

MOLDOVA STATE UNIVERSITY

Presented as manuscript
UCD: 378(569.4)(=411.21)(043.2)

JARJOURA BASMA

**THE INFLUENCE OF THE PSYCHO-SOCIAL AND
PEDAGOGICAL CONTEXT ON LEARNING MOTIVATION OF
ARAB FUTURE TEACHERS IN ARAB AND MIXED
COLLEGES FROM ISRAEL**

SPECIALITY 533.01- HIGHER EDUCATION PEDAGOGY

Doctoral thesis abstract in pedagogy

CHISINAU, 2016

**Doctoral thesis was elaborated in the Department of Educational Sciences,
Moldova State University**

Scientific supervisor/adviser:

Şevciuc Maia, doctor of pedagogical sciences, Associate Professor

Official referents:

1. **Andriţchi Viorica**, habilitated doctor of pedagogical sciences, Associate Professor
2. **Bazeli Laura**, doctor in pedagogy (Israel)

Composition of the Specialized Scientific Council:

1. **Guţu Vladimir**, habilitated doctor of pedagogical sciences, university professor –
Chairman of the Specialized Scientific Council
2. **Bîrnaz Nina**, doctor of pedagogical sciences, Associate Professor – **scientific secretary**
3. **Dandara Otilia**, habilitated doctor of pedagogical sciences, university professor
4. **Bolboceanu Aglaida**, habilitated doctor of psychological sciences, university professor
5. **Silistraru Nicolae**, habilitated doctor of pedagogical sciences, university professor
6. **Duhlicher Olga**, doctor of pedagogical sciences, Associate Professor

The public defense will take place on May 19, 2016, at 3 p.m., in the session of the Specialized Scientific Council D 30.533.01-04, within Moldova State University, 65 M. Kogălniceanu street, room 28 /bld.1, Chisinau, MD 2009, the Republic of Moldova.

Doctoral thesis and the abstract can be found in the library at the Scientific Library of the State University of Moldova and on the website of the N.C.A.A. (www.cnaa.md).

The abstract was sent on April 14, 2016

Scientific secretary of the Specialized Scientific Council,

Bîrnaz Nina, doctor of pedagogical sciences, Associate Professor

Scientific supervisor/advisor,

Şevciuc Maia, doctor of pedagogical sciences, Associate Professor

Author

Jarjoura Basma

© Jarjoura Basma, 2016

CONCEPTUAL HIGHLIGHTS OF THE RESEARCH

The actuality and the importance of the addressed problem: In recent years there has been an increase in the awareness of the contribution of raising students' learning motivation on their success. Motivation affects students' attitude, ability to cope with pressure and satisfaction from their studies [28]. This interest has given rise to a large amount of research that aimed to shed light on various theories of motivation and its components, in order to expand the understanding of the concept and consequently to make it possible to increase motivation among students [70; 78].

College student learning motivation is a consistent problem at all levels of post-secondary education. Faculty and staff at colleges, in private and public universities all sigh on the lack of student learning motivation [69, p. 731]. College faculty staff question the students' carelessness about their work, their lack of curiosity in the disciplinary content of the courses, and the importance they give to grades but not to learning process. Students seem to lack the desire to study or to try very hard, postponing their studying to the last minute before an examination or starting to write a paper the day before it is due. Neither they are organized enough to be able to plan their work in an efficient way, nor they learn how to achieve high quality performance. Late arrival to class, absence from lessons, boredom, non-satisfaction and complaints, low grades and lack of persistence, all being common elements of their behavior, reflecting their lack of desire to study [28, p.75; 69, p. 731-732]. This can have deep implications on the students' eventual contribution as teachers in the school system.

As a lecturer and pedagogical supervisor at the Departments of Special Education in an Israeli Arab college and mixed college of education, I have extensive interaction with the students of these departments. Based on my own experience and that of my colleagues, there is an obvious need for developing insights regarding the effect of the psychosocial and pedagogical learning context on Arab future teachers' motivation. Most of the Arab students reach higher education at age 18, right after high school. They are younger than the Jewish students which are also more experienced and much more confident, especially after military service. Most of the young Arab students face psychosocial difficulty of moving from a closed and differentiated Arabic village or town to college. They usually lack the knowledge and find difficulty to consult or ask for support. Some lose confidence and make mistakes in choosing college and specific department - which lead to changes in the domain of the academic specialty, thus lengthening the studying period and therefore increasing the probability for dropping out of college [61]. First year is very difficult for them to even orientate in the physical space of the college, difficulty to find their classes, they are depressed and experience easily unpleasant emotional feelings for simple reasons. In addition they have difficulties to make decisions independently; they call their parents to consult on any matter [67; 84]. Furthermore, nearly all of these students start teaching in Arab schools if they find a job opportunity (due to excess of Arab graduates from colleges of education). During the first years of a teacher's school entry, his or her role is particularly difficult due to the existing organization and education related difficulties in Arab schools. In the context of the difficult and complex reality of Arab schools, new teachers often struggle for survival in the education system, dealing with feelings of frustration, helplessness, disappointment and loneliness. Choosing the teaching profession as the only employment opportunity, accompanied by the negative feelings discussed above, increases their frustration, having strong implications for their performance and contribution in the school system [25; 59].

Description of the state of the art and the research gaps: The Israeli-Arab society comprises nearly 20% of the population in Israel [91]. Arabs are an indigenous minority in Israel. This minority include Muslims, Christians and Druze. Arab students comprise 25% of the students in all Israeli education systems, and in teachers' training colleges they make up more than 30% of the students in teachers' colleges in Israel. In spite of the growing public interest in

evaluating teacher training institutions in Israel, the performance of Arab future teachers in teacher training programs remains understudied compared to Jewish students [26].

There is clearly a renewed interest surrounding the study of motivation [60]. Many international researches concentrated on motivation in educational settings [e.g., 47; 69; 70; 89; 92]. But so far, literature specifically specializing in issues related to teacher training in Israel less frequently engages the Arab future teachers and the institutions they attend. In the context of the Arab teacher training, literature has been discussing issues such as the attitudes and expectations of Arab trainees; Jewish-Arab relations and multicultural education, challenges in higher education, motivation in choosing the teaching profession, achievement and academic performance, and difficulties of new teachers [e.g. 27; 38; 48; 50; 51; 57; 59; 66; 79; 83; 84; 85]. Very few studies focused on topics related to motivation, for example, Peleg & Raslan [67] studied the evaluation of teacher training of minorities also in a mixed college. Saada [76] studied the self-regulated learning and teachers self-efficacy among students of education in Arab colleges. Later on, Saada [77] studied the relationship between self-esteem and motivational orientation in learning among Arab adolescents' students in Israel. Totri [84] studied the needs of Arab future teachers in a teaching training college and the absorption level in a mixed college. Boimel et al. [41] studied the topic "what do Jewish and Arab students learn from each other?". Most of these studies have focused on pedagogical, cultural and policy issues within the colleges and their action in the field of education and less on the effect of these conditions on the students' learning motivation. To my best knowledge, the only study conducted in Israel that questioned directly the motivation of Arab future teachers was published by Agbaria [28]. Agbaria examined the correlation between self-efficacy and the extent of participation in choosing the teaching profession as predictors of academic motivation, but the study was done in one Arab college and among Muslim Arab female students only. Moreover, the few studies that focused on topics related to motivation have considered the Arab students as a homogeneous group, and did not distinguish between those who learn in Arab colleges and those who learn in mixed colleges. This study examined issues that so far have not received enough attention, despite unique ethnic and cultural characteristics of the Arab minority in Israel. This study attempts to gain insight into the Arab future teachers' learning motivation, and shed light on the learning procedure taking place within the confines of the Arab and mixed colleges pedagogically and psychosocially, from the perspective of the Arab future teachers participating in the study.

In the past there was only one Arab teacher training college for Arab students. Recently, Arab students are increasingly turning to Jewish Colleges [27; 67, p.117]. This preference of Arab students to study in Jewish colleges can be attributed to two reasons: The first relates to the fact that the Jewish colleges propose to the Arab students to learn in Arabic language in special tracks for Arab students. Thus, Jewish colleges propose to the student learning in two languages, in Hebrew through regular tracks (where Jewish students learn), and in Arabic within the special tracks for the Arabs (and where Arab students learn only). This feature in Jewish colleges increases the intensity of competition between the former teacher training and those Arabic tracks, which proposes studying only in Arabic. These tracks aim for the preparation of Arab teachers in Jewish colleges, according to the definition and guidance of the Ministry of Education, to prepare students specific segments of the population in the Arab community, and especially Bedouin and Druze. It seems like this enhances the force of attraction, besides tracks intended for students of these segments, so as to privacy considerations, such as cultural or for geographical proximity reasons. The second reason regards interest of Hebrew education colleges in finding inner balance in light of the decline in the number of registered Jews [27].

Arab students who graduate from mixed colleges teach in Arab schools, and they have to make the translation, transformation and adaptation of their learning content by themselves [67, p. 108]. It seems that the process of training Arab teachers, in Arab and mixed colleges of

education, still needs to invest more efforts to provide the future Arab teacher with the essential tools to deal with the complex reality of the cultural and national uniqueness in Israel. This reality is experienced by half a million Arab students living in a society undergoing continuous changes that are often quite dramatic.

As is the case in most other areas of life in Israel, in education as well as in teacher training, Arab researchers and education leaders are systematically excluded from the policy and decision-making processes [26]. Arab students in Arab and mixed colleges go through different socialization process: academically, pedagogically, psychosocially and linguistically. Therefore there is an obvious need for developing insights regarding the effect of the learning context dimensions on their learning motivation [60; 62]. At both types of colleges participating in this proposed study, the lack of motivation in general, and in the intrinsic motivation specifically seems to be similar to that described in previous studies [28, p.75; 69, p. 731-732].

The approach of proposed research problem determined the necessity of studying a large scientific spectrum in this area of research. A particular interest for our research represented the theoretical perspectives of the Moldovan researches. The phenomenon of competencies training within the initial professional training promoted in higher education has become the subject of multiple investigations. Thus, in this context we mention the innovative researches conducted by V.Andrițchi [1; 2], A.Bolboceanu [3], T.Callo [4; 5], M.Cojocaru-Boroza [6], O.Dandara [7], O.Duhlicher [8], Vl.Guțu [9; 10; 11; 12], Vl.Pâslaru [13], N.Silistraru [15], M.Șevciuc [17; 18; 20]. Personality development through educative actions focused on developing learning motivation was elucidated by L.Bazeli [21], L.Posțan [14], E.Staricov [16], M.Șevciuc [19].

At the same time the researches in this area as well as the educational practice confirm that certain aspects of this problem were not explored enough. Proceeding from the specific of education and experience of initial professional training of future specialists for educational field from Israel and from the insufficiency in approaching the development of Arab students' learning motivation emerges the formulation of **research problem**: which refers to determination of the psychosocial and pedagogical context influence on developing the learning motivation of Arab students in order to ensure the quality of future teachers initial training.

The aim of the research is the theoretical and methodological foundation of the influence of the psycho-social and pedagogical context on learning motivation of Arab future teachers in Arab and mixed colleges from Israel.

The research objectives are to:

- 1) Analyze the conceptual dimension of the learning context to Arab future teachers;
- 2) Approach the theoretical framework of developing learning motivation;
- 3) Identify the initial level of the Arab future teachers' motivation (autonomous and controlled), from Arab and mixed colleges;
- 4) Determine the relation between learning context and the learning motivation of Arab future teachers;
- 5) Develop and validate experimentally the Intervention Program For Enhancing Autonomous Learning Motivation among Arab future teachers.

Research methodology includes: *theoretical methods*: scientific documentation, comparative analysis, generalization, systematization; *empirical methods*: quantitative and qualitative method, focus groups interviews, formative experiment; *mathematical and statistical methods* of data processing.

The scientific novelty and originality of the research: through the theoretical-experimental research process the concepts of motivation and learning motivation were actualized; The particularities of autonomous and controlled motivation of Arab future teachers depending on the psychosocial and pedagogical context of learning (Arab and mixed colleges) were established; An Intervention Program for developing Arab future teachers' autonomous learning motivation was developed.

The scientific problem solved in research consists in the theoretical and methodological foundation of developing the learning motivation to Arab future teachers by enhancing the value of the psycho-social and pedagogical learning context that contributed to the improvement of initial training of the Arab students in the educational field.

The theoretical value of the research refers to the theoretical foundation of the learning context in the initial training of the Arab future teachers, focusing on the psychosocial and pedagogical dimension, especially on:

- Approaching the Arab future teachers' learning motivation from two different college types (Arab and mixed colleges) as a dimension of the efficient initial professional training;
- Valuing Self-Determination Theory (SDT) in the professional training of Arab future teachers in Israel depending on the psychosocial and pedagogical context of learning and teaching;
- Creating knowledge on the factors from the learner's own perceptions which explain autonomous and controlled motivation. In addition, expanding the knowledge of stakeholders and raising their awareness regarding the influence of learning contexts on fostering Arab future teachers' psychological needs (PN) and their learning motivation. Intervention program to empower future teachers' ability to express and reflect their thoughts, perceptions and experiences is of high importance to enhance their motivation.

The applicative value of the research is determined by experimental implementation of the Intervention Program focused on the development of the autonomous learning motivation among Arab future teachers in Israel; by highlighting the educational and professional initial training of the Arab future teachers in the basis of the elaborated Program focused on psychosocial and pedagogical dimension of learning; the elaborated Program could serve as a model to other intervention programs in order to develop the learning motivation to future teachers in general, and to Arab future teachers in particular.

This study seeks to make both a theoretical and practical contribution to the knowledge regarding the impact of the psychosocial and pedagogical learning context on developing motivation in Arab future teachers. The conceptual framework that guided this study is SDT [42]. In current research on students' motivation, SDT [42; 45; 73] is one model that has integrated both needs and social-cognitive constructs [68]. Therefore, this research choose to examine Arab motivation in relations to SDT which is potentially a useful theoretical framework for understanding students' motivation.

This study extends the literature on autonomy, relatedness and competence by examining the effects of these variables on the motivation of Arab college students. Since the vast majority of the literature about this topic has focused on students at elementary schools, this current study turn the examination toward an evenly important group of students (college students in general and Arab college students in particular), whose motivations, academic engagements, and achievements are equally important to understand. Furthermore, this study extends previous research by shifting the measure and understanding of the above variables from the teacher or parent perceptions to a measure of the learner's own perceptions. This approach is taken in order to emphasize the phenomenological sense of competence, autonomy, and relatedness; to place the individual's experiences at the front. Earlier studies have concentrated on teacher or parent reports to evaluate support for autonomy on a ranging scale from controlling to autonomous [see 46; 56; 81]. Finally, tracing motivation over the course of time, along with addressing the role of perceived autonomy, relatedness, competence in the flow of students' motivation.

This niche is still vague, therefore it is considered essential to improve student's achievement for the purpose of nurturing future teachers with strong sense of responsibility and commitment to the mission of teaching and particularly in Special Education. The state's best

energies should be invested in preparing future educators having the qualities that will provide students with better chances for development and progress. Thus, the motive of the present study stems from both pedagogical concerns and academic interests.

This study should be of interest to most academic staff, to minority students in general, and to Arab students' minority in particular. It anticipates to attract scholars' attention to Arab future teachers' motivation so that future studies investigate how best to help future teachers develop and maintain a high sense of teaching efficacy and intrinsic motivation so that more qualified teachers remain in the teaching profession and provide quality teacher education for future teachers.

Therefore, the importance of this study stems from the following:

1. Most previous research on motivation has tended to focus more on school samples. Therefore, this study examines whether the positive effects of autonomy, relatedness, and competence on motivation would be replicated in a college sample;
2. Almost most previous research did not study the Arab population motivation neither in schools, nor in higher education. Arab students face many obstacles: educational, social, political, cultural, and linguistically, therefore, this understanding is very crucial;
3. Few studies tested the Arab students' motivation from a self-determination perspective. It is essential to apply SDT in collectivist societies and contexts, such as the Arab society, by examining the relevance of the needs for autonomy, competence and relatedness toward Arab future teachers;
4. This study takes into consideration the psychosocial and pedagogical context which affects the unique indigenous minority and its effects on future teachers' motivation. This minority differs in their cultural, socio-demographic and socioeconomic characteristics from the Jewish society, thus the findings generated from the studies conducted for the Jewish society cannot be generalized for Arab future teachers' population, particularly for the reason that some of them attend Arab colleges and others attend mixed colleges;
5. The results of this research could draw guidelines to the profession of pedagogical instructors and for teacher educators and provide self-criticism to the work of the instructors in order to improve and empower their role;
6. The results may help provide explanations and insights as well as recommendations to the educational leaders, pedagogical instructors, and policy makers and practical applications for teacher training institutions;
7. The results can also shed light on the complex reality in Israel, and provide us with information on the unique psychosocial and pedagogical learning context, of the Israeli Arab future teachers in academic colleges of education;
8. The study may contribute to understanding, improving and making future changes in the Department of Special Education.

The main research findings:

1. Analysis revealed a significant difference between the two types of colleges, but the means of the predictor variables (program evaluation, attitudes toward teaching, Hebrew fluency, choosing the college type and the department of special education (CCSE), autonomy support, competence, relatedness), and outcome variables (autonomous and controlled motivation) are very close. Means of predictor variables, and outcome variables were all higher in Arab colleges. Students in Arab colleges had higher levels of motivation (quantity) and higher in both motivation types: autonomous and controlled motivation.
2. Arab future teachers in mixed colleges seemed to pay the price of increased feelings of pressure and lower feelings of autonomy. Besides, from the focus groups, it seems that

the Arab future teachers in mixed colleges are more stressed than their peers in Arab colleges and also reported having lower feelings of autonomy. In the qualitative results common and differentiated themes existed in both learning contexts. Common factors such as a feeling of stress existed in both learning contexts, but affected more the learning motivation in mixed colleges. Overall, in the qualitative results Arab future teachers, in both learning contexts, reported similar choices, expectations, stress, challenges and need for support. However, the later needs were more prominent among students in mixed colleges. This explains the higher means of the predictors and outcome variables. A great need to support students was evident through the focus groups, as proposed in SDT, autonomy support, feeling competence and relatedness could help students' feeling of well-being, and enhance their autonomous motivation.

3. The research has indicated that the elaborated system of psychosocial and pedagogical conditions and means, which has been experimentally examined, determines the level and type of students' learning motivation. The intervention program will undergo another circle of conceptualization phase taking into consideration the psychosocial and pedagogical environment of each specific faculty and college, and individual differences of the participants, and training instructors and lecturers. Followed by implementation and reflection for enhancing autonomous motivation in order to have motivated teachers in the domain of Special Education and other teaching domains.

Implementation of scientific results. The obtained results were applied in teaching process at the Department of Special Education of Oranim Academic Pedagogical College, from Tivon, Israel; at the Department of Special Education of Haifa Arab Academic College, Israel, through teaching the courses of Special Education didactics and Inclusive Education etc.

Approval of scientific results: The fundamental ideas of the research and its conclusions are reflected in the scientific articles and papers presented at the international scientific conferences: International scientific conference "*Postmodern Education: efficiency and functionality*", November 15, 2013, State University of Moldova, Chisinau; International Scientific Conference "*Higher education and the labor market: connections and perspectives*", November 21, 2014, State University of Moldova, Chisinau; 2nd Annual International Conference on Humanities & Arts in a Global World, 3-6 January 2015 Athens, Greece.

Publications on the thesis topic: The thesis was published in 9 scientific articles and international collections, 2 articles were published in international conferences in Moldova, and 1 in Greece, and 2 paper presentations were presented in international conferences in Israel.

Volume and structure of the doctoral thesis: The thesis contains annotations (in English, Romanian and Russian), introduction, three chapters, conclusions and recommendations, bibliography -221 titles, 8 appendixes, 175 pages basic text, 22 figures, 26 tables. The main content of the thesis is published in 6 scientific publications and 3 scientific conferences.

Keywords: Learning motivation, autonomous motivation, controlled motivation, self-determination theory (SDT), Arab future teachers, Arab colleges, mixed colleges, Department of Special Education.

DOCTORAL THESIS CONTENT

The **Introduction** presented the relevance and importance of the problem addressed, the research theme is outlined and highlighted the research problem. By formulating the purpose of the research, the dimensions are determined to investigate specific aspects of developing learning motivation among Arab future teachers. The scientific innovation, theoretical and practical value of research are formulated in the conceptualization of the main scientific results obtained.

Chapter 1, "Analytical framework for approaching the learning context of Arab students future teachers from psychosocial and pedagogical perspective" contains a definition of the conceptual dimension of the learning context in education sciences, and a discussion of the

psychosocial and pedagogical dimension of the learning context of Arab future teachers. It defined the Arab students in Israel, their unique cultural characteristics, and education and the Arab and mixed teacher training colleges.

Teacher training colleges are a major and influential body which affects both teacher personal and professional identity. They play a role in the refinement of a personal tutor to play its role in the education of the new generations [55]. Many educational and academic leaders care about the issue of teacher training properly and efficiently, in order to ensure and foster a generation of teachers and educators, which are able to deal well with the needs of the students and the educational system [90]. This study focuses on Arab future teachers studying in the Department of Special Education in two types of teacher training colleges in Israel: mixed colleges and Arab colleges.

Israeli society is described as a multicultural society that has multi-rifts [77; 33]. It is an intensely divided country over national, ethnic, religious and other social rifts. Arab in Israel are an indigenous minority [34]. The Arab minority in Israel differs from the Jewish majority in religion, Language, culture, history, nationality, areas of residence and lifestyle. The Arab in Israel maintained their language and culture, as 90% of them live in geographically separate cities and villages. Those who live in mixed cities in Israel are generally located in separate neighborhoods [58]. The Arab society is characterized as collective, traditional, patriarchal and authoritarian [52; 53]. Men are the most important source of authority in the family and serve as the key decision makers in the family [32].

Minorities give importance to acquire higher education to move away from a situation of unemployment and being marginalized in the society. The main labor market, mostly belonging to the hegemonic not easily opens its doors to members of the minority, and they must work harder to reach a state of equal opportunities with the majority [29; 30]. Moreover, the minority students face more difficulties at the universities of the majority. In addition, their achievements are lower than others [87]. It seems that Arab students face many challenges by the time they enter higher education. As a result of that, they experience more pressure than Jewish students [88].

In Israel there are two separate educational systems; Jewish schools and Arab schools. The separation between the two systems could be attributed to several reasons. The major one among them is the concentration of the Arab citizens in the Arab areas where Arabs can get education in an appropriate environment consistent with their lifestyle, enabling them to maintain their cultural, religious and linguistic traditions [31]. In contrast, higher education provided in the context of universities has mixed characteristics - Jew and Arab students sit side by side in class with the Jews being, expectedly, the majority [67].

Although the Arab minority is recognized and identified as an ethnic minority in Israel, it does not enjoy a large measure of linguistic and cultural autonomy [23]. Many articles raised the issue of Arab education in Israel; it has shown that the Arab school system does not fulfill its desired role. The outcome of this school system has created a grim reality, evidenced during and at the end of each academic year when the official results for all grade levels are published. The results and implications of the system's failure in the reality of the Arab population compared with the majority of Jews in the country, whether at the organizational and practiced level of political culture or when considering their low socio-economic status is also clear [22].

Abu Asbeh [22] claims that the reason that a high percentage of educated Arabs choose to attend the colleges of education are caused by limited employment opportunities. The fact that the opportunities to work in the open labor market are very limited, so a large part of the young Arabs enroll in teacher training colleges [22]. The Arab students perceive the educational field as a default option [48; 51]. Moreover, in the Arab society the phenomenon of "feminization of teaching" is obvious [31]. The Arab society is still characterized as a traditional and patriarchal

society therefore prefers the teaching profession which enables the Arab women needs to reconcile the demands of home and work outside.

Consequently, the starting point of the Arab student is lower than the Jewish students. Besides that, Arab students deal with multiple languages. Their native language is spoken Arabic. But at school they are required to study Arabic literature - alongside Hebrew and English. So in fact Arab students learn four languages. They are also characterized by their small numbers and their young age. In mixed colleges they have to adjust to a new learning environment in a cultural and social setting unlike their own. On the instructive level, the students must deal with language deficiencies while adjusting to the differences between the teaching methods used in the Arab education system and the mixed colleges. Arab students in mixed colleges face many difficulties and cultural differences; encounter with “the other” and encounter with the academic demands; coping with the Hebrew language, and English- academic language. These difficulties are extremely obvious and traumatic especially in their first year [79]. Agbaria [27] emphasized the importance of recognition of the cultural and national individuality of Arab future teachers as an indigenous minority in Israel. He emphasized the need to address this individuality in the teacher training process itself.

In this study, future teachers’ experience in a learning environment is not based solely on the future teachers’ experience in the classroom, but also on their general experience as students at a specific college which structures a holistic learning environment. This environment has rules, relations, structures and varied learning processes. The main assumption of this study is that this holistic experience affects future teachers' learning motivation. This study, therefore, deals with comparing the future teachers' learning motivation in the Department of Special Education in two different types of academic teacher training colleges: Arab and mixed colleges. These colleges represent two types of holistic learning environments. At the onset of this study two types of colleges were examined: two Arab colleges and two mixed colleges. So, this chapter defined the Arab future teachers in Israel, their unique cultural characteristics, and education and also on Arab and mixed teacher training colleges.

Chapter 2, "Theoretical approach for developing learning motivation of Arab students future teachers" concentrates on the theoretical framework of the study which is based on SDT perspective. This chapter presented conceptual delimitations of learning motivation, and summarized the research and the existing knowledge on motivation and concentrated on two major and basic theories of motivation: self-efficacy theory derived from social cognitive theory and self-determination theory (SDT). This is followed by substantiation of the shortage in research on the interconnections between the learning context and learning motivation among Arab future teachers.

Motivation is defined broadly by Ryan et al., [73, p. 197], as “that which moves people to act”, and it is determined by both the *energy* of the move and its *direction* [72; 73]. Self-Efficacy Theory- derived from social cognitive theory of Albert Bandura [37], and it is a main area of interest in the research of motivation. Motivation is strongly related to how people see their abilities in particular situation [35]. Self-efficacy is a crucial variable affecting learning and motivation [37]; therefore it is an important factor in educational research. Bandura [36, p. 2] defined self-efficacy as “the belief in one’s capabilities to organize and execute the courses of action required to manage prospective situations”. Also Zimmerman [89] refers to self-efficacy as a performance-based measure of perceived capability.

Self-Determination Theory (SDT)- identifies the core principles underlying sustainable motivation [42; 72]. It is one of the most comprehensive and empirically supported theories of motivation available today [79, p. 248]. In fact, this theoretical perspective has generated a large amount of research in the field of education [47]. SDT is mainly interested in promoting students' curiosity in learning, motivating them to grow their strengths and competencies and improving their level of wellbeing [73]. People are considered as having inherent and deeply

evolved propensities to receive knowledge and develop new skills. However SDT argues that these natural propensities can be either supported or diluted within various social contexts.

The multidimensional view of SDT motivation distinguishes the quantity, amount, or strength of motivation from the quality or type of motivation. SDT suggests that higher levels of motivation do not necessarily lead to more favorable outcomes; the quality of motivation determines the outcomes of one's motivation, for example if the motivation is controlled rather than autonomous in nature, then the expected outcome could be of poor quality [71]. Autonomous regulation involves experiencing a sense of full volition and freedom of choice. Autonomous regulation is when a course of action is felt to be personally important and compatible with the individual's core values. Such a behavior is expected to emerge from the individual's true sense of self, thus being considered as self-determined. In contrast, controlled regulation involves a person feeling pressured or coerced by an external force. When being under control, a person responds to external stimuli on the basis of his or her rigid beliefs that he or she should act as expected. In this sense, individuals feel that they are obliged to do so in order to feel worthy. They could also behave in a certain way because of their expectations of future threats or rewards from external agents [86].

The main tenets of SDT focus on human beings having three inherent psychological needs (PN): relatedness, competence and autonomy [23; 43; 44; 45]. It is assumed that although the factors of basic need satisfaction may be culturally specific, the importance of supporting basic needs holds across all cultural groups [43]. *Relatedness* refers to the need to feel related to others and have the reassuring sense of belonging to a social group. In the case of teacher-student relationship, supporting relatedness means providing acceptance, respect, and a feel of caring to the students [42]. *Competence* is the need to feel that one is effective in performing the requisite actions. Competence and self-efficacy are closely similar while it is clear that many students manage or fail to develop self-efficacy within a given educational setting [54]. *Autonomy* refers to the need to express one's authentic self and to feel that this self is the source of action.

We identified the following gaps in this domain:

- (1) Most previous research on motivation in general has tended to focus on younger learners at schools. Motivation changes with age and human development, and thus cannot be extended to college students. Nearly no studies were found that focused on the motivation of Arab students in higher education as a minority in Israel. Previous studies dealt mainly with attitudes and expectations of Arab trainees; Jewish-Arab relations and multicultural education, challenges in higher education, motivation in choosing the teaching profession, achievement and academic performance, and difficulties of new teachers but did not examine the effects of these conditions on Arab future teachers' motivation. Most of these studies did not address the topic 'motivation' and how these conditions might facilitate or constrain learning;
- (2) Given that cultural influences are relevant to motivation, the findings from past studies on SDT cannot be generalized for Arab student population which forms a minority in the Israeli society. This minority is also characterized as a collective society;
- (3) No comparison has been made between the motivation of Arab future teachers studying in Arab colleges to those studying in mixed colleges. Arab colleges were rarely included in previous studies;
- (4) No intervention program was developed or implemented previously on this unique population.

To try to fulfill these gaps, this study will:

- (1) Investigate the influence of the psychosocial and pedagogical learning context (mixed vs. Arab colleges) on developing learning motivation among Arab future teachers in a mixed method research paradigm;

- (2) Take into consideration the effect of different variables on autonomous and controlled learning motivation. This includes basic variables such as the socio-demographic characteristics, and other variables which are considered important for this specific study and specific learning context (Arab and mixed colleges): Hebrew fluency, future teachers' choices of college type and Special Education Department (CCSE), autonomy support, relatedness, competence, program evaluation and attitudes toward teaching;
- (3) Bring the voices of Arab future teachers in both types of learning contexts;
- (4) Examine whether the positive effects of autonomy support, relatedness, and competence on motivation would be replicated in a college sample;
- (5) Suggest and implement an intervention program for enhancing learning motivation and arousing the autonomous motivation among Arab future teachers.

I belong to the Arab minority in Israel; therefore I am aware of its unique social-cultural context. I personally went through the challenges of the Arab student in higher education, however I succeeded to overcome these challenges. Nowadays, I am a member of the academic staff in teacher training colleges. Being part of this minority, I want to continue to learn and explore from proven successes, in order to improve the education in the Israeli- Arab society. This research can contribute to a comprehensive understanding of the Arab student in order to build support-systems that help improve their achievements and facilitate future teachers' motivation and learning. The results of this research are expected to contribute in drawing guidelines to the profession of pedagogical instructors of Special Education and provide self-criticism to their work in order to empower their role in it.

Chapter 3, "Experimental framework for enhancing the value of psychosocial and pedagogical context in order to develop learning motivation of Arab students future teachers" presents the research field and the tools that have been implemented. It has diagnosed the initial learning motivation among Arab future teachers, and determined the relation between learning context and the learning motivation, in both quantitative and qualitative approaches. An intervention program was suggested and implemented among Arab future teachers from mixed college, followed by post test.

Summary of baseline (quantitative pre-results)- 353 Arab future teachers in Special Education Departments from four academic teacher training colleges in the center of Israel were included in the baseline. The following questions were addressed quantitatively in several statistical methods that were found to be appropriate to analyze the collected data from the questionnaires: (1) Do the autonomous and controlled motivation differ between future teachers from mixed colleges and those from Arab colleges? (2) Do the variables of interest significantly explain the two types of motivation? (3) Does the college type affect the relationship between the variables of interest and the two types of motivation (moderation)?

According to the results, there were no significant differences between the two college types in gender, marital status and income. While for the rest of the socio-demographic variables significant differences were found with weak correlations. Furthermore, future teachers with higher levels of parents' education, and with higher religiosity have lower levels of autonomous motivation. Alexander et al., In [cited 24] argued that parents with more education also have higher expectation for their children's education which facilitate the greater educational attainment for their children. Well educated parents are involved more in their children's education than less educated parents. Richard and David In [cited 24] argued that parental level of education influences parental involvement, support and expectation for their children. In turn these parental involvement, support and expectation influence achievement motivation of adolescents. Thus education, occupation and income of parents are important factor which influence the achievement motivation of children. This finding may be contributed to the future teachers' need to fill their parents expectations. future teachers with higher levels of religiosity have lower controlled motivation, it would be interesting to further investigate this finding.

Arab future teachers in Arab colleges have higher autonomous and controlled motivation than those in mixed colleges. Furthermore, program evaluation and autonomy support are significant in inducing both types of motivation: future teachers that evaluate the department programs more positively as well as future teachers receiving higher levels of autonomy support demonstrate higher motivation. Competence and relatedness are significant only in predicting autonomous motivation. future teachers with higher competence and feeling of relatedness have higher autonomous motivation. This finding is consistent with SDT theory which suggests that autonomous motives, as well as the energy and engagement they induce, are supported by contexts enhancing experiences of *autonomy*, *competence*, and *relatedness* [72]. CCSE is a significant predictor of autonomous motivation. future teachers, who chose to study Special Education freely, were found to have higher autonomous motivation. This finding further supports the concept of the interdependence between autonomy, volition and well-being. Hebrew fluency was not found to be significant in spite of the difficulty in using second language described in the relevant literature [80; 82]. A significant difference was found between the two types of colleges, but the means are very close. Means of predictor variables, and outcome variables were all higher in Arab colleges. future teachers in Arab colleges had higher levels of motivation (quantity) and higher in both motivation types. College type as a moderating factor partly influenced the relationships connecting the variables of interest of the future teachers with their autonomous motivation. According to the regression results, competence, program evaluation and relatedness had higher impacts in mixed colleges, Relatedness had higher impact in mixed colleges, and program evaluation had lower impact in mixed colleges. College type as a moderating factor affected relatedness in controlled motivation regression model. Relatedness had higher impact in mixed colleges.

Qualitative analysis- The following questions were addressed qualitatively by content analysis of the data collected from 9 focus groups, which included a total number of 53 future teachers from mixed colleges and 29 from Arab colleges. Main question- What factors in the learning context future teachers experienced as influencing their learning motivation? And secondary questions: (1) What are the factors that promoted future teachers' choices of college type and Special Education? (2) What are the factors that hindered future teachers' choices of college type and Special Education?

In the FGs future teachers expressed their perceptions and experiences freely, openly, and willingly. Mostly all of them were motivated to take part in FGs, and had a strong desire to share their experiences. They described the new reality in higher education as a reality which is difficult to adapt to. They described facing many academic challenges, and are dealing with an ongoing struggle for survival to the new place pedagogically, culturally, and psychosocially. It seems that Arab future teachers in mixed colleges are more stressed than those in Arab colleges and also reported having lower feelings of autonomy. Overall, in the qualitative results Arab future teachers, in both learning contexts, reported similar choices, expectations, stress, challenges and need for support. However, the later needs were more prominent among future teachers in mixed colleges. This explains the higher means of the predictors and outcome variables.

Future teachers' motivation in both learning contexts is related to several factors. Themes raised from the qualitative analysis highlights the findings and helps in explaining the quantitative part, and assisted in planning and implementing of the following intervention program. The rich picture received from the qualitative analysis of the materials helped in understanding the differences created by the learning contexts.

Intervention program and post results- The intervention focused on examining whether Arab future teachers would be able to productively function in an environment, where SDT components were implemented for challenging academic learning and enhancing autonomous learning motivation. The suggested intervention program (As shown in Fig. 1 below) for

enhancing autonomous learning motivation has a scientific based **principles**: Active methods based on SDT; Consideration of the psychosocial and pedagogical environment of the college; Consideration of individual differences in participants (in the individual meetings); Training instructors and lecturers to implement the experimental conditions and means. These principles are in the basis of the psychosocial and pedagogical conditions and means:

Psychosocial conditions and means- autonomy-supportive learning climates: Autonomy support, and future teachers' perception of staff and lecturers' autonomy support intervention; Enhancing relatedness; Enhancing competence.

Pedagogical conditions and means: Student- centered approach; interactive learning methods; student participation in the learning process: open questions, problem-solving etc.; Implementing a supportive teaching style; future teachers' personal responsibility; Choice; Relevance; Attention.

The intervention suggests six paths of change that help imbed the fulfilling of core PN into the learning climate, based on the tenants of SDT: (1) Ask open questions and invite problem-solving participation; (2) Actively listen and acknowledge students' perspectives; (3) Offer choices within structure including the clarification of responsibilities; (4) Provide honest positive feedback; (5) Reduce forced controls such as rewards and comparisons with others students; (6) Develop abilities and share knowledge to enhance competence and autonomy.

The present intervention aimed to evaluate whether an SDT based intervention was effective in changing future teachers' motivation to become more autonomous within a college context. The intervention group included a treatment group (22 future teachers), and a control group (30 future teachers). It started at March 2014 and lasted till June 2014, sessions were held in college. This short intervention comprised of 10 sessions, I met with the future teachers weekly for about 90 minutes per session (except for the weeks of the holidays). Sessions were educational and experiential in a workshop form, and besides the collective meetings with the 22 future teachers, a small group meetings and individual meetings were held. future teachers were involved in determining the goals and work plan, they were responsible for supervising the progress and self-evaluation processes carried out with my help. Meetings differed from typical lessons in that it was aimed at facilitating future teachers' involvement rather than just learning the course materials.

Main Intervention objective: developing intervention program and examining if there is an effect of the in intervention on future teachers' motivation.

Intervention Questions

1. Do the two groups (treatment and control) differ at T1 and T2, i.e. is there an Intervention effect?
2. Do the two groups (treatment and control) differ in their responses overtime, i.e. is there a Time*Intervention interaction?

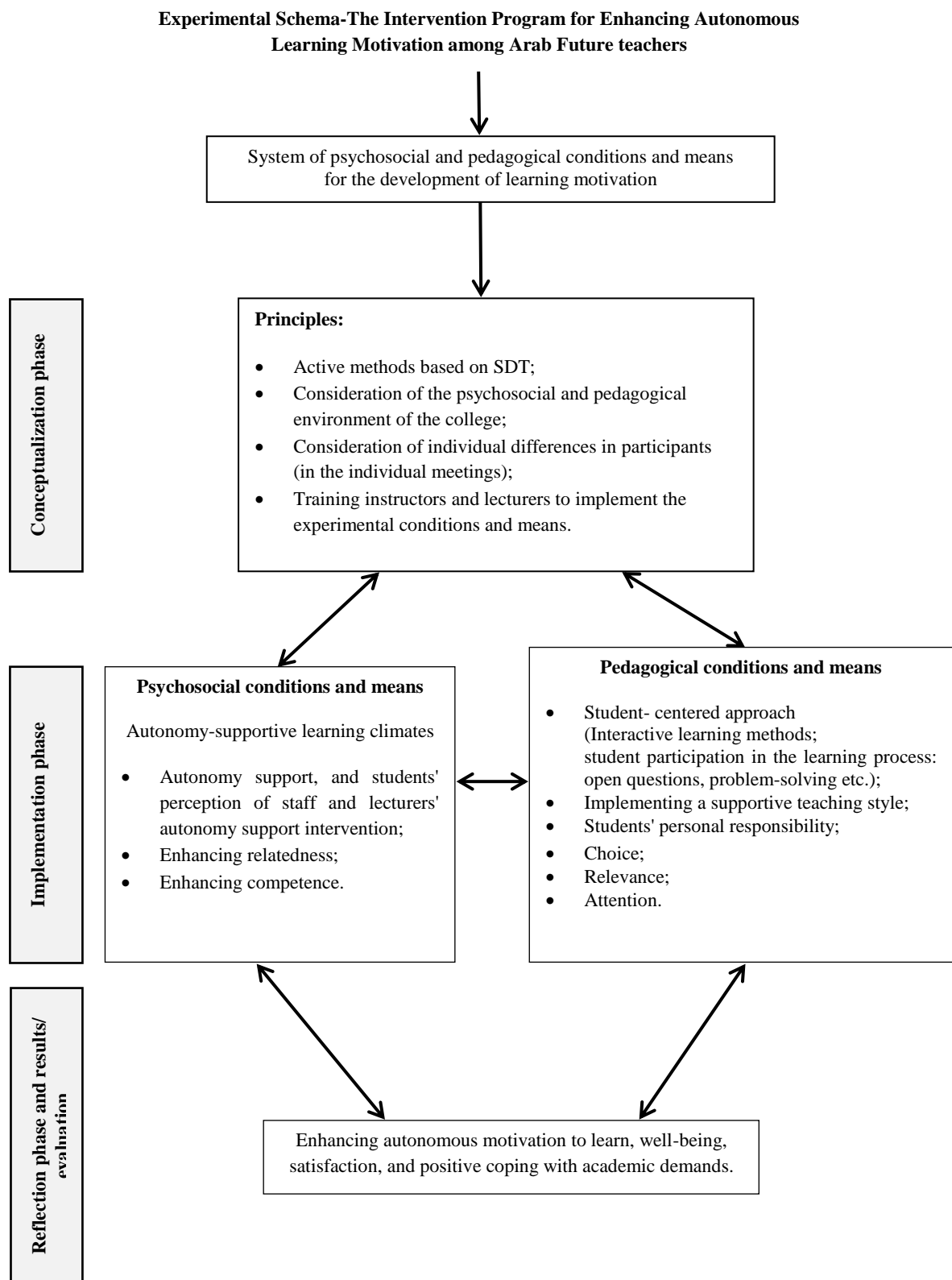


Fig. 1. Experimental schema of the intervention program

Descriptive Statistical Results

Table 1. below presents the descriptive statistics of the two groups (treatment and control) for both types of motivation and at two measurement times (baseline T1 and post T2).

Fig. 2. presents the average and standard deviation of the autonomous and controlled motivation for both groups.

Table 1. Descriptive statistics of the treatment and control groups for autonomous and controlled motivation in the baseline (T1) & post (T2)

	Intervention	N	Mean	Std. Deviation	Std. Error Mean
Autonomous (T1)	Control group	30	3.9333	.55915	.10209
	Treatment group	22	4.0818	.68357	.14574
Controlled (T1)	Control group	30	3.0952	.72294	.13199
	Treatment group	22	3.2792	.66493	.14176
Autonomous (T2)	Control group	30	3.5267	.42825	.07819
	Treatment group	22	4.1318	.49894	.10637
Controlled (T2)	Control group	30	3.0803	.44616	.08146
	Treatment group	22	3.3050	.77712	.16568

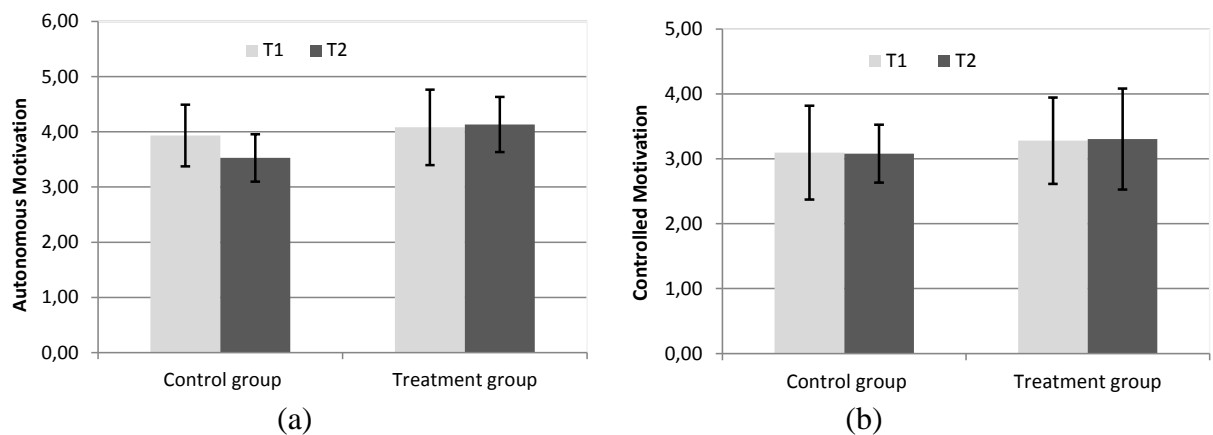


Fig. 2. Descriptive statistics for (a) autonomous motivation; (b) controlled motivation in the baseline (T1) & post (T2).

In order to examine the particular impact of the intervention program on the future teachers' motivation in the two groups (treatment and control), it is essential at first to make sure that the future teachers in the two groups had a similar initial level of motivation before the implementation of the intervention (i.e. at the baseline T1). To test for this an independent t-tests were conducted. The results as shown in Table 2. show that there are no significant differences in the means between the two groups at time T1 for the autonomous (t-test=-0.861; p=0.393) and controlled motivation (t-test=-0.937.; p=0.353). While in time T2 there is a significant difference between the two groups in the autonomous motivation (t-test=-4.694.; p<.0001). Thus, the answer for the first question listed above is that the two groups (treatment and control) do not differ at time T1 but they do differ at time T2 with respect to the autonomous motivation, therefore there is a significant intervention effect on this type of motivation.

Table 2. Independent samples test for autonomous and controlled motivation in the baseline (T1) & post (T2).

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Autonomous (T1)	Equal variances assumed	3.563	.065	-.861	50	.393	-.14848	.17248	-.49492	.19795
	Equal variances not assumed			-.834	39.736	.409	-.14848	.17794	-.50818	.21121
Controlled (T1)	Equal variances assumed	.453	.504	-.937	50	.353	-.18398	.19625	-.57816	.21019

	Equal variances not assumed			-.950	47.397	.347	-.18398	.19370	-.57356	.20560
Autonomous (T2)	Equal variances assumed	.413	.523	- 4.694	50	.000	-.60515	.12891	-.86408	-.34622
	Equal variances not assumed			- 4.584	41.128	.000	-.60515	.13202	-.87174	-.33856
Controlled (T2)	Equal variances assumed	3.980	.052	- 1.317	50	.194	-.22467	.17053	-.56719	.11785
	Equal variances not assumed			- 1.217	31.065	.233	-.22467	.18462	-.60118	.15184

In other words, the results support the assumption that any differences that will be found in the motivation at time T2 is most probably arouse as a result of the intervention program. In order to further investigate this, a repeated measures MANOVA was conducted.

Intervention results: a two-way mixed design (MANOVA):

As stated in this study questionnaires were distributed in two different time points by a margin of 4 months, so a two-time points data exists: baseline and posttest. For each subject in the treatment group there was an attempt to find a subject that is as similar as possible to the subject in the treatment group, and then there were assigned to the control group. The matching was done on matters relevant for the evaluation at hand.

Repeated measures MANOVA test was conducted to test intervention effects on both types of motivation: autonomous and controlled (dependent variables). The results in Table 3. show that there is a significant impact of the intervention (treatment and control) on the autonomous motivation, $F(1, 50) = 9.623$, $p=.003$, but not on the controlled motivation $F(1, 50) = 1.982$, $p=.165$. Fig.3. presents the estimated marginal means of autonomous and controlled motivation for the control and treatment groups.

Table 3. Tests of between-subjects effects (i.e. between control group and treatment group)

Source	Measure	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^a
Intercept	Autonomous	1559.014	1	1559.014	4162.043	.000	.988	4162.043	1.000
	Controlled	1033.232	1	1033.232	1932.775	.000	.975	1932.775	1.000
Intervention	Autonomous	3.604	1	3.604	9.623	.003	.161	9.623	.860
	Controlled	1.060	1	1.060	1.982	.165	.038	1.982	.282
Error	Autonomous	18.729	50	.375					
	Controlled	26.729	50	.535					

a. Computed using alpha = .05

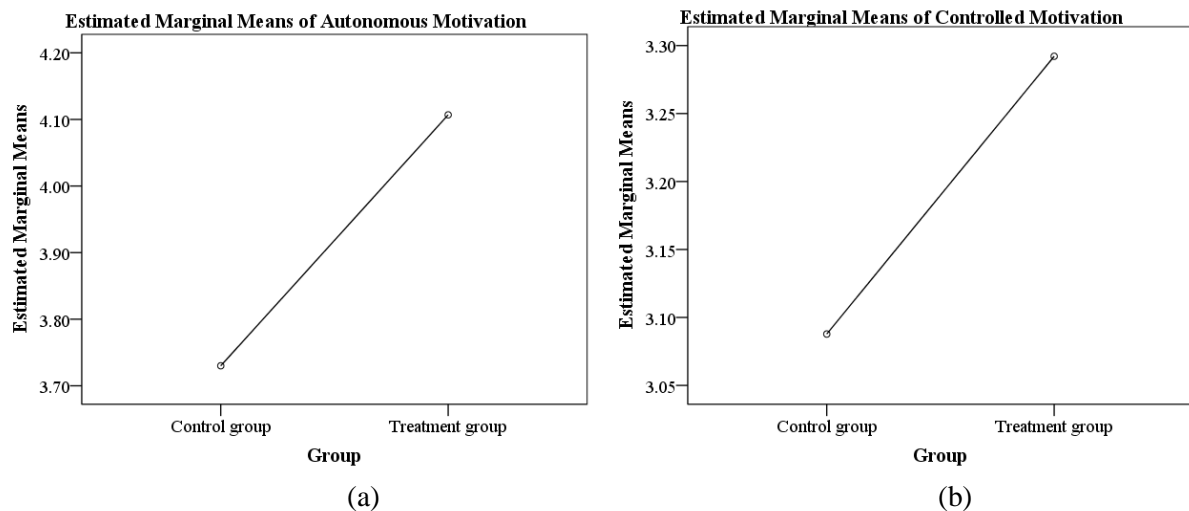


Fig.3. Estimated marginal means of (a) autonomous and; (b) controlled motivation for the control and treatment groups

Tests of within subject contrasts presented in Table 4. showed that there is no significant effect between the two time measurements in both types of motivation, autonomous ($F(1, 50) = 3.774$, $p=.058$) and controlled ($F(1, 50) = 0.002$, $p=.962$), see Fig.4. below. The interaction between time and intervention (treatment and control) was found to have a significant impact on the autonomous motivation ($F(1, 50) = 6.186$, $p=.016$), but not on the controlled motivation ($F(1, 50) = 0.032$, $p=.858$), see also Fig. 5. below.

Table 4. Tests of Within-Subjects Contrasts

Source	Measure	Time	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^a
Time	Autonomous	Linear	.807	1	.807	3.774	.058	.070	3.774	.478
	Controlled	Linear	.001	1	.001	.002	.962	.000	.002	.050
Time * Intervention	Autonomous	Linear	1.323	1	1.323	6.186	.016	.110	6.186	.684
	Controlled	Linear	.011	1	.011	.032	.858	.001	.032	.054
Error(Time)	Autonomous	Linear	10.697	50	.214					
	Controlled	Linear	16.167	50	.323					

a. Computed using alpha = .05

At time T1 the autonomous motivation in both groups (treatment and controlled) were very close without significant difference as was shown in the t-test above, however at time T2, the autonomous motivation for the control group was slightly decreased, while for the treatment group was slightly increased. These results indicate that there was a significant impact of the intervention program in the treatment group for the autonomous motivation. The intervention program had no significant impact on the controlled motivation, this finding should be further investigated in further research.

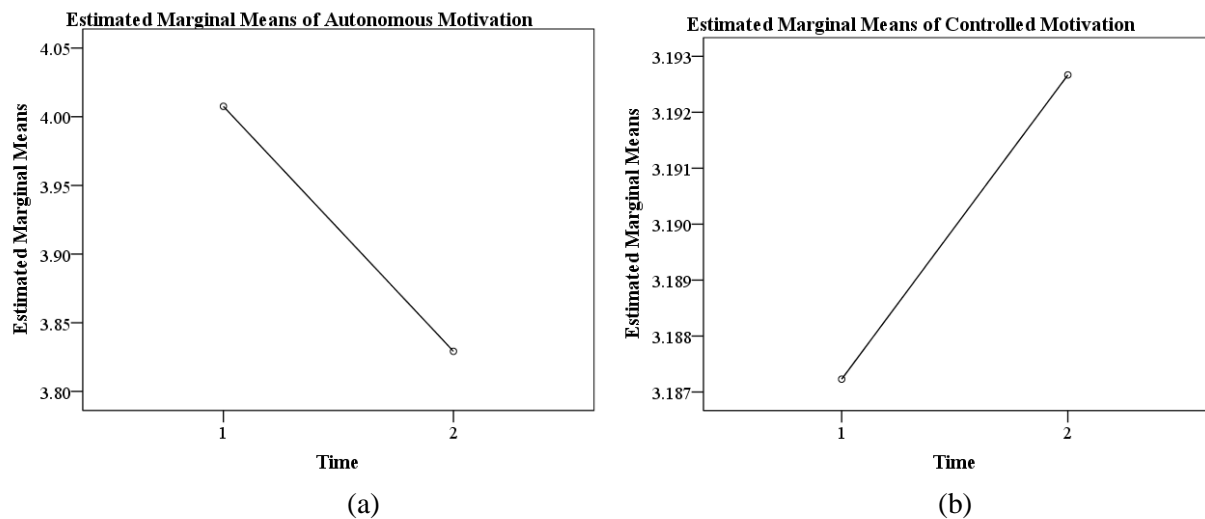


Fig. 4. Estimated marginal means of (a) autonomous and; (b) controlled motivation for baseline (T1) & post (T2).

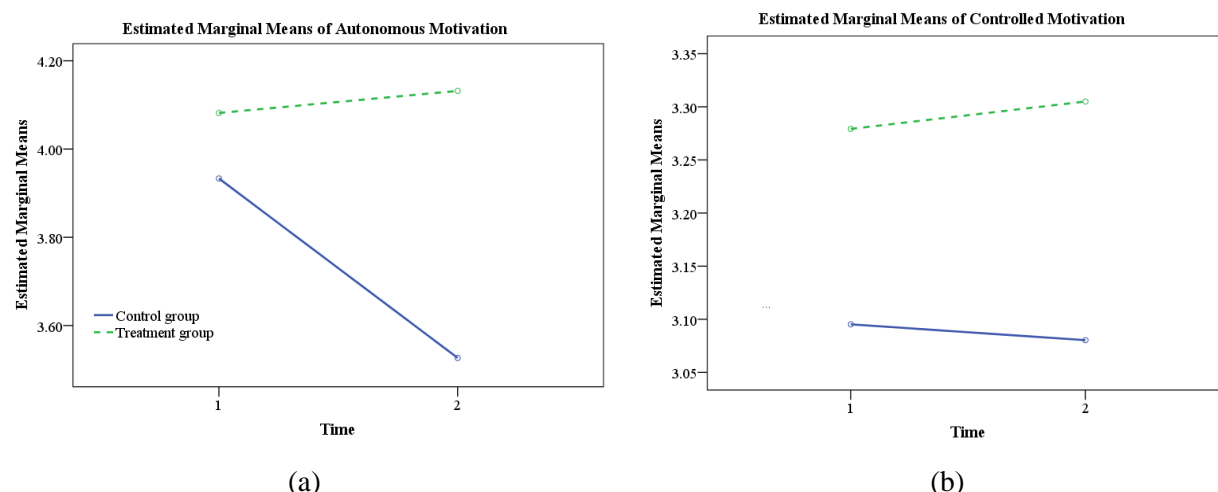


Fig. 5. Estimated marginal means of (a) Autonomous and; (b) controlled motivation in the baseline (T1) & post (T2) for the control group and the treatment group.

Reflection and Evaluation

Individual and group reflections on the process were done in the end of each workshop, "where I progressed, where I want to go, and what is my next step". Furthermore, future teachers' self-reflection were done also after data collection (post questionnaires) in the last meeting.

The future teachers expressed their positive sense of being partners for setting goals, supervision and evaluation of their progress. They expressed a high sense of competence, and were more motivated to perform during lessons, and had the ability to conduct reflective dialogue about their situation. As one student said:

"I feel more competent, I believe more in my abilities to achieve high performances in classes..., the workshops gave me strategies and different methods to deal with the challenges"; "The feedback I received helped me to know exactly what the pluses and what I need to improve, I feel that these talks really helps me work on those specific sides, and see good results"; "The opportunities given to us to express our dilemmas and feelings, discuss incidents from our practical work field, and group sharing made me feel supported and able to overcome frustrating situations and failures. I feel more confident now to express myself in class".

Other students described the positive sense of relatedness to their peers:

"It is now more clear to me how to work and prepare for projects and assignments, and the group work in the workshops helped me feel more motivated to learn with my peers in class", "the support that I got gave me energy and push for more and more success, it was very important to me to feel that I'm worth, and that I can contribute to the discussions in class".

Another student described in a honest and moving way her sense of belonging and relatedness to the group, and her increased feeling of competence:

"I am nowadays much more relieved..., I was very amazed to discover that most students feel the same stress at college...I thought that I suffer alone from the difficulties, and I was ashamed to share those feelings...the workshops helped me to discover my abilities, to gain more faith in myself... and I think that the most important and my biggest profit from those meetings is the new friendships I gained...".

Students described the positive effect of autonomy support on their motivation:

"I knew for whom to turn for support and encouragement, and the feeling that I can share in decision making, having the ability and opportunity to choose the topic assignment, and the partners, including the positive communication, the respect and choice given to me made me feel a sense of a drive".

This study points out that the elaborated scheme which has been experimentally examined determines the level and type of future teachers' learning motivation. The psychosocial

and pedagogical conditions and means enhanced the autonomous motivation of the treatment group. The intervention program will undergo another circle of conceptualization phase taking into consideration the psychosocial and pedagogical environment of each specific faculty and college, and individual differences of the participants, and training instructors and lecturers. Followed by implementation and reflection for enhancing autonomous motivation in order to have motivated teachers in the domain of Special Education and other teaching domains. It can be applied in the educational process in Special Education Departments in teacher training colleges, and adapted to other departments and colleges. Cultural differences may also influence the implementation of the intervention program, therefore adapting the autonomy supportive teaching style, and other psychosocial and pedagogical conditions and means is needed.

Consistent with prior research, the findings of the present study highlight the potential importance of the need for PN support across different learning contexts and settings, and specifically in the case of Arab future teachers. Such results add to a growing body of literature, which suggests that the need for autonomy, competence, and relatedness are cross-culturally significant needs common in various learning environments. Although there might be cultural and institutional differences on how the PN are supported, fulfilled, and expressed, the importance of experiencing satisfaction of these needs seems to be essential for the improvement of future teachers' growth and well-being. An ideal education system would support both future teachers' choices and competences and work in the direction of inspiring a sense of belonging, autonomy and self-regulation. The intervention program, tested in the current study, has suggested ways in which a college could be "healthier", by providing more autonomy support, less pressure, and more frequent quality informative feedback. The results of the intervention program also increase the importance of attending to differences in the means through which the PN can be supported in different learning contexts to promote autonomous learning motivation among future teachers in general, and among Arab future teachers in particular. Therefore, the suggested intervention program should be tested and adapted to each unique learning context before it is applied. The intervention program identified actions that lecturers and pedagogical instructors could implement in their daily teaching work to improve future teachers' self-determination. Independent of the context, these actions could be shifted to a wide-range of educational settings.

As a result of the intervention program the research topic was raised and discussed among college officials, and signs of change were beginning to appear. Issues and ideas aroused such as mentoring project for future teachers who will be accompanied by college students' advisor, social academic counseling, scholarships recruitment assistance to Arab future teachers, including academic difficulties handling academic writing, difficulties in Hebrew and English. In addition to handling the problem of lack of places for training period with the responsible officials in the Ministry of Education.

Lecturers can foster autonomous motivation by sharing enthusiasm for the subject, and making the learning materials more appealing to the future teachers. Showing patience, persistence and understanding with future teachers' various difficulties, which can moderate and reduce the future teachers' resistance in dealing with their own difficulties. Asking interesting questions and facilitating interactive discussions, understand future teachers' needs and develop a good relation, by developing a rapport, one can encourage a sense of social integration, belonging and relatedness. future teachers' autonomy should be taken into consideration when choosing strategies through which future teachers are motivated for learning and achievement [63; 64; 65].

GENERAL CONCLUSION AND RECOMMENDATIONS

This research aimed to develop the educational theory and practice by providing a theoretical and methodological foundation of the psycho-social and pedagogical learning context influence on developing motivation among Arab future teachers. It focused on the development process of Arab future teachers' autonomous motivation who study at the Department of Special Education in two types of teacher training colleges: Arab and mixed colleges.

In the process of relating the research results to the aim and objectives of the research we elaborated the following **general conclusions**:

1. The analysis of the conceptual dimension of the learning context of Arab future teachers and the synthesis of the theoretical literature in this domain allowed us to point out the experiences and the necessities that the educational system in Israel copes with in the process of the initial training of Arab future teachers. This analysis was conducted in order to ensure and foster a generation of teachers and educators, who are able to deal well with the needs of the students and the educational system. Yet, based on the analysis, we noted that this main issue did not receive sufficient attention when addressing Arab future teachers. In other words, researchers in the education field, and policy makers do not pay sufficient attention to the exploration and determination of the unique psychosocial and pedagogical dimensions of the initial training of Arab future teachers which takes place in different learning contexts: Arab and mixed colleges.
2. The analysis of the theoretical framework for enhancing the learning motivation, the definitions of motivation and learning motivation, and the focus on SDT allowed us to clarify, identify and elucidate the effects of specific components of SDT in learning motivation development. The findings showed that Arab future teachers go through different socialization process: academically, pedagogically, psychosocially and linguistically. Therefore, we marked out an obvious need for developing insights regarding the effect of the learning context dimensions on learning motivation of Arab students future teachers. The formation of learning motivation can play a crucial role and affect their professional and personal development, and has deep implications on their ability as future teachers of children with special needs.
3. The comparative analysis of the initial level of motivation pointed out that the means of both the autonomous and controlled motivation were found to be higher in Arab colleges. The examination of predictor factors of autonomous and controlled motivation assisted later in the conceptualization of the intervention program suggested to enhance the autonomous motivation of Arab future teachers from mixed colleges depending on the psycho-social and pedagogical learning context.
4. The Intervention Program For Enhancing Autonomous Learning Motivation among Arab future teachers structured in the basis of the *psycho-social conditions and means*: autonomy-supportive learning climates; autonomy support and future teachers' perception of staff and lecturers' autonomy support intervention; enhancing relatedness; enhancing competence; and of the *pedagogical conditions and means*: student-centered approach; interactive learning methods; student participation in the learning process: open questions, problem-solving etc.; implementing a supportive teaching style; future teachers' personal responsibility (choice; relevance; attention) is functional, applicable and efficient for enhancing autonomous learning motivation and has a positive impact on increasing the efficiency of professional development of future teachers.
5. The experimental validation of the Intervention Program For Enhancing Autonomous Learning Motivation among Arab future teachers demonstrated: that the psycho-social and pedagogical conditions and means enhanced the autonomous motivation of the treatment group; the importance of providing psycho-social and pedagogical learning

conditions in the initial training of future teachers allow them to satisfy their psychological needs for autonomy, relatedness and feeling of competence.

6. The results of research allow to confirm the **scientific problem solved in research** which consists in the theoretical and methodological foundation of developing the learning motivation to Arab future teachers by enhancing the value of the psycho -social and pedagogical learning context that contributed to the improvement of initial training of the Arab students in the educational field.

The elaborated conclusions allow to formulate the following **recommendations**:

Recommendations for mixed colleges

1. Development of educational policy focused on the employment of more Arab academics and give Arabic language a more prominent presence in the public spaces of the college.
2. Promotion of multiculturalism by encouraging the students to be more active in student organizations and committees.
3. Initial training of teachers and policy maker experts in order to develop programs and support systems aimed to help Arab students to deal with the challenges they face especially in the first year of study.

Recommendations for Arab colleges

1. To ensure the quality in the management of the services addressed to students.
2. Creation of student committees that act as representatives of the students, and involve in planning, designing and constructing intervention programs and workshops for enhancing students' learning motivation.

Recommendations for both learning contexts

1. Elaboration of institutional policies that aim to provide support and counseling: individual counseling, study skills training, social mentoring and academic tutoring especially during their first year of study.
2. Formation of intensive study groups (i.e., workshops) programmed for students. These study groups are intended to provide opportunities for participatory learning, social support, social belonging, relatedness, and group problem solving.
3. Development of a support programme for students during the period of initial training focused on enhancing their adaptation and self efficacy skills, personal competence and professional identity fortification.
4. Promotion of a collaborative relation between teacher-student focused on pedagogical and social aspects: empathy, interactive discussions, learn about students' lives and develop a good relation, in order to encourage a sense of social integration, belonging, relatedness and competence.
5. Development of workshops for lecturers and pedagogical instructors in order to improve the training skills, become more student-oriented, more accessible to students and responsive to their needs and concerns.
6. Absorbing more pedagogical instructors and conducting training in smaller groups to improve the quality of training, and strengthening the support which students may receive from their pedagogical instructors.
7. Finding a solution to the problem of teachers' excess in Special Education and lack of jobs and places for the training period. Counselling the students during the training period, which will focus on a possible continuation of professional development that has job opportunities, and new specialties based on the domain of special education.
8. Development of motivational interventions for Arab future teachers, particularly as colleges provide a very different learning context compared to the environment in schools with which they were previously familiar. Students may therefore require extra support to ensure that their motivation remains high and dropout is prevented.

9. Promotion of a multicultural policy at all educational systems in order to provide the Arab minority with the essential tools to deal with the complex reality of the cultural and national uniqueness in Israel.

Recommendations for further research:

1. Development of research areas that are connected to learning motivation from the perspective of multiculturalism promotion in the colleges from Israel, dynamic of students' learning motivation during the studies in colleges; influence of personality factors on Arab future teachers' learning motivation.
2. Extending the research regarding the influence of psycho-social and pedagogical context on enhancing learning motivation among Arab future teachers from the perspective of the predictors factors.
3. Conducting a research on different aspects of the educational system in order to explore the college type contribution (Arab or mixed) in personal and professional development of the students.
4. Promotion and refinement of these recommendations in order to study the effects of long-term intervention programs on motivation.
5. Elaboration and implementation in schools of a programme in order to empower Arab students and reduce their difficulties in higher education.

BIBLIOGRAPHY

1. Andrițchi V. Condiții ale eficacității managementului motivării cadrelor didactice. În: Revista Univers Pedagogic, 2014, nr. 3, p. 19-25.
2. Andrițchi V. Configurații teoretico-praxiologice ale motivației pentru asigurarea calității educației în învățământul preuniversitar. În: Revista Univers Pedagogic, 2013, nr. 3, p. 14-20.
3. Bolboceanu A. Consiliere psihologică pentru orientare și dezvoltare în carieră. Ghid de aplicare. Chișinău, 2014. 93 p.
4. Callo T. Configurații ale educației totale. Chișinău: CEP USM, 2007. 116 p.
5. Callo T. O pedagogie a integralității: teorie și practică. CEP USM, 2007. 171 p.
6. Cojocaru-Borozan M. Cultura emoțională a profesorului. Suport de curs universitar. Chișinău: Tipografia UPSC, 2009. 70 p.
7. Dandara O. Ghidarea și proiectarea carierei în contextul educației permanente. Chișinău: CEP USM, 2012. 227 p.
8. Duhlicher O. Educația interculturală. Implicații în formarea formatorilor. Chișinău: Pontos, 2015, 196 p.
9. Guțu VI., Muraru E., Dandara O. Proiectarea standardelor de formare profesională inițială în învățământul universitar. Chișinău: CEP USM, 2003. 86 p.
10. Guțu VI., Chiriac A. Educația interculturală în învățământul superior. Chișinău: Combinatul Poligrafic, 2008. 208 p.
11. Guțu VI., Problema personalității în educație: specificul abordării și legitățile de formare-dezvoltare. În: Revista „Studia Universitatis Moldaviae”, Seria „Științe ale Educației”, Chișinău: CEP USM, 2014, nr.5(75), p.9-14
12. Guțu VI., Dandara O., Șevciuc M. ș.a. Educația centrată pe cel ce învață. Ghid metodologic. Chișinău, CEP USM, 2009. 132 p.
13. Pâslaru VI. Principiul pozitiv al educației. Chișinău: Civitas, 2003. 320 p.
14. Poștan L. Motivația învățării la vârstele adulte din perspectiva conceptului educației pe parcursul vieții. Teza de doctor în pedagogie. Chișinău, 2007. 165 p.
15. Silistraru N. Valori ale educației moderne. Chișinău: Combinatul Poligrafic, 2006. 176 p.
16. Staricov E. Condiții psihopedagogice de formare a motivației învățării la studenții din domeniul pedagogic. Teza de doctor în pedagogie. Chișinău, 2015. 174 p.

17. Șevciuc M. Abordarea teoretică a formării competențelor profesionale la studenți. În: Revista „Studia Universitas”, Seria „Științe ale Educației”, 2007, №1, p.93-96
18. Șevciuc M. Acțiuni pedagogice orientate spre asigurarea reușitei academice la studenți. În: Univers Pedagogic. Culegere de articole științifice. Chișinău, 2008, №2, p.36-39
19. Șevciuc M. Teoria și practica formării intereselor cognitive la elevi. Culegere de articole științifice „Schimbări de paradigmă în teoria și practica educațională: calea spre constituire a unei școli științifice. Coord. șt. V.Guțu., Chișinău, 2008, p.51-60.
20. Șevciuc M. Didactica universitară: studii și experiențe (coord.). Chișinău, Centrul Editorial-Poligrafic al USM, 2011, 294 p.
21. Базель Л. Педагогические условия формирования мотивов изучения иностранных языков в лицее. Диссертация на соискание ученой степени доктора педагогических наук, Кишинев, 2006. 164 стр.
22. Abu-Asbeh K. Arab Education in Israel: Between the Discourse of Struggling Identity and Low Achievement. Adalah's Newsletter, 2009, vol. 63, p. 1-3.
23. Abu-Rabia S. Towards a Secondlanguage Model of Learning in Problematic Social Contexts: the case of Arabs learning Hebrew in Israel. Race Ethnicity and Education, 1999, 2:1, p. 109-126.
24. Acharya N., Joshi S. Influence of parents' education on achievement motivation of adolescents. Indian Journal Social Science Researches, 2009, 6(1), p. 72-79.
25. Agbaria A. Rehabilitation policies in the Arab Teachers College in Israel and identity entitlements. Al- Karma, Jerusalem: David Yellin Academic College, 2009, 6, p. 9-33. (In Arabic).
26. Agbaria A. Arab Teacher Training in Israel: Overview and Policy Recommendations. Dirasat, Nazareth, 2010.130 p. (In Arabic).
27. Agbaria A. Totri M. Adaptation of Arab students in Hebrew teacher training colleges. Dirasat, Nazareth, 2010, p. 53-62. (In Arabic).
28. Agbaria Q. A. Self-Efficacy and Participation in Choosing the Teaching Profession as Predictors of Academic Motivation among Arab Student's Girls. Australian Journal of Teacher Education, 2013, 38.3, p. 75-91.
29. Al-Haj M. Social research on family lifestyle among Arabs in Israel. Journal of Comparative Family Studies, 1989, 20.2, p. 175-195.
30. Al-Haj M. Jewish- Arab encounter at university of Haifa. Jewish Arab center. University of Haifa, 1995.
31. Al-Haj M. Education among Arabs in Israel. Control and Social Change. Jerusalem: Magnes, 1996 (In Hebrew).
32. Al-Haj M. Adjustment problems of Arab and Jew students in Haifa University. Tracking Survey. Multiculturalism Center: University of Haifa, 2002. (In Hebrew).
33. Al-Haj M. Multiculturalism in deeply divided societies: The Israeli case. International Journal of Intercultural Relations, 2002, 26.2, p. 169-183.
34. Al-Haj M., Rosenfeld H. Arab local government in Israel. Boulder, CO: Westview Press, 1990.
35. Bandura A. Self-efficacy. In: V.S. Ramachaudran (Ed.). Encyclopedia of human behavior, New York, NY: Academic Press, 1994, vol.4, p.71-81.
36. Bandura A. Self-efficacy in Changing Societies, Cambridge University Press, 1997. 352 p.
37. Bandura A. Self-efficacy: The exercise of control. New York: Freeman, 1997. 604 p.
38. Bar-Shalom Y., Diab K., Rousseau A. Sowing the seeds of change: educating for diversity in the context of teacher training at an academic college of education in Jerusalem. Intercultural Education, 2008, 19.1. p.1-14.

39. Ben-Raphael A. Multicultural and Multilingual in Israel. In Sh' Israel (Editor), *Speaking Hebrew: Research in spoken language and various linguistic in Israel*, Tel-Aviv: Tel-Aviv University, 2002, p. 67-84. (In Hebrew).
40. Bishara A. Issues of identity. In A. Bishara (Editor), *between the self and we- constructing identities and Israeli identity*, Jerusalem. Van Leer Institute and Kebotz meohad, 1999, (In Hebrew).
41. Boimel Y., Zeavi E., Totri M. What do Jewish and Arab students learn from each other? Research and Evaluation. Tivon, Oranim College, 2009. 58 p. (In Hebrew).
42. Deci E.L., Ryan R.M. *Intrinsic Motivation and Self-Determination in Human Behavior*. New York: Plenum Press, 1985. 372 p.
43. Deci E.L., Ryan R.M. The 'what' and 'why' of goal pursuits: Human needs and the self-determination of behavior. In: *Psychological Inquiry*, 2000, no.11, p.227-268.
44. Deci E.L., Ryan R.M. Facilitating optimal motivation and psychological well-being across life's domains. *Canadian Psychology*, 2008, no.49, p.14-23.
45. Deci E. L., Ryan R. M., Schultz P. P., Niemiec C. P. Being aware and functioning fully: mindfulness and interest-taking within Self-Determination Theory. *Handbook of Mindfulness: Theory, Research, and Practice*. New York: Guilford, 2015.
46. Deci E. L., Schwartz A. J., Sheinman L., Ryan R. M. An instrument to assess adults' orientations toward control versus autonomy with children: Reflections on intrinsic motivation and perceived competence. *Journal of educational Psychology*, 1981, 73.5, p. 642-650.
47. Deci E.L., Vallerand R.J., Pelletier L.G., Ryan R.M. Motivation and education: The self-determination perspective. In: *Educational psychologist*, 1991, no.26(3-4), p.325-346.
48. Diab K., Bar-Shalom Y. Dancing between Integration and Exclusion: Voices of Arab Teachers and Students at an Israeli Teachers College. *International Journal of Diversity in Organizations, Communities & Nations*, 2007, 7(4), p.147-156.
49. Diab K., Daas R. The Arab education and learning system in Israel: Persistent gaps in the shadow of demand for social equality. *El-Karma*, 2013, (8-9), p. 7-43 (In Arabic).
50. Diab K., Mi'ari M. Collective identity and readiness for social relations with Jews among Palestinian Arab students at the David Yellin Teacher Training College in Israel. *Intercultural Education*, 2007, 18.5, p. 427-444.
51. Diab K., Mi'ari M. Motives of Arab students in attending teacher training institutes and its' effect on their professional development. *El-Karma*, 2009, (6-7), p. 90-128 (In Arabic).
52. Dwairy M. Foundations of psychosocial dynamic personality theory of collective people. *Clinical Psychology Review*, 2002, 22.3, p. 343-360.
53. Dwairy M., Jagelman J. *Cross-cultural counseling: the Arab-Palestinian case*. New York: Haworth press, 1998. 252 p.
54. Dweck, C. *Self-theories: Their role in motivation, personality, and development*. Psychology Press, 2000. 195 p.
55. Feinman-Nemser S. From preparation to practice: Designing a continuum to strengthen sustains practice. *Teachers College Record*, 2001, 10, (6), p. 1013- 1055.
56. Green L., Foster D. Classroom intrinsic motivation: Effects of scholastic level, teacher orientation, and gender. *The Journal of Educational Research*, 1986, p. 34-39.
57. Hai A. Higher Education for Arab Citizens of Israel Realities, Challenges and New Opportunities. Inter-Agency Task Force on Israel: Arab issues, 2012. 25 p.
58. Haidar A. *The book of Arab society in Israel: population, society, economy*. Jerusalem: Van- ler institute, KM publisher, 2005, 239 p. (In Hebrew).
59. Ilaiyan S., Zedan R., Torin Z. Motives in choosing the teaching profession among Arab teaching students. *Dapeem*, 2007, 44, p. 123-147 (In Hebrew).

60. Jarjoura B., Learning motivation: A self-determination theory perspective. În: Studia Universitatis, Seria Științe ale Educației, 2014, Nr.5(75), p.97-101 (0,5 c.a.).
61. Jarjoura B., Intrinsic motivation and extrinsic motivation. În: Studia Universitatis, Seria Științe ale Educației, 2014, Nr.9(79), p. 196-199 (0,28 c.a.).
62. Jarjoura B., College Choices among Arab Future teachers Between Intrinsic and Extrinsic Motivation. În: Didactica Pro..., 2014, Nr.5-6 (87-88), p.24-29 (0,7 c.a.) ISSN 1810-6455.
63. Jarjoura B., Developing Learning motivation in Teacher Training: The Israeli-Arab Case. În: Studia Universitatis, Seria Științe ale Educației, 2015, Nr.5 (85), p.138-145, ISSN 1857-2103.
64. Jarjoura B., Developing Learning motivation among Arab Students in Arab Colleges and Mixed Colleges, Athens: ATINER'S Conference Paper Series, No: HUM2015-1373, 2015. 22 p.
65. Jarjoura B., Enhancing Learning motivation among Arab Future teachers in Arab and Mixed Colleges. Athens Journal of Education, 2015, vol. 2 (4), p. 359- 382.
66. Lev-Ari L., Laron D. Intercultural learning in graduate studies at an Israeli college of education: Attitudes toward multiculturalism among Jewish and Arab students. Higher Education, 2014, 68.2, p.243-262.
67. Peleg R., Raslan Sh. The evaluation of teacher training of minorities in Oranim College: multiculturalism model or uniform. Tivon: Oranim College, 2003. 126 p. (In Hebrew).
68. Pintrich P. R. A motivational science perspective on the role of student motivation in learning and teaching contexts. Journal of educational Psychology, 2003, 95.4, p.667-686.
69. Pintrich P. R., Zusho A. Student motivation and self-regulated learning in the college classroom. The scholarship of teaching and learning in higher education: An evidence-based perspective. Springer Netherlands, 2007, p. 731-810.
70. Ryan R.M. Motivation and the organization of human behavior: Three reasons for the reemergence of a field. In: R.M. Ryan (Eds.). The oxford handbook of human motivation, Oxford University Press, Inc. 2012, p.3-10.
71. Ryan R.M., Deci E.L. Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. In: American Psychologist, 2000, no. 55(1), p.68-78.
72. Ryan R.M., Deci E.L. Intrinsic and extrinsic motivations: Classic definitions and new directions. In: Contemporary educational psychology, 2000, no. 25(1), p.54-67.
73. Ryan R.M., Lynch M.F., Vansteenkiste, M. & Deci, E. Motivation and Autonomy in Counseling, Psychotherapy, and Behavior Change: A Look at Theory and Practice. In: The Counseling Psychologist, 2011, no.39 (2), p.193-260.
74. Ryan R.M., Weinstein N. Undermining quality teaching and learning – A self-determination theory perspective on high-stakes testing. In: Theory and research in education, 2009, no.7(2), p. 224-233.
75. Saada N. The correlation between self-regulated learning and teacher self-efficacy among students of education in Arab colleges in Israel. Mofet Institute, 2007. 51 p. (In Hebrew).
76. Saada N. The relationship between self-esteem and motivational orientation in learning among Arab adolescents' students in Israel. Jameaa, 2009, 13, p. 375-406 (In Hebrew).
77. Samoha S. Israel's regime: Civil democracy, non-democracy or ethnic democracy? Israel sociology, 2000, B (2), p. 565-630 (In Hebrew).
78. Schunk D.H., Pintrich, P.R., & Meece, J.L. Motivation in Education. Theory, Research, and Applications. Pearson, Merrill Prentice Hall, 2008. 433 p.
79. Sela O. Resesi N. The Hebrew college for teacher training as a melting pot for the academic integrity of the Arab education in Israel. In A. Agabaria (Eds.), Teacher Education in the Palestinian Society in Israel -Institutional Practices and Education Policy, Resling publishing, Israel, 2013, p. 235-256. (In Hebrew).

80. Shavev M., Benshtain N., Ston A., Poden A. Pluralism and equal opportunity in higher education- Expanding Arab, Druze and cherkessians access to Academy in Israel. Professional staff report of Planning & Budgeting Committee, Council for higher education, 2013. (In Hebrew).
81. Skinner E. A., Belmont M. J. Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. *Journal of educational psychology*, 1993, 85.4, p. 571-581.
82. Spolsky B., Shohamy E. G. The languages of Israel: Policy, ideology, and practice. No. 17. *Multilingual Matters*, 1999. 299 p.
83. Toren Z., Iliyan S. The problems of the beginning teacher in the Arab schools in Israel. *Teaching and Teacher Education*, 2008, 24.4, p. 1041-1056.
84. Totri M. Arab students and the degree of absorption in teacher training college. Authority for Research and Evaluation. Tivon. Oranim College, 2009. 52 p. (In Hebrew).
85. Totri M. Jewish college policy towards Arabs students' absorption. In A. Agabaria (Eds.), *Teacher Education in the Palestinian Society in Israel -Institutional Practices and Education Policy*, Resling publishing, Israel, 2013, p. 257-274. (In Hebrew).
86. Williams G. C., Minicucci D. S., Kouides R. W., Levesque C. S., Chirkov V. I., Ryan R. M., Deci E. L. Self-determination, smoking, diet and health. *Health Education Research*, 2002, 17(5), p. 512-521.
87. Ying Y. W., Lee P. A., Tsai J. L., Hung Y., Lin M., Wan C. T. Asian American college students as model minorities: An examination of their overall competence. *Cultural Diversity and Ethnic Minority Psychology*, 2001, 7.1, p. 59-74.
88. Zeidner M. Sources of academic stress: the case of first year Jewish and Arab college students in Israel. *Higher Education*, 1992, 24.1, p. 25-40.
89. Zimmerman B.J. Self-Efficacy: An Essential Motive to Learn. In: *Contemporary Educational Psychology*, 2000, no.25, p.82-91.

Webliography

90. Ariav T. Higher Education Council's decision dated 21.11.2006 Entitled "Guidelines for teacher training in higher education in Israel" Report "Ariav Committee. Jerusalem: Council for Higher Education, 2006. <http://cms.education.gov.il> (downloaded in 14.10.2013).
91. CBS. Statistical Abstract of Israel: 2.1 – Population estimates by population group, 2012. http://www.cbs.gov.il/shnaton63/st02_01.pdf (downloaded in 30.7.2013).

ANNOTATION

**Jarjoura Basma, „The influence of the psycho-social and pedagogical context on learning motivation of Arab future teachers in Arab and mixed colleges from Israel”
Doctoral Thesis in Pedagogy, Chişinău, 2016**

Thesis structure: introduction, three chapters, conclusions and recommendations, bibliography - 221 titles, 8 appendixes, 175 pages basic text, 22 figures, 26 tables. The main content of the thesis is published in 6 scientific publications and 3 scientific conferences.

Keywords: Learning motivation, autonomous motivation, controlled motivation, self-determination theory (SDT), Arab future teachers (future teachers), Arab colleges, mixed colleges, Department of Special Education.

The research domain: refers to Higher Education Pedagogy.

The aim of the research is the theoretical and methodological foundation of the influence of the psycho-social and pedagogical context on learning motivation of Arab future teachers in Arab and mixed colleges from Israel.

The research objectives are to: (1) Analyze the conceptual dimension of the learning context to Arab future teachers; (2) Approach the theoretical framework of the learning motivation development; (3) Identify the initial level of development of learning motivation (autonomous and controlled) from Arab future teachers from Arab and mixed college; (4) Determine the relation between learning context and the learning motivation of Arab future teachers; (5) Develop and validate experimentally the Learning Motivation Development Program for Arab future teachers.

The scientific novelty and originality of the research: through the theoretical-experimental research process the concepts of motivation and learning motivation were actualized; The particularities of autonomous and controlled motivation of Arab future teachers depending on the psychosocial and pedagogical context of learning (Arab and mixed colleges) were established; An Intervention Program for developing Arab future teachers' autonomous learning motivation was developed.

The scientific problem solved in research consists in the theoretical and methodological foundation of developing the learning motivation to Arab future teachers by enhancing the value of the psycho-social and pedagogical learning context that contributed to the improvement of initial training of the Arab students in the educational field.

The theoretical value of the research refers to the theoretical foundation of the learning context in the initial training of the Arab future teachers, focusing on the psychosocial and pedagogical dimension, especially on:

- Approaching the Arab future teachers' learning motivation from two different college types (Arab and mixed colleges) as a dimension of the efficient initial professional training;
- Valuing Self-Determination Theory in the professional training of Arab future teachers in Israel depending on the psychosocial and pedagogical context of learning and teaching.

The applicative value of the research is determined by experimental implementation of the Intervention Program focused on the development of the autonomous learning motivation among Arab future teachers in Israel; by highlighting the educational and professional initial training of the Arab future teachers in the basis of the elaborated Program focused on psychosocial and pedagogical dimension of learning; the elaborated Program could serve as a model to other intervention programs in order to develop the learning motivation to future teachers in general, and to Arab future teachers in particular.

Implementation of scientific results was conducted based on experimental research and through presentations at international scientific conferences, scientific publications and practical activities involving future teachers.

ADNOTARE

Jarjoura Basma, „*Influența contextului psihosocial și pedagogic asupra motivației învățării la studenții arabi, viitoare cadre didactice, în colegiile arabe și mixte din Israel*”,
Teză de doctor în pedagogie, Chișinău, 2016

Structura tezei: introducere, trei capitole, concluzii generale și recomandări, bibliografie din 221 titluri, 6 anexe, 175 de pagini text de bază, 22 figuri, 26 tabele. Conținutul principal al tezei este reflectat în 6 lucrări științifice și 3 conferințe științifice.

Cuvinte cheie: motivația învățării, motivația intrinsecă, motivația extrinsecă, teoria autodeterminării (TSD), studenți arabi, colegii arabe, colegii mixte.

Domeniul de cercetare: Pedagogia universitară

Scopul cercetării constă în fundamentarea teoretică și metodologică a influenței contextului psihosocial și pedagogic al învățării asupra motivației la studenții arabi, viitoare cadre didactice în colegiile arabe și mixte din Israel.

Obiectivele de cercetare: (1) analiza cadrului teoretic al dezvoltării motivației învățării; (2) analiza dimensiunii conceptuale a contextului de învățare la studenții arabi; (3) identificarea nivelului inițial al dezvoltării motivației învățării (autonome și controlate) la studenții arabi din colegii arabe și mixte; (4) determinarea relației dintre contextul de învățare și motivația învățării la studenții arabi; (5) elaborarea și validarea experimentală a Programului de dezvoltare a motivației învățării la studenții arabi, viitoare cadre didactice pentru învățământul special.

Noutatea și originalitatea științifică a cercetării este obiectivată de actualizarea conceptelor de motivație și motivație a învățării; fundamentarea teoretică a particularităților motivației autonome și controlate în funcție de contextul psihosocial și pedagogic al învățării studenților arabi din colegii arabe și mixte; elaborarea Programului de intervenție de dezvoltare a motivației autonome de învățare la studenții arabi, viitoare cadre didactice.

Problema științifică importantă soluționată în domeniu constă în fundamentarea reperelor teoretice și metodologice de formare a motivației învățării la studenții arabi prin valorificarea contextului psihosocial și pedagogic, care au contribuit la eficientizarea pregătirii profesionale inițiale a studenților arabi în domeniul educațional.

Semnificația teoretică a cercetării constă în fundamentarea teoretică a contextului de învățare în formarea profesională inițială a studenților arabi din Israel, cu accent pe dimensiunea psihosocială și pedagogică susținută de:

- abordarea motivației învățării a studenților arabi din Israel din diferite medii educaționale (colegii arabe și mixte), ca dimensiune a eficienței formării profesionale inițiale;
- valorificarea teoriei auto-determinării în formarea profesională a studenților arabi din Israel în funcție de contextul psihosocial și pedagogic al învățării.

Valoarea aplicativă a cercetării constă în implementarea Programului de intervenție experimental, axat pe dezvoltarea motivației autonome de învățare a studenților arabi din Israel; conturarea, în baza Programului elaborat, cu accent pe dimensiunea psihosocială și pedagogică a învățării, a traseului educațional și de formare profesională inițială a studenților arabi, ca și comunitate minoritară din Israel. Programul elaborat poate servi drept model pentru alte programe de intervenție, în vederea dezvoltării motivației învățării la studenți, în general, și la studenții arabi viitoare cadre didactice, în particular.

Implementarea rezultatelor cercetării s-a realizat în baza cercetării experimentale; prin comunicări la conferințe științifice internaționale, publicațiilor științifice, a activităților practice cu studenții, viitoare cadre didactice.

АННОТАЦИЯ

Жаржоура Басма, «Влияние психосоциального и педагогического контекста на мотивацию обучения у арабских студентов будущих учителей из арабских и смешанных колледжей Израиля»

Диссертация на соискание ученой степени доктора педагогических наук, Кишинэу, 2016

Структура диссертации: введение, три главы, общие выводы и рекомендации, библиография из 221 источников, 8 приложений, 175 страниц основного текста, 22 рисунков, 26 таблиц. Результаты исследования опубликованы в 9 научных работах.

Ключевые слова: мотивация обучения, внутренняя мотивация, внешняя мотивация, Теория самоопределения, арабские студенты, арабские колледжи, смешанные колледжи.

Область исследования относится к педагогике высшего образования

Цель исследования заключается в теоретическом и методологическом обосновании влияния психосоциального и педагогического контекста на мотивацию обучения у арабских студентов, будущих учителей из арабских и смешанных колледжей Израиля.

Задачи исследования: (1) рассмотреть концептуальные аспекты контекста обучения арабских студентов; (2) проанализировать теоретические подходы к исследованию развития мотивации обучения; (3) выявить первичный уровень развития мотивации обучения (внутренней и внешней) у арабских студентов из арабских и смешанных колледжей; (4) выявить связь между контекстом обучения и мотивацией обучения у арабских студентов; (5) разработать и экспериментально апробировать Программу развития мотивации обучения у арабских студентов, будущих учителей.

Научная новизна и оригинальность исследования заключается в актуализации понятий мотивация и мотивация обучения; теоретическом обосновании особенности внутренней и внешней мотивации в зависимости от психо-социального и педагогического контекста обучения арабских студентов из арабских и смешанных колледжей; разработки Программы развития внутренней мотивации обучения у арабских студентов.

Научная проблема, решенная в данном исследовании заключается в обосновании теоретических и методологических основ развития мотивации обучения у арабских студентов учитывая психосоциальный и педагогический контекст обучения, что способствовало более эффективной профессиональной подготовке арабских студентов в области образования.

Теоретическая значимость исследования заключается в теоретическом обосновании контекста обучения в профессиональном формировании арабских студентов из Израиля, в зависимости от психосоциального и педагогического контекста основываясь на:

- рассмотрение мотивации обучения арабских студентов из Израиля с точки зрения образовательной среды (арабских и смешанных колледжей), как основы эффективности начального профессионального формирования;
- рассмотрение теории самоопределения в начальном профессиональном формировании арабских студентов из Израиля в зависимости от психо-социального и педагогического контекста обучения.

Практическая значимость исследования обусловлена внедрением Программы развития мотивации обучения у арабских студентов, основываясь на развитии внутренней мотивации обучения; определение, в зависимости от разработанной программы с учетом психосоциального и педагогического контекста обучения, более эффективного направления начального профессионального формирования арабских студентов, будущих учителей как меньшинственного сообщества Израиля. Разработанная Программа может служить моделью развития мотивации обучения студентов в целом и у арабских студентов будущих учителей, в частности.

Внедрение результатов исследования осуществлялась в реальной образовательной практике, они были обсуждены на научных конференциях, а также были представлены в научных публикациях.

JARJOURA BASMA

**THE INFLUENCE OF THE PSYCHO-SOCIAL AND
PEDAGOGICAL CONTEXT ON LEARNING MOTIVATION OF
ARAB FUTURE TEACHERS IN ARAB AND MIXED
COLLEGES FROM ISRAEL**

SPECIALITY 533.01- HIGHER EDUCATION PEDAGOGY

Doctoral thesis abstract in pedagogy

Approved to printing: 04/05/2016

Offset paper. Offset printing.

Number of characters: 1,8

Paper format 60x84 1/16

Edition 50 ex.

Order no. 40/16

Editorial-Polygraph Center of the State University of Moldova
Str. Alexei Mateevici, 60, Chisinau, MD-2009