



**UNIVERSITATEA BABEŞ-BOLYAI**

**The Relationship between Social and Economic Status and Pupil  
Learning Motivation in Israeli High Schools in the Triangle Area**

**By**

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## **Introduction**

This research investigates the different social and individual aspects that influence the students' academic accomplishments as well as their interaction with the social and economic circumstances they came from. A plethora of economic and social factors can play a crucial role in shaping a student's educational journey and outcomes.

The study of demographic factors that influenced educational achievements began mostly in the 7th decade, after 1960. Gobena (2018), for example, investigated a variety of variables such as age, gender, ethnic origins, race, marital status, socioeconomic status (SES), parents' education, parents' occupations, mother tongue, family income, and religion. Since then, various hypotheses and advances in our understanding of this issue have been made, and several variables have been considered in researching the consequences of a poor social and economic condition on children's scholastic progress (Gobena, 2018).

Defining and quantifying poverty is critical for the theme of this thesis. In Israel, the OECD and the National Insurance Institute Annual Poverty Report define poverty as the median disposable financial income, which is considered a meaningful indication of living standards, and half of the comparable income is defined as the poverty line. The data used to calculate poverty in each nation is based on income or expenditure surveys made by the Central Bureau of Statistics (CBS, 2016) in the respective countries. As a result, the OECD estimates for Israel use the same data as the National Insurance calculations (OECD, 2018).

The goal of the current research is to decide whether the various elements that impact Arab students' motivation to learn stem from their socio-economic status and how this influence interacts and can be tracked in relation to other factors. Many economic and social variables may have an influence on students' school success; many of these variables have been extensively examined and defined in previous studies. These various variables were checked out and examined in order to understand how they may affect the students' achievements.

The current study concentrates on Arab schools in Israel. A quantitative study methodology was utilized with a simple random selection procedure, to pick a sample of 242 male and female students aged between 15 to 18 years old, as well as 110 parents.

The surveys were sent to a significant amount of high school students from Israel's Arab community in the Triangle area. Many Arab students reside in economically challenged environments, which may have an influence on their academic performance and their future career. To improve educational achievements and create a more balanced society, decision makers of the Israeli education system, the Arab community, and the professional educational workforce must first understand the crucial factors that may bring about imbalances in the academic achievements of Israeli students.

The motivation to research this topic stems from my teaching experience in various different schools. In the past, when I taught in schools where pupils were from medium- to above-average socioeconomic backgrounds and their living conditions were good, I found that their academic achievements were of a high level. This is in stark contrast to the present school in which I teach, where most of the pupils range from a medium to even below-average social and economic status, and their living conditions are sometimes very harsh.

The main declared purpose of the Israeli education system (RAMA, The State Authority of Measurement and Evaluation of Education (SAME), 2014) is to reduce educational gaps and improve the achievement levels of pupils from low social and economic backgrounds, but as shown in Chapter 3, there are several gaps in achieving education equality (Detel, 2010; Blass, 2020).

### **Research objectives and research questions**

As previously demonstrated, information on the family's income and the neighbourhood of residence has a direct impact on the academic achievement of school-aged children. Numerous studies also demonstrate that a students' socioeconomic background has an influence on their academic accomplishments. Certain research suggests that children's relationships with their classmates might have an impact on their academic performance and motivation. Therefore, in order to address any issues that may be brought on by these elements, educational scholars have already started looking at the socioeconomic and cultural backgrounds of the students. The hope was that by conducting more study, strategies for resolving these issues would be developed, and student achievement levels would rise as a result (Edinyang, 2015).

Particularly among high school students in Israel's Triangle area, the author focused on the link between a student's socioeconomic situation and motivation for academic accomplishment. The question is: if children's family income, happiness, motivation, and gender have an influence on how well they succeed in school, how significant is this influence? This study also examines how the students' family support, friends' support, learning motivation, community support, and social well-being (SWB) interact with their internal motivation while they pursue their education. Although there has been a lot of international research on this subject in the past, the majority of the studies that are currently available concentrate on student achievements and their correlation with socioeconomic status among elementary school students (Emory, Caughy, Harris, 2008; Mhamed, 2019; Halabi & Miyari, 2018); middle school students; and high school students (Schiller, Khmelkov, Wang, 2004).

According to the outcomes of this research, there is a significant relation between Arab families' social and economic status and their children's academic achievement, which is also impacted by and has a reciprocal link with three characteristics, according to the study: well-being, motivation, and social and economic position. However, the results did not reveal that the gender of the student has an influence on academic success. On the other hand, the results reveal that high income and family status, as well as having a stable residence, either rented or property, have a beneficial influence on academic achievements.

## **Chapter 1. Theoretical background for understanding school success**

This chapter examines the available data on the factors influencing school success and how academic success is currently defined. Besides reflecting on the factors that generally characterize the academic achievements of pupils in school, this theoretical chapter is interdisciplinary, looking for explanations about the interactions of psychological and sociological factors, as explaining the complex phenomena of school success requires combined contextual, micro-, mezzo- and macro perspectives. Therefore, this chapter presents psychology, social-psychology, sociology, social ecology and wellbeing theories.

### **1.1 Psychological theories explaining academic success**

Psychological factors such as intellectual capacity, motivation, capacity to learn, and the psychological well-being of individuals greatly influence students' achievement. The psychological theories are important to consider in this research, as psychological factors can counteract the impact of the financial situation. Social and psychological factors can interact and define the emotional state of one's mind that leads to a certain school performance (Ahmad, 2015). According to the most recent study, numerous studies have supported the idea that an individual's surroundings can have either a beneficial or bad impact on them. Besides, the general environment is considered a crucial factor for various individual and social phenomena (Al-Rubaie et al., 2020).

#### **1.1.1. Theories related to motivation in behavioral theory**

It is generally acknowledged that a person's degree of motivation greatly influences her desire to accomplish goals and perform effectively. The subject of motivation has been extensively studied, and there are many different theoretical movements that address it. To understand how an individual's level of motivation can influence learning and may be influenced by their socioeconomic condition, it is necessary to look at their interrelationships (Ibrahim, 2016).

#### **1.1.2. The role of motivation in cognitive theory**

According to cognitive theory, people don't always react the same way to internal or external stimuli, and motivation is an internal state that affects a learner's ideas, information, and awareness. According to this, the only person who can achieve a

condition of cognitive equilibrium between the mental state and the environment, is one who keeps performing. Motivation in cognitive theory is based on cognitive processes that occur within a person to achieve cognitive equilibrium. In the conceptual analysis of motivation, expectations of success and failure also play a significant role. According to this trend, an individual must assimilate new knowledge (information) and convert it into suitable cognitive schemes in order to feel in control of the new experience and achieve cognitive balance. The idea of the desire for knowing is then represented by the cognitive balance; this need for understanding is the learner's primary driving force for learning (Qatami, 1993).

### **1.1.3. The motivation's role in the human learning theory**

The human theory of motivation encompasses both internal and external motivation, where the former attracts the need for self-realization and the latter the need for self-esteem. This subchapter presents the needs for security, attachment, love, and self-realization and their influence on learning. So, after the most fundamental needs are met to a certain extent, greater demands start to emerge (Zayed, 2003).

### **1.1.4. Intrinsic and extrinsic motivation to learn**

This is a reference to the desire to learn and participate in educational activities at school, succeed and attain a given level of knowledge. Students that are motivated by teacher or parents, will probably be more able to take part and enjoy class events and feel like they belong in the group or class they are in. According to Sarhan (2016), a learner's desire to learn is an internal condition that moves the learner's ideas and encourages him or her to pay attention to the educational environment. The learner is then inspired by this energy to engage in activities and tasks that are personal to them and to keep doing them until learning is accomplished.

### **1.1.5. The success mindset**

This is a reference to the desire to learn and participate in educational activities at school, succeed and attain a given level of knowledge. Students that are motivated, will probably be more able to take part and enjoy class events and feel like they belong in the group or class they are in. The student sees himself or herself as a part of a group (Abu Halima, 2018).



## **1.2.Social psychology**

### **1.2.1. Social learning theory**

According to McLeod (2011), Albert Bandura (1977) claimed that behavior is taught by observational learning from the environment. Bandura (1977) developed the Social Learning Theory because he thought that behaviorism alone could not adequately explain all aspects of learning. Bandura (1977) believed that environment and conduct were connected. Bandura's social learning theory was inspired by the changes he saw in a child's behavior after observing an adult demonstrate anger. Self-regulation, according to Bandura, is how we can govern our own behavior.

### **1.2.2. The impact of family members on a child's socialization**

The first source from which a child acquires the language is the parents, before s/he acquires it from the external or educational environment, i.e., the school, because he is influenced by the thoughts and opinions of adults through his or her conversation and dealings with others. The child's knowledge increases according to the cultural level in which he/she lives, and then his linguistic dictionary begins to expand according to his/her interaction in society. Actually, a child who comes from a family that has a library and a high economic and cultural level has better linguistic and cultural strengths in his educational style than a child who comes from a family that does not have the same social, economic, and cultural conditions (Radia, 2016).

## **1.3. Sociological theories**

### **1.3.1. Social reproduction Theory**

This theory specifically addresses how the environment and cultural factors impact a child's development. Cultural capital, according to Bourdieu's theory of social reproduction (1977), talks about transmissible patriarchal cultural symbols and practices that are able to ensure the comeback of their owners. Cultural capital is a central term of Bourdieu (1977), which helps explain how social inequalities are perpetuated through generations. Habitat is a significant sort of cultural legacy; it is aimed at preserving hegemonic systems (Bourdieu & Passeron, 1977). In essence, Bourdieu's concept of cultural capital highlights how the cultural knowledge and practices acquired through socialization can shape an individual's opportunities and social mobility.

### **1.3.2. Social capital theory**

The term "social capital" applies to the immaterial assets ingrained in social structures or personal connections. There are three main ways that social capital may exist: as social standards, as routes for knowledge, and as duties and expectations. It is possible to think of obligations and expectations as "credits" that individuals keep on hand and can use as needed. The standards for praising or criticizing individual behaviors are determined by social norms (Coleman, 1988; Putnam, 1995). Academic and disciplinary rules common in the school community, as well as trust between home and school, are important sources of social capital at the institutional level.

Only when there is a strong enough social bond between the kid and the parents, does the youngster have access to the cultural and financial capital of the parents on a family level. Family structure can influence educational outcomes, particularly in the context of teenagers and high school dropout rates. The concept of social capital, which refers to the resources and benefits that come from social networks and relationships, can indeed shed light on these dynamics.

## **1.4. Ecological systems theory**

### **1.4.1. Socio-ecological model**

According to the eco-interactional developmental paradigm, schoolchildren should exploit their abilities to satisfy their needs while still performing well in class. When children's demands and resources are out of balance, issues at school might result. The findings of Richman, Bowen, and Woolley's (2004) confirm the difficulty for a kid to protect herself in unpredictable and chaotic situations when school-age children's needs are not addressed or where there is an imbalanced ratio of requirements to competencies. This occurs, for example, when educational standards are excessively high, causing aggravation and doubt in one's own skills, or when they are too low, causing boredom and unhappiness with school (Teodor et al. 2010).

### **1.4.2. The social-ecological model applied in education**

Adapting a more complete framework that not only encourages agency within the learning environment but also allows participants to analyse and assess how the many socio-ecological framework layers both constrain and empower agency more broadly is required. According to Maton (2000), initiatives to increase young people's agency

frequently have little success because they fail to recognize and address the "strong, opposing character of the local social settings in which everyday life and societal issues are rooted." He presents an example of a school-based intervention that enhances the talents of inner-city adolescents.

## **1.5. Social well-being theories**

### **1.5.1. The Wellbeing framework**

Theories of well-being attempt to uncover the components that are shared by all forms of well-being. Happiness, according to hedonistic perspectives, is decided by how much pleasure overcomes pain. Happiness, according to want theories, is a result of fulfilled wishes; the more desires one has, the happier one is. According to objective list theories, a person's happiness is characterized by a variety of criteria, which may include both subjective and objective components. Positive psychology's main focus is well-being, and its main objective is to identify the elements that lead to human well-being (Slade, 2010).

### **1.5.2. Child wellbeing and education**

The Wellbeing Framework for Schools helps schools design learning and teaching environments that encourage students to be successful, healthy, and happy. Our public schools' Connect, Succeed, and Thrive themes serve as their guiding principles for wellbeing. School performance and wellbeing are closely related. The development of wellness should be seen in schools as a parallel, linked process to teaching and learning. Every school must implement a defined strategy for wellness that includes the Wellbeing Framework's components (Diamond, 2010).

## **Chapter 2. Social factors influencing school success**

### **2.1. Social economic status**

The degree of income and disparity between households are measured using a two-value scale, with zero representing total equality and one representing inequality. Inequality and economic inequities are increasing in Israel, while low-income families are suffering in society. Low-income households are preoccupied with addressing basic necessities and family expectations, rendering them unable to plan for future generations. All of this contributes to a rise in the rate of inequality.

## **2.2. Social inequalities in education**

Education gives a person better income, support, and social circumstances, which aid in the development of stronger social interactions. Education is essential for the development of a person's talents and performance. This assists in selecting a suitable job as well as obtaining the abilities that place him or her at a favorable socioeconomic level. According to Ahmed (2014), middle-class parents are interested in educating and developing their children through organized activities under their control and the use of reinforcements through discussion and support, whereas low-income families do not practice this idea (adapted upbringing) with their children, making them feel restricted and unable to be creative and expressive.

## **2.3. Child poverty**

The definition of child poverty differs among countries, international institutions, and organizations, as there is no unified definition or standard. Therefore, there are many tools and criteria that assist in the definition of child poverty. Nevertheless, the methods for identifying and measuring poverty can be classified into three groups: Monetary; Multiple aspects; The socio-political situation.

## **2.4. Profession**

Generally seems to be connected to their professional status and potential career. Decent academic achievements help a person get a good job in the future that is appropriate for their educational level, improving their economic and social standing. A person's social standing in society can be improved in large part by their professional rank. This consequently helps with controlling or choosing the right work, as well as the ability to express oneself and form opinions (Knapper, 2017).

## **2.5. Housing**

There may be issues that the student encounters as a result of the housing's adaptability to the economic levels of these families. As a consequence, housing is one of the most important parts of family life and the safety of family growth. Proper housing ensures the stability of family life as well as the psychological and physical comfort of its members, The student's education and conduct are influenced by the kind of housing in which he or she lives (whether owned or rented) (Mahmoud, 2014).

## **2.6. The cultural capital of the family**

DiMaggio observes that patriarchal cultural capital has an early impact on children and hence their educational success (DiMaggio & Mohr, 1985). Furthermore, children with greater social and economic position outperformed those with lower social and economic status (David & Franklin, 2014). Parental family grants are essential for adult educational success since they may be carried down through generations (Schoon & Parsons, 2002; Feinstein et al., 2004). However, there are still social class variations in educational achievement. According to some experts, this opens the door for a familial-cultural impact to influence children's development (Goldthorpe, 2007; Sullivan, 2007).

## **2.7. The classroom and the teachers' support and the learning environment**

Pierre Bourdieu's sociological theories, particularly his concept of cultural and social capital, provide insights into the ways that education systems can perpetuate social inequalities across generations. Bourdieu's argument about the role of schools and teachers in this process is based on several assumptions related to the teaching community and the school context. Each of these assumptions must be addressed independently. There are hypotheses that indicate that the teacher influences student performance and success, and there are hypotheses that state that the school is the primary factor influencing student performance and accomplishment (Tzanakis, 2011).

## **Chapter 3: Social context of the research**

### **3.1. Arab high school children in Israeli society**

Since the foundation of the state of Israel in 1948 until the present, the state has committed a lesser budget to the Arab education system than is necessary by the number of Arabs in the Israeli population. According to the Central Bureau of Statistics (2016) and other research, public spending on education for Arab students is lower than spending on education for Jewish students in all of the following areas: the number of hours per student, the number of students in the class, the number of teachers in contrast to the number of students, in physical infrastructure, in the counselling and psychological counselling system, in several sports halls, libraries, and equipment, and in allocating resources to special education (Weiss, 2019). The Government of Israel provides a variety of benefits and incentives to communities living in certain locations that are suffering

from social and economic problems. These localities (such as settlements and development towns) are recognized as National Priority Areas. However, Arab localities with the same social and economic level receive only a small share of the incentives in comparison to Jewish areas. Due to these gaps in education investments, the dropout rate from Arab schools is high, and in comparison to Jewish students in Israel, the eligibility for a high school graduation is significantly low (Gra,2018).

### **3.2. Inequalities in the Israeli education system**

Academic disparity, commonly known as the accomplishment gap, is one example of how inequality manifests itself. The disparity refers to academic success gaps between student groups from various ethnic, social and economic origins (Halabi & Miyari, 2018). Gaps in accomplishment are reported in Israel as well, between students from established backgrounds and others, between Jewish and Arab students, and between diverse streams of education (Glickman, 2013).

### **3.3. Academic achievement and the social and economic situation in Israel**

The gaps between the Arab and Hebrew education systems are seen in the absence of buildings, classrooms, labs and sport halls, as well as the inadequacy of existing structures and infrastructure, which is caused in part by unfair financial issues. Many Arab schools lack essential services as well. A comparison of educational resources reveals that the Arab community obtains fewer resources than the Jewish population. In Arab schools, the number of pupils in classes is higher, the number of weekly hours per student is lower and the caliber of teachers is lower (Haddad Haj Yahya & Rodnitsky, 2018). The achievement gap between Arab and Jewish kids is already visible in elementary and intermediate schools, as indicated by Mitzvah test scores (efficiency measures and school growth).

Between 2001 and 2016, the proportion of 17-year-old Arab students from diverse backgrounds who qualified for a high school diploma and the proportion of Arab students who qualified for university-approved high school diploma increased consistently. Despite these gains, the proportion of kids eligible for a high school diploma remains much lower than the number of Jewish students (except for the Druze students who qualify for a high school diploma) (MJB, 2018; Sharvit, Kapranov, & Sorek, 2020).

### **3.4. School support and students' educational attainment**

The teacher is a crucial educational mediator since he or she interacts with pupils for the majority of the day. As a result, he or she has the most influence on the pupils' behavior than anybody else, as there is a set of strategies that the teacher can use to raise and increase the students' motivation towards achieving high results and carrying out school assignments. Teachers in Israel recognise the value of parents' impact on their children in inspiring education and academic achievement, and they encourage their children to participate in extracurricular activities. Homework tasks are activities that help parents by giving them an opportunity to interact with their children. This allows them to communicate and collaborate with teachers and enhances their children's motivation for academic success (Katz et al. 2011).

### **3.5. Trends of development in the Arab education system**

Despite its limitations, the Arab education system has advanced significantly in several areas since its foundation till today, such as: A growth in the students' number, Teaching staff, Eligibility for the high school diploma, Establishment of an Arabic university. This trend is the result of both the state's efforts to close the educational gap between Jewish and Arab pupils and Arab society's efforts to increase the quality of its students' education (Haddad Haj Yahya & Rodnitsky, 2018).

### **3.6. Income-Level gap**

According to data from the 2015 income survey in Israel, the average income of Arab employees (5,499 NIS) was 32% lower than the average income of Jewish employees (8,100 NIS). The gap is due to the high representation of Arab employees in occupations and industries that generate a relatively low income. According to publications of the National Insurance Institute in 2017, Israel is a poor leader in relation to Western countries in the poverty index. As of 2017, the amount of money that represents the poverty line for a couple stands at 5,216 NIS (New Israel Shekel), and the family with children has 10,000 NIS (2500 dollars).

### **3.7. Compulsory and higher education in Israel**

Education in Israel is free and compulsory starting with kindergarten through the conclusion of secondary school (12th grade). Jewish and Arab school systems are virtually identical. The majority of Arab students attend Arab state schools, where Arabic is taught and the faculty is likewise Arab. Despite receiving state funding, these organizations have long suffered from inequality in budget allocations and service delivery (Abu Saad, 2017; Al-Haj, 1995).

The Israeli matriculation certificate indicates that the student has completed tests in a variety of courses. According to educational and Sociological research in some fields of study such as math, science, and foreign languages, the difference between majority and minority pupils is wider (Ayalon et al., 2019).

### **3.8. The composite child well-being index in Israel**

There are some important factors that significantly influence a child's growing up and well-being, particularly in the context of Israel. The living conditions of children are impacted by economic, familial, and environmental factors. The trends, such as increasing poverty rates and shifts in family structures, have multifaceted implications for the present and future well-being of children in Israel (Ben-Arieh et al., 2014).

The well-being results of two populations, Jews and Arabs, differ dramatically. The significant gaps in well-being scores between the Jewish and Arab populations in Israel reflect the socio-economic, historical, and cultural dynamics within the country. These disparities stem from a number of factors and demonstrate a need for targeted interventions to address the unique challenges faced by each population. Economic disparities can contribute to differences in well-being outcomes. Factors such as income inequality and disparities in resource allocation can affect the quality of life for both populations. (Kiedan, 2023). According to the General Social survey set to statistics, there are disparities in labor force participation and educational achievement by demographic groups (Jews and Arabs). Arabs are substantially less likely than Jews to work or study (Khattab & Miaari, 2013).



## **Chapter 4: Methodology**

### **4.1. The quantitative method**

The quantitative technique was chosen as the methodology for this study. The study's aims were to assess the social and economic condition and how it influences students' success. Questionnaires were provided to students and parents at high schools in Israel's Triangle Area to acquire quantitative data for the study (Kiedan, 2023).

#### **4.1.1. The basics of the quantitative method**

Quantitative research relies on collecting numerical data whose aim is to present the relationship between theory and research in a deductive approach (Creswell, 2003); it is used to describe variables and study relationships and interactions among them.

Quantitative data seeks to generalize globally without a specific context as well as give researchers the ability to replicate results (Creswell, 2007). This chapter looks at the method and the key models used in quantitative research.

#### **4.1.2. Types of quantitative methods**

They are often called investigative methods, research methodologies, or research methods. Bryman (2012) classified the method of quantitative research into four strategies: descriptive research, relational/correlational research, quasi-experimental research, and experimental research.

### **4.2. The research model**

The quantitative research design used in this research is a correlational study that aims to show the relationships between students' achievements and their social and economic status. The method of data collection is a survey design using two questionnaires, one for students and one for parents. Four different types of questionnaires were designed by the researcher to examine specific aspects of the student, and there was one questionnaire for the parents that addressed similar issues. Demographic data was also collected from the parents in relation to their marital status, job, whether they own a car or not, and other related factors.

### **4.3. Research Hypotheses**

**General research hypothesis:** *social and economic status is an important factor that affects students' achievement (grade) through mediators such as parental*

*involvement in the relationship with the child (PInv.C), parental involvement in education (ParEd), the interest in the child's success (FamIntCSS), and community support for students of 15, 16, and 17-year-olds.*

**H1:** there will be differences based on the impact of independent variables: student's gender, parents' employment (both parents who work or don't), parents owning a car or don't, residence status, parents' marital status, parents' education level, and income level-based differences in the following: students' school achievement (grade), parental involvement in relationship with child (PInv.C), parental involvement in education (ParEd), the interest in child's success (SFInt Success), community support.

**H2:** there will be positive correlations between students' achievement (grade), parental involvement in relationship with child (PInv.C), parental involvement in education (ParEd), the interest in child's success (FamIntCSS), community support, and social and economic status (as a composite variable (including: work, Income, family status, level of education of parents, housing, and having car).

**H3:** As stated before, social and economic status is an important factor that affects students' achievement (grade). We suppose that possible mediators in the relationship would be: parental involvement in the relationship with the child (PInv.C), parental involvement in education (ParEd), the interest in the child's success (FamIntCSS), and community support.

**H4:** there will be a student gender-based difference in the following: achievement (grade), family support, friends support, learning motivation, community support, and children's social well-being (SWB).

**H5:** Analyzing students' dataset there will be positive correlations between achievement (grade), family support, friends support, learning motivation, community support, and social well-being (SWB).

**H6:** Social well-being will affect students' achievement level. We suppose that possible mediators in the relationship would be: family support, friends support, community support.

**H7:** Learning motivation will affect both students' achievement level and social well-being. We suppose that possible mediators in the relationship would be: family support, friends support, Community Support.

**H8:** for paired students'-parents' dataset we suppose that the relationships between the socioeconomic status of the family (parents' questionnaire) and learning motivation and social well-being as in students' questionnaire will be visible as well.

#### **4.4. The sampling**

One town in the triangle area was selected, which is Baqa Baqa El Gharbiye, as this is the local residence for the researcher and therefore the easiest to access the schools. All the high schools' names were then written on a piece of paper and put into a jar. Ten schools were then randomly selected from all the schools using a random sampling technique. Consent was then obtained from the head teacher, who also liaised with the parents to ensure they agreed before the surveys were distributed to the parents or students. The class names were also written the same way, and 2-3 classes were selected.

Schoolchildren also consent to completing the survey. The researcher then entered the classes every Thursday afternoon and gave surveys to the particular students until the quota had been reached. 242 high school pupils were chosen from the Arab section of Israel's Triangle region (163 males and 79 females).

#### **4.5. Research tools**

**Questionnaire for parents:** The questionnaire for parents consists of 31 questions (Halabi & Meaari, 2018):

- parental involvement measures: measured on a Likert scale ranging from: 1 (strongly disagree) - 5 (strongly agree), 6 items , alpha=0.807
- parental involvement in education: measured on a Likert scale ranging from: 1 (strongly disagree) - 5 (strongly agree), 5 items , alpha=0.71
- situation within the family: measured on a Likert scale ranging from: 1 (strongly disagree) - 5 (strongly agree), 3 items , alpha=0.72
- relationship with surrounding: measured on a Likert scale ranging from: 1 (strongly disagree) - 5 (strongly agree), 7 items , alpha=0.701

**Questionnaire for student:** The questionnaire for the students consists of 26 questions:

- Support questionnaire - SSQ - (Seginer, 1992; Sarason et al., 1983). The Social Support Questionnaire measures characteristics of the support system (support aspect, density of sources and availability). This questionnaire includes items of emotional support (alpha = .84) and motivational support (alpha = .79).

The questions ask student about the support they receive:

- family support: measured on a Likert scale ranging from: 1 (strongly disagree) - 5 (strongly agree), 4 items, alpha=0.74.
- relationship with surrounding: measured on a Likert scale ranging from: 1 (strongly disagree) - 5 (strongly agree), 3 items , alpha=0.745
- Motivation for Learning Questionnaire - MSLQ - (Pintrich et al., 1989) (alpha = .95), and Motivational Behavioral Questionnaire- MBQ- (alpha = .88; saada, 2007): Learning Motivation: measured on a Likert scale ranging from: 1 (strongly disagree) - 5 (strongly agree), 7 items , alpha=0.9112
- Social Well-being Questionnaire – SWBQ- (alpha = .84; Radzyk et al., 2014): Social Well-being: measured on a Likert scale ranging from: 1 (strongly disagree) - 5 (strongly agree), 5 items , alpha=0.785
- economic situation: measured on a Likert scale ranging from: 1 (strongly disagree) - 5 (strongly agree), 3 items , alpha=0.765

Before presenting the main sets of questions, participants were asked to provide background information about their gender, grade average (Very low (0-2) / Low (3-4) / Average (5-6) / Good (7-8) / Excellent (9-10)).

#### **4.6. Validity, reliability and generalizability**

The study's validity indicates that it explores what was planned or the integrity of the research's results. (Bryman, 2012). Internal and external validity will be addressed here. Internal validity is concerned with whether the researcher's results or explanations are supported by evidence; the findings must correctly represent the phenomenon being examined (Bryman, 2012; Li et al., 2020). External validity concerns the question of whether the research findings can be generalized beyond the research context to a wider population and setting (Bryman, 2012; Li et al., 2020). Reliability is the consistency and replicability that mean that if it were carried out on a similar group of subjects in a similar context, similar findings would have been found. Generalizability means that the

research conclusions will be generalizable across people and settings, so that a relationship identified in the research can be expected to occur in another place (Bryman, 2012; Li et al., 2020).

We attempted to verify the study's reliability and generalizability by conducting a random selection of schools and classes and inviting all students to participate in the survey. Also, we designed the survey in such a way that it can be easily replicated.

#### **4.7. Research ethics**

In this study, we gained informed consent from the participants and strictly ensured that all information was kept confidential. The results of the students' tests were not shared with the parents or vice versa. We ensured we minimized any harm to participants by not giving them a comparison of the other students, so those in the lesser socioeconomic class do not feel disadvantaged compared to those in the higher socioeconomic class.

#### **4.8. Data analysis**

The statistical analysis is carried out using R Studio and the R programming language. R is a strong programming language that may be used for statistical computing and graphics development. We chose this program because we believe that it has powerful advantages of flexibility and extensibility. After collecting data from parents and students, it is entered into the program and examined for the required relationships. An analysis was conducted to look for connections between all variables including statistics like t, F, Cramer v, Pearson correlation and so on. Finally, a mediation study was performed using different linear regression models to examine the direct influence of each variable on accomplishment. Descriptive research should not only be limited to factual collection but also classify data and facts and analyze them precisely in order to make generalizations about the investigated situation (Ibrahim, 2016).

### **Chapter 5: The research findings**

It was for assumed that for paired students'-parents' dataset the relationships between the social and economic status of the family (parents' questionnaire) and learning motivation and social well-being from students' questionnaire will be visible.

### 5.1. Descriptive analysis parents

Descriptive analysis for parents' questionnaire, containing frequencies, percentages, means, standard deviations for the proper variables.

### 5.2. Inferential statistics for the parent dataset

As presented in table 1, H1 was partially confirmed: Dependent variables, namely, achievement (grade level),SES, parental involvement in relationship with child (PInv.C), parental involvement in education (ParEd), the interest in child's success (SFInt Success), Community Support sometimes differ for different values of independent variables (student gender, both parents who works and who don't, students whose parents own a car and who don't, Housing situation, Family status, parent education level, and income) according to T-tests, but not always. Student's Grade, for example, is significantly higher for both working parents who have a car.

Table 1: t statistics for the differences based on student gender, both parents who works and who don't, students whose parents own a car and who don't, Housing situation, family status in the following: grade, PInv.C, ParEd, FamIntCSS, Community Support

Difference based on	Student Gender (0 girl, 1 boy)	Parents' Employment (0 work, 1 not work)	Car/without (0 without/ 1 Car)	Family status (0 non married/ 1 married)	Housing situation (0 Rent /1 Owner)
	T test	T test	T test	T test	T test
Students' Grade (from school)	1.33	4.03***	9.18***	1.39	12.42***
PInv.C	2.82**	1.44	1.50	6.67***	6.37***
ParEd	1.44	0.26	1.29	2.79**	3.63***
FamIntCSS	1.77	0.24	1.72	2.08*	2.99***
Community support	1.66	0.44	0.13	1.22	1.79

H2 was almost fully confirmed- there are positive correlations between students' achievement, parental involvement in the relationship with the child (PInv.C), parental involvement in education (ParEd), the interest in the child's success (FamIntCSS), community support, and social and economic status (SES) in the dataset of parents questionnaire, as presented in Table 2, confirming

H3:Table 2: Pearson Correlation between Grade, PInv.C, ParEd, FamIntCSS, community support and SES in Parent Questionnaire

Variables	Students' Grade	PInv.C	ParEd	FamIntCSS	Community Support	SES
Students' Grade	--					
PInv.C	0.48***	--				
ParEd	0.35***	0.7***	--			
FamIntCSS	0.19*	0.63***	0.68***	--		
Community Support	0.04	0.4***	0.39***	0.58***	--	
SES	0.65***	0.68***	0.5***	0.43***	0.34***	--

Regression analysis was conducted for examining mediation which is a test with a several regression models applied, where the direct effect and the indirect effect of each mediator were calculated. Five Single regression models were used to examine the relations between the variables and their relations. All of them are statistically significant.

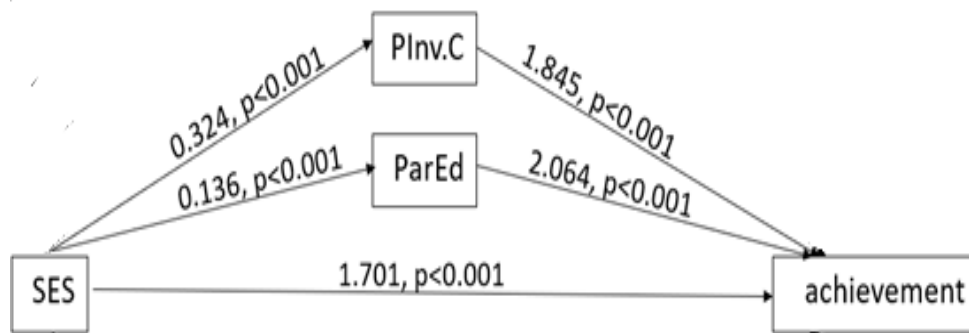


Figure 1. Linear regression coefficients with significance level for direct effect of SES on student achievement and mediators with significant indirect effect found in the relation between SES and student achievement (each arrow shows firstly regression coefficients, and secondly, the significance level of the coefficient) (Note: generated by the author based on R-Studio outputs)

### 5.3. Descriptive analysis for students

Descriptive analysis for students' questionnaires, containing frequencies, percentages, means, standard deviations for the proper variables.

#### 5.4. General statistics for students

Hypothesis H4 is partially confirmed- for achievements, Friends support, Community support there are gender-based significant differences in favor of female students, for Family support and Social well-being no significant differences are found between the genders, as presented in the following table:

Table 3. Means, Standard Deviations and Differences T-tests between Student Gender in Grade, Family Support, Friends Support, Learning Motivation, Community Support, and social well-being.

student gender	Male (1)		Female (0)		difference
	M	S.D.	M	S.D.	T
Students' Grade	2.95	1.21	3.25	1.01	1.98*
Family support	3.74	0.64	3.77	0.66	0.38
Friends support	3.17	1.08	3.71	0.77	4.46****
Learning motivation	3.43	0.83	3.74	0.87	2.59*
Community Support	3.00	0.98	3.42	0.82	3.51***
Social well-being	3.54	0.76	3.66	0.72	1.14

H5 assuming there are positive correlations between achievement (Students' grades), family support, friend support, learning motivation, community support, and social well-being is confirmed. All the Pearson correlation coefficients are positive and highly significant, as is shown in the following table:



Table 4. Pearson Correlation between Grade, Family Support, Friends Support, Learning Motivation, Community Support, and social well-being in Student Questionnaire.

Variables	1	2	3	4	5	6
Students' Grade	--					
Family support	0.47***	--				
Friends support	0.4***	0.33***	--			
Learning motivation	0.6***	0.62***	0.42***	--		
Community Support	0.23***	0.21***	0.38***	0.22***	--	
Social well-being	0.22***	0.31***	0.27***	0.38***	0.51***	--

According to H6, in students' dataset social well-being will affect students' achievement. We suppose that possible mediators in the relationship would be: family support, friends support, community support. 7 simple regression models were built and all of them were found significant, so H6 is confirmed:

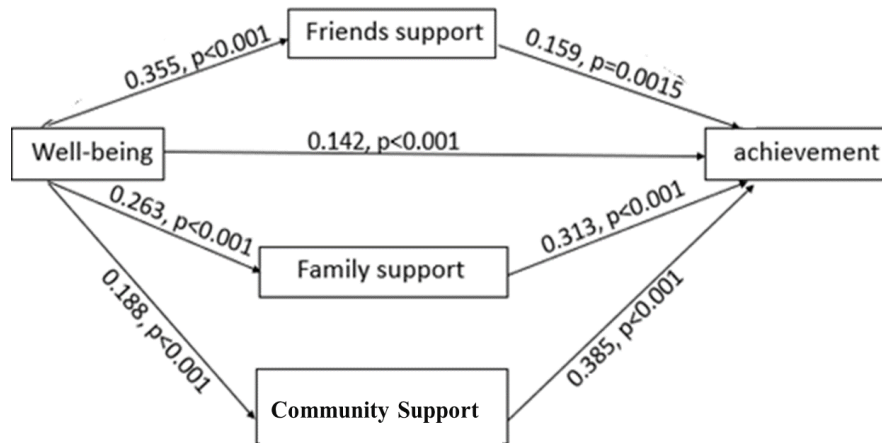


Figure 2. Linear regression coefficients with significance level for direct effect of Well-being on student achievement and mediators with significant indirect effect found in the relation between well-being and student achievement (each arrow shows firstly regression coefficients, and secondly, the significance level of the coefficient) (Note: generated by the author based on R-Studio outputs)

H7 assumes that based on the theory of motivation, in the analysis of students' data learning motivation will affect both students' achievement and social well-being. We suppose that possible mediators in the relationship would be: family support, friends support, Community Support.

To check this hypothesis, 5 simple regression models were built and all of them were found significant, so this hypothesis was confirmed:

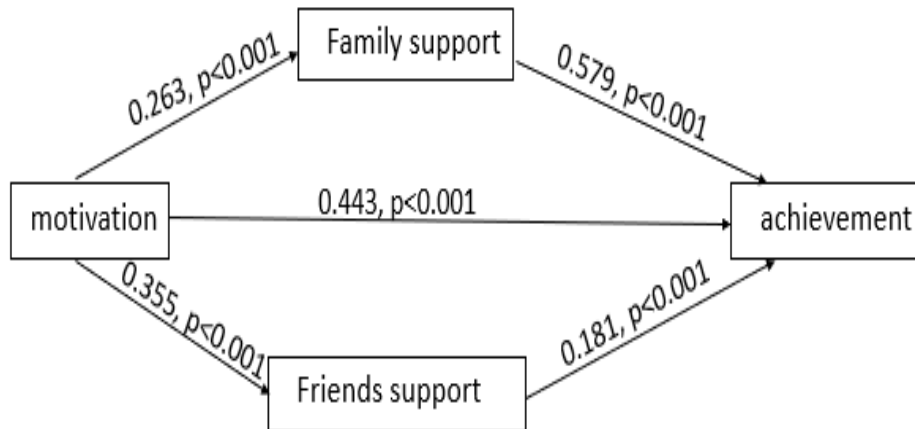


Figure 3. Linear regression coefficients with significance level for direct effect of learning motivation on student achievement and mediators with significant indirect effect found in the relation between learning motivation and student achievement (each arrow shows firstly regression coefficients, and secondly, the significance level of the coefficient) (Note: generated by the author based on R-Studio outputs)

### 5.5. Parent's and student's questionnaires paired

H8: for paired students'-parents' dataset we suppose that the relationships between the socioeconomic status of the family (parents' questionnaire) and learning motivation and social well-being as in students' questionnaire will be visible as well.

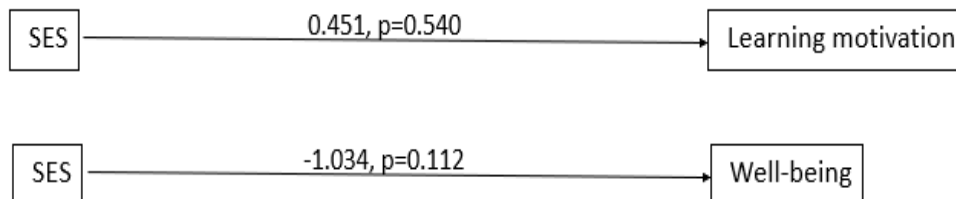


Figure 4: Direct effects of SES on learning motivation and social well-being for mixed sample

As presented in Figure 4, direct effect of SES on learning motivation ( $\beta=0.451$ ,  $p=0.540$ ) and social well-being ( $\beta=-1.034$ ,  $p=0.112$ ) was found non-significant in both relations. H8 was rejected. In other words, the direct relation between SES and both learning motivation and social well-being was found non-significant. Thus, there is no significant relation between SES and learning motivation and no significant relation between SES and social well-being. Possible explanations: small sample, variables cannot be placed together since perceptions are different (parents versus students).

## **Chapter 6: Discussion**

The study's findings are consistent with past studies, as there is a favorable association between students' socio-economic position and their willingness to learn. We have found that students with a low social environment appear to have less desire and motivation for school than other students (Fisch et al., 2014).

The statistical analysis showed a positive correlation between achievement (grade level) and well-being. The school considers the social context in which a student lives and practices a variety of goods and negative emotions: pleasure, pride, curiosity, fear, anxiety, anger, and boredom (Winton, 2013). These feelings affect the student's performance, level of well-being, behavior, and academic achievement. The development level of the well-being and the psyche of the student are related to the relationships s/he builds with friends and teachers at school, which helps him/her improve his/her academic achievement (Othman, 2011).

Li and Qiu (2018) validated the significance of family SES in junior high school students' academic progress. These findings showed that children from disadvantaged families may have a detrimental impact on how they perceive themselves in school settings, influencing their academic success.

## **Chapter 7: Conclusions and recommendations**

### **7.1. Limitations of this research**

The study was done at high schools in Israel's Triangle region, which is generally comparable in terms of family formation and social and economic position. The results

could be different if the sample included Arabs from the North and South regions; each region has its own characteristics and its own environment.

1. The cities and villages from which the sample was taken are homogeneous in population (only Arabs), but mixed cities (Arabs and Jews) were not taken.
2. Most of the participants were male students.
3. The participants were selected using a simple random selection method. A systematic random selection method would be more accurate.
4. A larger sample size would have allowed more calculations and increased validity.
5. Questionnaires are opinion-based, and therefore the results could have been affected by parental and student perceptions.
6. More matched student and parent questionnaires would have increased the validity of the data.

## **7.2. The main conclusions of this research**

### **For parents**

1. The social and economic status of family and the level of well-being and services affect the academic performance and learning motivation of the Arab high school population (like Mehmood, 2011) .
2. Students' parents must appreciate their children, uphold positive relationships with them, and support them if they want their children to attain excellent educational and academic achievements (like Ayalon, 2019).
3. The social and economic situation greatly affects the students' achievement (positively) (like Ben-Arieh, 2014).

### **For students**

1. The social and economic status of family and the level of well-being and services affect the academic performance and learning motivation of the Arab high school population (like Mehmood, 2011)
2. Female students have better grades, perhaps because they spend more time studying, and create stronger social interactions with their peers and friends than male students. Female students are motivated to study, have favorable views

- regarding school, and demonstrate positive involvement in core learning, class participation, and high academic accomplishment (Sarhan, 2016).
3. Female students get more friends support, community support and learning motivation.
  4. Students' social relationships with their colleagues and friends in school or in the neighborhood affect their achievement (positive relationships) (Ilike Halabi & Miyari, 2018).

### **7.3. Recommendations**

Our recommendations are concentrated on the alleviation of educational inequalities and poverty of families:

#### **Recommendations for reducing school inequalities, to counteract family poverty:**

- free tutoring activities for students with family income under a certain limit
- free lunch and books for students with family income under a certain limit
- free afterschool activities that can spark the interest of young people, that respond to the interest of children, followed by students at their free choice.

#### **Recommendations to alleviate family poverty:**

- Establishment of social investment funds for poor families.
- Incorporating public funds into socially significant projects that carry economic returns. Public funds invested in pension funds and provident funds are one of the most appropriate sources of long-term social investment. One way to do this is through the deployment of a government "safety net" for investors, which ensures return on investment at a predetermined rate, similar to initiatives taken to develop high-tech investments or transport infrastructure.
- creating incentives for investment in social areas. Social investment funds will be able to increase and refine the sources of capital directed to social domains, but to do so, the tax regime must be changed so that investment in the fund is recognized as a contribution, with all the benefits that this entails.
- Adopt an approach that encourages social-economy infestations. Social-economy companies have recently emerged in the Israeli landscape. Regulation has not yet recognized their special status as bodies operating for a social purpose.

The common denominator of these recommendations and the condition for their success is the understanding that the government has a central and exclusive role in driving a change in the existing approach to financing education and social problems in Israel and the needs of social organization for alleviating poverty that affects children. A government that is committed to the development of a well-being state must not only strive to increase public budgets but also act in innovative and creative ways that will bring in new companies and the involvement of all parties in the economic and social arena, with the aim of increasing and optimizing the sources needed to tackle educational inequalities for all children in Israel.

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