

Path Analysis of the Relationships between Psychological Stress, Emotional Cognitive Regulation, Achievement Motivation and Engagement in Distance Learning among University Students in light of the COVID-19

Abstract

The study aimed to uncover the Path Analysis of the Relationships between psychological stress, achievement motivation, and emotional cognitive regulation in Engagement in Distance Learning in light of the COVID-19 among university students, and to verify the possibility of arriving at a model that explains the causal relationships between the study variables through path analysis. The sample for verifying the psychometric properties of the study tools consisted of (627) male and female students, and the basic sample consisted of (775) male and female students from the university. In order to achieve the objectives of the study, four measures were applied: psychological stress, achievement motivation scale, emotional organization scale, and distance learning engagement scale in group sessions. Then the data were analyzed by using a number of parametric statistical analysis methods (confirmatory factor analysis, and path analysis to estimate Indication of direct and indirect effects), in addition to descriptive statistics. Using the Amos 23 path analysis method, the assumed path analysis construct achieved approximately 100% match quality according to conformance evidence. The study found a statistically significant positive direct effect of psychological stress in light of the Corona pandemic on achievement motivation, the presence of a direct negative statistically significant effect of negative emotional regulation strategies on motivation, the presence of a direct positive statistically significant effect of positive emotional regulation in Engagement in Distance Learning, and the presence of a direct effect Statistically positive positive effect of positive emotional organization in achievement motivation, the presence of a positive, statistically significant, direct effect of achievement motivation in Engagement in Distance Learning, and the presence of a statistically significant positive indirect effect of psychological stress in light of the Corona pandemic in Engagement in Distance Learning through achievement motivation as a mediating variable, And the existence of

a statistically significant positive indirect effect of positive emotional regulation in Engagement in Distance Learning through achievement motivation as a mediating variable, and a statistically significant negative indirect effect of negative emotional regulation on engaging in learning through achievement motivation as a mediating variable.

Key Words: Psychological Stress – Achievement Motivation – Emotional Cognitive Regulation – Engagement in Distance Learning – COVID-19.