

THE RELATION BETWEEN MOTIVATION TO LEARN AND THE ACADEMIC ACHIEVEMENTS OF THE PUPILS IN THE HIGH SCHOOLS IN THE TRIANGLE AREA OF ISRAEL

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Abstract: *This research aimed to examine the relationship between Motivation to Learn and the achievement. A quantitative research method was used. A simple random selection method was used where 242 male and female students aged between 15 – 18 years old selected and 110 parents. The study used questionnaires that were distributed to a large number of High school students of the Arab sector in the Triangle area in Israel. Many variables such as income, family status, house (property or rent), economic situation, parental education level, parental involvement alongside many other factors were analysed to assess the SES. The research was based on the Social Capital Theory and the Success Model that showed the relationship between variables. The statistical analysis conducted was R programming language via R Studio. Further analysis using statistics such as t, F, Cramer v, Pearson correlation were used to measure the relationships between the different variables. Finally, a mediation analysis using the Sobel test was presented through several linear regression models with an aim to check the overall effect of each variable on achievement. In this research, the results indicated that there is a positive relationship between Motivation to Learn of Arab families and the student's academic achievement. The research also indicated that academic achievement is affected by and shows a reciprocal relationship with other variables: well-being, and socio-economic status.*

Keywords: The Socio-Economic Status (SES); Motivation; Academic Achievement; Social Well-Being.

1. Introduction

Examination of the demographic factors that affect educational achievements began mainly in the 7th decade, after 1960. For example, Mann (1985) studied a group of variables including age, gender, demographic association, race, marital status, socioeconomic status (SES), the education level of the parents, parents' professions, language, level of income and the religious affiliation. Since this time there have been many theories and advancements in the understanding of this topic.

It is widely accepted that a person's motivation level plays a crucial role in their desire to accomplish goals and perform well. 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 may be influenced by their socioeconomic condition, it is necessary to better understand the reasons and methods that raise it among learners (Zaghloul, 2012).

Socio-economic status (SES) is a criterion of a situation in terms of the material income of the family and the social status compared to others. When analyzing the socio-economic status of the family, the education of the mother, father, their profession and the family income (Gobena, 2018) is taken into account.

This study investigates if the different factors that affect the students' academic achievement depend on students' motivation to learn. There are many economic and social indicators which may impact the students' academic achievement, many of these indicators have been researched and defined widely in the past. These different indicators will be

considered and mentioned in order to appreciate how they could impact the students' achievements.

The following research focuses on Arab schools in Israel. Within the Arab community many students live in economically challenged environments which could impact their motivation and their future profession. In order to improve educational achievements and bring about a balanced society it is very important for those responsible for the Israeli education system to understand the contributing factors that may be causing the discrepancies in the academic achievements of the students in Israel.

The importance of motivation for learning is demonstrated by its ability to direct behavior towards specific goals. Additionally, it contributes to increase the effort, performance, perseverance of the student and his/her ability to process information, which in turn is reflected in the classroom performance by raising the level of academic achievement. Sarhan (2016) indicated that the importance of motivation for learning is in increasing academic achievement and success. He showed a direct relationship where, the motivation for learning is an internal condition of the student that moves their behavior and performance to achieve a specific goal such as obtaining high marks.

2. Theories Related to Motivation

It is widely accepted that a person's motivation level plays a crucial role in their desire to accomplish goals and perform well. 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 may be influenced by their socioeconomic condition, it is necessary to better understand the reasons and methods that raise it among learners.

According to the behavioral hypothesis, people get motivated as a result of the action of internal or external stimuli, and they then respond to these impulses by producing a behavior or activity. The motive behind people's actions in a scenario is behavior, particularly the reinforcing kind. The incentive to retain and repeat these activities is stimulated by the fact that an individual receives reinforcements or rewards for their activity. When a person acts in a way that satisfies his wants and so gets motivated without outside help, according to Skinner, the reinforcement may become ingrained in that person's personality. For example, a student could read books for both pleasure and to prepare for an exam (Zaghloul, 2012).

Employing the knowledge from above, behavioral theory focuses on using various types of reward in its educational applications to increase the amount of learning motivation. These theories contend that an adequate examination of the motives and incentives offered in the classroom is the first step in understanding student motivation, and they view the reward as an alluring element that influences the outcome of a certain conduct (Allam, 2010).

3. Intrinsic and Extrinsic Motivation to Learn

Motivation is the reason that encourages and stimulates action. It is the process of goal-oriented activity, and stimulates an internal motivation for thinking and achievement (Goleman, 1995). Ibrahim (2016) defined it as a power or engine, the goal of it is to enable an individual to choose and act upon specific goals, it is an internal process that activates, leads, and maintains the behavior of an individual over time.

In recent decades, recognition of the key role of motivational processes is in students' success and other adaptation processes such as feelings toward learning and schooling, classroom troublesome behavior, dealing with difficulty and failure, and well-being in general (Pintrich and Schunk, 2002) have been increasing.

This recognition coincided with the development of theories and research programs aimed to understand the motivations and processes underlying the behavior of students in school. An important goal of these theories and studies was to apply them in situations where

student motivation is not optimal. Indeed, in recent years there have been many attempts and significant successes in running - programs to encourage and enhance student motivation in the school (Eccles and Wigfield, 2002). According to Zayed (2003) motivation for learning is composed of eight dimensions: the ambition and ability to achieve goals, the ability to take responsibility, perseverance and continuity, upgrading and competition, desire to excel and improve, the capacity for independence, the ability to achieve proficiency, self-confidence and self-respect, and guidance for the future. Many people consider motivation as an actual, procedural, and existent idea that can be assessed, quantified, and indirectly witnessed. It is regarded as playing the most significant part in human tenacity in getting a job done. One of the finest metrics for determining a person's degree of motivation is their perseverance. Humans are motivated to perform a variety of tasks, including inciting actions. According to Nofal (2019), motivation causes a person to engage in particular behaviors after experiencing a period of relative stability because it influences the standards of expectations individuals have of others based on their behaviors and activities and upholds sustainability in behavior. Motivation is an inner force that activates and provides direction to our thought, feelings and actions. There are two characteristics of motivation, which are behavior and performance to achieve the goal and persevere. People who are enthusiastic continue working until achieving their goals, and so the level of motivation of students affects their desire to attend school and their relationships with teachers. Moreover, it affects the amount of time to complete educational tasks, their performance in tests and many other educational aspects. If students are not motivated, it is difficult, and may be impossible, to improve their academic achievement, no matter how good the teacher, curriculum or school is.

Achievement motivation is often correlated with the actual achievement behavior. The motivation to achieve something, however may present itself only in the behavior that children value. For example, a child may be highly motivated to achieve something, and this may be exhibited in athletics but not in schoolwork. Thus, different situations have different levels of achievement according to how children may value something (Eccles, et. al. 2002) Motivation is difficult to define and measure, but scientists generally recognize two major types of motivation: intrinsic and extrinsic.

4.Motivation to Learn

This refers to the desire to succeed and achieve a certain level of education, and to learn and engage in educational activities in the school. Motivation provides students with a sense of belonging, integration, and acceptance within a class or a group, and enables students to benefit and have fun in class activities. The student sees him/herself as a part of a group (Abu Halima, 2018).

The motivation to learn is one of the important variables that have an effective role in the students' performances, as it has an effect in increasing the student's attention and focus in educational activities, which helps in his success. Also, it has a major role in raising the level of student achievement in the various fields and tasks he takes in school (Ahmed, 2015).

The interest in factors affecting the learning process led to study the motivation to learn, as it is one of the important factors that has an impact on the student's mind and performance. According to Sarhan (2016), motivation is represented in the student's inclination towards finding academic activities to achieve a reward that satisfies an internal need and desire in the field of expertise. The internal and external motivation of a student drives his/her behavior and orientates them to achieve a specific goal while maintaining their continuity until that goal is achieved. Motivation for learning is an important means that can be used to achieve educational goals effectively, and it helps to determine the student's achievement ability.

The importance of motivation for learning is demonstrated by its ability to direct behavior towards specific goals. Additionally, it contributes to increase the effort, performance,

perseverance of the student and his/her ability to process information, which in turn is reflected in the classroom performance by raising the level of academic achievement. Sarhan indicated that the importance of motivation for learning is in increasing academic achievement and success. He showed a direct relationship where, the motivation for learning is an internal condition of the student that moves his/her behavior and performance to achieve a specific goal such as obtaining high marks.

Low SES students can be reluctant to seek support from teachers, so the key advice to teaching staff with students from low SES backgrounds in schools are:

1. Know and respect students: understand LSES students; communicate with them, embrace and integrate their diversity and enable contributions of their knowledge to everyone's learning.
2. Give students the freedom to choose: provide students with a low socio-economic status with flexibility in assessments and diversity in teaching methods, with maintaining the academic standards. "
3. Make the instructions and goals clear and in an understandable language for students: clarifying and interpreting the material in a simple language that students understand, mentioning the expectations required from them and using the methods that help them to succeed.
4. Clarification of the educational subject: follow the sequence in teaching; clarify step by step during teaching to ensure the students' success and ability to access higher education.
5. Be ready to help students in their questions and inquiries. In addition, be kind in your interactions with students so that students benefit from your capabilities and experience and to improve their educational level.
6. Be a reflective expert: reflect and seek to act on your own reflections, peers' reflections and feedback from students, to continuously improve your teaching practice and your students' learning (Devlin et al. 2012).

5.The socio-economic status

Socio-economic status includes several components and variables which include: family income, number of individuals in the family, household expenditure of the family, the place of residence, relationships between the children, relationships between the children and parents, relationship between the parents themselves, geographic location, the neighbourhood where they live, customs, society, traditions and their environment. Those variables can affect pupils ethically, on a behaviour level as well as their achievements (Ali et al., 2009).

Socio-economic status is one of the most important factors affecting academic success. Poor income as well as lack of financial income and educational aids have implications on the child's upbringing. All studies confirm that the rate of school failure has a more meaningful connotation in the inappropriate socio-economic environment (Claes & Comeau, 2005). Research conducted by Mcleod (2011) during the summer holidays shows that the level of achievement of pupils from middle class families was higher than the level of pupils coming from families with a lower socio- economic level.

The family's economic background and the family's good socio- economic level contribute in providing the material needs of the children, which give them more time to study. While the low economic situation of the family leads it to prioritising the provision of money, motivates the members to work even the children, and this makes children leave school early sometimes. In addition the lack of an appropriate environment to study, can also contribute to low the motivation, hence to low academic achievements (Mehmood, 2014).

6.Social Well-being

Keyes described social well-being as “the appraisal of one's circumstance and functioning in society” (Keyes, 1998) and identified five dimensions that are seen to cover this construct: social acceptance, social contribution, social actualization, social coherence and social integration (Radzyk, 2014).

The use of statistical data and indicators to study the well-being of children in particular is not new. Pioneering reports on the “State of the Child” were published as early as 1940s (Ben-Arieh 2008; Ben-Arieh et al. 2001). Many family and environmental factors affect the child's living conditions and development. The child's economic, health and safety conditions determine to a large extent the quality of his/her life in the present and future. Over the last decade, there was a continuous increase in the percentage of poor children in Israel, and today there is seen that every third child in Israel lives under conditions of economic distress. The poverty rate is one indication of many other changes that occurred over the years: decline in the average number of children in family, increase in the number of single parent families, increase in the number of pupils in the education system, all these and others are part of changing situation in everything related to the world and the living conditions of children in Israel, and their implications are both positive and negative.

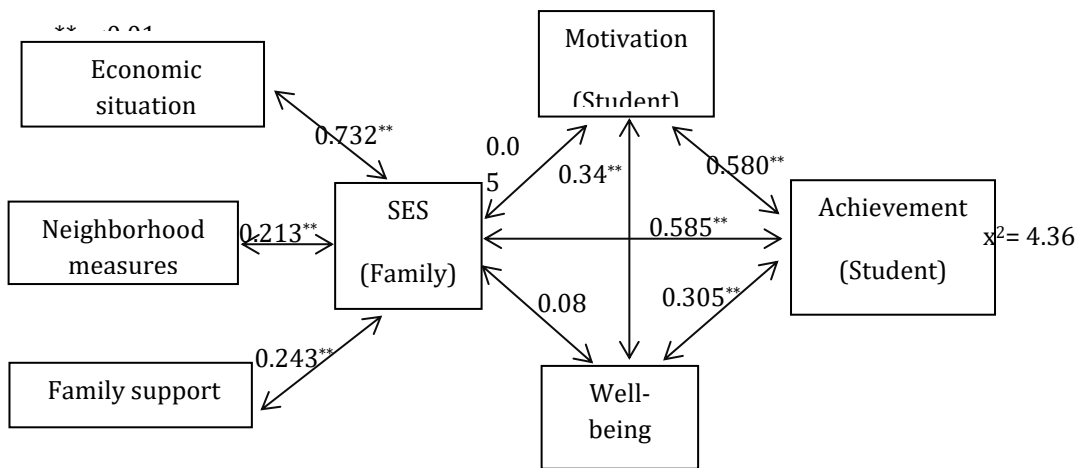
7.Methodology

The methodology that was chosen for this research focused on a quantitative approach.

Quantitative data of the research was collected through questionnaires which were distributed to students in high schools in the Triangle Area of Israel; 242 high school students completed the survey of the Arab sector in the Triangle area in Israel (163 male and 79 female).

8.Findings

Figure 1, the relation between the family socio-economic status, Motivation and student achievements.



The model presents the connections and interactions between the components of success. The model comprises a basis (social capital) and four consecutive layers (SES, motivation, well-being and achievement). There is assumed that these elements are in a causal relationship: positive social capital conditions help the individual to achieve their goals (material, professional, personal). The acquired result leads to improve well-being, which

produces achievement. There is considered that interactions between the components of success may exist. For example, well-being can influence achievement. Additionally, all components can influence each other in an interchangeable way. As shown in Figure 1, neighborhood measures found to have an indirect effect on school engagement through its relationship with Socioeconomic status (= .213). Socioeconomic status was then directly related to school Achievement (= .585), youth who reported greater frequency of supportive parental behaviors (e.g., parent often giving encouragement) also tended to be more positively engaged in school. Youth who perceived greater safety in their neighborhoods were more likely to perceive more positive attitudes and also to report greater frequency of supportive parental behaviors. Well-being (= .305) and Motivation (= .580) were then directly related to school achievement.

Table 1. Pearson Correlation between Grade Level, Family Support, Economic Situation, Friends Support, Learning Motivation, Community Support, and social well-being (SWB) in Student Questionnaire.

Variables	1	2	3	4	5	6	7
Grade	--						
Family support	0.47***	--					
Perception of SES	0.41***	0.32***	--				
Friends support	0.4***	0.33***	0.61***	--			
Learning motivation	0.6***	0.62***	0.31***	0.42***	--		
Community Support	0.23***	0.21***	0.34***	0.38***	0.22***	--	
social well-being	0.22***	0.31***	0.4***	0.27***	0.38***	0.51***	--

Note: generated by the author based on SPSS outputs; * $P < 0.05$, ** $P < 0.01$, *** $P < 0.001$.

From table 1, a Pearson correlation between grade and family support was 0.47 a moderate positive relationship, an alpha of 0.001 was considered significant. The Pearson correlation between grade and Perception of SES is 0.41 a moderate positive relationship, an alpha of 0.001 is significant. Pearson correlation between grade and friends support was 0.4 a moderate positive relationship, an alpha of 0.001 was considered significant. Pearson correlation between grade and learning motivation was 0.6 a strong positive relationship, an alpha of 0.001 was considered significant. Pearson correlation between grade and Community Support is 0.23 a weak positive relationship, an alpha of 0.001 was considered significant. Pearson correlation between grade and social well-being was 0.22 a weak positive relationship, an alpha of 0.001 was considered significant.

Pearson correlation between family support and Perception of SES was 0.32 a moderate positive relationship, an alpha of 0.001 was considered significant. Pearson correlation between family support and friends support was 0.33 a moderate positive relationship, an alpha of 0.001 was considered significant. Pearson correlation between family support and learning motivation was 0.62 a strong positive relationship, an alpha of 0.001 was considered significant. Pearson correlation between family support and Community Support was 0.21 a weak positive relationship, an alpha of 0.001 was considered significant. Pearson

correlation between grade and social well-being was 0.31 a moderate positive relationship, an alpha of 0.001 was considered significant.

Pearson correlation between Perception of SES and friends support was 0.61 a strong positive relationship, an alpha of 0.001 was considered significant. Pearson correlation between Perception of SES and learning motivation was 0.31 a moderate positive relationship, an alpha of 0.001 was considered significant. Pearson correlation between economic situation and Community Support was 0.34 a moderate positive relationship, an alpha of 0.001 was considered significant. Pearson correlation between Perception of SES and social well-being was 0.4 a moderate positive relationship, an alpha of 0.001 was considered significant.

Pearson correlation between friends support and learning motivation was 0.42 a moderate positive relationship, an alpha of 0.001 was considered significant. Pearson correlation between friends support and Community Support was 0.38 a moderate positive relationship, an alpha of 0.001 was considered significant. Pearson correlation between friends support and social well-being was 0.27 a weak positive relationship, an alpha of 0.001 was considered significant.

Pearson correlation between learning motivation and Community Support was 0.22 a weak positive relationship, an alpha of 0.001 was considered significant. Pearson correlation between learning motivation and social well-being was 0.38 a moderate positive relationship, an alpha of 0.001 was considered significant.

Pearson correlation between Community Support and social well-being was 0.51 a moderate positive relationship, an alpha of 0.001 was considered significant.

9. Discussion

The current research examines students' motivation to learn and its connection to scholastic success, and its findings are based on an analysis of the papers that were given to the students.

According to (Yang, 2010), students' affiliation with a particular socioeconomic situation affects their performance in school achievement and behavior, in addition to their relationships with their peers.

The level of the local community and the family in which the individual lives have a direct impact on the student's motivation to learn and educational achievements. Children's motivation to study and academic achievement are significantly influenced by the social and economic climate of their environment (Radia, 2016).

The student's nurturing setting, whether at home or at school, is improved by parents' involvement in the school and their collaboration with the management and instructors. This has a positive effect on both the student's success and his desire to learn (Grenfell & James, 1998). The primary goal of the study was to investigate how the socioeconomic position of the learner affected his or her desire to learn.

The results of this research are consistent with the theory that states the family is the first factor that affects the individual and helps to develop the characteristics and values s/he has. These characteristics, which are transmitted from one generation to another, help one's success and distinction, including in the field of study (Lareau, 2002; Swartz, 2008).

The results of the current study indicated that there is a positive relationship between the student's socio-economic status and motivation to learn ($P < 0.001$), as the student's relationship with the parents positively affects his/her motivation to learn from the parents' point of view. Also, the students indicated the positive impact of good relationship between the student's parents and the surrounding environment of the student ($P < 0.001$), among neighbors and friends, on the student's academic performance and academic achievement ($P < 0.001$). Although this was a low value indicating a weak positive relationship it nevertheless shows there is a link present.

Emotion, drive, and scholastic success have a definite positive connection, according to a research by Kapikiran (2012) conducted among Turkish high school pupils. It has been discovered that driven students show greater levels of innate motivation and have the capacity to keep an optimistic mindset when coping with academic difficulties. Because motivation is inversely correlated with test fear and the desire to avoid failure, and favorably with school love, class attendance, assignment preparation, self-ability, persistence, and drive toward expertise.

The findings of the current study indicate clearly a correlation between motivation and student achievement ($p < 0.001$), as students experience school as a pleasant and safe environment, they achieve better academic achievements and their sense of success increases. Bernard & Walton (2011) presented in their research a plan for a supportive environment to the child's well-being since childhood, compared to other normal environment, and they concluded that the child's social environment has a great role in influencing his/her well-being and psychological health (having positive feelings more than negative feelings). Thus, these results support that the social environment in support of the student since childhood is the basis for well-being and good academic performance.

These studies support the results obtained in this study as there is a positive relationship between the socio-economic situation and the student's well-being ($P < 0.001$), as the student's standard of living and the student's social relationships at home and school affect his/her psyche and well-being ($P < 0.001$). When the socio-economic situation is good, the student's psyche and well-being are good, so the researcher has to take care of the student's environment from the base to get a stable student psychologically and socially.

Conclusion

- The socio-economic status of the country and the level of well-being and services affect the socio-economic status of the population.
- motivation to learn greatly affects the student not only in achievement, but it also affects his/her well-being, standard of living.
- There is a correlation between student well-being and motivation, and there is a two-way effect.
- Student performance and achievement affects their motivation to learn and their arrival to school.
- The student's social relationships with their colleagues and friends in school or in the neighbourhood affect their motivation to learn.

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