✓ التكامل الحسي وخفض اضطرابات التغذية لدى الأطفال ذوي اضطراب طيف التوحد.

✓ متطلبات التحول الرقمي في جامعة العريش في ضوء رؤية مصر للتنمية المستدامة ٢٠٣٠.

✓ وحدة مقترحة لتنمية الوعي بالأماكن الأثرية لدى طلاب جامعة العريش.

✓ العوامل الخمسة الكبرى للشخصية وأساليب المعاملة الوالدية كمنبئات بفك الارتباط الأخلاقي لدى المراهقين.

✓ الأخطاء الشائعة في الرياضيات التطبيقية، وعلاقتها بالاحتياجات المهنية المستقبلية لدى طلاب التعليم الفني الصناعي.

والآن نترك القارئ العزيز للإفادة والاستمتاع بالمقال الأول من سلسلة الاستراتيجيات التدريسية المستحدثة لطلاب الجيل الرقمي عن استراتيجية التعلم المتقاطع ، ثم الاطلاع على بحوث العدد.

والله الموفق

هيئة التحرير

Autonomous-Motivation and Goal Pursuit as Predictors of Academic Passion among Psychology Students in Colleges of Education: An Evaluative Study of the 2024/2025 Egyptian General Secondary Education Reforms

by

Mahmoud Ali Moussa,
Department of Educational Psychology, Faculty of Education, Suez Canal University, Egypt, Ismailia

Autonomous-Motivation and Goal Pursuit as Predictors of Academic Passion among Psychology Students in Colleges of Education: An Evaluative Study of the 2024/2025 Egyptian General Secondary Education Reforms

by

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Abstract:

This study investigates the intricate relationships among autonomous motivation, goal pursuit, and academic passion among psychology students in Colleges of Education, particularly in the context of the 2024/2025 Egyptian General Secondary Education Reforms. Utilizing a robust correlational descriptive methodology and a cross-sectional design, data were gathered from 362 students across Suez Canal University, Kufr El-Sheikh University, and Port Said University. The results reveal significant positive correlations between academic passion, and both identified ($r = .437$) and intrinsic motivation ($r = .431$). Additionally, regression analysis highlights that identified motivation ($\beta = .257$, $p < .001$) and intrinsic motivation ($\beta = .210$, $p = .001$) are pivotal predictors of academic passion, alongside goal pursuit ($\beta = .165$, $p < .001$). These findings illuminate the critical role of fostering autonomous motivation and strategic goal pursuit to bolster academic engagement and enthusiasm among students. Recommendations for educational practice include implementing targeted programs designed to enhance intrinsic and identified motivation, which may significantly elevate academic performance and satisfaction within students' chosen disciplines.

Keywords: Goal Pursuit; Academic passion; Autonomous Motivation; Teacher students; College of Education.

الدافعية الاستقلالية والسعي نحو الهدف كمنبئين بالشغف الأكاديمي لدى طلاب قسم علم النفس بكلية التربية: دراسة تقييمية في ضوء قرارات تنظيم الثانوية العامة المصرية ٢٤/ ٢٠٢٥

الملخص:

تهدف الدراسة إلى التحقق من وجود علاقة بين الدافعية الاستقلالية والشغف الأكاديمي ، وبين السعي نحو الهدف والشغف الأكاديمي لدى عينة من طلاب علم النفس بكليات التربية: دراسة تقييمية في ضوء قرارات تنظيم الثانوية العامة المصرية ٢٤/ ٢٠٢٥، ستعرض هذه الدراسة العلاقات المعقدة بين الدافعية الاستقلالية، وإدراك الهدف، والشغف الأكاديمي بين طلاب علم النفس في كليات التربية، في ضوء إصلاحات التعليم الثانوي العام المصري لعام ٢٠٢٤/٢٠٢٥. باستخدام المنهج الوصفي الارتباطي وتصميم الدراسات المستعرضة، تكونت عينة الدراسة من ٣٦٢ طالبًا من كليات التربية بجامعات قناة السويس، جامعة كفر الشيخ، وجامعة بورسعيد. وكشفت نتائج الدراسة عن وجود ارتباطات موجبة دالة إحصائيًا بين الشغف الأكاديمي، والدافعية المحددة (437 .= r) والدافعية الداخلية .(431. = r) ، بالإضافة إلى ذلك، يبرز تحليل الانحدار أن الدافعية المحدد (257. > p = β) (001.، والدافعية الداخلية (001. = β = 210, p)، إلى جانب إدراك الهدف β) (001. > 165, p. = منبئات بالشغف الأكاديمي. وتُسلط هذه النتائج الضوء على الدور الحاسم في تعزيز الدافعية الاستقلالية والادراك الاستراتيجي نحو الهدف لزيادة الاندماج الأكاديمي والحماسة بين الطلاب. وتشمل التوصيات للممارسات التعليمية تنفيذ برامج تستهدف تعزيز الدافعية الداخلية والمحددة، مما قد يسهم بشكل كبير في تحسين الأداء الأكاديمي ورفع مستوى الرضا في التخصصات التي يختارها الطلاب.

الكلمات المفتاحية: الدافعية الاستقلالية، السعي نحو الهدف، الشغف الأكاديمي، كلية التربية.

Introduction:

The Colleges of Education serve as the primary seedbed for training teachers and re-qualifying graduates from non-educational disciplines for work in the education sector. In this context, the Egyptian educational landscape has witnessed a significant transformation in teacher preparation, evident in the trend toward the accreditation of graduates from Colleges of Education within quality assurance units, educational effectiveness projects, and initiatives aimed at enhancing the status of Egyptian teachers. Furthermore, the Colleges of Education have experienced advancements in their regulations, with the ministry striving for a unified credit-hour system across these institutions.

Additionally, new educational systems have been developed to keep pace with modernity, including the transition to a three-year study program complemented by a year of practical training, as well as the integration of interdepartmental learning processes (Alharbi et al., 2022; Alharbi et al., 2024). This approach ensures that most academic subjects involve collaborative efforts between educational departments, thereby effectively enhancing teacher performance. The General Secondary Education stage has also undergone a unique evolution, as the ministry has sought to modify and reduce the volume of subjects to enhance educational benefits for secondary students. This effort is illustrated by the issuance of Decision No. 138 of 2020, which consolidated certain disciplines into a single curriculum for subjects like Chemistry, Physics, and Biology. Moreover, French and Psychology were reclassified as non-graded subjects, meaning they do not contribute to the final score, while Psychology was limited to specific grade levels and retained only in the second year.

These decisions have impacted the internal streamlining process within Colleges of Education, as the number of applicants for disciplines like Psychology has diminished, leading to student grievances regarding the existing structuring system. In some cases, students have even transferred to other colleges when they

could not switch to different specializations. In response to this situation, the Faculty of Education has revised some of the decisions made by the Student Streamlining Committee through an internal coordination decision of the Faculty Council in Ismailia, numbered 309, dated October 8, 2024. This decision considered a benchmark total score and specific specialization subjects for secondary students to ensure equal opportunities and diversity in educational disciplines. Academic passion, particularly harmonious passion, is one aspect that can influence student engagement and serve as an indicator of involvement in tasks with psychological flexibility. However, learners often grapple with two sides of passion: obsessive passion, which leads to internal conflict characterized by guilt over their chosen specialization, and the fear of losing their dream of securing a position as a secondary school teacher (Larionow & Gabryś, 2024). In contrast, harmonious passion reflects the learner's inclination toward their studies and achieving their goals smoothly and flexibly (Bélanger & Ratelle, 2021).

The researcher posed a question to first- and second-year Psychology students to determine their satisfaction with their specialization on a scale of one to ten and found that responses averaged below four. Additionally, the Psychology department had the lowest enrollment at Canal Suez University, with only 22 students, according to the college's internal coordination decisions. Furthermore, the Psychology department at Port Said University recorded zero enrollments for the academic year 2024/2025, resulting in a vacant first year in the Psychology department. This study aims to investigate the relative contributions of goal perception and autonomous motivation in predicting academic passion among Psychology students at the Colleges of Education, specifically Canal Suez University, Port Said University, and Kufr El-Sheikh University.

Literature review:

Academic Passion

Academic passion refers to the dynamic energy directed towards academic achievement, supported by personal effectiveness and the efficiency attained. This type of passion can be understood as psychological capital, actively driving an individual's pursuit of skills and their journey toward sustained success. Academic passion includes three central dimensions: self-engagement, vigor, and dedication. Self-engagement in academic activities is reflected by the seamless passage of time during focused work, often leaving individuals deeply immersed, to the point where disengagement becomes difficult. The vigor dimension involves a resilient and energized state of mind, enabling individuals to tackle tasks requiring substantial effort. The third dimension, dedication, also referred to as academic motivation, signifies a committed psychological investment in one's academic objectives (Izadpanah, 2023).

The Dualistic Model of Academic Passion conceptualizes passion as a deep inclination toward personally meaningful pursuits. This passion not only ignites sustained interest but also motivates individuals to commit both time and energy to long-term endeavors. When passion becomes integral to one's identity, it holds even greater significance; the quality and harmony of this engagement then generate a robust motivational force, encouraging deliberate participation in activities that foster alignment and coherence within one's academic journey (Bélanger & Ratelle, 2021). Academic passion is divided into two forms (Bélanger & Ratelle, 2021):

1. **Harmonious Passion**: This form of passion represents a motivational force that guides individuals toward engaging purposefully in fulfilling activities that support their academic journey and promote adaptability (Bélanger & Ratelle, 2021). This type of engagement is voluntary and aligns well with social adaptability,

avoiding any disruption to social harmony (Stoeber et al., 2011).

2. **Obsessive Passion**: This type of passion is driven by internal stress that pushes individuals toward emotionally charged activities. Such engagement can result in inner conflict due to an excessive focus on the importance of academic pursuits, potentially diminishing positive performance (Bélanger & Ratelle, 2021). Obsessive passion often redirects time and resources away from other life domains, leading to an unbalanced control over the individual (Stoeber et al., 2011).

Saville et al. (2018) highlight that harmonious passion, particularly under the pressure of ambitious academic goals, career-centered inclinations, and conflicting external decisions, can cause significant internal conflicts among students. These challenges lead to burnout, ultimately reducing students' self-motivation and drive toward their objectives. In certain cases, it may also lead to concerns about future career prospects, especially among psychology graduates, thus dampening their enthusiasm for academic achievement.

Self-determination theory (SDT) provides an in-depth framework for understanding human motivation, suggesting that the natural inclination toward effective behavior within an environment highlights specific patterns of learning motivation. These patterns, in turn, shape behavioral, cognitive, and emotional dimensions of the learning process, supporting learning as an activity that fulfills the learner's psychological needs. Given that each learner's motivational structure is influenced by unique social factors, goals, and motivations vary significantly from one individual to another. In this framework, educators play a vital role in fostering learner autonomy—a behavior that activates intrinsic motivation, encouraging learners toward their goals in a positive, self-directed manner. According to Basic Psychological Needs Theory, the achievement of autonomy fosters a positive inclination toward integrating constructive outcomes. Autonomy

is fundamentally a personal characteristic that enhances voluntary experiences, promotes psychological freedom, and strengthens emotional self-efficacy, enabling learners to adapt effectively to their environment (Alharbi et al., 2022; Huescar-Hernandez et al., 2020; Moussa & Amer, 2024).

Goal pursuit

Goal pursuit is a critical aspect of cognitive frameworks, incorporating not only the goals individuals set but also the specific actions, resources, opportunities, and situational dynamics that facilitate goal pursuit. These cognitive structures enable individuals to progress toward goals without requiring deliberate control or explicit expectations, as behaviors become integrated with mental representations and are often guided unconsciously (Aarts, 2007). Goal pursuit, therefore, functions beyond conscious awareness, where goal-oriented actions are shaped through mental schemas influenced by contextual information (Aarts, 2007). Passion plays a pivotal role in determining both the intensity and direction of goal pursuit, encouraging sustained motivation, perseverance, and alignment of interests over time (Verner-Filion et al., 2020). This passion-driven approach allows learners to refine and adapt their goals, recognizing potential conflicts among future objectives and selecting adaptive alternatives, especially when autonomy in motivation is compromised. Autonomous motivation, when achieved, further enhances knowledge acquisition and the drive to demonstrate exceptional skills, even under conflicting circumstances (Suárez Riveiro et al., 2001). However, situational inconsistencies or contradictions can trigger unconscious resistance or conflict between autonomous motivation and task-specific goals, potentially impacting engagement, and outcome.

Katz-Vago and Benita (2024) conceptualize Goal pursuit as a hierarchical construct, wherein personal academic goals can arise from broader achievement goals characterized by stable, long-term inclinations. For example, high test scores may indicate mastery if the learner's objective is comprehension, or they may

signify a performance goal if the intention is to outperform peers. Louro et al. (2007) emphasize that changes in Goal pursuit, such as deceleration, abandonment, transformation, or disengagement, often correlate with a learner's proximity to goal attainment or the presence of conflicting expectations. Jimenez and D'Argembeau (2024) highlight two essential factors in Goal pursuit: goal importance and perceived probability of success, both of which significantly enhance a learner's commitment. Yet, counterfactual thinking, commonly arising from unmet goals due to insufficient planning or a weakened academic identity, can compromise motivation (Epstude & Roese, 2011). Interestingly, such factors might have minimal effect on academic passion itself; for example, consistently high grades among psychology students in previous academic years indicate stable engagement. Nevertheless, the current study suggests Goal pursuit fluctuates, especially when students show dissatisfaction with their field of study (scoring below 4 on a preliminary study scale) or when depression scores exceed 5 on a 10-point scale, as was observed among psychology students.

Kappes and Greve (2024) propose that challenging situations, including obstacles and setbacks, create a perceived discrepancy between a learner's current state (actual) and their desired state (target). In response, learners tend to adopt one of two strategies: (1) adaptive assimilation, where they strive to adjust or improve their actual state to align with the target, or (2) compensatory adaptation, where they reduce the discrepancy by redefining the target to better align with the current state. This can involve adjusting expectations or behaviors to suit challenging or evolving conditions. Conversely, Jimenez and D'Argembeau (2024) argue that cognitive beliefs play an essential role in consolidating Goal pursuit and managing adaptation, suggesting that beliefs surrounding personal efficacy and resilience can shape responses to adversity and support sustained goal commitment. This nuanced perspective underscores the complex

interplay between passion, belief, and adaptability within Goal pursuit.

Reasoned Goal Pursuit Theory

The Reasoned Goal Pursuit Theory provides a structured and dynamic framework for understanding how learners formulate and attain their academic goals, underscoring the intricate interaction between cognitive reasoning, motivational dynamics, systematic planning, and effective action execution. Initially, this theory emphasizes the importance of establishing goals that resonate with learners' aspirations and values. Following goal identification, learners engage in cognitive processes to craft detailed, flexible plans, foresee potential obstacles, and apply adaptive strategies that facilitate goal achievement (Diel et al., 2024; Hamilton et al., 2024). A learner's success in navigating these obstacles hinges on two factors: the perceived attainability of the goal and its significance, which reinforce persistence and dedication to academic progress (Jimenez & D'Argembeau, 2024). The planning phase, therefore, emphasizes insight, adaptability, and resilience, equipping learners to manage both anticipated and unforeseen challenges. By fostering a dynamic synergy among planning, motivation, action, and reflective thinking, this theory encapsulates a holistic approach to goal pursuit (Diel et al., 2024; Hamilton et al., 2024).

A unique contribution of the theory lies in its treatment of academic passion as an outcome of alignment between learners' interests, values, and academic goals. When learners establish personally meaningful educational objectives and achieve mastery in their studies, they experience an intensified sense of purpose and commitment that fuels a passionate pursuit of their academic and career aspirations. This synergy enhances intrinsic motivation and inspires a deeper level of engagement, contributing to long-term academic resilience and adaptability. According to the theory, academic passion fosters reflective assessment, metacognitive planning, and evaluation of self-efficacy and success parameters, empowering learners to take

proactive control of their academic journeys. Driven by intrinsic enjoyment or extrinsic support from instructors and peers, this passion forms the foundation for harmonious engagement, where enthusiasm is balanced with personal growth and sustained academic success (Diel et al., 2024; Larionow & Gabryś, 2024).

Autonomous Motivation

Autonomous motivation refers to the intrinsic drive that initiates from personal interests, internal plans, and core values, rather than external stress or rewards. This form of motivation flourishes when learners partake in educational actions, they find intrinsically enjoyable, meaningful, or harmonious with their aspirations. As a result, autonomous motivation is related to formal levels of engagement, persistence, imagination, and academic performance, as students grow a sense of autonomy, competence, and connectedness in their learning experiences.

Self-determination theory provides a robust framework for comprehending human motivation, asserting that three basic psychological needs underpin self-directed, autonomous behavior: perceived autonomy, competence, and relatedness. These needs are crucial for the continuous regulation of behavior, psychological expansion, and general well-being (Autin et al., 2022). Motivation exists on a continuum, ranging from intrinsic motivation—aimed at authentic self-actualization—to directed motivation, which can occur from strong external or internal tension. Additionally, self-regulation strategies highlight leveraging moderately stable internal traits, such as motivation, predispositions, and the consistent practice of skills (Lutz et al., 2008).

Furthermore, Goal pursuit plays a significant role in shaping learners' motivations toward performing their objectives. However, attention and immersion in the pursuit of goals often arise as automatic and unconscious processes (Aarts, 2007). The current study combines insights from a longitudinal analysis conducted by Schellenberg and Bailis (2015), which underlines

that autonomy, perceived stress, task absorption, and expectation offenses act as predictors of academic passion revolutions among first-year university students. This perspective underscores the dynamic interplay between motivation and contextual factors, enriching our understanding of how students navigate their academic journeys.

Research Problem

Harmonious academic passion enables learners to take control of their educational activities, encouraging them to engage and identify optimal times for pursuing these activities, ultimately leading to psychological flexibility. In contrast, in complex educational environments, obsessive passion tends to dominate, negatively affecting self-reflection and placing learners in an internal conflict that hinders their well-being. This dynamic can result in a loss of enthusiasm for studying and a decline in motivation (Larionow & Gabryś, 2024). Academic passion is positively correlated with academic satisfaction, serving as an indicator of positive academic experiences, as students evaluate their overall quality of life in light of academic variables (Bélanger & Ratelle, 2021).

Building on this research, the investigator posed a question regarding satisfaction with academic specialization on a ten-point scale and noted that responses averaged below four. Additionally, the Psychology department had the lowest enrollment at the Faculty of Education at Suez Canal University, with only 22 students, following an internal coordination decision by the department. Furthermore, in the 2024-2025 academic year, the Faculty of Education in Port Said reported zero enrollments in the Psychology program.

The study by Larionow and Gabryś (2024) can be utilized to explore academic passion as a general factor, given that first-year students may exhibit a form of social desirability in responding to items related to obsessive passion. Therefore, the researcher justifies using a scale with general statements without delving

into the specifics of passion. In the current study, the researcher adopts the concept of autonomous motivation instead of academic motivation, based on the findings of Jehanghir et al. (2024), which suggest that accredited higher education programs foster learner independence. Autonomous motivation indicates the learner's trait as an adult who engages in purposeful actions related to learning activities. Moreover, autonomous motivation serves as a marker of intrinsic motivation, empowering the learner to engage meaningfully with their studies.

Additionally, the current study's focus on autonomous motivation distinguishes it from academic motivation, which spans a spectrum from lack of motivation to intrinsic motivation, including various levels of extrinsic motivation, as noted by Deci & Ryan (2008). Current conditions affecting psychology students include a reluctance to participate in personal activities, with some upper-class students expressing a desire to change their specialization and return to the first year in a different field.

The research problem can be articulated with the following question: What is the relative contribution of autonomous motivation and Goal pursuit in predicting academic passion among psychology students, considering the implications of the Egyptian General Secondary Education Organization's decisions for the 2024-2025 academic year?

The significance of the main study:

This study addresses a significant challenge faced by psychology students at Egyptian universities, particularly within the Faculty of Education, where there is a noticeable reluctance among learners to engage with their field of study. This phenomenon has become increasingly apparent following the restructuring of the Egyptian secondary education system for the 2024-2025 academic year. The new system has designated psychology as a subject that students can pass or fail without affecting their overall score, leading many students to feel compelled to enroll in disciplines that do not align with their interests. This

misalignment can adversely impact their Goal pursuit and ultimately diminish their academic passion—especially among first- and second-year students under the credit-hour system, as well as third- and fourth-year students who may feel disoriented due to mismatched expectations in the face of ongoing changes in university policies.

In response to these findings, there is a pressing need to implement supplemental training that highlights the benefits of specializing in psychology for students' future career prospects. This may also include restructuring the program to enhance students' preparedness for integration into the job market, thereby ensuring that their educational experiences are more relevant and applicable to their future careers. Additionally, it is vital to design curricula that cultivate academic passion and engagement while fostering learners' autonomous motivation in this field.

Moreover, this study can serve as an early warning indicator of declining cumulative GPA, particularly during the critical first semester for these students. This decline may arise from misaligned expectations and feelings of disorientation linked to the restructuring of secondary education and departmental policies. The outcomes of this study could provide valuable insights for two key stakeholders: the student support unit and faculty members engaged in academic advising.

Methodology:

1. Design: This study utilized a correlational descriptive methodology to investigate the relationships among the key variables: Goal pursuit, autonomous motivation, and academic passion among psychology students at the Faculty of Education. A cross-sectional design was employed, enabling data collection at a single point in time to assess the variables of interest.

2. Participants: Participants were selected through purposive sampling from the educational psychology departments of three universities: Suez Canal University, Kufr El-Sheikh University, and Port Said University. The study encompassed all students

enrolled in the psychology major across four academic levels, ensuring a comprehensive representation of the student population. Participation was voluntary, and all students were briefed on the ethical guidelines of the study, providing informed consent before their involvement.

The total sample comprised 362 students, with distribution as follows: 148 students (40.9%) from Kufr El-Sheikh University, 54 students (14.9%) from Suez Canal University, and 160 students (44.2%) from Port Said University. The sample was categorized by academic year: 42 students (11.6%) from the first year, 29 students (8%) from the second year, 81 students (22.4%) from the third year, and 210 students (58%) from the fourth year. Additionally, the sample was stratified by gender, with 319 females (88.1%) and 43 males (11.9%).

Participants' ages ranged from 18 to 23 years, with a mean age of 22.3 years and a standard deviation of 4.02 years. Levels of depression, assessed using a single-item scale, ranged from 1 to 10, resulting in a mean score of 4.71 and a standard deviation of 2.55.

3. Instruments:

3.1. Single-Item Depression Scale: The researcher developed a single-item scale consisting of a direct question for the students: "To what extent do you feel depressed?" Responses were rated on a scale from 1 to 10, allowing students to express their feelings of depression straightforwardly.

3.2. Autonomous Motivation Scale: The study utilized the scale developed by Maulana et al. (2016), which is theoretically aligned with the self-determination theory proposed by Ryan and Deci (2000). The scale was validated by Moussa & Amer (2024) among university students with different disciplines. It consists of 8 items divided into two dimensions. The first dimension, known as Identified Motivation, pertains to engaging in activities due to their importance and connection to personal values, represented by the first four items. The second dimension,

referred to as Intrinsic Motivation, relates to participating in activities because they are interesting and enjoyable, represented by the remaining four items in the scale.

The response options followed a five-point Likert scale: 5 (Always), 4 (Often), 3 (Sometimes), 2 (Rarely), and 1 (Never). The reliability of the scale was calculated, yielding a coefficient of 0.87 for Identified Motivation and 0.88 for Intrinsic Motivation. Construct validity was established through exploratory factor analysis, which explained 74% of the total variance of the phenomenon.

Validity and Reliability: Confirmatory factor analysis (CFA) was employed to verify the model structure using the maximum likelihood method in the software program, yielding the following goodness-of-fit indices for the autonomous motivation model, as shown in Table 1

Table 1. The goodness of fit for the Autonomous Motivation structure.

X² (df)	P-value	CFI	TLI	NNFI	RMSEA	SRMR
35 (17)	1	1	1	1	0.000	0.057

The results indicated an acceptable model fit based on the sample data, and the item loadings on the two dimensions are detailed in Table 2:

Table 2. The item loadings of the CFA of Autonomous Motivation model structure.

Dimension	Item	Loading	Standard Error	Z-value	Significance
Identified Motivation	1	.755	.056	13.38	0.000
	2	.974	.028	34.49	0.000
	3	.806	.042	19.35	0.000
	4	.803	.044	18.40	0.000
Intrinsic Motivation	5	.717	.058	12.34	0.000
	6	.770	.067	11.47	0.000
	7	.802	.053	15.25	0.000
	8	.585	.075	7.79	0.000

The results demonstrated statistically significant loadings for the items on the factors, with loadings for the Identified Motivation dimension ranging from 0.76 to 0.97 and those for the Intrinsic Motivation dimension ranging from 0.59 to 0.80. Reliability was assessed using Cronbach's alpha, which was 0.785 for Identified Motivation and 0.710 for Intrinsic Motivation, while McDonald's omega coefficients were 0.797 and 0.735, respectively.

3.3. Goal pursuit Scale: The study utilized a Goal pursuit Scale developed based on the absorption and adaptation approach. This scale consists of 15 items, to which participants respond using a five-point Likert scale ranging from strong agreement to strong disagreement (5 = Always, 1 = Never). The items include 9 positively worded statements and 6 negatively worded (reverse-scored) statements.

The scale encompasses two dimensions: the first dimension, termed **Goal Perseverance**, refers to the persistence and determination individuals exhibit when working toward a specific goal, represented by the first nine items. The second dimension, known as **Flexible Goal Adjustment**, pertains to an individual's ability to adapt and modify their goals when they become unachievable, impractical, or unhelpful, as represented by the last six items. Reliability coefficients for the scale, as measured by Cronbach's alpha, were 0.72 and 0.83, respectively. The confirmatory factor analysis yielded acceptable fit indices for the data based on the sample.

Validity and Reliability: Exploratory factor analysis (EFA) was conducted on the Goal pursuit Scale using principal component analysis and Promax rotation to extract two factors. The loadings for the items are presented in Table 3:

Autonomous-Motivation and Goal Pursuit as Predictors of Academic Passion among Psychology Students in
Colleges of Education: An Evaluative Study of the 2024/2025 Egyptian General Secondary Education Reform
Mahmoud Ali Moussa

Table 3. The item loadings of EFA of goal pursuit structure.

Item	Factor 1	Factor 2	Communality
1		.400	.741
2		.512	.702
3		.604	.634
4		.616	.560
5		.600	.638
6		.599	.535
7		.619	.609
8		.749	.418
9		.523	.714
10	.614		.625
11	.664		.551
12	.684		.510
13	.790		.351
14	.727		.464
15	.719		.475

The first nine items were loaded onto Factor 1, labeled **Perseverance and Determination**, with loadings ranging from 0.400 to 0.749. The items from 10 to 15 were loaded onto Factor 2, labeled **Flexible Adjustment**, with loadings ranging from .614 to .790

To further validate the structure, a bi-factor model was tested, which is an advanced technique akin to confirmatory factor analysis, used to examine the factor structure of the subdimensions along with a general factor within the same construct. The fit indices for the bi-factor model are as follows:

Table 4. The goodness of fit for the CFA goal pursuit structure.

X² (df)	P-value	CFI	TLI	NNFI	RMSEA	SRMR
117 (72)	0.487	0.989	0.983	0.983	0.051	0.050

The results indicated a good fit for the bi-factor model about the sample data, with the loadings on the dual structure as outlined in Table 5:

Table 5. The item loadings of goal pursuit Bi-factor model structure.

Item	Factor	Bi-Factor model	
		Two-factor Model	First-Order General Factor

Autonomous-Motivation and Goal Pursuit as Predictors of Academic Passion among Psychology Students in
Colleges of Education: An Evaluative Study of the 2024/2025 Egyptian General Secondary Education Reform
Mahmoud Ali Moussa

1	F1	.379	.664
2	F1	.498	.527
3	F1	.586	.235
4	F1	.680	.013
5	F1	.591	.162
6	F1	.657	.155
7	F1	.623	.145
8	F1	.823	.173
9	F1	.467	.308
10	F2	.333	.377
11	F2	.452	.358
12	F2	.662	.133
13	F2	.697	.276
14	F2	.630	.238
15	F2	.702	.136

Notes. F1 refers to the Perseverance and Determination factor, while F2 refers to the Flexible Adjustment factor.

The results indicated the exclusion of items 2, 5, 7, and 9 from the first factor, while item 14 was excluded from the second factor, and item 10 was excluded from the general factor model. The reliability of the scale was assessed using Cronbach's alpha, yielding values of 0.747 and 0.748 for the first factor (Perseverance and Determination). For the Flexible Adjustment factor, alpha was 0.783, with an omega coefficient of 0.794. The overall scale reliability was 0.665 for Cronbach's alpha and 0.690 for omega.

3.4. Academic Passion Scale: Academic passion is defined as a strong and enduring feeling of interest and enthusiasm toward a specific field of study or research (Vallerand et al., 2003). The scale by Sigmundsson et al. (2020) was adopted with modifications to its items. The scale comprises 8 items, to which participants respond using a five-point scale from 1 to 5, representing their responses (1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always).

Validity and Reliability: The study conducted exploratory factor analysis to verify the general factor posited for the study using principal axis factoring (PAF) and Oblimin rotation. The items

were loaded onto a general factor with loadings ranging from 0.421 to 0.698. The Kaiser-Meyer-Olkin measure was 0.798, the root mean square was 2.11, and the analysis explained 80% of the total variance. Confirmatory factor analysis was conducted using the default method in the software, yielding the following fit indices:

Table 6. The goodness of fit for the Academic passion structure.

X² (df)	P-value	CFI	TLI	NNFI	GFI	RMSEA	SRMR
29.7 (20)	0.075	0.986	0.980	0.980	0.989	0.049	0.061

The results indicated a good fit for the academic passion model based on the sample data. Table 7 illustrates the item loadings on the general factor of the academic passion model:

Table 7. The item loadings of the CFA Academic Passion Model structure

Item	Loading	Standard Error	Z-value	Significance
1	0.526	0.063	8.30	0.000
2	0.451	0.060	7.53	0.000
3	0.574	0.052	11.02	0.000
4	0.658	0.051	12.93	0.000
5	0.737	0.048	15.25	0.000
6	0.552	0.056	9.79	0.000
7	0.624	0.054	11.56	0.000
8	0.296	0.069	4.26	0.000

The factor analysis results indicated that all items significantly contributed to the general factor, with loadings ranging from 0.296 to 0.624. Reliability was assessed using Cronbach's alpha, yielding a coefficient of 0.712, while the omega coefficient was 0.731, indicating acceptable values for model credibility and item consistency.

4. Procedures:

1. **Pre-Ethical approval**: This study obtained pre-ethical approval from the College of Education Ethics Committee/ Suez Canal University] (Approval Number: [6], Date: [22 October 2024]).

2. **Translation validity**: Two faculty members specializing in English language acquisition translated and refined the study instruments. The final versions of the scales were prepared in Arabic. An electronic version was created using Google Forms, including the study's ethical covenant and informed consent.

3. **Data Collection**: Data collection was conducted with all items marked as mandatory, ensuring that no missing data points were present in the study variables. This approach was implemented to avoid biased conclusions in the study.

4. **Data Preparation**: The collected data was converted from XLSX format to OMV format in a data file, preparing it for analysis in JAMOVI version 2.5.26.

5. **Statistical Analyses**: Exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) were performed on the study data for each scale. Additionally, a bi-factor model was utilized to verify the dual structure of the Goal pursuit Scale, assessing both the two factors and a first-order general factor within the same construct.

6. **Reliability Assessment**: The reliability of the scales was evaluated using Cronbach's alpha and McDonald's omega coefficients to ensure internal consistency.

Autonomous-Motivation and Goal Pursuit as Predictors of Academic Passion among Psychology Students in
Colleges of Education: An Evaluative Study of the 2024/2025 Egyptian General Secondary Education Reform
Mahmoud Ali Moussa

7. **Correlation Analysis**: Pearson correlation matrices were calculated to examine the relationships between the study variables. Partial correlations were also estimated to isolate the effects of demographic variables.

8. **Multiple Regression Analysis**: Multiple regression analyses were conducted to estimate the predictive relationships of the predictor variables (autonomous motivation and Goal pursuit) on the dependent variable, which is academic passion.

Results:

Association between study variables:

The correlation matrix displayed in Table 8 highlights significant relationships among academic passion, identified motivation, intrinsic motivation, and goal pursuit among psychology students in Egyptian Colleges of Education. These findings offer valuable insights into the interplay between these constructs and their contributions to student engagement and academic enthusiasm. By understanding these dynamics, educators can develop strategies to enhance motivation and cultivate a more passionate learning environment.

Table 8. Pearson Correlation matrix of study variables (N= 362).

	(1)	(2)	(3)	(4)
Academic passion (1)	--			
Identified Motivation (2)	.437***	--		
Intrinsic Motivation (3)	.431***	.708***	--	
Goal pursuit (4)	.266***	.195***	.241***	--

Note. * P < .05, ** P < .01, *** P < .001

The positive correlations between academic passion and both identified motivation (r = .437, p < .001) and intrinsic motivation subscales (r = .431, p < .001) show that Psychology department students with increased grades of motivation are more likely to

expose greater academic passion. This finding was suitable for the Self-Determination Theory, which declares that students forced by intrinsic and identified motivations tend to immerse deeply and passionately in their academic pursuits. The results indicate that when students sense personal relevance and intrinsic matter in their studies, they are more inclined to develop a strong passion for their academic work.

Additionally, the robust correlation between identified motivation and intrinsic motivation ($r = .708$, $p < .001$) emphasizes the interconnectedness of these two conditions of motivation. This result guides that students who realize the importance of their studies (identified motivation) are also likely to emanate real enjoyment and satisfaction from their learning backgrounds (intrinsic motivation). This relationship highlights the need to foster both kinds of motivation to create a more enriching educational setting, finally enhancing overall student engagement.

While goal pursuit shows a lower correlation with academic passion ($r = .266$, $p < .001$) compared to the motivational constructs, it remains particularly related. This shows that students who actively pursue academic goals are more likely to experience a greater passion for their studies. Furthermore, the moderate correlations between goal pursuit and the motivational constructs—identified motivation ($r = .195$, $p < .001$) and intrinsic motivation ($r = .241$, $p < .001$)—offer that motivated students are also more likely to set and pursue academic goals. This finding aligns with the Goal-Setting Theory, which maintains that goal-directed behavior enhances motivation and can guide increased attention in academic tasks.

Regression analysis:

Prior regression Assumptions: The diagnostics for the measure indicate that the assumptions for regression analysis were generally met. The Cook's distance mean (.00283) suggests that no influential outliers were affecting the model's results, thereby

Autonomous-Motivation and Goal Pursuit as Predictors of Academic Passion among Psychology Students in
Colleges of Education: An Evaluative Study of the 2024/2025 Egyptian General Secondary Education Reform
Mahmoud Ali Moussa

enhancing the robustness of these findings. Additionally, the Kolmogorov-Smirnov normality test (p = .446) indicates that the residuals are approximately normally distributed, confirming that the linearity assumption was adequately satisfied. Although the heteroskedasticity test (Harrison-McCabe test; p = .053) is close to conventional significance levels, it remains above the threshold, implying a relatively homoscedastic distribution of residuals.

Multicollinearity: The collinearity statistics for identified motivation (VIF = 2.01, Tolerance= .498), intrinsic motivation (VIF = 2.05, Tolerance = .488), and goal pursuit (VIF = 1.06, Tolerance = .941) suggest that multicollinearity was not a concern. All VIF values are well below the critical threshold (VIF < 10), and tolerance values are within acceptable ranges, allowing for confidence that each predictor contributes uniquely to the variance explained in academic passion.

Table 9 indicates that both autonomous motivation subscales—identified motivation and intrinsic motivation—as well as goal pursuit, are significant predictors of academic passion among psychology students in Egyptian Colleges of Education.

Table 9. The standardized coefficients of predictor variables in the regression model.

predictor	Estimate	SE	95% Confidence Interval		t	P-value	Stand. Estimate
			Lower	Upper			
Intercept	8.89	1.85	5.25	12.54	4.80	.000	--
Identified Motivation	.44	.11	.22	.66	3.97	.000	.257
Intrinsic Motivation	.31	.10	.12	.50	3.20	.001	.210
Goal pursuit	.10	.03	.04	.16	3.50	.000	.165

The regression results reveal that identified and intrinsic motivation subscales and goal pursuit significantly contribute to predicting academic passion, with identified motivation arising as the strongest predictor (β = .257, p < .001), followed by intrinsic motivation (β = .210, p = .001) and goal pursuit (β = .165, p <

.001). These findings highlight the crucial role of autonomous motivation in promoting academic passion, aligning with Self-Determination Theory (SDT), which emphasizes the importance of intrinsic and identified motivations in fostering sustained engagement and interest in educational contexts. Students who are autonomously motivated—whether through intrinsic enjoyment or a valued sense of purpose in their studies—are likely to experience a heightened sense of academic passion.

While goal pursuit is a relatively weaker predictor compared to identified and intrinsic motivation, it nonetheless recreates a consequential role in developing academic passion. This suggests that psychology students who actively set and strive toward academic goals are more likely to engage passionately in their studies. This relationship can be justified by Goal-Setting Theory, which asserts that intended goal pursuit enriches motivation and meeting by providing explicit direction and a sense of progress.

Discussion:

The correlation findings between academic passion and various motivational factors in the study are consistent with existing research, which identifies passion as a key driver of academic engagement and skill development. Izadpanah (2023) conceptualizes academic passion as a psychological aid that maintains effort toward skill mastery and goal alignment, suggesting that students with high academic passion are more likely to engage deeply and persist in academic tasks. This theoretical perspective highlights the significant positive correlations observed in the study between academic passion and both identified and intrinsic motivation, supporting the idea that these motivations foster lasting belief in academic pursuits.

Within the dual-model theory of passion, Bélanger and Ratelle (2021) differentiate between harmonious passion, which aligns with autonomous motivation, and obsessive passion, which may lead to internal conflicts. This distinction supports these findings, as the positive relationships observed between academic passion

and autonomous motivations (identified and intrinsic) suggest that passionate students are likely to pursue academic goals in a balanced, self-directed way, avoiding the internal conflicts that can result from obsessive tendencies. Stoeber et al. (2011) further argue that under high-stress conditions, obsessive passion may hinder academic engagement—an area worthy of further exploration across diverse motivational contexts.

The moderate correlation observed in this study between goal pursuit and academic passion is aligned with Saville et al. (2018), who propose that harmonious passion enables students to pursue ambitious goals despite external challenges. Kappes and Greve (2024) expand on this by examining adaptive versus maladaptive responses to obstacles, suggesting that students who pursue academic goals with harmonious passion are better equipped to stay focused even when faced with setbacks. This relationship underscores the importance of a long-term academic vision in sustaining students' dedication to learning.

Self-determination theory (SDT), as outlined by Huescar-Hernandez et al. (2020), posits that intrinsic motivation arises from the fulfillment of autonomy, competence, and relatedness needs. This framework aligns with the strong correlation found in this study between identified and intrinsic motivation (r = .708), suggesting these motivations are closely interconnected, each reinforcing the other within a broader context of autonomous motivation. This alignment not only supports the theoretical basis of SDT but also sheds light on how these motivational factors collectively enhance students' self-driven learning.

Finally, Diel et al. (2024) offer in their reasoned goal pursuit theory that goal-directed behaviors are manipulated by meaningful goals and adaptive strategies, which may exemplify the positive relationship observed in the study between goal pursuit and academic passion. According to this theory, meaningful and possible goals intensify motivation and resilience. The findings, offering a moderate correlation between academic passion and goal pursuit (r = .266), support the concept

that students who set clear, purposeful goals are more likely to sustain their academic passion, seriously when these goals align with intrinsic interests and personal aspirations.

The regression results powerfully underscore the influential role of motivation in nurturing academic passion, resonating with well-established theories in educational psychology. Research by Vallerand et al. (2003) and Moussa and Amer (2024) validate the finding that identified motivation—a subtype of autonomous motivation linked to internalized values—plays a significant role in predicting academic passion. This aligns with this study model, where identified motivation emerged as a crucial predictor, indicating that students who regard learning goals as personally meaningful are more likely to cultivate a passionate engagement in their academic endeavors.

Additionally, the substantial impact of intrinsic motivation observed in this study is rooted in the self-determination theory by Deci and Ryan (2000), which identifies intrinsic motivation as a fundamental catalyst for engagement and sustained interest in academic tasks. In line with these findings, intrinsic motivation has been shown to facilitate deep learning and commitment, underscoring the importance of fostering an environment that enhances students' autonomy and competence, thereby enriching their intrinsic enjoyment of academic pursuits.

The study discovery that goal pursuit significantly predicts academic passion complements the insights of Lavigne et al. (2012), who highlighted the significance of goal-directed behaviors in driving academic motivation and engagement. When students focus on achieving meaningful and attainable academic goals, their passion for learning is likely to flourish. This insight suggests that providing robust support for goal setting can amplify both student motivation and their overall academic experience, creating a more dynamic and fulfilling educational journey.

Conclusion:

This study elucidates the pivotal role of autonomous motivation in fostering academic passion among psychology students within the context of Egyptian Colleges of Education. The findings demonstrate that both identified and intrinsic motivation significantly enhance students' readiness for their academic pursuits. To capitalize on this insight, educational institutions must prioritize creating environments that actively promote these forms of motivation. This can be achieved by developing engaging curricula that not only connect academic content to students' interests and values but also align with the transformative goals outlined in the 2024/2025 Egyptian General Secondary Education Reforms.

Moreover, the significant association between goal pursuit and academic passion highlights the potential benefits of implementing structured goal-setting workshops in universities. By equipping students with the skills to establish meaningful and achievable academic goals, professors can cultivate a more engaged and passionate student body, thereby enhancing overall educational outcomes.

Lastly, ongoing research in this domain is critical for further exploring the intricate interplay between motivation, academic engagement, and success, especially considering ongoing educational reforms. Future studies could expand on these findings by examining the long-term effects of motivation on academic performance and assessing targeted interventions designed to promote these motivational factors across various educational contexts, ultimately contributing to a more effective and fulfilling learning experience for students.

Limitations: This study presents several limitations that warrant consideration. Firstly, its correlational design restricts the ability to draw causal inferences, as goal perception is inherently a relative process that can evolve and vary across contexts, influenced by previous experiences. Additionally, the reliance on self-reported measures for traits related to expectations and professional futures may introduce biases, such as social

desirability and the tendency to exaggerate feelings, particularly in uncertain circumstances.

Future research could benefit significantly from employing longitudinal designs to evaluate the stability of motivation and passion over time, especially in the context of ongoing educational reforms. Furthermore, investigating additional predictors—such as the level of autonomy support from faculty and peers—could yield a more nuanced understanding of the factors that enhance academic passion among psychology students.

Moreover, variations in curricula between first- and second-year students studying under a credit hour system may impose constraints that differ from those experienced by third- and fourth-year students adhering to an older curriculum. Finally, gender-related limitations must be acknowledged, as male participants represent only about 11.9% of the overall female sample, potentially impacting the generalizability of the findings.

Implications: Considering the recent reforms in the Egyptian General Secondary Education system, these findings hold significant practical implications. These educational reforms aim to enhance student autonomy and engagement, closely aligning with the promotion of intrinsic motivation and goal orientation. By prioritizing strategies that boost both identified and intrinsic motivation within educational programs, educators and policymakers can further cultivate students' academic passion. Additionally, encouraging psychology students to engage in goal-oriented activities can amplify this effect, helping them align their studies with their professional aspirations and personal growth.

Autonomous-Motivation and Goal Pursuit as Predictors of Academic Passion among Psychology Students in
Colleges of Education: An Evaluative Study of the 2024/2025 Egyptian General Secondary Education Reform
Mahmoud Ali Moussa

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رؤيتنا

أن نكون دورية علمية متميزة متخصصة في نشر المقالات والبحوث التربوية والنفسية. نسعى إلى التميز في نشر الفكر التربوي المتجدد والمعاصر، والإنتاج العلمي ذي الجودة العالية للباحثين في مجالي: التربية وعلم النفس، بما يعكس متابعة المستجدات، ويحقق التواصل بين النظرية والتطبيق.

رسالتنا

نشر وتأصيل الثقافة العلمية بين المتخصصين في المعاهد والمؤسسات العلمية المناظرة والمختصين من التربويين في الميدان التربوي من المعلمين والقيادات التربوية والباحثين، والارتقاء بمستوى الأداء في مجال التدريس والبحث العلمي من خلال نشر الأبحاث المبتكرة وعرض الخبرات الإبداعية ذات الصلة بهذا المجال، وإيجاد قنوات للتواصل والتفاعل بين أهل التخصصات المختلفة في الميدان التربوي على المستوى المحلي، والعربي، والدولي، مع تأكيد التنوع والانفتاح والانضباط المنهجي، ومتابعة الاتجاهات العلمية والفكرية الحديثة في المجال التربوي ونقلها للأوساط التربوية في مستوياتها المختلفة بغرض المساهمة في صناعة المعرفة.

سياستنا

إتاحة فرص للنشر والتداول على المستويات المحلية، والإقليمية، والقومية، وذلك للإنتاج العلمي للباحثين على اختلاف درجاتهم وتخصصاتهم، وللتجارب الناجحة للممارسين في الميدان التربوي.والعمل على تنويع الإنتاج المنشور ليجمع بين الفكر والتنظير، والتجارب الفعلية والممارسات الأدائية.واتخاذ الإجراءات اللازمة، والتواصل مع الجهات المعنية لنقل المنشور من الأوراق إلى ميدان العمل.والحرص على الوضوح والمصداقية والتواصل الدائم مع الباحثين والمؤسسات والميدان التربوي.