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Testing the Efficacy of a Counselling Intervention: Facilitating the motivation to learn among Arab high school students and teachers in Israel

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Abstract

The motivation of students to learn is one of the most investigated topics in education. Abu Asba (2007) and Assor (2005) have tried to understand the basic factors that enhance motivation and how both teachers and students can benefit from enhancing the motivation to learn. There has been no research that has contributed to the study of motivation in Israeli Arab high schools. The main purpose of the current study was to examine the processes elicited by a counselling intervention designed to enhance motivation, to improve self-image, school climate and student-teacher achievements of high-school students.

Thirty students from five 10th grade classes and thirty-five teachers participated in the study. One of the research aims was to formulate a strategy teachers can use when attempting to motivate their students. The study found that it is difficult for teachers to arouse students' intrinsic motivation to learn in a cultural and educational system where motivation to learn is extrinsically controlled. The study also found that motivation to learn increased after students and teachers participated in a counselling intervention program. When students' motivation to learn was elicited, student engagement with the learning processes was enhanced. The findings showed that student and teacher motivation grew and developed when student and teacher self-images improved. Strategies to improve teacher and student self-images included the implementation of teacher training on the subject of learning styles and on the use of relevant instructional styles and the training of educational teams to address teacher and student motivation.
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Chapter 1: Introduction

Educational motivation studied in Israel mainly in the context of primary and secondary school systems, in the Jewish sector. Therefore, an ever widening gap exists between the needs of the Arab educators in the field and the academic research community as far as the motivational research is concerned. The actual field practice in the Israeli Arab high schools lacks a much needed evidence base regarding the student’s motivation to study and the teacher’s motivation to teach (Abu-Asba, 2007; Assor 2005; Kaplan, 2005; Yogev, 2002).

Motivation plays a critical role in learning since it effects the readiness of students and teachers to participate in learning (Assor, 2005; Altermatt and Pomerantz, 2003). Two types of motivation were recognised in the literature: intrinsic motivation whose processes are internally controlled by the learner, and extrinsic motivation whose locus of control is external to the individual (Assor 2005). According to several authors, students learn better when there is equilibrium between the school objectives and the student objectives, the student's learning results, his goals and motivation (Ruth, Assor, Niemiec, Ryan and Deci, 2009; Yogev, 2002). The research findings of Yogev (2002) and Ryan and Deci (2009) were born out by my personal experiences. During the nine years that I worked as an educational counselor in Israeli Arab schools, providing systemic support and group and individual counselling sessions with students and teachers, I have observed how the dynamic of motivation influences the student learning processes and the teacher instructional styles. For example, students who were eager to come to school generally had higher levels of motivation to learn and were able to demonstrate higher academic achievement. Similarly, teachers that appreciated their role as teacher, “loved their jobs”, albeit were motivated to go to work, were able to create a teaching environment that inspired and motivated their students (Franken, 2006). As an educational counsellor I have been interested in discovering what motivates students to come to school with a strong desire to learn and what, other than their salary, influences teachers to choose their career and create a stimulating learning environment.

The emergent objective of this research became: conceiving and perfecting a counselling intervention designed to increase student and teacher internal motivation. In order to develop this intervention, theories of motivation and their relationship to
learning were investigated. The differences between intrinsic and extrinsic motivation were explored and an understanding of how motivation can influence learning was brought to bear on the design. Furthermore, this research examined how and which processes contributed to the motivation to learn, and how these motivational processes were nurtured by the development of the school’s and the classroom's educational climate. For the purpose of this research educational climate is a term that represents the values and norms that govern student engagement with the learning processes and the quality of support students and teachers receive during the creation of learning outcomes (Goddard, Goddard, Kim and Miller, 2015; Murphy and Torre, 2014; Murphy and Torre, 2014; Bakar, Sulaiman and Rafaai, 2010; Fulmer and Frijters, 2009; Cohen, McCabe, Michelli and Pickeral, 2009).

1.1 The research questions

The research questions were:
In what ways did a counselling intervention affect the growth and development of the motivation to learn among participating students?
How can the school/class climate be improved?
How were the processes of growth and development of self-image affected among students experiencing a counselling intervention?
How can the quality of student-teacher learning outcomes (achievements) be improved?
What are the manifestations of the students motivation to learn among high school students who had experienced a counselling intervention – A teacher’s perspective?
How can learning environments be adapted so that they support students learning styles and strategies?
In what ways does the student’s Major Concentration affect student learning and the way other students see him?
How does a student give voice to his plans, his dreams and his aspirations for the future?

1.2 Research aims

The main research objective of this research was to test the efficacy of a counselling intervention designed to enhance the internal motivation to learn of high school students and the internal motivation of teachers to teach. The findings of the research
were expected to contribute to the following areas of interest in the Israeli Arab community: provide knowledge on the educational environment of the Israeli Arab populations; provide insights on how the internal motivation for learning could be increased among students and how the internal motivation to teach among teachers could be increased. The findings would provide insights regarding teaching strategies to be used so that students’ academic achievements can be improved: and, would show how the percentage of qualified students taking the standardised matriculation exams in Israel could be increased.

The research findings would create a model to be used in teacher training colleges in order to help young teachers elicit, maintain and grow levels of internal motivation to learn from their students. The model will also train teachers how to grow and develop high level of intrinsic motivation amongst themselves.

1.3 The research field

The current study investigated, following a counselling intervention, the growth and development of motivational processes, school and class climate, student and teacher self image, the choice of learning and teaching strategies in a high-school in an Arab village in Israel. The research participants were students and teachers from the Arab educational community of Israel.

The research participants were chosen from an Israeli Arab village with a population of 12,500.

Teacher's

The participating teachers were educational staff members from the village high school. I served as the educational counselor in the school. All education staff members come from similar socio-economic and religious backgrounds. Each staff member had completed a Bachelors or Master’s degree in education. One member had earned a doctoral degree. Thirty-five out of forty-five teachers from the village agreed to participate in the current research. Seven of those, held management and decision-making positions in addition to their teaching job.

Students

The village high school had a student population of 550. The age of the students ranged from 16-18 years old. The high school had three age cohorts, K-10, K-11 and K-12, each cohort consisting of five classes. Within each cohort of five classes the students were subdivided between "Etgar", (challenge courses, i.e., technology and...
science modular courses) and "Mabar" (regular studies, i.e., math, science and language arts). In 2010 only 58% of the senior students received a complete matriculation certificate at the age of eighteen. Thirty students from a total of 145 students enrolled in the 10th cohort, were given the opportunity to participate in the research. The students who were offered participation were taken from a randomly generated list.

1.4 About the Research

The research asked questions about the growth and development of processes. A qualitative approach was chosen as best suited to capture the complexities of understanding student and teacher motivation in high school. Researchers have shown that the qualitative methodology enables the researcher to obtain highly reliable observations of the research field by using a variety of methods of observation in the field and by collecting both verbal and written descriptive data (Creswell, Plano and Clark, 2011; Cameron and Molina-Azorin, 2011; Creswell, 2008; Cameron, 2008). Connelly and Clandinin (2006) believed that educational research profited from using this type of data. The data was analysed qualitatively and where meaningful, were cross-referenced in order to strengthen the transferability of the findings (Asaf, 2011). By collecting the data from a variety of informants and from several angles of observation I expected to create the following advantages:

The picture received from a variety of sources is richer.

The components of one type or source of data may compensate for the weakness of another.

Well-structured research using several research tools and data collection methods may yield a more complex, valid and generalisable description of the reality from separate angles of observation.

The qualitative data yielded a multi-dimensional picture of the growth and development of the processes being investigated. I used interviews, focus groups, student diaries, and specific open-ended questions to collect more information about the students' and teachers' motivational processes and determine the teachers' and students' attitudes towards motivation. The data collected was expected to promote a better and deeper understanding of the positions of teachers and students towards the intervention, including the difficulties and challenges they experienced while participating in the counselling intervention.
By triangulating datasets from various research tools, the research results emerged in sharper focus (Creswell and Plano Clark, 2011; Cameron, and Molina-Azorin, 2011; Cameron, 2008; Creswell, 2006). The methodology chosen for this research allowed me to recognise more clearly the teachers' influence on the students' motivation to learn and to identify the role of cultural values and their contribution to motivation.
Chapter 2: Literature Review

Governments and their subordinate public education systems are constantly concerned with student achievement, with the need to increase the percentage of graduating students pursuing academic degrees, and with improving what they see as the often archaic and superficial instructional styles of teachers in the public educational systems. Hence the Ministry of Education has been working on improving the self image of the teacher. In addition to facilitating the acquisition by teachers of strategies and motivational styles for teaching that stimulate and raise the motivation of students the Ministry of Education has moved to improve the motivational climate of the class to allow for growth, development, improvement and success (Spang-Tate, 2010; Hocevar, 2009; Ormond, 2008; Bouffard, Boileau and Vezeau, 2001; Escarti and Gutierrez, 2001). The following is an overview of theories of motivation and how they can be interpreted and applied to stimulate motivation to learn and motivation to teach.

2.1: Motivation

An examination of motivation in the classroom requires a basic understanding of the relationship between motivation and human behaviour. Motivation was defined as ambitions and needs that interact, arouse, drive and direct the organism towards the satisfaction of these needs. These needs can be induced by intrinsic or extrinsic stimulation (Ziv, 1999; Dweck, 1986). Intrinsic motivation places the locus of control of these needs and their satisfaction internal to the organism. Extrinsic motivation places the locus of control of the motivational processes external to the organism, in the environment. In the classroom teachers are responsible to elicit and manage student extrinsic motivation until it changes into intrinsic motivation (Spang-Tate, 2010; Hocevar, 2009; Ormond, 2008; Bouffard, Boileau and Vezeau, 2001). Further defined, motivation involves processes associated not only with arousing, but also with directing, regulating or discontinuing a particular behaviour (Roth, Assor, Niemiec, Ryan and Deci, 2009; Ball, 1977).

Theories of motivation can be divided into four categories: a) theories about mechanisms, b) theories about stress reduction, c) theories about a transition to a balance, and d) global theories about human motivation (Ziv, 1999). Alternatively, as defined by Elliot and Thrash (2002), motivation is a theoretical structure that we use in order to explain why people do what they do. It is a process that explains why a
person responds to a need or desire, and starts a chain of actions designed to satisfy that need (Franken, 2006; Freud, 1990).

Assor (2005) defined motivation as a desire to invest time and effort in a certain activity, even if that activity involves difficulties, a heavy price and possible failures. He further elaborates how the components of a) intensity, the extent of the desire to invest in a relevant activity and b) perceived autonomy, are key to understanding motivation. Unfortunately, as observed by Assor (2005), when educators address the subject of student or teacher motivation, they tend to focus on the intensity dimension of motivation and to disregard the autonomy dimension. I argue that this oversight is liable to lead to a situation such as when the teacher is satisfied with the student's considerable investment but disregards the possibility that the student felt pressured to do a meaningless activity. Thus it can be easily inferred that strong motivation is not necessarily accompanied by a sense of autonomy and inner meaning.

By applying Assors's definition of motivation to the learning process I researched, a student has motivation when he/she demonstrates a need, a desire and an interest in participating and succeeding in the learning process. Conversely, a student lacks motivation when he/she is passive, not involved, doesn't exert effort and gives up easily when faced with challenges. I found support for this definition in the work of Franken (2006) and Ryan and Deci (2000).

The following literature discussion will present theories and characteristics of motivation and how they are relevant and the extent to which they influence learning in the school setting.

2.1.1 General Approaches to Motivation Theories

One of the most propounded theories on motivation was defined by Maslow (1943). Maslow understood and theorised that individuals are fundamentally motivated by five need categories. His motivation model was conceived as a five-stage hierarchical ladder of need categories in the form of a pyramid. Maslow’s model described physiological, safety and love needs as the basic needs, and self-esteem and self-actualisation, as personal growth needs. Self-actualisation, the need fulfillment at the top of the pyramid, enables the individual to realise his creative potential (Pink, 2009; Franken, 2006; Assor, 2005). As argued by Maslow, an individual must completely satisfy lower level basic needs before progressing on to meet higher-level needs on the pyramid. Furthermore, the need to fulfill such needs will become stronger
longer they are being denied. Progress on the hierarchy of needs, is often disrupted by failure to meet lower level needs. According to Maslow (1954), once higher order needs are met, individuals are transformed and can not slide back down the hierarchical ladder of needs, even when environmental conditions take a turn for the worse.

According to McLelland (1962) humans have social motivations that develop as a result of interactions between an individual and his surroundings. They are grounded on two social needs: a) the need to belong and b) the need to achieve. The individual who is motivated by the need to belong needs the presence of others as providers of his primary physiological, safety and love needs in order to learn about him/herself and has a strong need to be in contact with others and groups such as organisations, movements and institutions. These individuals derive considerable strength from belonging and a sense of identity from these relationships. For example, children who are motivated by belonging frequently look for the approval of teachers and a connection with them (Roth, Assor, Kanat-Maymon and Kaplan, 2007; Reeve, 2002). In contrast, an individual who is motivated by the need to achieve is likely to focus on his task and accomplish difficult things, overcome obstacles, and attain great achievements. Moreover, fear of failure is associated with the need to achieve. When fear of failure is stronger than the need to achieve, people flinch from confrontation and choose easier tasks (Assor, Kaplan and Roth, 2002; Reeve, 2002). In this vein, children who are motivated to achieve are often compared to other children. Parents who encourage achievement and provide positive reinforcements for independent achievement often influence their children’s need to achieve.

It can be inferred from the motivational research that motivation is of a dynamic nature, meaning that, in the face of different tasks, people react differently when motivation is elicited. When this occurs the motivation levels are not always in accord with each other and thus may pull people in different directions causing conflict. Four types of conflicts between individuals with different levels of motivation have been described: a) pull-pull, b) reject-reject, c) single-pull-reject and d) multiple pull reject. In a pull-pull conflict, two individuals are motivated and pulled toward a common goal with equal strength. In a reject-reject conflict, the individual has to choose between two unpleasant choices. In a single-pull-reject conflict, the dilemma is both a source of pull and of rejection. For example, a person wants to fly overseas but is afraid of flying in an airplane. And lastly, the most common dilemma is the multiple-
pull-reject conflict. In this case, the individual has to choose between two or more goals where each has both positive and negative elements influencing the motivation that can be elicited (Goddard, Goddard, Kim and Miller, 2015; Murphy and Torre, 2014; Bakar, Sulaiman and Rafaai, 2010; Fulmer and Frijters, 2009; Alfi, Assor and Katz, 2004; Assor, Kaplan and Roth, 2002; Reeve, 2002).

Approaching motivation slightly differently, Franken (2006) and Pink (2009) further scrutinise the motivation to learn by dividing it into autonomous motivation based on initiative, choice and authenticity (intrinsic, self-identity and integrative motivation) and controlled motivation (extrinsic and interactive motivation). As identified by Franken (2006), five levels of motivation can be ranked on an autonomy axis. Extrinsic motivation is located at the bottom of the autonomy scale. Behaviour is controlled by extrinsic sources that include punishments or rewards. Interactive motivation is also defined as controlled because it is created by the need to avoid feelings of guilt, shame or lack of self worth, such as a desire for positive appraisal. Although interactive motivation controls internal processes, it is still considered less autonomous because people act out of a sense of necessity and not out of a sense of personal desire. The self-identity and integrative motivations are considered to be relatively autonomous since the individual assigns value to his action and marks his goals as relevant and important for him. This motivation is related more to choice than to stress, to pro-active coping with problems and a high level of effectiveness (Goddard, Goddard, Kim and Miller, 2015; Murphy and Torre, 2014; Bakar, Sulaiman and Rafaai, 2010; Fulmer and Frijters, 2009; Pink, 2009; Franken, 2006).

2.1.1.1 A critical look at Maslow’s Theory of Motivation

The research that Maslow conducted to construct his model of hierarchical needs has been criticised by researchers for an apparent lack of research rigor (Hoffman, 1999). Maslow who had been trained as an experimental psychologist in the positivist tradition, had been moving away from the quantitative epistemology. No wonder that those of his peers that saw him collecting data with the help of interviews and observations, in order to complete his lists of needs, considered these methods less than rigorous research (Hoffman, 1999). But Maslow was busy building the foundations of Humanistic Psychology and for this new stream of Psychology he needed an appropriate epistemology (DeCarvalho, 1991; McClelland, 1961). Maslow had realised that researching such constructs as motivation and human needs required
the use of a qualitative methodology. I consider Maslow’s epistemological point of view to be valid and have adopted this point of view for this research.

Rotter (1954), one of the three founders of Humanistic Psychology, took issue with the hierarchical nature of Maslow’s Model. Specifically Maslow theorised that people have five types of needs and that they meet the world, understand it and interact with it based on their awareness of the needs satisfied. According to the Maslow Model these needs are elicited in a specific order from lowest to highest, such that the lowest-order need must be fulfilled before the next order need is triggered and the process continues.

According to Maslow you need to know where a person is on the hierarchical pyramid in order to motivate him. Then you need to focus on meeting that person’s needs at that level (Robbins 2001). Rotter (1954) claimed that people might be working at fulfilling needs at various levels simultaneously, and unlike Maslow (1954) made allowances for changes in an individual’s circumstances. By making these allowances it is possible to account for a student’s need to work on his physiological and safety needs following a severe downturn in the class learning climate, even though that same student had operated at much higher rungs of Maslow’s pyramid prior to the dramatic reversal in his fortunes.

I accept Rotter’s position with regard to the hierarchical aspect of the model of needs and with regard to the ability of students and teachers to work simultaneously on various need rungs, especially since I have personally experienced the dynamic adjustment of motivation levels individuals counselled by me go through.

2.1.2 Motivation and Learning

Motivation to learn is a variable that explains the level at which the student reveals interest and invests effort in various learning pursuits, which are not necessarily desirable in his teachers’ opinion (Brophy, 2004). Motivation was found to have a high impact on learning and behaviour among students in several aspects. Motivation leads to an increase in the amount of effort and energy that learners expend in activities directly related to their needs and goals (Pintrich, 2003). It determines whether students pursue a task enthusiastically and wholeheartedly or apathetically and lackadaisically. In addition, motivation increases initiation of and persistence in
activities. Students are also more likely to continue working at their tasks until they have completed them, even if they are occasionally interrupted or frustrated in the process (Hansen, Larson and Dworkin, 2003). Moreover, high levels of motivation tend to enhance performance. It was found that students who are most motivated to learn and excel in classroom activities tend to be our highest achievers. Conversely, students who have little interest in academic achievement will not be able to draft high levels of motivation and will be at a high risk for dropping out before they graduate from high school (Roderick, Nagaoka, Coca and Moeller, 2009; Miller-Lieber, 2008/2009; Costa and Kallick, 2008; Corno, 2008; Hardré and Reeve, 2003).

Above all, motivation directs behaviour toward particular goals and even determines the specific goals toward which learners strive (Pintrich, 2003; Maehr and Meyer, 1997; Mahar, 1996). Thus, it affects the choices students make and how much effort they will invest in reaching those goals.

However, the way teachers perceive student motivation could influence the actual motivation of students. Five hierarchical categories were identified in a study that examined teachers’ perceptions of students’ learning. They were: (1) a focus on learning as an accumulation of knowledge in order to satisfy external requirements; (2) a definition of learning for the purpose of acquiring concepts in order to satisfy external requirements; (3) a focus on learning in order to acquire concepts out of an intrinsic need; (4) a definition of learning as a conceptual development that derives from an intrinsic need; and (5) learning activity as a conceptual change that derives from an intrinsic need (Franken, 2006; Katz and Assor, 2004; Dweck, 1986).

McCleod (2003) claimed that teachers who perceive knowledge as certain and fixed, simple and unequivocal, and whose perceptions about learning are quantitative, will tend to implement the traditional learning culture, while teachers who perceive knowledge as dynamic, temporary, evolving and complex will be creative and innovative when designing learning environments. Research results have shown that teachers whose perception of students’ learning as extrinsically motivated, adopted a rigid teaching style e.g., teaching only according to the administrative structure of the school organisation, a style that has been referred to as bureaucratic teaching. In an influential work on motivation, Yogev (2002) showed how bureaucratic teaching does not encourage equilibrium in the class. In his research, Yogev demonstrated that high levels of motivation exist among teachers when they appreciate their work as significant, worthwhile and important. Furthermore, as stated by Lavoie (2008) and
Huitt (2003), teachers who have a strong self-image and manifest self-confidence in their work are likely to have the ability to influence the learning atmosphere. Both studies elucidated how teachers can potentially take personal responsibility for the results of their work and outcomes (Lavoie, 2008; Huitt, 2003; Yogev, 2002). Kaplan (2007) found that the repression of autonomy is characterised in the professional literature as the teacher's and parent's behaviour of applying pressure on the child to think a certain way without necessarily understanding the rationale of his actions while using a coercive style of communication and a regimen of punishments and rewards intended to motivate the student (Grolnick, Kurowski, Dunlap and Hevey, 2000). On the other hand the literature also suggests that teachers who support autonomy have several teaching styles in their repertoire of teaching styles. They tend to: a) encourage personal initiative and independent thinking, b) limit the use of extrinsic control, c) give a choice when problem solving, d) recognise feelings and opinions, e) provide rationales, clarifications and connection between actions and or future goals, and f) give praise for effort, and encourage open communication (Nelson and Guerra, 2013; Spang-Tate, 2010; Gordon and Louis, 2009; Hocevar, 2009; Wahlstrom and Louis, 2008; Rockoff, 2008; 2004; Wyckoff, 2008; Boyd, Grossman, Lankford, Loeb and Wyckoff, 2008; Assor, Ryan and Kaplan, 2004; Reeve, 2002).

These studies show that the learning motivation of students can be enhanced and shaped when teachers provide a caring and supportive learning environment. For example, learning environments designed to reinforce the child's feeling of security through a display of affection, recognition and acknowledgement of the child's uniqueness, and provide a non-competitive classroom atmosphere, have been shown to elicit learning motivation. Satisfying the need for a feeling of ability is characterised in the behaviour of teachers that provide an optimal structure for the child's abilities and for his development, such as consistent responses, giving assistance, adapting teaching strategies to the child’s learning style, providing optimal intellectual challenges and constructive feedback, helping the child cope with failure, and giving the child relevant knowledge in order to attain his goals (Nelson and Guerra, 2013; Spang-Tate, 2010; Gordon and Louis, 2009; Hocevar, 2009; Wahlstrom and Louis, 2008; Rockoff, 2008; 2004; Wyckoff, 2008; Boyd, Grossman, Lankford, Loeb and Wyckoff, 2008; Katz and Assor, 2004; Hale and Whitehouse, 1998).

In the research literature that deals with the advantages of creating a sense of autonomy in the academic environment, it is argued that the simplest way to ensure
that students will appreciate what they do is to intensify their freedom of action and choice so that they can decide what to do, when to do it, and how to do it (Reeve and Jang, 2006). The tendency of a teacher to support his students’ autonomy requires support from the teacher’s personality structure and from the school’s organisational culture. This support manifests itself in the teacher's visible behaviour, such as encouraging independent work, listening, taking an interest and giving positive feedback about the quality of the student's performance. On the other hand, a teacher's behaviour characterised by control, whether it is manifest or not, restrains or at least delays the students' sense of autonomy (Assor, Roth and Deci, 2000). Moreover, it has been found that the stronger the sense of autonomy, the more it has a positive effect on students' self-image and self-esteem (Good and Brophy, 2003; Brophy, 1998; Stipek, 1988).

2.1.3 Intrinsic motivation versus extrinsic motivation

Educational psychology literature emphasises the significance of learning when intrinsic motivation has been mobilised and the positive cognitive and emotional products of such learning are clear to the learner. Intrinsic motivation is the tendency to do things that give the person a good feeling and that are compatible with the person's internal standards. Intrinsic motivation is characterised by enthusiasm, spontaneity, excitement, and concentration (Franken, 2006). Intrinsic motivation enables positive emotions and does not engage negative emotions, e.g., anxiety and anger, as a way of coping with difficult experiences (Assor, 2005; Katz, 2003; Assor, Kaplan and Roth, 2002; Reeve, 2002; Ryan and Deci, 2000). Researchers have shown that the most autonomous motivation is the intrinsic motivation and have demonstrated that strong correlations exist between autonomous and controlled motivation and several positive behaviours. Similarly the results have shown that weak correlations exist between autonomous and controlled motivation and negative behaviours (Pink, 2009; Franken, 2006; Assor, Roth and Deci, 2004; Hong, Milgram and Rowell, 2004).

As it concerns the student’s motivation to learn in school, continuous behaviour driven by intrinsic motivation, i.e., by an interest in adding knowledge and a feeling of mastery and creativity, will produce a worldview oriented to self-development and self-expression. Assor et al. (2005) Fisher and Fisher (2003a) corroborated findings that autonomy produces positive feelings. Studies show that students who aspire to
academic achievements due to *intrinsic* motivations demonstrate more creativity, positive feelings and an interest in school (Coutts, 2004; Bouffard, Boileu and Vezeau, 2001). This positive feeling also includes the student's desire and need to explore interesting and desirable things in order to acquire academic effectiveness. Additionally, the research conducted by Assor, Kaplan and Roth (2002) and Reeve (2002) has shown that intrinsic motivation to learn has affected students behaviouraly, cognitively and emotionally. The authors describe the learning behavioural of intrinsically motivated students as being characterised by investments of time and effort into a particular task with little or no regard for compensation and/or unhindered by outside pressure. The cognitive characteristic of intrinsic motivation can be seen when one shows an ability to concentrate while performing old and new tasks with little regard to a) the consequences of the individual performance, or b) to any self-assessment in relation to others. Feeling positive emotions toward the activity devoid of negative emotions such as anger and anxiety are the emotional characteristic of individuals intrinsically motivated (Goddard, Goddard, Kim and Miller, 2015; Murphy and Torre, 2014; Bakar, Sulaiman and Rafaai, 2010).

Assor (2005) also contributed a causal element, as a model toward understanding intrinsic motivation. He affirms that intrinsic motivation to learn is a product of a causal chain, which includes inter-personal elements, i.e., the student's thoughts and feelings associated with satisfying his basic and environmental needs. These basic environmental needs are designed into learning environments by teachers and by the other students. The central assumption of the model is that everyone has three basic psychological needs: a need for autonomy, a need for a feeling of capability, and a need for a sense of belonging and security. As stated earlier, Assor’s proposal of the causal model of intrinsic motivation takes into account Maslow’s early stages of basic needs. Perhaps weather the basic needs of students and staff at the school are met and satisfied in fact influences the ability of the teachers and of the students to draft higher levels of motivation (Pink, 2009; Coutts, 2004).

Assor (2005) cautioned against freely applying the causal model of intrinsic motivation. In his opinion, the education system's job is to cultivate intrinsic emotional motivation, to learn by understanding the value learning holds for the learner. The educator should help the learner perceive learning as enabling consolidation and realisation of personal values and goals (Assor, Kaplan and Roth, 2002; Reeve, 2002). Assor is against the application of the causal model of intrinsic
motivation and warns against its misuse as a technocratic tool by an anti-humanistic school administration.

Gordon and Louis (2009) and Tanis (2004) also found that a student's self-regulatory ability is influenced by his teacher's beliefs and values that are expressed in the teacher's behaviour. For example, teachers who tend to give homework just because they want the students to do it but avoid giving them relevant and challenging homework. Students finding themselves studying in learning environments not adapted to their learning style, asked to perform irrelevant and not challenging homework, will not be able to draft their intrinsic motivation and will most likely not complete the work assigned to them (Pink, 2009; Rogers, 2009; Franken, 2006). These findings suggested that teachers hold a vital role in encouraging intrinsic motivation, and therefore could significantly affect the quality of the outcomes of ongoing learning.

In contrast to intrinsic motivation, extrinsic motivation relates to learning as a means of attaining results which are important to others. Learning is merely the means to receive a material reward, e.g., matriculation certificate. Put differently, if the learner could receive a reward or matriculation certificate without studying, they would. Guided by extrinsic motivation students devote most of their efforts on elements of learning that can be quantitatively assessed at the expense of elements such as creativity and critical thinking. The material benefit will become a decisive value and consideration for their behaviour. Consequently, they will have low preference for anything that doesn't assure them of receiving a reward. Studies concur that extrinsically driven motivation has broader implications for the student's values and behaviour over time. That is, when learning behaviour in school is driven by extrinsic motivation, principally through material rewards or striving to get good grades, it is liable to cause the students to develop a utilitarian instrumental approach to learning not only in his studies but also in other areas of his life. Their self-value is measured in comparison to others' (perceived worth) grades or achievements. Often the individual will develop a hostile and competitive approach in which the success of others is seen as the student’s failure (Roeser, Peck and Nasir, 2006; Assor, Kaplan and Roth, 2002; Reeve, 2002). On the other hand, in the case of intrinsic motivation, the learner views learning as an end in itself or as a necessary action for attaining the goal to which he aspires. However, it needs to be noted that the differentiation is not always so clear and it's possible to find that an individuals’ motivation to learn can be
both intrinsically and extrinsically driven (Assor, Kaplan and Roth, 2002; Reeve, 2002). My position is that, in order to facilitate the ability of students to realise their full potential, educators must be aware of the nature and power of the students’ motivation.

Lavoie (2008) identifies that the most common approach to motivate students to learn in the United States and around the world is by using the reward system. There are reward systems who are intended to bring about personal progress while others are intended to offer prizes to the entire class. The reward system is based on two assumptions. Firstly, examination and assessment through reward and reinforcement will improve behaviour that will continue to grow and develop. Secondly, when a student fails in his attempt to progress, this is a result of a lack of motivation and effort. If the student is given the right incentives, the student will make an effort and will progress. Thus, reward systems have been identified as effective alternatives to creating an exciting study program and that they will give rise to inspiration and motivation if they are applied occasionally. However, when they are part of a formal system of rewards, negation, rules and regulations (Lavoie, 2008; Reeve, 2002; Ryan and Deci, 2000), it is doubtful that the student will invest effort in learning, and at best will have shown himself to be artificially motivated, a type of motivation that dissipates almost as quickly as it appeared (Lavoie, 2008; Reeve, 2002; Ryan and Deci, 2000).

Studies have also established that it is possible to have an interaction of both intrinsic and extrinsic motivations (Assor, Kaplan and Roth, 2002; Reeve, 2002) in the relational behaviour between the teacher and the student. For example, a teacher’s autonomous intrinsic motivation and subsequent domineering behaviour could lead to negative feelings impacting the student which in turn can lead to the student responding to extrinsic motivation sources. In many cases, extrinsic motivation can produce achievement and success as an action intended to prevent punishment (Fisher and Fisher, 2003b). The aforementioned research reflects upon the motivation to learn as being on a continuum of conscious intrinsic and extrinsic motivations. However, as mentioned earlier, the literature on motivation indicates that intrinsic and extrinsic motivation components are dynamic and respond to the teacher’s ability to engage his students. I argue that teachers need to elicit and nurture intrinsic motivation to learn and that the motivation to learn often starts with extrinsic motivation and if managed properly it develops into intrinsic motivation.
2.1.4 Nurturing intrinsic motivation to learn in school

Studies show that learning motivation decreases during the years a student spends in school (Schunk, 2002; Ryan and Deci, 2000). This decrease in motivation is related to low ambition to succeed, inferior optimisation, and a danger of dropping out of school (Coutts, 2004; Bouffard, Boileu and Vezeau, 2001). What forces influence the decrease in motivation to teach and in the motivation to learn? Assor (2005) investigated educators and analysed and interpreted their claim that students who lack motivation simply don't want to learn. In parallel, he discussed the claim by principals that teachers on their staff do not find the job really interesting and that they aren't ready to invest more than the absolute minimum in their teaching (Katzana and Assor, 2007). Furthermore Assor (2005) found that the principals' responses regarding the teachers' quality of work or to students who lack the motivation to learn were emotional responses related to the principal's inability to assume responsibility. Ryan and Deci (2000) and Katz (2003) reported that their research showed that two types of misunderstanding encumber the domain of promoting motivation. One is that the lack of motivation is perceived as stemming from the child's personality or from his background on which the teacher has little influence. The second misunderstanding being that identifying motivation with an external source, i.e., reinforcements or punishments, educators can arouse strong motivation to learn.

Research has shown (Katz, 2003; Ryan and Deci, 2000) that motivation to learn is a state elicited in a learner by the learning environment that was adapted to the learner’s learning style and to his interests. Furthermore intrinsic motivation is required for sustainable learning, for promoting creativity and critical thinking needed to produce quality-learning outcomes (Kaplan and Assor, 2001).

Assor (2004) found that through shaping extrinsic motivation a teacher can ultimately arouse intrinsic motivation to learn by designing appropriate schedules of reinforcement. These findings were extremely important to educators. For example, a student could initially invest in learning in order to get rewards and love. However, later as the student begins to believe in his ability to succeed in the framework of the existing system, the student’s actions could become more and more intrinsically motivated (Soares, Lemos and Almeida, 2005; Assor, Kaplan and Roth, 2002; Reeve, 2002). Well-trained teachers ascribe importance to close supervision of their students' progress and are ready to give them feedback about the performance of their tasks. In
this way, they encourage the development of intrinsic motivation and better learning.

2.1.5 Factors that affect the students' motivation

Lavoie (2008) referred to a spectrum of new stimuli, and the individual’s interest in something different from the familiar, as constituting a basis for human motivation. Curiosity is a human being's innate urge to know and to seek new stimuli, which in turn develops exploration and understanding. Children and adults who are naturally curious are capable and eager to add new experiences and information to their existing knowledge. They're interested in the "how" and "why" in processes and lessons. Moreover, curiosity increases a person's control of his surroundings and thus, it decreases the level of anxiety in conditions of uncertainty (Roeser, Peck and Nasir, 2006; Hardre and Reeve, 2003; Assor, Kaplan and Roth, 2002; Reeve, 2002). In his study, Lavoie paid research subjects to do nothing and explored the resultant stimulus deficiency. His research results indicated that people need diverse stimuli in their surroundings. Thus, it behooves educators to seek ways to nurture curiosity to motivate students to learn.

Teachers have a considerable influence on the student’s motivation and involvement through their instructional methods. In general, students expect to learn only if the teacher expects them to learn. Since each student learns in his own way each student is motivated in his own unique way. The research found that the key to developing strategies for effective long-term motivation is to analyse the child's motivation needs and to plan curricula and learning management techniques that reflect these needs (Little, 2007; Tzvick, 2002; Mallinckrodt, 2000).

In yet another study on motivation and classroom issues, Farideh, Chi Yeu and Ying Yi (2001) found an attributional approach comprised of two inter-related theories: the interpersonal theory of motivation and the intrapersonal theory of motivation. Extrapolated from their research, the following points are relevant to the current research: a) achievement motivation is intimately connected to moral values and beliefs about individualism; b) there are theoretical connections between self-direction and other directed emotions; c) there is very little developmental research on the linkage in both intrapersonal and interpersonal theories; and d) social motivation and achievement motivation are intimately related. Most children go to school because their parents force them, friends are there and because it is mandated by law. Lastly, the lack of positive experiences at school hinders the development of a need
for achievement in both students and teachers (Weinerm, 2001; Machr and Yamaguchi, 2001; Farideh, Chi Yue and Ying Yi, 2001).

Identifying the fundamental processes of motivation is critical but it is also necessary to broaden one’s understanding of how the human mind functions. By exploring numerous studies on motivation, Speisman and Speisman (2004) noted that students and teachers have two distinct minds, a cognitive mind that deals with facts and decisions and an emotional mind that has feelings and that cares about what happens. Current education research also asserts that when these two minds are synchronised, and the whole mind engages with the learning process, optimal true learning takes place (Roth, Assor, et al., 2009; Friedman, 2004). From over sixty years of working with children, observing frustrated veteran teachers, and watching brilliant minds drop out of school, Speisman and Speisman (2004) concluded, like many others, that learning does not happen if students are not motivated. They concluded that the key to successful learning is building a strong connection between the child’s emotional life and his or her thinking life. Speisman and Speisman’s (2004) research has shown how our brain’s exposure to a variety of new technology has made it possible for it to process large chunks of information in short periods of time. They found that as learning increases, self-esteem and confidence grow. Consequently, students become motivated and take charge of their learning and the school becomes a place where ideas are nourished and true scholarship exists (Roth, Assor, Niemiec, Ryan and Deci, 2009; Ben-Na' a and Gama, 2004; Speisman and Spiesman, 2004).

In an attempt to make the nature of studying more meaningful, Speisman and Speisman (2004) designed motivational study skills that were based on the Four E’s of ‘Easy Learning’, a learning tool originally developed in order to facilitate learning. The four E’s that constitute the Emotivational Learning Wheel are a) engagement, when personal feelings connect with designated tasks and motivation is established, b) enactment, when meaningful learning and studying take place, c) evaluation which helps the learner gauge his personal success, and d) empowerment which focuses on what has been achieved and what is to be learned next. Speisman and Speisman (2004) found that, unlike study skills that allow for test preparation, motivational study skills nourish the connection between the emotional mind and the cognitive mind offering a pathway to self-understanding and empowerment. Other studies have corroborated the findings of Speisman and Speisman (2004) and found that when students, teachers, parents and counsellors can coordinate and implement
emotivational study skills by using both the cognitive and emotional minds, study time can also be meaningful, attractive and even enjoyable (Roth, Assor, Niemiec, Ryan and Deci, 2009; Speisman and Speisman, 2004).

In sum, intrinsic and extrinsic types of motivation have been widely studied, and the distinction between them has shed important light on both developmental and educational practices. Intrinsic motivation has emerged as the driving force of the natural human propensity to learn and assimilate. I argue that teachers must master the skills required for the design of learning environments adapted to the learning styles of their students, capable to elicit and sustain the motivation to learn of their students.

2.1.6 Role of Gender and Motivation to Learn

Gender is one of the personal variables that have been related to differences found in motivational levels among learners and in self-regulation (Jiboku, 2008). Other research studies have shown the existence of different attribution patterns in boys and girls. Girls tend to give more emphasis to effort when explaining their performance (Raf, 2014; Santrock, 2007) while boys appeal more to ability and luck as causes linked to their academic achievement (Adeyemo, 2006). Research has also shown that girls usually make external attributions to success and failures, and that when they make internal attributions, these refer not so much to effort, but to ability (Raf, 2014). Boys were found to usually attribute successes to stable internal causes like effort, thus showing an attributional pattern, which enables them to enhance their own image of themselves (Smith, Sinclair and Chapman, 2002; Smith, 1994; 1990).

Regarding the nature of academic goals pursued by boys and girls, several studies have shown that boys showed a greater degree of extrinsic motivational orientation and girls showed greater intrinsic motivation (Raf, 2014; Abu-Asba, 2007). Then again, other studies have not isolated differences in type of goal pursued as a function of gender. Even though gender is significant enough to evidence a difference in terms of achievement and motivation between boys and girls, no doubt there are sociocultural variables that confound the role of gender (Eagly and Wood, 2013).

Despite the plethora of studies regarding gender studies conducted by Israel’s major universities, there is no research regarding gender and motivation in the Israeli Arab high schools. Critical to the further examination of the influence gender has on motivation is an understanding of the difference in the socialisation pattern of the two sexes. In the Israeli Arab socialisation process the male begins to identify with
dominant functional superiority from an early age, while the female identifies with passivity and functional inferiority. Socialisation agents (the family and the school) establish and perpetuate this difference between the sexes and together, they direct females to look forward to studying inferior subjects and to be ready to play a minor role in political and socially prestigious careers (Abu-Rabia-Queder, 2008; Abu Asba, 2007). The level of education of the Israeli population has increased over the last decades and with that, the gap between women’s and men’s educational achievements has narrowed. This narrowing of the achievement gaps between the sexes has also occurred in the Israeli Arab community and particularly in the higher stages of education. In elementary school education, however, the difference in the achievements of male and female students persists, male students showing higher achievements. This male advantage disappears in the more advanced stages of education. The difference not only disappears but Arab females' achievements are higher than Arab males' achievements. There is a general acknowledgment that the level of education has risen among all groups in the Israeli society (Eagly and Wood, 2013).

Studies show that on the elementary school and high school levels, the education gaps have significantly narrowed. Stated differently, Israeli Arab primary schools have a higher number of boys enrolled in the gifted and talented classes than they do girls. However, by the time these children reach high school, girls dominate all classes. In fact a 25:7 girls to boys ratio has been recorded in the gifted and talented classes in middle and high schools. The statistical data that the Department of Education publishes shows that the percentages of eligibility for a matriculation certificate (A level equivalent) are higher among females than among males. For example, in 2001, in the Jewish sector, 62% of 12th grade females and 49% of 12th grade males were eligible for a matriculation certificate. At the same time in the Arab sector, 59% of 12th grade females and 44% of 12th grade males were eligible for a matriculation certificate (Ardrich, 2010; Roderick, Nagaoka, Coca and Moeller, 2009; Miller-Lieber, 2008/2009; Costa and Kallick, 2008; Corno, 2008; Little, 2007). There is a preponderance of women in the role of teachers in the Israeli school system, in both Israeli Jewish and Israeli Arab schools. Although Israel is considered to be progressive in terms of gender role expectations, the disparity between the sexes becomes apparent during the school-age years.

Since 1990, the Department of Education's data shows that a higher percentage of
females were diligent in their studies, however in institutions of higher education in 2004, the percentage of female students studying for higher degrees (M.A. and Doctorate) was lower than that of male students. Ninety five percent (95%) of the students in Arab language teacher's colleges were Arab females because the teaching profession in the Arab culture is considered to be a female profession (Abu Asba, 2007; Boggler, 2005). Clearly there are sex role expectations within the Arab Israeli culture that are affecting both the teachers' advancement and the students’ advancement (Abu-Rabia-Queder, 2008). How does the implicit sex role associated with education in the Israeli Arab schools influence the motivation to learn of students and the motivation to teach of teachers?

I argue that one of the most important adaptations to be engineered into the design of learning environments is the required differential support offered to female and male students. This study invited both male and female students to participate in the counselling intervention. The workshops provided participating teachers with the necessary skills.

2.1.7 Strategies for improvement in learning and academic achievement

Studies showed that teachers play a large role in creating an environment that encourages learning, improves student behaviour and creates better academic performance at every level of education. Teachers have been reported to have accomplished extraordinary feats of teaching when the appropriate strategies were implemented to improve the behaviour of students in the classroom. Several strategies were documented in the literature in order to achieve this goal. First, setting high standards of education and achievement in the classroom is a simple strategy that helps students engage and stay engaged with classroom learning processes. Focusing on the achievement of students in the classroom requires a comprehensive strategy of setting high educational standards, challenging students to meet requirements, encouraging students to ask questions, and making adjustments to the learning environment to meet the needs of every pupil to improve student achievement. Expecting students to succeed, encouraging students to ask questions and to get involved in the curriculum can motivate students (Little, 2007; Leithwood and Jantzi, 2006; Ben-Zvi, 2003; Cole, Jacquez, Jacquez and Maschman, 2001; Kaplan, Ben-Yakov and Segal, 1999; Coleman, 1998; Berlyne, 1978).

Achievement goal theorists focus on students’ intentions or reasons for engaging,
choosing, and persisting at different learning activities. Research on achievement goals focused on two contrasting forms of approach motivation and have been labeled learning versus performance (Schiff and Tatar, 2003; Dweck and Elliot, 1983), task involved versus ego involved (Nicholls, 1984), mastery versus ability focused (Ames, 1992), and task focused versus ability focused (Maehr and Midgley, 1996). Although there has been some debate as to whether these goal pairings represent similar constructs (Thorkildsen and Nicholls, 1998), most researchers today view these goal sets as having sufficient overlap to be treated as conceptually similar constructs (Pintrich and Schunk, 2002). A mastery goal orientation is defined in terms of a focus on developing one's abilities, mastering a new skill, trying to accomplish something challenging, and trying to understand learning materials. Success is evaluated in terms of self-improvement, and students derive satisfaction from the inherent qualities of the task, such as its interest and challenge. By contrast, a performance goal orientation represents a focus on demonstrating high ability relative to others, striving to be better than others, and using social comparison standards to make judgments of ability and performance. A sense of accomplishment is derived from doing better than others and surpassing normative performance standards.

In recent years, researchers have distinguished between two types of performance goals. Performance-approach goals which focus on the attainment of favorable judgments of competence; whereas performance-avoidance goals focus on avoiding unfavorable judgments of ability (Leithwood and Jantzi, 2006). Similarly, Pintrich (2003) argued that mastery goals should be broken down into mastery-approach goals and mastery-avoid goals. When students are focused on mastery-approach variables, they want to learn, master, and truly understand the task at hand. In contrast, when students are focused on mastery-avoid goals, they want to avoid misunderstandings or not being able to learn from a specific task. Thus far, mastery-approach and mastery-avoid goals have not been widely studied.

Ames and Archer (1988) first designed and used a student-report measure to assess the salience of mastery and performance goals in the classroom. On the basis of existing research and theory, they identified a set of classroom dimensions differentially related to the adoption of each goal orientation. For example, to assess a mastery goal structure, students were asked to rate their agreement with items related to the importance of understanding their work, learning from their mistakes, and working hard to learn in their classrooms. Building on this research, Ames (1992)
developed the TARGET system for identifying key instructional practices associated with a mastery or performance orientation in the classroom. The TARGET system focuses on instructional strategies related to task assignments (T), authority relations (A), recognition systems (R), grouping procedures (G), evaluation practices (E), and use of time (T) (Lee and Williams, 2006; Topping, 2005).

Another important strategy is to provide hands-on assignments. Incorporating several learning styles into the coursework will make it easier for students to remain engaged. Each student has a different learning style and traditional instruction might not facilitate every student’s engagement with the learning processes. Providing hands-on learning options and assignments will give students something different and encourage movement to work groups and from work-groups to individual work stations that can help reduce behavioural problems related to boredom, attention disorders or similar situations. Differentiating the assignments is a simple way to gain student attention and keep it focused on the classroom (Meece, Anderman and Anderman, 2006; Lema and Agrusa, 2006; Deshler and Ellis, 1996).

Moreover, another way to encourage extrinsic motivation (at first) is by offering students rewards for completed or partially completed tasks. Teachers can impact student motivation and make improvements to existing levels of achievement by using rewards. By implementing a classroom management for system rewards (token economy), teachers better control problem student behaviour. Although a classroom management for system rewards might not work for every situation, it is an effective tool to help motivate students to work on achievement and better behaviour during class (Hardre and Reeve, 2003). Finally, when teachers offer support throughout the school year, students can feel more contained and safe, and improve their achievement levels. When students are misbehaving and acting in ways that distract other students in the classroom, it can relate to the lack of teacher support and belief in their abilities. Studies have shown that students are more likely to succeed academically when they feel the teacher is supportive, cares about student success and honestly assesses their weaknesses and strengths. When the students are getting honest responses and help to improve their weak areas, it is easier to maintain their motivation (Elliot and Reis, 2003; Linnenbrink and Pintrich, 2002; Steere, 1988).

2.2 Learning environments and their influence on human behaviour

Over the past sixty years behavioural and educational psychology have evidenced
increasing recognition of the environment's influence on the social and emotional responses of humans. Researchers have referred to the concept of the "environment" in very general social terms and have expounded upon the myriad conditions of experience, to include the influence of others and their socialisation patterns as well as the general functioning of the society's culture (Freedman, 2004; Pasternak, 2003; Furrer and Skinner, 2003; Coby and Lowis, 2000).

As it pertains to this study, the environment includes the classroom climate, the physical space, the teachers and their instructional methods, and students and their involvement in school life. Presumably the research lends itself to the conclusion that if one is able to describe and define the learning environment, one can better understand the motivation to learn and to teach and affect behaviour change in the classroom, and in the school as a whole (Mahoney, Larson and Eccles, 2006; Parish and Treasure, 2003; Curtner-Smith and Todorovich, 2002; Twemlow, Fonagy, Sacco, Gies, Hess, 2001; Lee and Smith, 2001).

In the following section, the research literature of classroom climate will be reviewed from the student and teacher perspectives, the class as a group, and the school as an organisation. Together and separately, various types of cultural values brought to the classroom by teachers and students create a unique classroom climate that affects the students on a personal, social and scholastic level. In this study, the emphasis will be on the classroom climate and its effect on the class's motivation to learn.

2.2.1 The classroom climate, its influence and importance and the attachment relationships in the classroom.

One of the most basic problems in studying the climate of a classroom is the complexity of variables involved in the definition of the concept and its measurements and the difficulty of separating the influences of the students' personal characteristics from the influences of the characteristics of the classroom's climate. Researchers have acknowledged that by focusing on the concept of climate instead of focusing their research on separate and isolated variables, the concept is more likely to reveal itself (Lema and Agrusa, 2006; Ntoumanis and Vazou, 2005; Pasternak, 2003; Furrer and Skinner, 2003).

The school's climate is shaped by the teachers' and students' feelings about the school's management, its operation, the joint work in the school, the norms and values of the individuals and of the collective, and by the cohesion (or lack of) in the class.
and the interaction between the teachers and the principal. Teachers define the climate in the school and their colleagues' behaviour according to four factors (Friedman, in Pasternak, 2003; Friedman, 1998; 1995): delays and obstacles, alienation, intimacy and the staff's spirit. Furthermore, the school's climate is composed of several interactional-relationships between a) the teachers and the principal, b) the teachers and their students, and c) the teachers and the principal in relationship to parents and the community. The school's climate and the classroom's climate are intertwined (Parish and Treasure, 2003; Curtner-Smith and Todorovich, 2002; Escarti and Gutierrez, 2001). According to Pasternak (2003), there are six kinds of school climate: an open climate, an autonomous climate, a controlled climate, a family climate, an authoritative climate, and a closed climate.

The classroom climate reflects different manifestations of control. They include the teacher's control of rules, organisation and order. There are also groups of students who represent different levels of social status, power and influence. Within a student cohort, a system of praising and rewarding is negotiated. This system reflects power struggles for prestige and attention and a complex system of interpersonal relations. In an Arab school the system negotiated often mirrors existing relationships between families. It should be recalled that the students in the classroom are their family's representatives and the representatives of the village's cultural norms. They bring with them to the classroom their family's system of economic and cultural values. Accordingly, the classroom serves as a meeting place for broader external social influences on the class. The method of instruction in the classroom shapes the learning and social processes between the students and the teachers, and between the students themselves (Huitt and Dawson, 2011; Huitt, 2005; Huitt, 2003a; Lin and Gorrel, 1997; Schmuck and Schmuck, 1992).

The class is a framework of social reference because the major part of the learning process is in this framework. Clearly, the class has a very strong influence on the student. Studies show the existence of a positive connection between the student's attitude toward the school and his academic achievements (Huitt, 2006; Moss and Laurent, 2001; Mannis, 1995). In addition, education researchers and scientists view a positive climate as having great importance. They are of the opinion that a positive climate raises the students' self-image and self-worth, plants in them a sense of belonging, and advances their academic achievements. Whereas a negative climate
arouses a feeling of alienation and disrupts academic activities lowering achievements (Katz, Assor and Kanat-Maymon, 2008; Mikulincer and Shaver, 2003).

Together and separately, various types of climate create a unique classroom climate that affects the students on a personal, social and scholastic level. The social factors that affect the education system have been emphasised over the past few years. These factors in the classroom can be understood using three approaches: a) the individual approach, which focuses on the individual as part of a group; b) The group approach, which focuses on the class's characteristics as a social group and c) the systemic approach, which studies the school as an organisation (Moss and Laurent, 2001; Mannis, 1995).

The research literature recognises that the social climate in the classroom is an important element in the description of educational occurrences in the classroom and it invests a lot of effort in it (Pink, 2009; Parish and Treasure, 2003). Ziv (1999) and O'Connor and McCartney (2006) found that social preferences during students engaging with the learning processes have consequences for academic achievements. When the students' inclinations in the social realm were pinpointed and methods of instruction were adapted according to the students' learning styles, ambition and degree of interest, there was a significant increase in academic achievements. Studies show the existence of a positive connection between the student's attitude toward the school and his academic achievements (Huitt, 2006; Moss and Laurent, 2001; Mannis, 1995).

As shown in numerous studies on the classroom and learning, student motivation to learn is influenced by both the learning climate and the social climate. The learning climate pertains solely to the learning environment and the norms pertaining to learning, the students' expectations from learning, and the achievement behaviour (Huitt, 2006). The social climate concerns the student's perception of the psychosocial characteristics of the learning environment in the classroom (Huitt and Dawson, 2011; Huitt, 2005).

The class's characteristics are similar to those of other groups. There is a goal that all of the participants want to attain and the participants join together in order to attain the goal. There are leader-led relations that affect the group's activity and there are internal relations with other groups in the institution and external relations to other institutions. The class also has characteristics that make its climate different from that of other groups. It is a group that has been planned for the sake of learning. Learning
is a means of attaining different educational objectives and is an objective in itself. The material, the processes, the means and the objectives are determined externally. The main control and leadership have been placed in the hands of the teacher, who is the only adult of the study group and he has the authority the school administration has assigned and the training credentials necessary to be part of the system (Renzulli, 2005; Pintrich and Schunk, 2002; Roberts, 2001).

I argue that when learning environments fill with students and teachers each brings with him skills, values and behaviours that are formed into what becomes the learning environment’s culture. The culture will support the learning styles and teaching styles of the participants as long as each participant can recognise part of the values he brought with him as part of the common culture. The counselling intervention had to teach students and teachers how to build sustaining learning climates.

2.2.2 Motivation and the classroom and school climates

The climate in the classroom affects students' learning processes and it indirectly affects the level of his functioning in the classroom on the personal, social and scholastic levels. The classroom climate refers to psychosocial processes that occur between the teacher and the students and between the students themselves, as they are perceived by them. In other words, this is a subjective concept rather than an objective picture of reality. It is a collection of the perceptions of everyone who is working in the system. This subjective perception is a critical factor in shaping the student's thinking and state of mind. The educational environment affects the entire array of each student's and each teacher's viewpoints and behavioural patterns (Roth, Assor, Niemiec, Ryan and Deci, 2009; Speisman and Speisman, 2004).

Perceiving the educational environment as positive, might contribute to maximising the effect of the adaptation of the learning environment to student learning styles. The educational environment that has not been adapted to student needs is perceived as cold and unsupportive. This perception might lead to withdrawal from being involved in activities in the classroom and to the eventual dropout of school, and in extreme cases, will even develop into aggressive and possibly violent behaviour. In the pedagogical literature, this environment is called "the classroom climate". The classroom concept is a concept that refers to the special environment that has been embroidered in the classroom as a result of learning and social life it sustains, the composition of the student cohort, the relationships between the students, the
relationship between the students and the teacher, and the relationship between the
students and the school (Speisman and Speisman, 2004; Furrer and Skinner, 2003).
The classroom and the school climate occupy a central and important place in the
interactions between the student and his classmates and between the student and the
teacher. Studies that have been carried out in a variety of schools show that it is
sometimes possible to discern a difference in the teacher's behaviour toward certain
students because of his expectations from them. This in turn, has many implications
for the students' motivation to engage with learning processes (Weinstein, 2002). Pink
(2009) supported this view and indicated that studies on the subject of "the Pygmalion
effect" show that students about whom it was said that they would have particularly
good achievements did indeed demonstrate more progress and even a higher increase
in IQ compared to the students in the control group that were expected to realise low
achievements.

It was also found that a teacher's warm and supportive approach has important
consequences for the extent of the student's motivation and academic achievements
(O'Donnell and White, 2005; Ashton and Webb, 1986). Moreover, the study found
that a climate of organised lessons and seriousness is necessary in order to bring the
student to an optimal level of functioning. From this, we can conclude that the
student's motivation is better and that the level of his achievements is higher when the
school in which he learns communicates a high level of expectations from all
students. Likewise, it has been found that many schools are transmitting a social and
educational climate of excessive permissiveness and relaxation. Consequently, the
level of achievements is declining and students are demonstrating low motivation and
even apathy (Fenstermacher and Richardson, 2005; O'Donnell and White, 2005;

An additional finding indicates that the classroom and school climate that transmits
acknowledgement of the importance of the students' personal responsibility increases
the students' motivation to invest efforts in learning. Of course, the teacher's
personality and teaching style also have important consequences for the students'
actions, and there is a constant interaction between the students, the teacher and the
learning climate in the classroom (Katz, Assor and Kanat-Maymon, 2008; Eccles,
Wigfield and Schiefele, 1998). According to Pink (2009), teachers are good and
effective in their learning activity because of certain instructional characteristics.
They prepare their students for unique learning experiences. Their purpose is both
important and clear to them, and thus clear to their students. They demonstrate the importance and relevance of the subject they are teaching their students, not only in the classroom and in the lesson but also in their daily lives and in society. They insure that their students not only learn and memorise the material but also understand it from different points of view (Angus, 2006).

2.2.3 Classrooms that inspire motivation

Recent studies show that teachers can use instructional methods that have a considerable influence on the student's motivation and involvement. Impeding the potential to motivate students is the fact that teachers tend to treat low-achievers differently than high-achievers (Beckert, 2005). For example, it has been found that teachers give low-achievers less praise and feedback, call on them less frequently and give them less time to answer questions. Furthermore, these so called, low-achievers receive fewer compliments and more criticism, even though these behaviours are the teacher’s response to the student’s lack of advancement. A vicious cycle is perpetuated which undoubtedly contributes to the child’s chronic failure and low achievement (Fredrickson, 2009; Pink, 2009; Macneil, Prater and Busch, 2007; Huitt, 2006; Beerens, 2000).

Since each student learns in his own way each student needs to be motivated in his own unique way. The key to developing strategies for effective long-term motivation is to analyse the child's motivation needs and to plan curricula and management techniques that respond to these needs. Many strategies have been implemented to arouse student motivation and inspiration. Unfortunately, many of these strategies have fallen short of promoting the student and helping him engage with the learning processes. Instead, these strategies are focused on bending the student to standardised learning environments in the classroom and elsewhere (Fredrickson, 2009; Pink, 2009; Lavoie, 2008; Huitt, 2006).

Teachers have a significant potential to arouse motivation and creativity if they dare to impart community, clarity, coaching, consulting, supervision and control in the classroom (Fredrickson, 2009; Huitt, 2006). However, once again the question turns back to one of the original questions of the current research, what can motivate teachers to change their behaviour that will in turn elicit intrinsic motivation to learn in their students?

In the following section, I discussed the teacher's and student's self-image in order to
understand how the teacher's and the student's self-image affect the student's motivation to learn and his academic achievements.

2.3 Self Image and Social Self-Image

Self-image is the individual's thoughts and feelings when he relates to himself as an object. Self-esteem, which is defined as an evaluating element of self-image, exists alongside self-image. Self-esteem refers to the extent to which people view themselves as supportive and valuable (Marsh and Hau, 2004). Self-image includes a variety of specific components, and is organised in a multi dimensional structure. In general, self-image is a complex structure (Huit, 2009; Rosenberg and Kaplan, 1982). Self-image is the individual's unique perception of his behaviour and physical characteristics (Skinner, 1980; 1953). This perception is learned, it is stable over time, its details are compatible, and it is composed of sub-perceptions, each of which is related to a certain behaviour or exterior appearance. It includes the individual and his experiences as he perceives them, and not necessarily an objective reality (Skinner, 1983; 1980). Huit (2009) defines self-image as the individual's perception of himself relative to his attitudes, feelings and knowledge about his aptitudes, abilities, and appearance that are socially acceptable. The personality includes the individual's opinions of himself, his body, strengths, limitations, traits, distinctions, shortcomings and ability to cope with problems. All of this is from the individual's point of view and in comparison to others as well as how he wants to be perceived by others (Huit, 2009). Self-image is an organised and dynamic cognitive structure that contains traits, values and semantic memories of the self, and it influences the processing of information relevant to the self. It is a self-perception that is shaped by the individual’s interaction with the environment and by the way the individual interprets the outcome of these interactions.

Studies emphasised the important role an individual’s self-image plays while various personal characteristics develop such as feelings, behaviour and cognitive attitudes. For example, Fitts (1972) found that self-image has a decisive influence on the individual's behaviour, functioning, and on the state of his mental health, and indicated four factors that contribute to the development of one’s self-image: the acceptance by and the feeling of respect the individual receives from significant others, the individual's successes in solving his problems, the individual's ability to respond to his significant others' lack of appreciation, and the system of values and
expectations that constitute the individual's criterion for assessing his experiences. Fitts claimed that there is a direct and positive connection between self-image and functioning. When one has a positive self-image, functioning will be more effective. When one has a negative self-image, the effectiveness of functioning will be impaired. People with a positive self-image are usually sure of themselves, respect themselves, feel less tense, and don't feel obligated to prove themselves. They are less anxious about difficult tasks, their contacts with other are comfortable and their worldview is realistic. Coombs (1969) investigated the connection between success in society and self-image as a consequence of feedback. Coombs found that a socially successful person improves his self-image and that the positive self-image helps him be more active in society. A lack of social success negatively affects self-image and leads to a decrease in social activity (Bouffard, Marcoux, Vezeauand and Bordeleau, 2003).

Huitt (2009) found that self-image has historically not received a great deal of attention from researchers in educational psychology. However in the present century, a widespread agreement has emerged about the important role of self-image and its centrality in the organization of human behavior and the formation of behavioral goals, in the management of self-regulation processes and during the consolidation of interpersonal relations. The implication is that self-image also affects the adolescent's relations with others and their relations with him (Jalali and Nazari, 2009).

The ideal self-image is an image that one would like others to accept about himself (instead of the actual self-image). The gap between the actual self-image and the ideal self-image determines the feeling of self-value or self-esteem that the individual constructs for himself. When the gap is wide, self-esteem is low and when it's small, self-esteem is high and the individual is satisfied with himself and his behavior is much more adaptive (Schunk, 2002). Rudolph, Caldwell and Conley (2005) distinguished between five components of self-image: personal image, physical image, moral image, family image, and social image. The social image concerns the individual's perception of himself relative to others in social interactions. Alternatively, the social image is derived from the self-esteem that is nurtured by a sense of belonging and how the person internalizes and assimilates the opinions of significant persons over time. Consequently, rejection, that necessarily creates a lack of a sense of belonging, is connected to a negative self-image (Rudolph, Caldwell and Conley, 2005; Cole, Jacques and Machman, 2001).
An improvement in self-image is regarded as a desirable educational outcome (Marsh and Hau, 2004) and often it is presented as a mediating variable that enhances the appearance of other desirable outcomes, such as scholastic achievement and social adjustment. Thus it seems reasonable to assume that discovering ways to nurture the development of a positive self-image among students should have a positive effect on academic behaviours such as diligence, aspirations, self-esteem and self-attribution in situations of success and or failure.

In the past, it was customary to discuss the general or global self-image of a person (Huitt, 2009). However, recently there has been a change in orientation that indicates that self-image is a subject that has its own specific nature and that self-image is situation-dependent, i.e., in each existing meaningful domain. The existence of a specific self-image indicates that there is no direct and immediate connection between a positive self-image and the level of academic achievements. Consequently, there is a conception according to which certain other self-images evolve over time in parallel with the existence of a general self-image, depending on the situation the student is in, for example a social, scholastic or sport-related image and even a self-image related to exterior appearance. Experiences of failure at school are liable to arouse insecurity and a sense of learner’s helplessness, which are liable to cause the student to lower his expectations, causing concerns about an additional decline in achievements. A powerful chain of events, such as the one described above, can create a vicious cycle that requires professional counselling to help the student cope with distress (Jalali and Nazari, 2009; Huitt, 2009; Grlonick, Garland, Jacob and Decourcey, 2002).

2.3.1 Academic Self-Image

Academic self-concept can be explained as specific attitudes, feelings, and perceptions about one’s intellectual or academic skills, representing a person’s self-beliefs and self-feelings regarding the academic setting (Jalali and Nazari, 2009; Lent, Brown and Gore, 1997).

Cokley (2000) defined academic self-concept as a student’s view of his or her academic ability when compared with other students. Academic self-concept can also be measured in specific subject areas such as mathematics, English, and the sciences as it involves a description and an evaluation of one’s perceived academic abilities (Covington, 1999; Byrne, 1996).

Students tend to shape academic self-image in several ways one of which is, for
example, by comparing their academic ability to that of their friends. An individual's academic self-image will be high when the individual estimates his ability as high compared to others, and it will be low when he estimates his ability as low compared to others. Therefore, academic self-image doesn't depend solely on the way an individual perceives his performance, but also on the way he perceives the performance of other students in the classroom, i.e., his sense of relative capability. Given that the sense of relative capability is one of the components of self-image, this brings us back to the discussion on the effect the social and emotional climate has on self-image. Satisfying the individual's need for relative capability may be a necessary step that leads to improving his academic self-image. Support for this idea emerged from a research finding that indicated a stronger connection between a sense of academic capability and an academic self-image than between a sense of capability and a general self-image (Jalali and Nazari, 2009; Koller, Daniels and Baumert, 2000).

A sense of belonging (being accepted) has been shown to shape a student's self-image. One explanation for the effect of a sense of belonging on academic self-image is that academic self-image is also shaped by the individual's social experiences in the classroom. In a longitudinal study in which 4th grade students were examined over the course of three years, it was found that the quality of social relations, which were measured by social acceptance and rejection, affected the students' academic self-image (Flook, Repetti and Ullman, 2005). In daily life, in the classroom, children receive feedback from their friends and if the feedback is negative, they naturally adopt negative views of themselves. They develop low self-esteem, which is liable to spread beyond the social domain into the academic domain because their friends don't include them in their academic activities inside or outside of the classroom. Low self-esteem students find themselves marginalised from social activity, and the class climate does not encourage the children to ask for help (Marsh and Hau, 2004; Kennedy and Kennedy, 2004; Wentzel, 1999; Kennedy, 1997).

In pre-adolescence, children ascribe supreme importance to their social standing and how popular they are with their friends. Their friends' support and positive feedback are the central focus of their lives and therefore their sense of belonging has the potential of contributing to their social self-image. It has been found that a sense of capability will contribute to the social self-image, even though it manifests itself primarily in the academic domain. Children who demonstrate ability in the academic
domain are regarded by their teachers and their friends as successful (Rudolph et al., 2005). As students get older and approach adolescence, the importance of their peer group increases simultaneously with the processes of differentiating and integrating their self-image (Chirkov, Ryan and Willnes, 2005; Marsh and Hau, 2004).

Beckert (2005) related to the teacher's role in building the child's self-image and asserted that the teacher and the school have to be concerned with creating an optimal climate in the school and that the key to creating a good learning climate is the quality of the interpersonal relations between the helper (the teacher) and the child. Therefore, if the teacher empowers the child and helps him build a positive academic self-image, the child will be able to develop, grow and succeed. If the situation is the opposite, the child builds a poor self-image, which leads to failures in learning (Jalali and Nazari, 2009; Tableman, 2004; Valentini and Rudisill, 2004).

It is interesting to note that regarding gender differences in academic self-concept, the research literature indicates that no evidence of differences exists, and when such differences do occur, it has been found that girls have a lower academic self concept than boys (Jalali and Nazari, 2009).

### 2.3.2 Self-Image and Societal Image

When there is a congruence of social behaviours that reflect characteristics of the society associated with social prestige, then the connection between self-image and societal image will become stronger. This notion is expressed in the sociometer model (Leary and Baumeister, 2003), which argues that self-esteem is a gauge of perceived social values that fluctuates as a function of the degree to which one feels valued by those around him or her. Building upon this idea, we examine the extent to which self-esteem is sensitive to even subtle indications of one's likely value to others (Soenens and Vansteenkiste, 2005; Tice and Wallace, 2003).

Substantial evidence that self-esteem is responsive to direct social feedback has been marshaled in support of the sociometer model. In controlled experiments, self-esteem is diminished by real or imagined negative feedback (Leary, Haupt, Strausser, and Chokel, 1998), and rejection or ostracism (Leary, Cottrell and Phillips, 2001). Correspondingly, self-esteem appears to increase in a step-by-step manner with increasingly positive direct social feedback (Leary et al., 1998). In naturalistic studies, conducted in Israeli schools, negative feelings arise from everyday social feedback such as explicit criticism, betrayal, or being subjected to the silent treatment.
Lavoie (2008) emphasises that many children and adults are motivated by status. For them, their self-image is connected in a complex way to others' opinions to include fear of causing others disappointment or pain and a high sensitivity to criticism (Katz, Assor and Kanat-Maymon, 2008; Lerner, 2002).

The tendency to ascribe importance to academic supremacy, which is characteristic of Israeli society, carries a great deal of significance concerning social prestige. For example, Israel is known for advancing new technologies or innovations in communication (Jalali and Nazari, 2009). When individuals are associated with what is valued in society it would seem logical that the individual's value in the social domain would increase as well. As it relates to their academic environment, students' beliefs in their capability are built through interactions with their social environment and are affected by the evaluations that teachers and others make about their performance. They internalise these evaluations and integrate them into their personal judgment system. When evaluations are positive, they are likely to improve self-image and when they are negative, they are likely to damage self-image (Jalali and Nazari, 2009; Soars, Lemos and Almeidia, 2005; Chirkov, Ryan, Kim and Kaplan, 2003).

The next sub-section will deal with the subject of the teacher's role in school and its effect on the student's self-image and academic self-image.

### 2.4 The Teacher's Role

The sociological definition of role is the behaviour expected of a person of status (a position-holder in an organisation) relative to another person of status (Fredrickson, 2009; Harpaz, 2006). In an organisation, 'role' indicates the repeated and constant behaviour expected of a person in the framework of his occupation in the organisation. A definition of roles in an organisation stems from the differentiation of roles and an agreement concerning what is expected and required of the various functionaries. The concept of role (rights, obligations, expectations, required knowledge and behaviours) is built through interrelations between the individual's perceptions and expectations about himself concerning the role and the environment's perception of how the role is being performed.

A definition of roles facilitates a common agreed-upon frame of reference for the entire system concerning functionaries in the school. Friedman and Philosoph (2001)
enumerate four goals for defining functions in a school (Fredrickson, 2009): 1) to establish clear expectations of the work team in various areas of their work in the school, 2) to help the teaching staff and the principal in planning their personal-professional development and to establish clear goals for professional improvement and efficiency, 3) to ensure that at every point in time, they will focus their work on improving the students' achievements and the quality of their education, 4) to provide a basis for professional acknowledgement of the teaching staff's and the principal's expertise and achievements (Murphy, 2012; Jalali and Nazari, 2009; Huitt, 2009; Katz, Assor and Kanat-Maymon, 2008; Ormond, 2008; Santrock, 2008; Powell, 2006; Flook, Repetti and Ullman, 2005; Rudolph, Caldwell and Conley, 2005).

2.4.1 The significant teacher as perceived by students

In their study, Johnson and Giorgis (2003) found that young adults seek out significant teachers in order to discuss their personal problems with them, ask their advice about an academic or professional choice and to share things with them in common areas of interest (Ross and Gray, 2006). Teachers who are perceived as significant by their students are teachers who provide emotional support and encourage their cognitive development (La Paro, Pianta and Stuhlman, 2004; Tatar, 1998). Significant teachers are those who invest emotionally in the young adult through support and proximity (Coby and Lowis, 2000; Howes, 1999; Deshler and Ellis, 1996) and can challenge young adults and encourage them to cope with tasks. Moreover, a positive correlation has been found between sound teacher-student relations, characterised by open communication and a feeling of closeness, and students’ academic achievements. These findings indicate the importance of the teacher-student nurturing relationship beyond elementary school (Shiff and Tatar, 2003; Diener, Scollon and Lucas, 2003; Diener and Lucas, 1999). Identifying the characteristics of significant teachers can help understand the extent to which teachers can fulfill students’ needs.

Regarding the demographic profile of the significant teacher, Beishuizen, et al (2001) found that a significant teacher is usually a teacher with whom students meet at least five hours per week, mostly in the homeroom setting. They also found that there was no difference between the teacher's role as an educator and that of a professional teacher. Most of the students in the Beishuizen, et al (2001) study reported that a significant teacher usually teaches humanities/social subjects. It appears that in order
for a particular teacher to be able to occupy a central role in the young adult’s life, the teacher and the student have to spend quality time together that encourages continuous exposure and mutual acquaintance. The resulting teacher-student connection has been found to not only give meaningfulness to their jobs, but reduces burnout that is often felt by teachers who do not feel appreciated (Guata, 2007; Johnson and Giorgis, 2003; Ershler, 2002).

As it concerns the psychological profile of the significant teacher, Beishuizen, et al. (2001) found that the students in their study focused more on the significant teachers’ positive characteristics. These included taking the students seriously and encouraging them to succeed. This finding emphasises the general positive way that students perceive their significant teachers. Beishuizen’s research findings also demonstrated that in terms of perceived significance, positive experiences are infinitely stronger than negative experiences with teachers (Tatar, Vahey, Roschelle, and Brecht, 2002).

Related to the psychological profile of the significant teacher is that students ascribe the greatest amount of importance to the teacher first as a person providing emotional motivation, then only afterwards, as a teacher. In other words, it was shown that students place emphasis on significant teachers as figures that first and foremost, provide students with a positive emotional experience through a personal example, and that only afterwards reported feeling encouraged academically. This is in spite of the fact that the research subjects were high school students under pressure because of matriculation exams. This finding is congruent with the perceptions of the teachers themselves when considering their significance for their students. The teachers indicated that giving a positive personal example and providing emotional support is a major factor that enables them to become significant figures in the learning environment and contribute to student academic achievement (Roeser, Peck and Nasir, 2006; Roeser, Marachi and Gelhbach, 2002).

Evidently, the teacher’s role provides him with a critical perspective in identifying and mapping the students’ specific needs. In doing so, the teachers are in a position to create a baseline for selecting targets for improvement and starting the dynamics of improvement. Research findings from studies on mapping of students’ learning needs have shown that mapping is a first and essential step in the adaptation of learning environments (Nelson and Guerra, 2013; Spang-Tate, 2010; Gordon and Louis, 2009; Hocevar, 2009; Wahlstrom and Louis, 2008; Rockoff, 2008; Wyckoff, 2008; Boyd, Grossman, Lankford, Loeb and Wyckoff, 2008; Roeser, Marachi and Gelhbach, 2002).
2002). Academic Mapping has been shown to be divided in two parts. The first part of the mapping process relates to the learning outcomes. Mapping the students according to the quality of the learning outcomes they produced evaluated against the standard Ministry of Education National tests for their age level. During the second part of the mapping process the teacher assesses the extent to which factors that are considered to hinder learning are present in the learning environment. An example of such factors could be social and emotional difficulties, exceptional behavioural problems, under-achievement, a lack of motivation and more (Roeser, Peck and Nasir, 2006). The same study also found that the preferable time for the mapping process is the end of the school year and before the beginning of the new school year.

2.4.2 Channels of action/climate that encourage emotional attachment

It has been found that educational activities based on cooperation teach students and teachers the advantage of teamwork, a valuable experience by all accounts (Lavoie, 2008; Roeser, Marachi and Gelhbach, 2002). The students learn patience, acceptance and generosity and engage with the learning processes. These capabilities have been shown to be important for success also in post high school studies and in the workplace, in which teamwork is a basic and very important skill and interpersonal strategy. Cooperative learning activities conducted in groups can be redirected to countless goals and to the attainment of a variety of academic objectives. These groups can also discuss and solve problems, go over the material that was previously learned, get ready for exams, do research or create new knowledge. Learning activities that are properly performed can provide many opportunities for creating interaction with others (Roeser, Peck and Nasir, 2006; Tatar, Vahey, Roschelle, and Brecht, 2002).

However, Lavoie (2008) cautions that not all work in small groups is necessarily considered to be cooperative learning. For example, in and of themselves, assistance groups designated by the teachers do not necessarily meet the conditions of cooperative learning. Lavoie maintains that certain conditions are necessary for cooperative learning activities. Firstly, they need to occur in contexts where there is support for cooperation, i.e., students share ideas, information, capabilities and learning materials and the success of each student significantly depends on his study partners. Secondly, the learning activities need to foster a climate of joint responsibility, where each student takes tasks upon himself to complete that reflect the
student's abilities, aptitudes and areas of interest. Thirdly, cooperative learning needs to have a social component that promotes positive interaction between the students, which condone discussion, sharing, planning, and opportunities for participants to praise each other (Cohen, McCabe, Michelli and Pickeral, 2009; Mahoney, Larson and Eccles, 2006; Ntoumanis and Vazou, 2005; Freedman, 2004; Smith, 1990).

The education counsellor has a critical role in the professional teaching team as the advocate for and the monitor of the student's progress as an individual and from a systemic viewpoint (the school, the class and the classroom). In theory, through meetings facilitated by the educational counsellor, teachers and administrative staff (the principal or his proxi) can actualise the personal improvement agreements reached by students and teachers, by adapting the learning environments as needed. These meetings could remove obstacles that prevent students and teachers from engaging with learning processes and follow the path to learning objectives that were mapped (Heath and Street, 2008; Roeser, Peck and Nasir, 2006; Lane, 1989). In practice, what is not addressed in these meetings are the socio-cultural factors, the need for building professional and non-professional relationships with students and their parents. This difficulty in addressing the socio-cultural factors seriously handicaps the outcomes of these meetings and invariably leads to the failure of the professional team (Roeser, Peck and Nasir, 2006; Laad and Burgess, 2001).

2.4.3 Attachment and teacher-student relations

Attachment is a deep and enduring affectionate bond that connects one person to another across time and space (Goldstein, Torniaski and Blau, 2003; Ainsworth, 1973; Bowlby, 1969). Attachment relationships are characterised by specific behaviours in children, like showing preference for or retreating to the attachment figure when threatened or upset, and using the attachment figure as a secure base while exploring their world. Specific attachment behaviours in adults include attending to the needs of the child, responding to the child’s signals, and looking toward the child. Most children direct attachment behaviour toward more than one preferred person. However, children are highly selective about attachment figures, and so are likely to be attached to just a few childhood figures (Pumerantz, 2005; Yoon, 2002; Ainsworth, 1973). Usually children are attached to family (e.g., mother, father and siblings), but they may also be attached to nonfamily (e.g., teachers or childcare providers) especially if these prove significant to the child growth and development.
Attachment has at least two functions pertinent to the classroom. Attachment provides feelings of security, so that children can learn freely. While all children seek to feel secure, attachment helps them balance this need with their innate motivation to explore their environment. Attachment also forms the basis for the child’s socialisation processes. As children and adults are drawn together and interact harmoniously, children tend to adopt the adults’ behaviour and values.

Studies usually examined the students’ style of attachment, with the assumption that it will affect the way they perceive their teachers as an attachment figure and determine the reciprocal relations between them (Al-Yagon and Milulincer, 2004; Heather, 2004; Hanegbi, 2004; Davis, 2006). To a large extent, the teacher's role in the school is similar to the parent's role outside of school (Wentzel, 2003). This teacher-student relationship is affected by the number of hours that teachers and students spend together. The similarity between the parent and teacher roles is related to theories of attachment. Parents and teachers who have succeeded in building secure emotional ties with their children/students are the ones who have also been effective in teaching (Davis, 2006). Similar to parent-child relations, the educational activity in teacher-student relations also emphasises regulating the emotional and social development of the student (Pianta and Stuhlman, 2004), which has been proven to contribute to the development of behavioural, emotional and cognitive skills (Davis, 2006; Farran and Maleles, 2003; Stage, 1998).

The teacher comes into contact with students who had a history of previous attachments. Once the teacher explores and evaluates the student’s history of past attachments he may have to assist his student to break the cycle of insecure attachments created in the past with other figures and substitute secure attachments that promoted the student’s growth and development. This challenge requires the teacher to muster a considerable amount of internal sources of strength and skills in order to change the pattern of attachments the child had experienced in the past. It has been shown that the teacher-child connection is an important component in the extent of the school’s adaptation of learning environments to the needs of its students. This kind of connection has the power to affect the child's process of development in the school context. The child's development when supported by the learning environment affects the social, emotional and academic aspects of his school experience. The connection between a secure attachment and academic achievements is based on a secure attachment that the child enjoyed with his mother who helped
him to discover a new environment in the school and to feel sure that he can go back to her in time of need (Roeser, Peck and Nasir, 2006; Tatar, Vahey, Roschelle, and Brecht, 2002; Roeser, Marachi and Gelbach, 2002; Greenberg and Baron, 1999). Accordingly, every caregiver who replaces the parent has the opportunity to serve as a secure basis for the children/students and to provide them with a sense of protection, stability and resilience in stressful situations. Therefore, even an adult who is not a parent can be a figure to whom a student becomes attached (Gillath, Shaver and Mikulincer, 2005).

Wentzel's study (2003), examined the question of whether parent socialisation processes are similar to the socialisation processes initiated by teachers. In other words, can it be claimed that the same principles through which parents influence their children's educational results also exist in the socialisation processes teachers design to influence the student's educational results? Wentzel's research found that the teachers' influence on students is in fact similar to the parents' influence on their children. The teachers' behaviour is similar to the parents' behaviour along several "parental dimensions" and objectives. These dimensions and objectives include expectations that the student will behave in a way that will be instrumental in facilitating the realisation of his potential, exercise self-control, be open to the expression and exploration of feelings and the existence of open communication, caring and nurturing, the setting of common rules, and understanding daily activity and find it relevant. Both teachers and parents collaborate in defining appropriate behaviour and the academic and social standards to which the children should aspire and how they can realise them, and they both serve as role models for the children.

One of the conclusions of Wentzel’s study was that parental models of socialisation are included in non-familial contexts as well and therefore, it is assumed that teachers can affect students' motivation in a similar way parents do (Knapp, Honig, Plecki, Portin and Copland, 2014; Winne and Hadwin, 2008; Anderman and Wolters, 2006; Reeve and Jang, 2006; Wentzel, 2003).

Additional support for the idea that a teacher can serve as an attachment figure for his students can be found in Howe's study (1999), which identified three criteria for a non-parental attachment figure: physical and emotional caring, continuous presence and emotional investment. If these criteria are found in the teacher, the quality of his connection with the student may be similar to the quality of the connection between parent and child and therefore the teacher serves as an attachment figure who proved
to be a secure base and a "rest haven" for his students (Kennedy and Kennedy, 2004; Pianta, 1999). The "rest haven" refers to the teacher in his implicit role as a caregiver, being open and available, being sensitive to students' needs, and a provider of security, encourages strong points, and gives students a sense of closeness. Thus, it is evident that the quality of teacher-student relations contributes considerably to the student's functioning in school (Pianta and Stuhlman, 2004).

While close and protective relations with a teacher prevent the carry-over of risk among students who are potentially exposed to it, it is only natural that theoretical models that have developed with the object of explaining how teachers enhance a student's positive behaviour are to a great extent similar to models of socialisation in the family (Burchinal, Peisner-Feinberg, Pianta and Howes, 2002). Consequently, it is not surprising to discover that children whose relations with their teachers are characterised by conflicts are at risk while students experiencing a nurturing relationship with their teachers grow and develop according to their potential (Laad and Burgess, 2001).

2.4.4 Components of teacher-student relations and rapport

Rudolph, Caldwell and Conley (2005) addressed the importance of establishing an optional climate of teacher-student relations. They claim that in order to attain an optimal climate the teacher has to set clear rules and boundaries and explain the rationale of his actions to the students (Cohen, McCabe, Michelli and Pickeral, 2009; Mahoney, Larson and Eccles, 2006; Freedman, 2004). The study also stressed that the teacher needs to communicate a sense of place and value to the student and provide an atmosphere of choice, ignoring disruptive behaviour and reinforcing positive behaviour. As a way of facilitating rapport teachers should be available for private conversations with students. Included in the teacher-student repertoire of skills is the teachers ability to listen to and to interpret non-verbal messages and to understand what is happening below the superficial surface of student classroom interactions (Rand and Shkolnik, 2005).

My personal experience supports the conclusions of Kozminsky and Kozminsky (2003) that found that motivation could be improved through certain learning-teaching strategies and mostly, through dialogues. The results of the Kozminsky and Kozminsky (2003) three-year research show changes in how students and teachers attribute reasons for success or failure, and what causes an increase in learning
motivation. For example, the use of a teacher-student dialogue in general, and a reflective dialogue in particular, is part of a principal concept of the essence of teaching-learning processes. Dialogue is an activity that requires a great deal of skill and sensitivity that can be acquired. This kind of skill is required mainly in the parts of a dialogue that focus on mediating learning and on the meta-cognitive process. A great deal of sensitivity is also required in the parts of a dialogue that focus on the empathy shown to different others and on the aspects of the motive for grades (Hoy, 2012; Seligman, 2011; Febey and Louis, 2009; Kozminsny and Kozminsny, 2003; Willey, 2002). Unfortunately, teachers, perhaps deterred by the necessity to practice an effective dialogue with their students and use active listening techniques and empathy skills, seldomly use the student-teacher dialogue strategy. This point seems to resonate with a claim made earlier that teachers’ do the minimum required of them and resist opportunities to go beyond their comfort zone.

To the extent that teachers are able to personalise their instructional methods and be perceived to be significant to their students, teachers are in a position to inspire and model effective communication skills of active listening and empathy. By mirroring social norms teachers become used to talking without listening and tend to concentrate more on the wording of the answer rather than listening to what their students and colleagues are saying. However, when trained in the skills of active listening and being an empathic communicator teachers become transformed and their teaching will employ the newly learned skills. These skills, when used, are transferred to the students who in turn become empathic. These skills enable and support the student’s expression of feeling, without sacrificing their separate identity and awareness of their senses and thoughts. Although ability to listen empathetically is not easily acquired, it can be improved through exercises and persistence. The practice of these skills was incorporated in the workshops of the counselling intervention programme I designed (Roeser, Peck and Nasir, 2006; Roeser, Marachi and Gelhbach, 2002).

School should be thought of as an excellent opportunity to practice and develop life skills that foster and nurture student self-confidence, and provide students with the opportunity to understand choice. By the same token, school should be a place where teachers feel useful and appreciated, so that they in turn can feel capable (Roeser, Peck and Nasir, 2006; Tatar, Vahey, Roschelle, and Brecht, 2002; Roeser, Marachi and Gelhbach, 2002).
The next sub-section will deal with strategies and styles of teaching and learning, types of teaching/learning, their effectiveness and their influence on the student's functioning, on the student’s motivation to learn and on the quality of the product of his learning.

2.4.5 Parental involvement in enhancing motivation

The need for parental involvement has been identified as critical to the child's growth and development during the early childhood years (Meyerhoff and White, 1986). Parental involvement has emerged as one of today’s most important topics in educational circles. Research that has been conducted on the subject of the stability of the American family has declined during the past four decades, researchers have been increasingly concerned about the degree to which parents are involved (or uninvolved) in their children’s education (Christian, Morrison, and Bryant, 1998; Coleman, 1998).

Parental involvement has become one of the centerpieces of the educational dialogue among educators, parents, and political leaders. The presence of more parents in the work force, the fast pace of modern society as a whole, and the declining role of the family have all been contributory reasons for a decline in parental involvement in the school system. Some social scientists have pointed to an apparent decline in parental involvement in education as an explanation for declining results on academic national and international tests (Renzulli, 2005; Coleman and Hoffer, 1987). Although many educators have highlighted the importance of parental involvement if children are to do well in school, the research that has been done on this issue has frequently been unable to give guidance regarding the extent to which parental involvement helps student achievement and just what kind of parental involvement is most important (Eccles, 2004; Jeynes, 2001; Dweck, and Leggett, 1988).

Research on parental involvement has increased during the past two decades. Social scientists are giving parental involvement a special place of importance in influencing the academic outcomes of students. Various studies indicated that parental involvement is salient in determining how well children do in school at both the elementary and secondary school levels (Christian, Morrison, and Bryant, 1998). Deslandes, Royer Turcott, and Bertrand (1997) reported results that suggested that parenting style may have determined how much of an effect the involvement of parents had at the secondary school level. The impact of parental involvement
emerged in mathematics achievement (Crane, 1996), reading achievement and in other subjects as well (Jeynes, 2001).

Research indicates that the effects of parental involvement are broad. That is, they hold across a variety of different types of populations and situations. For example, the place of parental involvement in academic achievement holds no matter what level of parental education one finds (Bogenschneider, 1997) and at all levels of economic background (Shaver and Walls, 1998). Most relevant to this study, the research evidence also indicated that parental involvement positively affected the academic achievement of children no matter what the racial heritage of the children being studied was. However, the studies that have made this assertion have generally examined only one ethnic group and have defined parental involvement as having only one to three components. Muller’s (1998) research indicates that parental involvement may help reduce the mathematics achievement gap between boys and girls. The willingness of parents to participate in the education of their children apparently also transcends the distinction between whether a school is from the inner city or in the suburbs (Hampton, Mumford, and Bond, 1998).

Several researchers tried to understand which aspects of parental involvement are the most effective. There is still a great deal of research that needs to be undertaken regarding which aspects of parental involvement are most important. In the past few years, social scientists have attempted to become more specific in their studies regarding just what they mean by parental involvement. Hoge, Smit and Crist (1997) attempted to define parental involvement as consisting of four components: parental expectations, parental interest, parental involvement in school, and family and community. They found that of the four components, parental expectations were the most important. Other research either qualifies or disputes these findings. Mau’s (1997) findings indicated that although parental expectations were important, parental supervision of homework was very important. Mau also noted some racial differences in the types of parental involvement that parents engaged in. Mau found that whereas white parents were more likely to attend school functions than Asian and Asian American parents, the latter parents had higher expectations, and their children did more homework. Since Asian and Asian American students generally academically outperformed white students, Mau questioned the importance of parents’ attending school functions. Other research suggests that parental expectations may backfire if they are not maintained in the context of a positive parenting style (Zellman and
In the context of a less supportive parenting style, high expectations may place an unmanageable degree of pressure on the child. Parental involvement has also been linked to psychological processes that support student achievement (Hoover-Dempsey, Walker, Jones and Reed, 2002). These processes support achievement across groups of students, including students at risk for poorer educational or developmental outcomes (Grodfick, Kurowski, Dunlap, and Hevey, 2000). These student motivational, cognitive, social, and behavioural performances are particularly important because they are susceptible to direct parental and teacher influence. They include the student’s sense of personal competence and efficacy for learning (Bandura, Barbaranelli, Caprara, and Pastorelli, 1996), mastery orientation (Gonzalez, Holbein and Quilter, 2002), perceptions of personal control over school outcomes (Trusty and Lampe, 1997), self-regulatory knowledge and skills (Xu and Corno, 2003) as well as attentive and adaptive school behaviour, engagement in schoolwork, and beliefs about the importance of education (Sheldon, 2003). This evidence underscores the importance of continued attention to improvements in research in this area, including the careful delineation of conceptual and theoretical foundations, the thoughtful selection of research design and methodology, and the systematic attention to the derivation of implications for sound and effective educational practice.

Parental involvement is often accompanied by beliefs that schools should give priority to one’s own child as well as to one’s own views, needs, and social perspectives, often to the implicit or explicit exclusion of other family needs and perspectives (Brantlinger, 2003; Ross, Hagaboam-Gray and Hannay, 2001). Such involvement can create substantial difficulties for members of the school community. For example, overly involved parents may diminish student opportunities to learn personal responsibility and may create debilitating pressures on the schools’ abilities to meet the educational needs of all students i.e., parents may control not only their own children’s educational choices and progress but the opportunities and choices available to all families served by the school (Wells and Serna, 1996).

The model developed by Hoover-Dempsey et al. (2002) suggests that parents’ involvement is motivated by two belief systems: role construction for involvement, and a sense of efficacy for helping the child succeed in school. Parental role construction is defined as the parents’ beliefs about what they are supposed to do in relation to their children’s education and the patterns of parental behaviour that follow...
Role construction for involvement is influenced by parents’ beliefs about how children develop, what parents should do to rear their children effectively, and what parents should do at home to help children succeed in school. Role construction is also shaped by the expectations of individuals and groups important to the parent about the parent’s responsibilities relevant to the child’s schooling. Because role construction is shaped by the expectations of pertinent social groups and relevant personal beliefs, it is constructed socially. It is created from parents’ experiences over time with individuals and groups related to schooling. These experiences often include the parent’s personal experiences with schooling, prior experience with involvement, and ongoing experiences with others related to the child's schooling (e.g., teachers, other parents). Because it is socially constructed, parents’ role construction for involvement is subject to change. It changes in response to variations in social conditions, and it may change in response to intentional efforts to alter role construction (Chrispeels and Rivero, 2001; Tschannen-Moran and Hoy, 2001).

A second personal motivator of parental involvement is self-efficacy, or belief in one’s abilities to act in ways that will produce desired outcomes (Bandura, 1997; Pajares, 1996). Perceived self-efficacy is a significant factor in decisions about the goals one chooses to pursue as well as about the effort and persistence one is willing to invest in working toward the accomplishment of those goals. Self-efficacy theory suggests that parents make their decisions about involvement in part by thinking about the outcomes likely to follow their actions (Bugler, 2005; Bandura, 1997; Hoover-Dempsey, Bassler and Brissie, 1992). It suggests that parents need to develop behavioural goals for their involvement based on their appraisal of their capabilities in the situation. Thus, parents high in efficacy will tend to make positive decisions about active engagement in the child’s education; further, they are likely to persist in the face of challenges or obstacles and work their way through difficulties to successful outcomes. A relatively weak perception of self-efficacy for involvement is often associated with lower parental expectations about the outcome of invested efforts to help the child succeed in school and relatively low persistence in the face of challenges (Hoover-Dempsey et al, 2002).

Parents’ motivational beliefs are associated with enhanced relationships with teachers. When parents and teachers combine their efforts they can positively affect a child’s performance. Together they create “helicopter-supervision” in which the child gets education support both in school and at home supported by high levels of cooperation.
This pattern could happen under several conditions. First, when parents believe it is their role to be involved in their children's learning, they may be more likely to align their educational goals with those of their children's teachers (Christenson and Sheridan, 2001). Second, when parents feel efficacious, they may be more comfortable communicating and sharing their goals with teachers in a constructive way (Clarke, Sheridan and Woods, 2009). Thirdly parents who are highly motivated to be involved may participate more often in their children's schooling, which may create additional opportunities to establish positive relationships with their children's teachers (Kohl, Lenga, and McMahon, 2002). These potential conditions for adopting active roles in their children's educational activities enhance the relevance of attending to parents' beliefs when developing and implementing home–school collaborating programmes.

It is for these reasons that the counselling intervention was designed to promote parent-teacher collaboration and trained teachers to initiate and nurture the collaboration.

2.5 Learning strategies

Learning strategies refer to a chain of cognitive processes that affect the processing of information and are supported by a variety of learning tools for the solving of problems and completing tasks independently (Ben-Ari and Eliasi, 2008; Sharp, 2003). Learning strategies in education and teaching are relevant because they characterise the necessary processes that need to be elicited in the learner while he is learning. Learning strategies have an influence on the student's performance in subjects he learns inside and outside of the school setting. According to the theory of information processing, creating knowledge and applying that knowledge in the performing of tasks and the solution of problems requires the use of meta-cognition (Ann, 2009; Ben-Ari and Eliasi, 2008; Zimmerman, 1990). Meta-cognition requires that an individual be aware of the task, the strategic approach that he is choosing and that will affect his cognitive performance, and of using the knowledge to plan, supervise and regulate his performance. This process has a great deal of influence on the ability to learn, on planning, on attention, on the choice of techniques and on the choice of strategies for a successful performance, and the assessment of learning tasks. A difficulty in meta-cognition affects the development and the effective use of learning strategies when having to solve problems and when choosing solutions.
These difficulties can hinder and even cause failure in the progress the learner makes in learning tasks that require the implementation of learning strategies (Rosenfeld and Rosenfeld, 2008). It is the teacher’s responsibility to elicit and support meta-cognitive processes in the classroom. Weinstein and Mayer (1986) found that learning strategies that are taught properly increase the learner’s ability and understanding on several aspects. The learner can a) understand how to perform a task, b) remember, store, and recall a string of words, c) be aware of problems, d) know how to solve problems and apply alternative strategies when a strategy is unsuccessful. Put alternatively, Swanson (1999) distinguished between several types of learning strategies. There are organisation strategies that use mental scaffolding to create new understanding. There is the strategy of connecting the newly created knowledge with previous knowledge. There is the process of understanding the material by summarising information and applying general learning strategies (e.g., drawing a line under a key word/sentence, paragraph headings, summaries, or asking questions). Lastly, Swanson identified the strategy that uses meta-cognition. This strategy requires the student to think about and control the learning process (Katzenbach and Rand Smith, 1998).

In their study, Ben-Ari and Eliasi (2008) examined the influence of the learning environment on the motivation to achieve. The study was conducted in a learning environment where teachers used the frontal teaching strategy in one class and the complex teaching strategy in another class. Their findings showed that students who learned in complex teaching strategy classes saw the goals of the classes as being directed by them and they tended to adopt these goals as their personal goals of control and demonstrated behaviour patterns characterised by adaptation and collaboration (Rosenfeld and Rosenfeld, 2008). On the other hand, students who learned in traditional frontal teaching classes where teachers stood in front of the class and delivered lectures during an entire period, without student voices being heard, saw the classes as being directed by and serving their teacher and tended to not engage with learning processes, reject the class goals and did not collaborate or learn (Rosenfeld and Rosenfeld, 2008). An analysis of the learning process showed that learning from experience is a result of four complementary elements (Zimmerman, 1990): concrete experience, action experimentation, abstract conceptualisation and reflective observation. The learner cannot be active in the four elements simultaneously because the elements compete with each other. Ideally a balance
between these elements is created. At each stage, the learner has to decide what the suitable balance is and the extent to which he will activate a particular element. The study points out the need to be a mindful learner, aware of the need to prevent the excessive dominance of any one element and the neutralisation of the others.

What can be learned from the above research is that learners skilled in learning strategies have a diverse fund of knowledge. Their use of these learning skills and knowledge can be categorised as follows: self-knowledge about the learner’s strengths and weaknesses; specific learning tasks are analysed according to their type and purpose; tactical tools are identified and deployed to cope with various learning tasks, and previous knowledge of content is recalled with awareness of how to apply and process the new information being learned and create new knowledge. Weinstein and Meyer (1986) found that skilled learners have the ability to make decisions while learning about correcting a method, and thus changing the pace of learning, and choosing alternative tools when necessary (Zimmerman, 1990). As echoed in several studies, skilled learners are highly motivated to use their knowledge and create new knowledge (Ben-Ari and Eliasi, 2008; Ann, 2009).

2.5.1. Learning styles and individual learning differences

Rosenfeld and Rosenfeld (2008) found that when teachers gain an understanding of the student’s preferred personal learning style they can design the learning environment to support learning. When the learning style and the teacher’s instructional method are matched the learning process is supported and the learning outcomes are of quality. When teachers do not understand the learner’s style the results can explain why for example, intelligent students do not succeed in a class where most of the lessons are frontal, and why less intelligent students succeed more in this kind of classroom. Sharp (2003) found that the term "learning style" refers to consistent individual differences in the way people construct, process and organise new knowledge (Kolmos, Fink and Krogh, 2004). Rosenfeld (2008) based his research on the applied model of the MAT4, in which the learner discovers his personal learning style through a questionnaire that allows him to determine how he prefers to receive information, based on emotion and tangible experiences or in the form of abstract conceptualisation, and how he prefers to process information, through reflective observation or through active experiences. Two of these dimensions, how information is received and how it is processed, can be graphed by
assigning one to the vertical axis and the other to the horizontal axis. The illustration will create four typical learner quadrants: innovative, analytical, logical and dynamic (Ann, 2009; Rosenfeld and Rosenfeld, 2008; Shenker, 2002).

Rosenfeld and Rosenfeld (2008) argued that teacher sensitivity to individual learning differences (ILD) is an integral part of effective teaching. Effective teachers show their respect for the differences and respond to the learner's different needs (Darling-Hammond, 2000). Rosenfeld and Rosenfeld (2008) asserted that one of the possibilities of dealing with the challenge of developing teachers' sensitivity to ILD, especially in mainstream education, is to encourage teachers to plan and implement a training programme for their professional development. The first principle of planning such a course is that teachers need to understand both their personal and their professional "self". The second principle is that teachers need to interact with their counterparts, and the third principle will highlight the added value of self-observation for nurturing the teacher's development process. The planning of the course that Rosenfeld and Rosenfeld suggested for developing teachers' sensitivity to ILD is based on their research of ILD in the context of participating teachers' self-observation how values obtained by self-observation were validated by their counterparts. The main goal of the course is to help teachers understand and legitimise their own and their counterparts' personal learning differences in order to discover how these differences can be supported. In order for teachers to be able to arrive at such a level of skill, Ann (2009) used opposing style constructs. The meaning of style is 'how an individual needs or prefers to learn' and not how good his learning is. Examination of learning styles is based on the use of the tools of a learning style in order to predict or to increase the student's achievements (Mandinach and Honey, 2008; Macneil, Prater and Busch, 2007).

According to Ann (2009), when participating students were re-classified according to their learning style, they broadened their perspective beyond their typical belief system and considered their teaching strategy in terms of the needed intervention and empowerment. The study found that when teachers altered their behaviour, they also reported a change in the students' cooperation and performance in the classroom and at home. Therefore, the teacher's perception of his student clearly affected the student's attitude and performance. Perhaps these findings are a self-fulfilling prophecy or a result of student and teacher gaining access to an emotional space once the teacher demonstrates that he is assigning a lot of importance to the student's
behaviour. Diverse learning styles in a supportive context were the key factors that elicited change in the teachers, as were the subsequent positive feedbacks to these changes students offered to their teachers (Ralph, 2005; Korthagen, 2004; Darling-Hammond, 2000; Zimmerman, 1990).

Learning on the basis of experience tries to deal with the conflict between existing knowledge and new knowledge as a constant and continuous process. Thus, the learning process almost never begins with "a clean slate". Although the literature indicates that numerous learning strategies and learning styles have been identified and can be used to design effective learning environments, what has not been addressed so far is what is necessary in order to mobilise and motivate educators in schools to design the needed learning environments and adopt the suitable instructional methods (Chen, Warden and Cheng, 2005; Elliot, 2005; Weiner, 2005; Donitsa-Schmidt, Inbar and Shohamy, 2004; Lamb, 2004).

2.5.2 Applying methods of instruction

Motivation for learning is at least partially affected by learning styles and individual learning differences. Students are characterised by their different levels of learning motivation (Rosenfeld and Rosenfeld, 2008; Harris and Chrispeels, 2006). The teacher should recognise this difference and he should be able to identify the student's main motivation. This recognition will enable him to adapt the teaching environment and teaching style to the needs of the student and to create in him more motivation to learn. The process of adaptation requires adjusting the learning climate and the learning environment to suit several types of learning styles (Rosenfeld and Rosenfeld, 2008; Roeser and Eccles, 1998). Huitt (2009) indicated that a student with a high level of achievement motivation needs a learning environment with a system that can support growth and development and assess the student’s progress and provide feedback. However, it's hard for a high-achiever to bear failures and therefore he prefers tasks with a level of difficulty with which he can cope and have a sense of satisfaction and success when he completes them. A competitive environment, for example, is not characterized by a nurturing learning climate that motivates students who have a low level of achievement motivation. A student with low levels of achievement motivation needs the teacher's encouragement in order to reduce his fear of failure, which prevents him from coping and trying to attain achievements. This student also needs encouragement through task assignments that will enable him to
succeed and in turn, develop his achievement motivation (Cohen, Mccabe, Michelli and Pickeral, 2009; Rosenfeld and Rosenfeld, 2008; Roeser and Eccles, 1998). Curiosity plays a significant role in eliciting student motivation to learn. Huitt (2006) found that a student with a high level of curiosity driven learning motivation needs to learn in a way that will give him a choice and freedom. When a student is given a choice between available subjects and types of activities, the curiosity impulse is aroused in him and he learns with more motivation and enjoyment. Learning methods that involve solving problems are especially well suited for this kind of student since this is active learning that encourages the student's thinking and creativity and he enjoys. Such a student is capable of coping with particularly complex intellectual challenges. The teacher has to be able to give the curious student challenges and creative freedom so that he may learn out of real interest (Huitt, 2009; Rosenfeld and Rosenfeld, 2008; Roeser and Eccles, 1998).

Furthermore, a student with strong social motivation is also usually a student who is more interested in friends than in studies. In this case, the teacher has to try to create for him tasks that will satisfy his social needs within the framework of his classroom studies. Cooperative learning in study groups is one way of satisfying his social interest in learning because cooperative learning involves interactions between people. Field trips also create interest in learning for students with social needs because of the same reason. On the other end of the spectrum is the student who suffers from social anxiety. This student tries to avoid social contact. In this case, the teacher's task is to try to encourage the student to create social connections within the framework of the learning process. For example, a small learning group that is task-oriented could help this student overcome his anxiety to a certain extent, and to create social interactions. The teacher should also give the socially-anxious student attention, support and encouragement, which can give him more motivation to learn, and to create in him sources of motivation to learn that are not dependent on social motivation, for example to encourage achievement motivation or curiosity motivation (Ann, 2009; Lavoie, 2008; Mandinach and Honey, 2008; Macneil, Prater and Busch, 2007).

In addition to the types of students described above who have a clearly defined source of motivation to learn, there is also the student who has a low level of general motivation and no clearly defined source of motivation. It's important to try to elicit any kind of motivation to learn in this kind of student. An examination of this subject
found that achievement motivation and social motivation can be elicited much more successfully in students who have a low level of motivation to learn. Setting achievement motivation in motion is more suitable for students with good learning abilities and aptitudes. Setting social motivation in motion is more suitable for students with average abilities and students with weaker abilities. In this case, the teacher's job is to try to pinpoint which motivation can be created in the student and to implement the suitable methods for creating a learning climate that suits that motivation (Cohen, McCabe, Michelli and Pickeral, 2009; Huitt, 2009).

2.5.3 The effect of learning strategies on learning achievements

In their study, Ann (2009) and Ben-Ari and Eliasi (2008) found a significant connection between the students' reports of their use of learning strategies and their reports of high learning performance. Studies support the conclusion that students who learn how to apply learning strategies attain better achievements than students who don't learn any particular strategy (Katz, Assor and Kanat-Maymon, 2008; Ormond, 2008; Santrock, 2008; Powell, 2006; Reeves, 2006; Weinstein and Mayer, 1986).

Other studies confirmed that the performances of students who apply learning strategies that included planning, analysing, asking questions, tracking, supervising and directing, attained higher results than students who had no meta-cognitive awareness, or in other words who did not use these strategies (Swanson, 1999; Filino, 1997). It has also been found that meta-cognitive strategies are connected to the successful performance of cognitive tasks, such as reading and solving problems and reading comprehension tasks, storing in and extracting from the long and short term memory. Many studies have found that intelligent activation of learning strategies is a factor that separates a skilled high-achiever from students who have difficulties. Therefore, intensive and direct instruction in the acquisition and use of learning strategies, including training in self-regulation, can help students pave their way to success in school (Hoy, 2012; Seligman, 2011; Febey and Louis, 2009; Rosenfeld and Rosenfeld, 2008).

The next sub-chapter will deal with learning achievements and their effect on other variables and factors such as climate and motivation.
2.6 Academic achievements

Raising the level of academic achievements is defined by many schools as one of their main goals at the top of the school's ladder of priorities (Rosenfeld and Rosenfeld, 2008; Roeser and Eccles, 1998). In recent years, the recognition that academic achievements can be improved through adapting the learning environment, the instructional methods and the allocation of educational resources has permeated the education system and has managed to lead to an improvement in academic achievements (Hoy, 2012; Seligman, 2011; Febey and Louis, 2009; Pintrich, 2003).

According to Ziv (2001), the need to achieve is defined as the individual's need to reach standards of excellence he has set for himself. The need to achieve, as reviewed in the 'needs and the motivation to learn' section, is one of the most important motivations and it is a basic component of personality that determines the student's attitude towards learning and the extent of his investment in learning, the way he works and his achievements. This need is developed in childhood under the influence of environmental factors, one of which is the cultural background at home, the nature of the education, the way children are raised, and the presence of cultural patterns that encourage achievement (Seligman, 2011). According to McClelland (1961, in Ziv, 2001), when an individual's need to achieve is relatively strong, it will serve as a strong motivation for his behaviour, it will express his need to be important and it will be expressed in his general behaviour and in the way he reacts to an unstructured stimulus (Leithwood, Harris and Hopkins, 2008; Leithwood and Beatty, 2007; Pintrich, 2003).

The education system is aware of the significance of the need to achieve and how this determines the students' general attitude and behaviour toward academic achievement. The classroom is one of the potential environments for developing the need to achieve and teachers need to be aware of this. They need to take into account the basic level of each student's need to achieve and to assume that there are differences between the students as far as their need to achieve is concerned (Lyubomirsky, King and Diener, 2005; Ziv, 2001; 1993; Melzer, Roditi, Houser and Perlman, 1998). Pintrich (2003) discussed "the achievement type" student whose motivation to learn is based principally on his strong needs to achieve. These students have different degrees of the need to achieve and they need different types of learning activities, group discussion and individual problem-solving. On the other hand, students with a weaker
need to achieve should be given information about skills relative to their realistic attitude about learning (Katz, Assor and Kanat-Maymon, 2008; Santrock, 2008; Powell, 2006).

2.6.1 Academic achievements and climate

Today, schools are measured by their ability to produce quality educational outcomes both in the cognitive and the social-personal domains. Many studies have attempted to identify the desired educational products and the ways, means and conditions for attaining these products.

The research has found a connection between the characteristics of the educational organisation's climate and the quality of the students' academic achievements (Seligman, 2011; Weiner, 1974). When the affect of the school climate was assessed using accepted indexes of success and failure of the learning processes Seligman (2011) found that in order to advance academic achievements it was necessary to improve the school climate.

Pintrich (2003) examined the connection between the student's perception of the quality of his life in school and the student's grades on matriculation exams and found that perception of the quality of life in the school environment contributes in different ways to the students' grades on the national matriculation exams. The results of the Pintrich (2003) study supported the research hypothesis that aside from the influence of background variables and personal data, a strong correlation emerged between the students' perception of the school climate and their academic achievements. The emphasis placed on academic achievements in the schools in Israel has created a community demand for more transparency and quality results. Increasingly the schools are being perceived as an obstacle to the building of viable student classroom climates and quality results. The competition among schools for students has hindered the development of desirable social relations between individuals from different groups and between teachers and students (Hoy, 2012; Seligman, 2011; Febey and Louis, 2009; Pintrich, 2003; Weiner, 1974).

In their research, Assor, Kaplan, Kanat-Maymon and Roth (2005) focused on the potential effects of direct control teacher behaviours (DCTB), such as giving frequent directives, interfering with the student's preferred pace of learning, and not allowing critical opinions. The researchers hypothesised that a child's perceptions of his teachers as ‘directly controlling’ is likely to arouse the child's anger and anxiety,
which can undermine effective academic engagement and promote restricted engagement. Their findings showed that the DCTB appeared particularly harmful because it led to "a lack of motivation" which manifested itself as a lack of any intention or volition to make an effort and engage in action (Deci and Ryan, 1991) intertwined with anger and anxiety. Thus, the teacher should try to avoid these behaviours as much as possible.

Neumeier (2007), a supporter of this view, examined direct and indirect effects of the teachers' personality on the students' educational outcomes. The teacher personality dimensions that were examined are: attachment style, a sense of capability and a sense of well-being. The students' educational outcomes that were examined are: academic and social self-image, academic achievements and a sense of well-being. The socio-economic climate in the classroom, measured by a sense of belonging, was determined to be a mediating factor between the teacher's personality and educational outcomes, capability and the student's autonomy. Neumeier found that the socio-economic climate in the classroom mediated teachers' avoidance of attachment and the educational products as a whole, and that academic and educational self-image, academic achievements, a sense of well-being and a sense of autonomy mediated the teachers' positive teaching capability and the educational products examined. The more the students felt a sense of autonomy, the higher their self-image and sense of well-being were found to be (Hoy, 2012; Seligman, 2011; Febey and Louis, 2009).

Kaplan (2005) investigated the importance of 5th grade students' perceptions of the social environment in the classroom, the connection between these perceptions and the students' involvement, and whether these perceptions are mediated by personal beliefs. His study showed that the social environment in the classroom is important for the students' involvement. He also found that emotional support from the teacher, academic support from counterparts, and encouragement from the teachers supported the use of self-regulation strategies. The students' personal beliefs partially or fully mediated their perceptions and involvement. These findings contrasted with the Reeve and Jang (2006) findings that found a connection between the students' perceptions of the teacher's support of their psychological needs and the students' motivation to do homework. They found a significant difference in motivation and autonomy in preparing homework between elementary school students and junior high school students, in addition to a significant difference in the students' perceptions of their teachers as supporting their psychological needs (Louis, Febey, Gordon and
Harvey (2001) presented the idea of focusing on a specific target in order to focus energy and time in a certain direction to help people accomplish more. Harvey (2001) explained that everyone's day is full of urgent matters and distractions, but that people who accomplished more did so because they focused on the steps that will lead them to their goal (Seligman, 2011; Pintrich, 2003; Weiner, 1974). On the other hand, Raviv (2005) claimed that underachievers did not suffer from a lack of intelligence or abilities, but rather, they suffered from low socio-economic background gaps of knowledge due to a lack of consideration by the people involved in the learning and evaluation processes. Raviv believed that a change in the way these students were assessed could have led to an increase in their learning motivation. In other words, what is needed is a change from frontal to individual and group instruction and a change from summative to formative assessment. In the alternative assessment, students are at the center of the learning process, which leads to an improvement in their self-image that in turn increases their learning motivation (Kaplan, 2007; Rohde and Thompson, 2007).

Raviv's study examined 5th grade students' perceptions of the components of the social environment in the classroom. Some of the components were teacher support and promotion of mutual respect, which involved a perception that the teacher expected all of the students to value and respect one another, and the promotion of a task-related interaction, which is an interaction that creates opportunities for students to justify, evaluate and refine their ideas. For example, students' support was related to their engagement in the classroom. The research findings confirmed findings discussed previously that the social environment in the classroom is important to the student's level of engagement (Kaplan, 2007). Rohde and Thompson (2007) hypothesised that the student's mathematics achievement depended on the combined effects of the teacher and the student's control. In other words, the student's adoption of self-regulated learning strategies will be highest when his control is high and when the teacher's control is low, and it will be lowest when the teacher's control is high and the student's control is low.

2.6.2 The effect of the social and emotional climate on students' achievements

In this section the potential contribution of the emotional-social climate to a variety of academic achievements will be investigated. As discussed earlier, a sense of
belonging in the learning context constitutes a source of motivation in situations in which children are required to face a challenge or to cope with a difficulty if the norms of belonging to the group include facing a challenge. Knowing that they can trust the people around them enables children to act flexibly and vigorously, with courage and efficiency, and their commitment to the group's success spurs them to make an effort (Hoy, 2012; Seligman, 2011; Febey and Louis, 2009; Magen, 1999). When these forces become active in the learning environment students intensify their involvement in academic activity and increase their willingness to persevere. Moreover, if the group's norms dictate that the individual has to make an effort to attain achievements and if he wants to belong to the group, he will make an effort to excel. Belonging will increase success because the group's members encourage, assist in understanding tasks and instructions, provide help, and answer questions. Therefore, the extent to which a student feels he is part of a group and that he is accepted, appreciated and protected by the group constitutes an important element in his academic achievements (Seligman, 2011; Pintrich, 2003; Gutman and Midgley, 2000; Weiner, 1974).

The importance of belonging was demonstrated in the Freeman, Pauker, Apfelbaum and Ambady (2010) study. Freeman et al. found that the presence or absence of social acceptance, as expressions of belonging, accounted for 25% of the variance explaining the academic achievements of 4th grade students. Similarly, it was found that social rejection, expressed as an extreme lack of a sense of belonging predicts low academic achievements. This finding strengthens earlier findings that have shown that the quality of social relations within peer groups affects academic achievements (Assor, 2005; Midgley, Kaplan and Middleton, 2001; Wentzel, 1998).

The effect of a feeling of belonging on scholastic achievement is also explained by the quality of student-teacher relations. The need to belong refers, among other things, to a feeling of a connection with a significant other and therefore, positive student-teacher relations are a significant factor in the creation of a feeling of belonging. A feeling of belonging and the quality of student-teacher relations have been found to be associated with key educational products such as motivation to achieve, task orientation, interest in academic activity, a sense of presence in the classroom, and high grades. It has also been found that belonging was associated with behaviours that promote achievement such as making an effort, coping with adaptation, and reporting a sense of security (Furrer and Skinner, 2003; Skinner and Snyder, 1999).
The student who has a sense of belonging to the class he is enrolled in will feel comfortable asking other students for help and he will offer to help other students. Giving and accepting help can positively affect academic achievement. The claim that a sense of capability will contribute to academic achievements is based on studies that have found a connection between a sense of capability and academic achievements (Wigfield and Eccles, 2002; Eccles, Wigfield, Harold and Blumenfeld, 1993).

The next sub-section will deal with individual differences in motivation to learn and in academic achievements between males and females in the schools and in the universities/colleges.

2.6.3 Gendered motivation among high school students

The current research examined the contribution of gender to the motivation to learn of students. Vallance (2004) conducted an inquiry into the reliability and validity of student opinion. The Vallance study used a qualitative methodology to inquire into the motivation of adolescents. Selecting students from co-educational as well as single-gender schools, he researched the behaviour of focus group participants. Students were divided into single-gender groups of friends and observations focused on to the goal orientation the students demonstrated. Males not only like to be active, but they find that doing things helps them understand a process better than just reading or listening to an explanation (Raf, 2014; Eagly and Wood, 2013; Seligman, 2011; Eccles, Wigfield and Schiefele, 2003; Pintrich, 2003; Eccles, Wigfield, Harold and Blumenfeld, 1993). Accordingly, males use competition between friends in a positive manner, which is captured in the performance approach to goal orientation.

2.7 Intervention programs for improving and changing the motivation to learn and the motivation to teach

One of the important elements that emerged from the literature review is the fact that unlike the students who come and go over the years, the teachers and the education staff are relatively a more permanent asset of the school. Thus, teachers need to be continually nurtured through training and development that empowers them, they need to participate in decision-making processes and be reinforced for their commitment to work (Clemens, Carey and Harrington, 2010; Johnson, Rochkind, Ott, and DuPont, 2010). According to Mecleod (2003), the participation of employees in
decision making refers to situations in which the employee is involved in the decision making process or in which the employee's influence on the decision making process is equal to his superior's influence on it. In educational settings, the object of involving teachers in decision-making is to encourage them to take an active part in matters over and above their function in the classroom. One possible example of decision making processes that teachers could participate in are decisions regarding different aspects of their work such as allocating resources and budgeting, hiring new teachers, setting up teachers schedules, and developing learning programs and teaching methods (Clemens, Carey and Harrington, 2010; Mecleod, 2003; Hargrave and Senechal, 2000). Teachers participate in such training (CPD) based on the perceived honest intentions of school officials and administrators. Research has found a connection between teacher participation in training and a subsequent improvement in the school's functioning, an increase in the level of the morale in the school, an increase in teachers' satisfaction from their work, and an improvement in their professionalism (Johnson, Rochkind, Ott, and DuPont, 2010; Kuku and Taylor, 2002). Teachers who are involved in formulating an idea feel a greater commitment to its implementation and they report that they feel a greater responsibility for the decisions when things go wrong. Moreover, greater participation and involvement of teachers in the functioning of the school nurtures the teachers’ feelings of trust in the school, encourages them to acquire new skills and improves the staff’s morale, commitment and the quality of their work (Kuku and Taylor, 2002).

**Summary**

As shown so far, motivation for learning is especially important in order to increase students' achievement at school. Therefore, identifying the learning and teaching strategies and the motivation driving these strategies amongst students and teachers is one of the challenges of every educational system. Currently, there are few attempts to test counselling interventions in classroom that are designed to improve student intrinsic motivation to succeed in school. Most of the research tested learning motivation in a narrow context examining mainly the academic performance of students. Nevertheless, since motivation is a wide concept, I believe it is important to test its various consequences on self-image, instructional styles, the teacher’s role and the student achievement. According to previous studies, the teacher is an important attachment figure for students and therefore can influence the growth and
development of the motivation to learn.

This study was designed to investigate the development of student self-image, motivation, class and school climate and academic achievements following the students’ participation in a counselling intervention programme.

Eight (8) research questions emerged from the research literature.

**Summary table**

<table>
<thead>
<tr>
<th>Research Sources</th>
<th>Research Questions</th>
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<tr>
<td>(Clemens, Carey and Harrington, 2010; Johnson, Rochkind, Ott, and DuPont, 2010; Mecleod, 2003; Kuku and Taylor, 2002; Hargrave and Senechal, 2000).</td>
<td>1. In what ways did a counselling intervention affect the growth and development of the motivation to learn among participating students?</td>
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<td>(Cohen, McCabe, Michelli and Pickeral, 2009; Mahoney, Larson and Eccles, 2006; Nioumanis and Vazou, 2005; Freedman, 2004; Tableman, 2004; Valentini and Rudisill, 2004; Parish and Treasure, 2003; Curtner-Smith and Todorovich, 2002; Twemlow, Fonagy, Sacco, Gies and Hess, 2001; Lee and Smith, 2001).</td>
<td>2. How can the school/class climate be improved?</td>
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<td>(Murphy, 2012; Jalali and Nazari, 2009; Huitt, 2009; Katz, Assor and Kanat-Maymon, 2008; Ormond, 2008; Santrock, 2008; Powell, 2006; Flook, Repetti and Ullman, 2005; Rudolph, Caldwell and Conley, 2005; Marsh and Hau, 2004; Bouffard, Marcoux, Vezauand and Bordeleau, 2003; Good and Brophy, 2003).</td>
<td>3. How were the processes of growth and development of self-image affected among students experiencing a counselling intervention?</td>
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<td>(Hoy, 2012; Seligman, 2011; Febey and Louis, 2009; Ben-Ari and Eliasi, 2008; Daly and Chrispeels, 2008;</td>
<td>4. How can the quality of student-teacher learning outcomes (achievements) be improved?</td>
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<td>5.</td>
<td>What are the manifestations of the students' motivation to learn among high school students who had experienced a counselling intervention – A teacher’s perspective?</td>
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<td>6.</td>
<td>How can learning environments be adapted so that they support students’ learning styles and strategies?</td>
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<td>7.</td>
<td>In what ways does the student’s Major Concentration affect student learning and the way other students see him?</td>
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<tr>
<td>8.</td>
<td>How does a student give voice to his plans, his dreams and his aspirations for the future?</td>
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</table>
The counselling intervention was designed with the following guiding principles:

1. The growth and development of a student’s self-image, of his motivation to learn, of his contribution to the classroom and school learning climate and of his need to achieve quality learning outcomes can be engineered by teachers by adapting the learning environment to the student’s learning style and can be facilitated by a counselling intervention.

2. The growth and development of a teacher’s self image, of his motivation to teach, of his contribution to the classroom and school learning climate and of his need to achieve quality learning outcomes can be engineered by the school’s administrative team and can be facilitated by a counselling intervention.

3. Female and male students require different adaptations to the learning environment that take into account cultural values in order to promote participation, the production of learning outcomes of quality, retention and success.

These principles emerged from the literature survey and guided the design of the intervention’s workshop programme.

The following chapter on Methodology describes the choices made by the researcher in an attempt to identify the best methodological fit.

Chapter 3: Methodology

The research methodology was selected in order to provide an in depth view of the nature, growth and development of the human processes under investigation (Shkedi, 2008; Denzin and Lincoln, 2005; Sabar Ben-Yehushoa, 2001). The methodology of this research evolved into a qualitative methodology with characteristics of an action research paradigm.
3.1 The Research Philosophy

When faced with the task of choosing an appropriate research methodology I considered my research questions, the participants and the research field. It is important for a researcher, like myself, taking his first steps in the field, to consider in depth the research philosophy that best fits the research objectives (Maxwell, 2010; Shkedi, 2008; Sabar Ben-Yehushoa, 1995; Maykut and Morehouse, 1994). Before deciding on the research philosophy, I considered in depth the research philosophies behind all three major paradigms, the mixed, the positivistic and the naturalistic-constructivist research philosophies (Creswell, 2007; Guba and Lincoln, 1994). While I chose the naturalistic, constructivist interpretive qualitative approach to research (Shkedi, 2008; Denzin and Lincoln, 2005), I did so not before I considered the advantages and disadvantages of the positivistic and mixed epistemologies.

3.1.1 The Mixed Epistemology

I considered the mixed epistemology because it offers research designs (Cameron and Molina-Azorin, 2011; Johnson and Christensen, 2004; Tashakkori and Teddlie, 2003) which can collect and analyse both quantitative and qualitative data within a single study, leading to a more complete understanding of the research problem (Cameron, 2008; Clark and Creswell, 2008; Creswell, 2002).

According to Onwuegbuzie and Collins (2007) and Creswell (2006), the mixed methodology research is a theory first research design. When considering the mixed methodology I realised that philosophical assumptions of this type of research required me to rely heavily on quantitative data and may potentially focus my research on events and on the behaviour of observable variables when in fact I needed to follow the growth and development of processes and did not have a clear understanding of the variables active in the field.

The Mixed Epistemology was rejected because of the characteristics of the complex research field, the lack of theory predicting the behaviour of the motivation to learn of students and the motivation to teach of teachers.

3.1.2 The Positivistic Epistemology

The positivistic epistemology, assumes that a single truth exists that can be discovered through research and that it is a deduction (application) stemming from existing theory (Denzin and Lincoln, 2000). Researchers who have embraced the positivistic
epistemology believe the truth they are searching for to be objective and measurable (quantifiable). Quantitative research will aim to confirm or contradict assumptions about the behaviour of variables deduced from existing theory, to find a relationship between known variables and to present the facts discovered about this relationship. Auguste Comte is believed to have been the first to use the word ‘positivism’, in 1830, as synonymous with science or with positive or observable facts. Compte proposed that science should, for the most part, be concerned with the prediction of events stemming from existing theory and with the explanation of events and with the generation of proof regarding the causes of observable events (Maykut and Morehouse, 1994).

The positivist researcher will attempt to isolate the variables studied from other active variables and events that could influence the variables researched and in this way prevent field contamination or measuring bias. In addition to the attempt to create laboratory type conditions the positivist researcher works under the pressure of time, he sees time spent in the field as a potential source of data contamination (McLeod, 2011; Reeve, Deci and Ryan, 2004; Maykut and Morehouse, 1994). The positivist researcher is committed to the analysis of events and to determinations regarding the causality of these events.

After consideration I had to reject the positivist philosophy of research. My research posed questions designed to guide the collection of data so that theory could be inductively generated (theory last) about the motivation to learn of high school students and the motivation to teach of high school teachers. The study was of processes yet to be discovered, no laboratory conditions could be created, and I had to immerse myself in the research field for one school year. During this year events specific to the school and other events specific to the community influenced the interactions of students and teachers.

3.1.3 The naturalistic-constructivist epistemology

The naturalistic-constructivist methodology was chosen because it suited the nature of the research questions regarding the motivation to learn among students and the motivation to teach among teachers in two high schools. These were complex research objectives that required a qualitative examination of processes such as the development of a student’s self-image, the building of quality learning outcomes, the eliciting and development of the motivation to learn, the eliciting and development of
the motivation to teach, the teacher's role in the design of learning environments and in their adaptation to student learning styles and strategies. However, investigating the teachers' and students' perception of the motivation to teach and learn respectively required an in-depth observation and an immersion into the research field over time. To accomplish this, the qualitative examination used interviews, focus groups, research diaries, and questionnaires.

The naturalistic-constructivist philosophy of research is a strategy anchored in the research field, where the research participants interact daily (naturalistic) for prolonged periods of time, by a set of assumptions and principles (Xu and Corno, 2003; Sabar Ben-Yehushua, 2001). One such assumption is that reality is individually constructed by every one of the participants, as is the truth about the student motivation to learn and the teachers’ motivation to teach that this research is trying to discover (Denzin and Lincoln, 2005; Guba and Lincoln, 1994). This is a unique point of view that permits the researcher to frame and re-frame his experiences in the research field and make meaning of his experiences (Maykut and Morehouse, 1994). The naturalistic-constructivist researcher is committed to constructing a holistic understanding of the entire research field and will focus on discovering and examining processes and phenomena that are part of the individual experience (Clandinin and Connely, 2000; Stake, 1995).

The constructivist approach sees the world of students and teachers as a complex system where individuals have mutual relationships, which affect one another. The data collected from this world can be viewed from different perspectives, and it is predominantly words and meanings (McLoed, 2011).

McLoed (2011) argued that:

*The primary aim of qualitative research is to develop an understanding of how the social world is constructed ... (it's) language and meaning* (McLeod, 2011, p.3).

This research focused on processes that grow and develop in the learning environment and ways in which these processes might develop and interact in the classroom and in the school with each other, thus the qualitative approach was the ‘best fit’ for me. The research was naturalistic, holistic, inductive and qualitative. It was not positivistic, analytic, deductive and quantitative (McLeod, 2011; Connelly and Clandinin, 2006).

I used qualitative methods in order to get a wider and deeper understanding of the attitudes and feelings of teachers and students in regard to the intervention.
3.2.1 The Research Questions:

1. In what ways did a counselling intervention affect the growth and development of the motivation to learn among participating students?
2. How can the school/class climate be improved?
3. How were the processes of growth and development of self-image affected among students experiencing a counselling intervention?
4. How can the quality of student-teacher learning outcomes (achievements) be improved?
5. What are the manifestations of the students motivation to learn among high school students who had experienced a counselling intervention – A teacher’s perspective?
6. How can learning environments be adapted so that they support students learning styles and strategies?
7. In what ways does the student’s major concentration affect student learning and the way other students see him?
8. How does a student give voice to his plans, his dreams and his aspirations for the future?

3.2.2 The research objectives:

One of the objectives of this research was to close the gap in available information about the motivation to learn of students and the motivation to teach of teachers in Israeli Arab high schools. Specifically, this Dissertation aimed to map the processes of growth and development of the motivation to learn among Arab high school students and the motivation to teach among Arab high school teachers.

Another objective of this research was to understand and map the processes leading to the engagement of students with learning processes and the production of learning outcomes of quality. One of the learning outcomes of quality that was researched was the students’ choice to take the national standardised matriculation exams.

3.2.3 Principles Guiding this Investigation

1. The growth and development of a student’s self-image, of his motivation to learn, of his contribution to the classroom and school learning climate and of his need to achieve quality learning outcomes can be engineered by teachers by adapting the learning environment to the student’s learning style and can be facilitated by a counselling intervention.
2. The growth and development of a teacher’s self image, of his motivation to teach, of his contribution to the classroom and school learning climate and of his need to achieve quality learning outcomes can be engineered by the school’s administrative team and can be facilitated by a counselling intervention.

3. Female and male students require different adaptations to the learning environment that take into account cultural values in order to promote participation, the production of learning outcomes of quality, retention and success.

3.2.4 The Research Procedure

The research used qualitative methods in order to obtain information about students and teachers’ motivational processes. The data was collected from thirty student research diaries, four focus groups and fourteen interviews with teachers. The researcher hoped to learn more about the school, the teachers’ influence on the students’ motivation to learn, and the social values that enhance motivation. This data was extremely rich and abundant and was sufficient to answer the research questions.

3.3 Selecting the Participants:

Participants were chosen based on their ability to provide information about the processes being studied. It is difficult to conduct research studies in the Israeli pedagogical system, since such research is impeded by precedents and protocols for research. Consequently, in order to assure the availability of research participants and the cooperation of the school, the researcher’s role as the educational counsellor in the school, proved to be an effective means to obtain participants and secure the collaboration of students and staff.

I requested and obtained informed consent from the high school principal. In addition I approached the teaching staff of the 10K classes and invited them to participate. I started the research only after I obtained the informed consent of the teachers and of the principal to conduct the research in the school.

3.3.1 The Teacher Participants

Fifty one (51) teachers (53.1%) participated in the counselling intervention and so did 30 students.
A request was submitted to the Ministry of Education department manager responsible for approving research in the schools. The Ministry of Education approved the proposed site, the research procedure and the research tools. Locally, to support the permission given by the Ministry of Education, the respective school board, principal and the school staff of the school were each apprised of the research objectives, procedures and research tools. Consent to use the school as a research site was granted by the principal of the high school after the principal understood the nature of the research and had seen the research tools.

Following an in-class explanation of the nature of the study and its objectives, students were informed that their participation would be voluntary, confidential, and that the data collected will be confidential and will not be made available for use other than for the purpose of the study. Subsequently, tenth grade students were randomly selected from relevant classes and programmes. Thirty students were chosen for the counselling intervention from the high school’s 10K cohort. These students participated in the focus groups and kept research diaries.

3.3.2 The Research Field

Beyth-Marom (2003) pointed out that in field research, the researcher is not involved in all characteristics of the group but rather, is interested primarily in certain aspects on which he focuses. The researcher is present at the research site only intermittently (McLoed, 2011; Cramer, 2006; Creswell, 2003; Hammersley, 1992).

The research site for the current study was a high school situated in an Arab village. The physical structure met the requirements as set forth by the Ministry of Education and was equipped with standard classrooms and facilities. The building had a basement and three floors. The basement contained a chemistry lab, a media room and a storage rooms. On the first floor there were five classrooms, a library, a computer room, a building management office, the secretary’s office, the teacher’s lounge, the pedagogical coordinator’s office and the vice-principal’s office. The second floor had five classrooms, a biology lab and the counsellor’s office. The third floor had five classrooms, a physics lab, a divided room and an auditorium for assemblies and school events. Beyond the entrance gate was an extensive yard with a sports field for sport activities. Moreover, the Ministry of Education requires that the school be cleaned daily and kept orderly. Thus, the physical structure of the school evidenced a characteristically stable and potentially conducive learning environment. There were
no external factors that could be identified as encumbering the students’ motivation to learn.

3.4 The research tools

In order to collect data in the current study, various research tools were used, tailored to the original design of the research. Interviews, focus groups and students' experiential diaries were used to collect the data (Creswell, 2003). The use of a large number of research tools provided me with several points of view on the research field and with a way to estimate the reliability and internal validity of the data.

3.4.1 The Research Procedure

3.4.1.1. The Researcher’s role

In the current research, I was an integral part of the investigation. I was a participatory observer, guided the students who completed research diaries, conducted teacher interviews and led focus groups. The research stretched over the duration of the school year and during this time I was a constant presence in the school teachers’ lounge, the school hallways, administrative meetings, school counsellor’s office and in classroom counselling activities. Data was analysed as it was coming in. At times data required clarification and at times I had to take a step back and reflect on the data (Shkedi, 2008; Schwandt, 2007; Creswell, 2003).

Following is a discussion pertaining to the research tools that were chosen for collecting the data. The discussion examined the advantages and disadvantages of each research tool and the reason that the research tool was chosen in the current study.

3.4.1.1 The Interview

Creswell (2007), Creswell and Plano (2011), and Johnson and Christensen (2004) recognised three types of qualitative interviews: Informal-Conversational Interview that is spontaneous and loosely structured. The Semi-Structured Interview which is a more structured interview than the informal-conversational interview. It includes an interview protocol, which records the open-ended questions. The interviewer can ask clarification questions when answers are not clear and can add new questions if he discovered processes not known to exist prior to the interview. And lastly, the
Standardised (structured) Open-Ended Interview. This type of interview features Open-ended questions which are organised in an interview protocol, and are presented to the interviewees in the exact order given in the protocol. The wording of the questions cannot be changed and new questions can not be added.

In the current study, the semi structured interview approach was chosen as most appropriate for the participants and type of research conducted. I came to the interview with pre-determined questions, but during the interview, I sometimes changed the order of the questions, and where necessary, I added questions according to the information developed (See appendix, 1).

According to Creswell (2007), interviews as research tools have strengths and weaknesses. Two of the strengths that contributed to my decision to select the semi structured interview were that this type of interview provides exact information needed by me to answer the research questions and that a relatively high response rate is often attainable (Creswell and Plano, 2011). Two of the weaknesses that I had to take into consideration were that data analysis can be time-consuming when using open-ended items and especially when follow-up questions are permitted. This difficulty is compounded by the need to validate the interview data with data from other research tools.

In order to understand the positions and attitudes of teachers with regard to the counselling intervention, I conducted fifteen interviews with teachers at the school during the first semester, three months after the intervention. Every third teacher was chosen from a list of teachers provided by the school secretary.

The interviews started with an interview with the principal. The interviews were tested for clarity of the questions, the time allotted for the interview and the location and school climate. I conducted the interviews equipped with a laptop computer and a typist in order to enable the simultaneous recording and documentation of the interview and eye contact with the interviewee. The typist informed all participants that what they shared during the interview was to be held in strict confidence and handed all informed consent forms.

3.4.1.2 Focus groups
According to Bazeley (2010a) a focus group is a method of collecting data based on guided group experiences pertaining to a subject. By using focus groups, I placed the
emphasis on the interactions of the participants, interactions within the group based on the subjects answering the research questions posed by the researcher himself, who acted as the moderator. The main advantage of the focus group is the opportunity to observe the interactions of participants concerning the research questions within a limited period of time. The focus group constitutes a primary source of information because descriptions and explanations emerge directly from the informants (Bazeley, 2010b; Shkedi, 2008; Creswell, 2003).

A focus group is a situation in which the moderator keeps a small group (6-12 people) focused on the discussion of a research topic or issue. The duration of the focus groups can vary in length between one and three hours. The sessions are usually recorded using audio and/or video-tapes (Johnson and Christensen, 2004). In addition, as identified by Creswell (2007) the two advantages of the focus groups are that they provide a window into the participants' thinking, and present the opportunity to examine how participants react to each other.

In the current study, the focus groups assisted me to collect data from dynamic, interacting groups of students that shared their innermost beliefs and feelings. I chose to use three separate focus groups comprised of ten participants taken from the total of thirty students. I addressed students and recruited the focus group participants while they were in their classrooms and asked which students would like to participate in the research. Finally, I was able to recruit ten students from the science study course, ten from the humanities study course, and ten from MABAR and ETGAR classes (the regular and the modular matriculation classes; See appendix, 2).

3.4.1.3 Experience Sampling Diaries

The research diary method was developed in order to collect information about people's reported feelings in real time and in natural settings during selected moments of the day (Kahneman and Krueger, 2006).

The diary is important because it is a tool for a written personal expression which invites reflective thinking processes and can potentially promote their advancement (Gunthert and Wenze, 2011). The diaries can simultaneously be used for the research requirements and they are a rich, diverse and an illuminating source not only pertaining to the world that is described in them but also pertaining to other worlds that are similar to that world. Various types of diaries are mentioned in the field of education, for example a diary for documenting learning, a diary of dialogues, a
personal diary, a diary of a process, and a reflective diary (Hamaker, 2011; Hektner, Schmidt and Csikszentmihalyi, 2007). In the research literature, there are recommendations for having students manage a diary, principally as part of a way of implementing alternative methods of assessment (Gunthert and Wenze, 2011). The basis of these recommendations is the assertion that using a diary promotes students’ reflection, which is the most significant factor in choosing this type of tool in the present research. In the current research, the researcher developed such a tool, a “diary/reconstruction of experiences”, in which the students would record his classroom experiences and for which they would be responsible (See appendix, 3).

In the current study, experience-sampling diaries were used to record experiences of students during the intervention. The thirty students that had been selected to participate in the focus groups were asked to keep an experiential diary. The diary was designed in a way that would make it easy for the students to record and evaluate all of the lessons they participated in. The students were briefed and they received a complete explanation about daily management of the diary. The researcher also notified the teachers that the students would be recording their experiences during their lessons and that their diaries were confidential.

In order to facilitate record keeping the diary included several questions such as: How did you feel during the lesson? Describe your interest, excitement, or participation. How would you describe the style of instruction? What do you think about the method of instruction and which method would you recommend? What difficulties did you encounter during the lesson and how did you deal with them?

3.5 The counselling intervention

The main purpose of the counselling intervention was to provide participants, teachers and students, with an opportunity to develop an alternative view of the research field and of the processes students and teachers engage with in the learning environment. My counselling intervention programme was carried out after listening to teachers and students.

The workshop components were chosen based on what seemed to be the obstacles and practices that prevented teachers and students from engaging with the learning environment and the processes it supported (see Appendix, 5). Some of these obstacles and practices emerged directly from the teachers and students while others were principles of research that guided this research.
Workshops were delivered separately for teachers and students. Each population had different sessions, which aimed to enhance motivation for teaching and motivation for learning, respectively. Sessions for teachers and students were held in parallel periods.

The students’ workshops were based on:
- Strengthening the student’s self-image by increasing his belief in himself, in his abilities and in the fact that he is the only one who is responsible for his future.
- Creating a need for social appreciation, belonging, and to investigate the environment.
- Methods for setting goals and ways of realising them; planning future goals in order to challenge their realisation.
- The importance of the social domain for the student.
- Factors that contribute to a positive learning experience for the students.
- Student articulated appreciation of learning

The teachers’ workshops were based on:
- Creating a climate that supports the evolution of enthusiasm for learning, autonomy and learning lessons from daily experiences.
- Increasing internal motivation, principally in order to attain achievements as a result of a motivation to accomplish difficult things and to overcome obstacles.
- Changing methods of instruction, from the method of commanding to the method of creating.
- Identifying how the students’ experiences of success can be increased.
- Setting into motion the need to learn by creating an unfulfilled need.
- Respecting the students and their personal, scholastic, mental and social needs.
- Strengthening the teachers’ responsibility and commitment.
- Increasing the teacher’s self-image and strengthening his personality.
- Changing the instruction strategies from the frontal strategy to a variety of methods of instruction and working in groups.
Creating motivation to learn by imparting importance, challenge, choice, diligence, direction, concentrated and critical thinking and enjoying the learning processes.

3.6.1 The intervention sessions

Teachers: The teachers’ workshop programme included eight sessions. Each session was two academic hours long. The researcher arranged a timetable with the school’s management in order to take advantage of the last two weeks of the final semester. Then she printed and distributed a page that explained the subjects of the sessions, how the workshop was to be delivered, where it would be held, and the date and time of each workshop (See Appendix, 2)

Twenty-eight teachers participated in the sessions on a regular basis. Other teachers joined various sessions because they were interested in increasing their awareness and to obtain tools and skills for increasing motivation to learn and diversifying their methods of instruction.

It is important to note that some problems emerged during these sessions. First, some teachers (about 20%) did not attend consistently all the workshop sessions. Tracking presence of teachers and enforcing attendance was difficult since I wished to preserve appropriate relationships with school staff. In addition, no debriefing check was instituted in order to verify understanding and implementation of workshop content.

Students: Approximately ten sessions were initially planned for the students’ workshop but after the first session and the problems that emerged during it, I decided to divide the group into three sections according to the level of student scholastic achievement. In light of this distribution, each group met for about ten weekly sessions. Thirty students participated in the workshops. Ten of them were learning in the weakest programme of study (MABAR – regular matriculation programme and ETGAR – modular matriculation programme), ten of them were learning in the humanities programme of study, and ten of them were learning in the science programme of study.

It is important to note that some problems emerged during these sessions. First, there was a significant variance in the initial motivation to learn of the students. Typically “weak” students showed low levels of motivation to participate in the workshop. Other students belonging to the science programme were found to have higher levels of motivation to participate. Moreover, a problem that occurred in a wider context is
that students from other classes wished to participate in these sessions, and their inability to do so created frustration for them.

3.7 Data analysis

3.7.1 Qualitative analysis

To establish the categories for qualitative analysis of the current study’s qualitative data, the researcher had to derive the categories based on the research question and to determine the units of analysis. This required a process of coding through analysis based on finding repetitions of the raw material, definitions of the units of analysis, constructing a hierarchy of the repetitions and discovered themes, and building a theoretical model that clarifies the researched reality (Creswell and Plano, 2011; Skedi, 2008; Terrell, 2011).

The method of content analysis that was chosen for this current research required continuous and repeated comparison, taken from the qualitative research tradition called “Theory Anchored in the Field” (Givton, 2001). This content analysis process required that all data be systematically sorted and organised. It involved a methodical extraction of themes and ideas, which repeated themselves, and descriptives of the processes I was studying.

According to Shkedi (2008), data analysis is a process of arranging and constructing the information that has been collected in order to interpret it and to understand its meaning. These components were defined as categories for analysis and served to answer the research questions.

The information that I collected at the research site was derived from various tools of research and from various groups of participants. It was collected using interviews, observations, the focus groups and the students’ diaries. It was an overwhelming amount of information to go through.

Qualitative data analysis requires that I group data according to emerging criteria such as themes and ideas that are repeated by participants and emerge from among data collected by different research tools (Hamaker, 2011; McLoed, 2011; Cramer, 2006; Creswell, 2003).

As themes and ideas emerged from the data I created pages for each major theme. To these pages I added related concepts and looked for clues that governed their association. By working back and forth I made sure that my data set was fully represented by the emerging categories. The categories were assigned exclusively to
the research question and were examined to see if the answers being provided were supported by the data.

3.8 Ethical issues

What one person or group considers to be good or right may be considered bad or wrong by another person or group (Schwandt, 2007; Johnson and Christensen, 2004). Given the setting of the research and the research subject, different philosophical approaches toward ethics were incorporated. They included ethical skepticism which states that ethical standards are not universal and are, in fact, relative to a particular culture, time, and to the individual. Using the researcher's role as educator to obtain participants was an example of this approach. In addition, a utilitarian approach to ethics, one based on the examination and comparison of social costs and benefits that may arise from an action was also an integral approach in the current study. In this regard, addressing the students’ lack of motivation to learn and the teacher’s lack of motivation to teach by using a counselling intervention evidenced the underpinnings of the utilitarian approach. The choice of an ethical theory for fieldwork is the researcher’s choice to make. However, researchers must constantly examine their research activities from a public perspective and at the same time, broaden the good and restrict the bad influences of their actions in the entire community (Maxwell, 2010; Erickson, 2007; Dushnik and Sabar Ben-Josha, 2002). In this regard, I took under consideration three primary areas of ethics as identified by Creswell (2007), the relationship between society and science, professional issues related to dissemination, treatment of research participants by assuring the anonymity of the participants, respecting their right to informed consent and their right to withdraw at any time without penalty, and non-malfeasance, by making sure that participants were not harmed physically or psychologically while the research was being conducted.

3.8.1 Implementation of these codes of ethics in the current study

As I have mentioned before in this research I have investigated my own work. While the work of an educational counsellor normally has administrative, individual and systemic aspects to it, the study required that I choose a systemic problem affecting the quality of life at work of the entire educational staff at the school. Therefore, in the initial stages of the research, I presented the research questions, goals and the research process to the school's educational and management staff. Afterwards, I
indicated that if anyone from the school's staff was unwilling to participate in the research, his decision would be respected. I assured all the participating staff that all the data collected during the study would be used solely for the purposes of the research. In regard to future dissemination of the information, after the completion of the research, I assured them that the information would be confidential and that only scientific material useful for the academic and educational communities would be published without direct attribution.

In the current study, I maintained relations of reciprocity and partnership between myself and the participants. I viewed the student and teacher participants as having an active part to play in the research. I attempted to give them the feeling that I was conducting the research with them, rather them about them.

3.9 The research validity

In a qualitative research, the researcher must retain a chain of evidence for every step taken, all tape recordings of the interviews, observations, and all other relevant information. He must also retain all of the procedures done in the analysis, diagrams and tables, beginning from the initial stage and ending with the final findings and conclusions. The validity of a method and an interpretation must be proven via a meticulous process of testing and constructing of the prism through which the researcher looks at the research field. There are no easy answers or shortcuts in this process (Clark and Creswell, 2008; Creswell, 2006; Cameron and Molina-Azorin, 2011; Miles, 1984).

According to Johnson and Christensen (2004), theoretical validity is present if the theoretical explanation provided by the researcher fits the data. The first strategy that I used for providing theoretical explanation is extended fieldwork. I provided explanations as I collected the data in the field. As more and more data accumulated, the meaning making process moved in tandem, becoming wider as data came in, and becoming narrower, more focused as meaning was created. The second strategy that I used was theory triangulation. I used multiple theories and perspectives to better interpret the research data.

The third strategy that I used was pattern-matching, and the fourth strategy was peer review. These two strategies were used by me in order to make sure that patterns that I saw were also found by colleagues whom I asked to analyse the data and review the meaning making process.
Givton (2001) suggested that the data analysis process is the heart of the qualitative research and that the researcher is the central tool in the research. Givton's approach to data analysis was called 'theory anchored in the field' and was developed by Sabar Ben-Yehoshua (2001). The four strategies that I used work in harmony with Sabar Ben Yehoshua’s (2001) content analysis method and Givton’s (2001) 'theory anchored in the field’ method. From these two methodologies I synthesised a way to extract research categories and to crystallise conclusions from the relevant findings in the researched setting (Creswell, 2007). Content analysis enables a high level of theory construction during the stage of collecting and sorting of the data. The adequacy of the explanations of the perceived reality depends on recognising the context in which the processes were documented. Consensus among the researcher, his participating peers and the study’s student and teacher participants provided me with the necessary confidence in the findings to draw conclusions and make recommendations (Shkedi, 2008).

3.9.1 Internal Validity

The validity of the findings must be grounded in the findings of the research (Shkedi, 2008). In order to achieve a vigorous internal validity of the qualitative data, I used the three qualitative tools, interviews, focus groups and experience sampling diaries and triangulated the findings that emerged from the data collected with these three research tools. The data analysis was done with a five-step process, according to the model suggested by Givton (2001). After the data was collected from the focus groups, the interviews and the students' diaries, it was analysed as follows: (a) initial construction of categories; (b) the second encoding stage – the axial encoding – and identifying sub-categories; (c) the third encoding stage – the adjusted encoding – and organising the sub-categories into secondary categories of the main categories; (d) creating a hierarchy and identifying the main categories; (e) creating a theoretical structure and conclusions (Creswell, 2007). Using color-coding of the categories, made it possible to gain an overview of the data that allowed me to see the effect of triangulation of the data (See Appendix key colors).

These analytical procedures provided me with the confidence needed to recommend that the counselling intervention be transferred to similar classes in the school and to other schools similar to my own (Sabar Ben-Joshua, 2001; Creswell, 2007).
The findings of this study were also subjected to a critical evaluation by using the findings of other researchers working in different cultures, with different research tools and research participants. This triangulation procedure provided me with an estimated external validity for my study’s findings.

3.9.2 External Validity

The research procedure of the study provided me with the ability to evaluate the internal validity of the findings. The internal validity of the findings was very strong. With findings that have a strong internal validity it is important to estimate the external validity of the findings and proceed to the creation of meaning by induction. When the external validity is strong it is possible to generalise or transfer the study’s findings.

I analysed the external validity of the findings using the guidelines of the fifth stage in Givton’s (2001) model thus creating a theoretical structure from the categories and their connection to the research and theoretical literature. This stage is associated first and foremost with the research's external validity, which is the stage in the validation of the research after the examination of its internal validity in the findings section.

It should be noted that generalisation has not always been a priority of qualitative researchers (Creswell, 2008). However, it is a priority of mine since it was an important goal of my research to affect positively the quality of the school experience for students and teachers not just in the age cohort studied but in the entire school and in similar schools in the Arab Sector Nationally.

One form of generalising in qualitative research is called naturalistic generalisation (generalising based on similarity). When you make a naturalistic generalisation, you look at the participating students and teachers and generalise the degree to which they are similar to the students and teachers in the qualitative research study conducted by other researchers in different cultures, with different research tools and with different participants (Terrell, 2011; Bazely, 2004).

Another way to generalise qualitative research findings is through replication. In other words, you are able to generalise when a research result has been obtained by other researchers who replicated the research design in equivalent settings. An additional type of generalising is theoretical generalisation (developing a theory that is based on qualitative research, such as is the case during grounded theory research) (Clark and Creswell, 2008).
3.10 Reliability

In qualitative research, it’s impossible to expect that other researchers in similar or even identical situations will be able to exactly reconstruct the findings of a particular research project. Therefore, straightforward and detailed disclosure of the achieved perspective in the qualitative research and of the criteria used by the participants and me in the research to create meaning was reported. Similarly the multiple realities participants constructed in the field were recorded and reported (Johnson and Christensen, 2004). I personally immersed myself in the field and kept detailed records enriched with personal associative reflection. I established three conditions for increasing reliability. I created a data base that can be presented anytime, preserving analysis documents: analysis of the data from student diaries, interviews, and information received from the focus groups which contains the categories of the analysis. I built and presented a chain of evidence which gave voice to the participants and quoted them (Sandelowski, Voils, and Knafl, 2009; Peshkin, 2000).

Summary

In the next section, the researcher will analyse the data that was collected at the research site. The analysis of the data which had to be reduced before I was able to create meaning and formulate the field forces contributing to the growth and development of the motivation to learn among students and the motivation to teach of teachers.

Chapter 4: The Findings

Introduction

This section presents the data and the findings that were collected during the research. The data was examined and was reduced to categories and sub categories. The data from different research tools was triangulated until I felt confident that I can map the field forces eliciting by the counseling intervention that were sustaining motivation.
Data were collected using interviews, focus groups and students’ experience sampling diaries, and open-ended questions. The data was reduced and findings were generated. Teachers' motivation to teach from the teachers' own point of view, was examined using three research tools. Data was collected from fifteen interviews with teachers and education staff, from three focus groups with student participants and from thirty experience sampling diaries. According to Sabar Ben-Yehoshua (2001), the content analysis process is similar to solving a riddle. In the beginning, directions, ideas and themes were scattered and not organised, and later in the process, these ideas and themes formed the foundation of an emerging meaning increasingly more consolidated, better understood and more focused.

4.1 Preliminary analysis

The following categories and sub-categories emerged from the data.
Category 5

Student motivation to learn a teachers’ perspective

The personal domain

The scholastic domain

The social domain

Relations with students

Teacher student dialogue

Understanding and internalising the students’ need

Follow-up and persistence

Interpersonal communication

Even handedness in treating student problems

Encouragement and support

Readiness and

Student learning styles and strategies

Category 6

Performing tasks

Demonstrating abilities

The scholastic domain

The social domain

The personal domain
Category 7

The major concentration

Liking the major concentration and the subjects it subsumes

Positive role model

Category 8

The vision

Goals

Dreams and aspirations

Liking the school

Eligibility for matriculation exams

Respectable social status
Category I–Motivation to Learn

In this study I distinguished between intrinsic motivation to learn which describes the inner need to learn because of feeling challenged, being interested and being curious, etc…and extrinsic motivation to learn which describes learning because of an external reward the learner wants to earn such as the need to satisfy others to receive a reward or to avoid punishment, to get good grades, to compete against others, etc…

The findings show that it is hard for the teachers to arouse the students’ intrinsic motivation to learn since these are students who have experienced mostly extrinsic motivators. Teachers and students claim that the whole country, their family and the school reward students on the basis of grades. Students and teachers claimed that their school must align its policies and practices to the national practice in spite of the fact that this method and these practices do not suit the theories of motivation.

The counselling intervention was designed to facilitate the design of learning environments that support the experience of joy from learning so that students will like the contents of their learning experience. Furthermore the counselling intervention provided encouragement to students and teachers to constantly seek to improve their learning environments and with them the quality of the learning outcomes. The improvement in the quality of the learning outcomes students produced created higher evaluations and eligibility for matriculation certificates.

The qualitative data from the different research tools was triangulated and it showed high internal validity.

Sub-category 1 -Intrinsic Motivation to Learn

The sub-category Intrinsic Motivation to Learn had four sub-sub-categories: prefers challenges, satisfaction and curiosity, self control and self-judgment based on internal criteria for assessing success/failure.

Sub-sub Category 1 -Prefers Challenges

This sub-sub-category of Intrinsic motivation includes learning out of a powerful need for information and learning contents. The data showed that once students operated at
this level teachers preferred to present them with challenging questions and/or creating challenging situations in the learning environment. Students operating at this level welcomed these challenging situations, felt committed to the task and believed that they can perform it to their satisfaction. For example, one of the students said that he likes lessons in mathematics with challenging questions and that he likes the encouraging words that the teacher gives him after solving difficult equations ("good work"). Teachers can be the decisive factor and the drive behind challenges by nurturing the students and encouraging them through these tasks and other tasks possibly from their world and from current affairs that the teacher or the students might bring to class.

In most of the teachers’ interviews and workshops it emerged that teachers should challenge the students in every lesson and that they should suit the type and method of challenge to the students' personal psychological, social and scholastic abilities. In other words, teachers should pay attention whom they are challenging and how they are doing it so that they won't get the opposite result as often happens when the challenge doesn't suit the students' needs.

In the words of one student what was needed was that his teacher: "constantly encourage him and assess his achievements in order to arouse in him a need for constant assessment by giving him challenges from time to time that require more motivation" (1, 1). Or as another student sees it "The teacher has to be nice to me and to create a challenging and fun lesson" (2, 7+8). Yet another student brings the feelings she experienced when the discussion focused on challenging subjects in class: "...because of the discussion about our grades and progress in school, and we talked about a lot of good and challenging things" (3, 4).

Sub-category 2 Satisfaction and Curiosity

This sub-sub-category of the Intrinsic Motivation to Learn sub-category describes a student who is intrinsically motivated to learn and constantly starving to learn. He wants more and more all the time because of his curiosity and interest in the material and other sources the teacher makes available to him. Most of the teachers mentioned that the teacher's job is to arouse the students' curiosity in the way he teaches the national curriculum. In addition the learning environment needs to be rich in teaching
tools and resources that arouse the students' curiosity. The result will be that the student learns out of his own free will and learning is characterised by a magnetic climate that satisfies the students' personal and scholastic needs. The students in the focus groups mentioned that curiosity about contents is affected by whether or not they like the subject and its contents, which are affected by the style and strategy of presenting and teaching the material and how it is stressed. For example, investigating a problem and mining for information challenges the student, increases his self-control and arouses his curiosity to continue until he is satisfied.

The teachers should prepare a lesson plan divided into frontal instruction of the content and experiment in illustrating the theoretical contents, eliciting, stimulating and sustaining interest, and they should ask vague questions in order to arouse the student’s curiosity to solve the problems and sustain the student’s curiosity.

One of the participating students reported that: "things that attract me to learn, not out of extrinsic motivation but intrinsic motivation are influenced by liking to learn and liking the contents" (2, 4+5). Another student spoke about the learning environment “The teacher controls the class, asks the class questions that arouse curiosity and afterwards the students try to solve them quietly without making noise” (3, 2).

Internal validity was high when the qualitative data from the different research tools was triangulated.

**Sub-sub-category 3 Self-control**

As most of the students indicated, what mostly drives their intrinsic motivation to learn is a feeling of personal need. When learning becomes a personal need for the learner, his motivation grows and he is responsible for controlling himself to persevere, direct himself, and constantly and frequently assess his functioning. The teachers give the students skills to interpret information they acquire in various domains, and the students process the information by themselves. In the behavioral domain, the student has to be skilled in listening, participation, and self-control because these things increase curiosity, lead the student to a positive self-assessment and prevent him from breaking down after a failure.

One of the teachers spoke very clearly: "Education's job is to develop skills in the students that will help them acquire information from various domains and to process it by themselves…to create a person who has an intrinsic motivation to learn” (1, 3). Another teacher felt that a teacher’s mission is: “to prevent breakdowns because of
difficulties and obstacles…to prevent others from frustrating us and affecting our
strength and power" (2, 4+5).

A student spoke of the counselling intervention "With her methods, the counsellor
makes us like learning and the contents as a personal need that all of us have that
comes from inside, not as competition with the group" (3, 8).
The internal validity of these findings was found as high following the triangulation
of the data.

**Sub-sub category 4 Self-judgment internal criterion for assessing success/failure
as opposed to external criterion**

The student's self-judgment is very decisive on the subject of his motivation to learn,
and particularly about his intrinsic motivation to learn. If the student judges and
assesses himself as a failure, as someone who can't cope with the difficulties in
learning, and if his academic self-image is poor, his entire learning process will be an
up-hill battle. On the other hand, if a student assesses and judges himself positively
and believes in his abilities and that he will succeed, this will increase his
achievements.
The situation described above also happens with teachers. A teacher who assesses
himself positively and believes that he will succeed with his students, that he will
realise his targets, will get the results that he wanted from himself and from his
students. On the other hand, a teacher who pre-judges himself and his students as not
being successful in school does so because of negative stereotypes he has
accumulated about his students and about himself. It emerged from the research that
teachers have to relate positively to the students, i.e., assess them positively, and then
each of them will have a success story to tell and a successful image to project. A
teacher speaks about his practice: "I create an intrinsic need in the students for
meaningful learning and creating and facilitate their ability to transfer. The closer the
student is to internal meanings, the more his need to learn will grow" (1, 4). And a
student described his learning experience: "learning from mistakes and failures…not
to close myself up and give up…not to negatively influence others" (2, 9). Students
speak about the kind of support they need from their teachers: "The teacher went over
the material again for us and all of the material was focused on succeeding in the
matriculation exams" (3, 4).

Triangulation of the data collected revealed that the internal validity was high.

**Sub-category 2-Extrinsic Motivation to Learn**
Extrinsic Motivation to Learn is the second sub-category that emerged from the data collected about Motivation. Three sub-sub-categories made up the Extrinsic Motivation to learn sub-category. These were Grades, Competition and Reinforcements and rewards. Prior to the counselling intervention most students and teachers alike were motivated to learn by extrinsic motivators such as grades and grade averages (GPA), rewards they will get for a high GPA such as designer clothes, a car, a prestigious summer camp, a new cellular phone, the love and pride of parents, and so forth. Students and teachers found it difficult to speak about intrinsic motivation, but the data showed that the student’s grades were the criteria for scholastic success, and were seen as responsible for his future, for social status, for scholastic status and ability to continue his studies at University level (the ticket to law school, medical school and engineering), for status in the family and for the status of the family in the social structure of the village. The need to learn in extrinsically motivated students springs from the desire to get these rewards and gifts.

In one of the intervention sessions, one of the students said that he is used to getting high grades, but that what motivates him to get the high grades isn't his love for learning, but rather his desire to get the presents and the rewards, that he had been promised by his parents. At the time of the session he had asked for and had been promised to get the most sophisticated laptop there was. During the discussion the student showed himself to be fully aware of himself and of his motivations and he was convinced that his reason for working for high grades is what is customary today, in school and in the community.

Most of the teachers work out of extrinsic motivation, and this becomes apparent when we observe his conduct in a number of functions required of the teacher, besides teaching lessons. At the end of the semester teachers give the students rewards and presents for quality learning outcomes.

One teacher argued as follows: "to give him a feeling that he's worth something… encouragement and material reinforcements in the form of presents…giving bonus points…arranging competitions between students and between them and students from other schools" (1, 13). One teacher reported that parents: "promise their children things they like (gifts) if they'll get high grades" (2, 12). While a student pointed out that he: "I read the Hebrew newspaper in order to make my Hebrew better and to get incentives and reinforcements" (3, 9).

**Sub-sub category 1-Grades**
The Sub-sub-category Grades plays a key role in the entire research. It is a "lighthouse" that guides the learning process. The Ministry of Education's evaluates schools and school management based on an index of the school's grades and the percentage of matriculating students. This Index is published every year in the national newspapers.

The students indicated that their future depended on their ability to get high grades and high grade averages. They're ready to nag teachers for hours in order to get more points and sometimes this takes the form of extra point papers, doing projects and additional homework, improving their participation in the classroom, doing presentations and so forth. One of the teachers said that grades are the cornerstone of student learning and that grades stimulate the students to make efforts. Others indicated the importance of nurturing excellence through competitions between students.

The students' social relationships focus on grades among other things, that is, conversations between the students are built around their grades. Students with high grades are friends with students who are like them as far as high grades are concerned. Students choose a scholastically successful student for their team in order to give themselves an advantage when competing against other groups. Teachers who encourage this student behaviour explain their rational as follows: "...to nurture achievement and excellence...to create competition between the students...the key is the benefit of learning...challenge" (1,10). A student put it this way: “I think about great success, (about) being one of the outstanding and gifted students in the class. I want to get excellent grades” (2, 11). Another student who had received a low grade worked hard to improve his standing by: “...I was stuck until I proved to the teacher that I'm excellent in physics, so my grade was raised from 67 to 98" (3, 6). Another student who worked hard to improve his grades reported his success with satisfaction: "I got better grades" (3, 8).

Following the counselling intervention participating students and teachers continued to be pre-occupied with the GPA achieved but it was more the pride of team achievement that dominated the discussion instead of personal achievement.

The data collected from various research tools was triangulated and it indicated high internal validity.

**The Sub-sub-category 2-Competition**
This sub-sub-category collected evidence regarding the competitive spirit that dominated the learning environment before the counselling intervention and the change in the learning environment following the counselling intervention. Many students indicated the importance of competition between students, in all the classes and in all the age levels before the counselling intervention. In their opinion, competition encouraged motivation and increased the student's desire to learn.

The data showed that competition was very much connected to the student's self-image and to his perception of learning and education. Students with a negative self-image reported that competition oppresses them and sometimes destroys them scholastically. On the other hand, students with a positive self-image, found that a competitive learning environment reinforces them and is a very significant motivator for getting high grades. In light of the above, the teachers' job is to create a challenging climate that encourages competition between the students and between the classrooms. The students and the teachers claimed that competition creates enthusiasm for learning while encouraging excellence, winning prizes and publicising the results of the project. This enables the student to show off his personal abilities and hobbies in general and his scholastic abilities in particular, before his peers, the school community and before family and community at large. A teacher reported that part of his teaching responsibility was "setting a goal and training for it are a function of motivation to learn. Competition increases motivation. Positive competition" (1, 1).

Another teacher believed that it was important "to involve the student in all kinds of competition in which he can show off his abilities and hobbies" (2, 4+5). And yet a third teacher reported that he conducted discussions in his class about grades "We talked about the matriculation exams and about the importance of the grades in history and religion" (3, 1).

Following the counselling intervention the competitive culture of the school’s learning environments gave way to collaborative learning strategies and to the values of the achievement culture. These findings were triangulated and were found to have a high internal validity.

**The Sub-sub-category 3-Reinforcements and Rewards**

This sub-sub-category collected data from participating students and teachers about learning and teaching strategies pre-dating the counselling intervention. Material extrinsic reinforcements and rewards were used by teachers to motivate students to
engage with the learning process and produce quality-learning outcomes. The student liked to receive both of these kinds of reinforcements, especially if he had been promised them contingent to the investment he made in a learning effort. That is, sometimes the students take what the parents and the teachers promise them literally. This promise is always dependent on a request from the parents or the teachers that the student is supposed to carry out.

Some of the students talked about reinforcements in the form of additional points to their grade that they received on exams or for home work. Very few of them believed in verbal reinforcement but they did believe in mutual respect, that is, reinforcement based on the respect they received from their peers, teachers and parents/community. They wanted to avoid the scorn directed at an individual’s abilities when they received a low score on a test. Many teachers tend to prevent the students' participation in activities they like to participate in, especially prior to an exam. Teachers felt that the time spent going on outings, participating in sport lessons, or participating in a fun day is wasted and would be better spent in rehearsing the exam materials.

Teachers felt that meaningful learning could be achieved by using: "through transformational assessment, positive reinforcements, positive feedback, mutual respect" (1, 1). Another teacher felt that what was needed was: "to reward them materially and spiritually" (1, 9). One of the teachers described his teaching strategy as being supported by: "threatening a ban on things he likes, and rewarding with good grades. Society compares an educated person to another person in all domains" (2, 2+3). A student validated the teacher strategies and reported on his own learning strategies that: "I help myself do work sheets so that I'll get verbal reinforcement and additional points to my grade" (3, 10).

Following the counselling intervention students and teachers reported that students were engaging with the learning process because of the intrinsic value of learning about subjects they found relevant, challenging and interesting. Students reported being able to motivate themselves to learn weather individually or in groups. The data collected with the qualitative research tools was triangulated and found to have strong internal validity.
Category II – Motivational Climate

The ideal class climate is a comfortable climate for learning, free of unnecessary pressures and that encourages growth, a climate that enables self-expression and the prominence of positive traits. In such a class climate students and teachers participate in designing a class climate that can sustain their goal seeking. The findings showed that prior to the counselling intervention the students perceived a motivational climate as a climate based on being listened to, listening to the student’s social, personal-emotional and scholastic needs so that the student would feel and believe that he is capable, when faced with academic challenges, to overcome these challenges. Teachers felt that a motivational climate can be achieved by delivering stimulating, interesting and fascinating lessons. Students saw the motivational climate as being a climate that is concerned with each student’s territory and autonomy, a secure and comfortable climate with no disruptive noise. At the same time students expected the motivational climate to support the territory of groups of students that worked together in the same learning environment. Students and teachers expected the class climate to encourage and support their individual and group growth and development. This Category had the following three sub categories: A Feeling of Belonging, A Feeling of Ability and A Feeling of Autonomy.

Sub-category 1-A Feeling of Belonging

Teachers and students need to learn and teach in a learning environment where they feel they are a significant part of the system, that they are the key players and the backbone of that system. Teachers and students alike need to be a part of learning environments that give everyone a feeling of belonging, confidence and identity. Every teacher’s and student’s aspiration is to develop a feeling of belonging to the school and see themselves as an integral part of the school experience. In this regard, it was found that the teachers should show that they are involved in school activities and that they are an integral part of the school’s teaching team. It was also found that every student should be involved in activities, tasks and projects in the classroom and in the school. In this study, belonging was seen as being in close contact or connection with the school and with the nearby community. The connotation of the word is always positive. Belonging includes listening to the needs of others, nurturing respect for others, cooperating with others, being the object of friendship and love and showing friendship and love to others. Belonging is a basic human need.
to which all of the teachers and students aspire and it is a necessary minimum condition for sustaining a motivational climate.

It emerged from the findings that listening to others requires the learning and practice of skills. The counselling intervention provided the skills and the opportunity to practice them. It's harder to listen than it is to talk. When the teacher transmits to the student that he is really listening to him and that he wants to continue to listen to him, this encourages the student to continue to think and learn and continue in that experience. The teacher's job is to listen empathetically and to use tools intended to arouse in the student creative thinking so that he can independently find a solution to obstacles and challenges standing in his way.

One of the participating teachers had this to say about the need to listen: "Listening to the needs of all of the students in the class, giving respect for its own sake instead of for the student's sake...., and from this, I reach conclusions about how I behave toward others" (1, 7). Another teacher reported that: "Really listening to the student and his needs" (2b, 20t) is perhaps one of the most important teaching skills. A student reported that: "This subject isn't hard for me at all because the teacher controls the class, and organises things, and the students understand him" (3, 2).

The triangulation of the data from the various research tools showed that the findings had internal validity.

Sub-category 2-A Feeling of Ability

The sub-category ‘A Feeling of Ability’ included two sub-sub-categories with data describing ‘A Stimulating Lesson’ and ‘A Fascinating and Successful Lesson’ as criteria necessary for the creation and maintenance of a motivational climate.

The sub-sub-category 1 A Stimulating Lesson

The findings show that the students have a need to experience themselves as capable of realising intentions and of arriving at hard to attain results. The teacher wants to feel that he can influence and implement programs that he has planned. The motivational climate should encourage, nurture and develop the feeling of ability as much as possible. This research addresses the classroom's climate and the school's climate and culture. The teachers claimed that the motivational climate in the school is the students' motivation “to get good grades, and that a motivational climate to get good grades "squeezes the juice" out of thinking and abilities of each student through autonomy in the learning process.” An attractive, "cool" and stimulating classroom climate will positively affect the students. They will be attracted to stimulating
lessons and contents and consequently, they will like coming to school and they will perform tasks and do their homework because they were extrinsically motivated and because they developed a liking for the subject being taught. "Stimulating lesson" appeared more than 50 times in the experience sampling diaries, which is an indication of the teachers' caring and professionalism and of the students' openness and volition.

The counselling intervention was credited by students and teachers with having improved the feeling of ability in both teachers and students. Students and teachers felt that presenting a challenge during the lessons and developing the motivational climate will provide the necessary conditions for the development of feelings of capability in both students and teachers. In such a climate students will engage with the challenge and solve it and teachers who must teach the skills necessary to solve the challenge will be more fully engaged.

One of the teachers felt that: "The classroom climate is very important. A classroom with a positive social climate is likely to develop a strong personality with initiative and the ability to make decisions. This kind of classroom increases the students' motivation" (1, 3). A student reported that: "A permissible and "cool" learning climate, a teacher we like and who talks with us" (2, 6,10t). And another student reported that: "The lesson was stimulating, interesting and challenging". This feeling was mirrored by other students and was repeated 35 times.

Triangulation of these data showed that the findings had a strong internal validity.

**The sub-sub-category 2-A Fascinating and Successful Lesson**

Following the counselling intervention the students described their lessons as being fascinating and successful more so than before. The lessons attracted their interest. They understood and internalised the contents of the lesson because the teachers had started using teaching methods that attracted them, that invited their participation and contributed to them liking the content. The prevailing atmosphere during the lessons was an atmosphere of enthusiasm.

One of the teachers explains the phenomenon as follows: "Enthusiasm for learning is clear in the creation of a quiet learning atmosphere. You have to control the order and the noise in the classroom because enthusiasm depends on the prevailing atmosphere in the classroom. You need an urging and supporting atmosphere" (1, 6). A student writes in his experiential diary the following remarks: "I feel great and the lesson was
cool and fascinating. I feel satisfaction from the knowledge and from the learning material" (2, 9, 8t).

Another student wrote as follows: "The lesson was very energetic, amazing and fascinating. It was successful because I understood the material that the teacher explained" (3, 1).

**Sub-category 3-A Feeling of Autonomy**

When students and teachers described what they considered to be the sources of their feelings of autonomy they mentioned an optimal climate, comfortable and not a noisy classroom.

Various feelings affect the perception of the extent of the autonomy that students are given. Autonomy stems from the student's willingness to invest, from the independent student's choice, or from an activity with which the student identifies, or it is shaped by the presence or lack of unjustified external coercion, which usually comes from the teacher/parent. The findings show that one of the dimensions of autonomy is choice.

Choice for the student, and particularly the choice of his major subject of matriculation, is important to the student because it feeds the wells of his inner motivation to study. Lack of choice brings feelings of coercion and meaninglessness, that is, being placed in a certain study course according to his parent’s vision for his future career or according to the school’s classification based on GPA threshold conditions. Many of the students indicated that they make themselves invest because of social motivation that is based on fear of isolation, because they hope to be accepted and to belong, and because of social assessment and status (this dimension emerged in all of the focus group sessions). And finally, investing because of enjoyment and interest in the contents and in lessons during which the prevailing atmosphere is one of tranquility, which emerged more than a hundred times in the students experience sampling diaries. These findings show-case the students' understanding of the characteristics of a motivational climate that is comfortable and permissive and suits their personal desire for the teachers' of various subjects, support and organisation.

One of the students describes autonomy as: "First of all, reciprocal respect and a comfortable atmosphere that permits expressing opinions and thoughts" (1, 11). A teacher equates student autonomy with the need for classroom discipline: "Rules of discipline and implementing these rules all the time" (2b, 15t). Another student vents
his frustration regarding the teacher’s inability to control and teach the class: "The teacher can't control the class and she can't teach half of the lessons without there being disruptions and noise" (3, 2).

The qualitative data were triangulated and showed strong internal validity. Improving classroom climate facilitated the teacher’s ability to give his students autonomy and the counselling intervention gave the teacher the skills he needed to construct a lesson that motivated students to learn.

Category III - Self Image

The Counselling Intervention programme in which the students and teachers participated, had as one of its most important goals the kick-starting of the growth and development of the students' self-image through guided activities. The data in this category was sorted into two sub-categories ‘Academic Self Image' and ‘Social Self Image’.

Sub-Category 1–Academic Self Image

The sub-category Academic Self Image was constructed from two sub-sub-categories. These sub-sub-categories were ‘Positive Assessment and Overcoming Obstacles’ and ‘Memorising, understanding and internalising contents’.

Positive Assessment and Overcoming Obstacles:

In this sub-sub-category, we have the verbal data of students who received positive assessment to their scholastic work. When the student receives such an assessment, he is given an opportunity for reflection so that he will have the opportunity to act to reinforce his academic self-image. The assessment contributes to a feeling of uniqueness, raises morale, helps realise the dream based on success in school, and increases the level of the student’s achievements. The assessment helps the student increase his learning abilities in that he is given an opportunity to believe in himself when his cognitive skills are made conspicuous to himself and to others, and he has the freedom to express his personal opinion.

The following qualitative data examples are taken from the comments and entries collected from student and teacher data. One of the teachers explains how he notified a student’s parents about his academic successes: "I notify the parents about a positive change. A positive assessment raises morale" (1, 5). Another teacher talks about the components of his assessment of student work: "By identifying the student's uniqueness and encouraging the development of aptitudes and positive traits, by a
challenge that arouses curiosity and interest" (1, 10). A student had the following to say about how assessment helps him advance himself: "Improve self-image and motive me to learn more, to organise, and to continue successfully" (2, 2+3). And yet another student shows his awareness and refers to his learning strategy following a positive assessment: "But I coped with it and I helped myself by participating in the lesson and I can do the work the teacher gave us" (3, 4).

The data which was collected by various research tools and was triangulated showed strong internal validity. Positive assessment of teachers produced positive assessment by students of their work and ability to overcome obstacles.

**Memorising, understanding and internalising contents:**

The findings from the students and the teachers showed that memorising and internalising the material every day affected the student's behavior during the lessons, a change which was noticeable in his class participation and in his willingness to voice his personal opinions. The teacher also had to learn or refresh methods and techniques of teaching the material in an interesting way. This resulted in the teacher’s mastery of the contents and the new teaching strategies he had acquired during the counseling intervention workshops. Teachers also reported an improvement in their academic self-image through a variety of experiences, assessment, and reflective analysis after each experience with the object of improving the status quo. The most useful assessment among the teachers and the students is a transformational and positive assessment that enables a critical understanding of the status quo in order to improve it and in order to overcome obstacles to learning.

The teacher's job is to help the students realise that they can trust the teacher and themselves and to convince the students that they can overcome obstacles encountered in their learning environment. Teachers can achieve these objectives by using different types of assessments, whose objective is to nurture and develop their aptitudes and to have the student be an active participant in the lessons. This is what one of the teachers said following participation in the counselling intervention: "I assess myself according to the students' understanding, memorisation and internalisation of the subject I teach. I use the student as a mirror for planning the lessons. At the end of each lesson, I test the students' understanding and afterwards I develop tools that will help them" (1, 9). One of the students had this to say following the counselling intervention: "Being convinced that I can realise goals and that I can rely on myself instead of relying on others" (2, 4+5). Another student describes a shift...
in his learning strategy: "and I helped myself through re-reading and memorising all of the subjects we learned that day" (3, 1).

The data in this sub-category was triangulated and it revealed a strong internal validity.

**Sub-Category 2-Social Self-image**

This sub-category was constructed with data from two sub-sub-categories that had data relevant to ‘Responsibility’ and ‘Self-Confidence’

The teacher is supposed to be responsible for the student's progress according to his ability and according to external demands and the availability of resources. When the teacher took responsibility for the quality of the learning outcomes he was producing with his students I found that students were able to take responsibility for the quality of their work and were able to adapt more fully to the social environment of their learning environment, the school and the classroom.

This sub-category represents the social side of the student's and the education staff's self-image and it includes believing in your social ability, your responsibility to yourself and to others (the school) and the social life in the school. Integrating the social aspect of the student and teacher school life is a basic need that emerged from the data generated by both – the teacher and the student. If the social needs in the school are not met, an abrasive climate is formed in the learning environments, a type of climate that does not facilitate and support learning and an appropriate quality of life. In such an environment students do not learn how to cope and overcome obstacles, growth and development are stunted.

The counselling intervention makes it possible for both students and teachers to take personal responsibility for developing their own emotional attachment to a school in which it's worthwhile to study. The teachers are responsible for assuring such a climate for the students, which helps them stand out as leaders, make social contacts, and function well in the learning environment. The findings show that this is an essential need for students and teachers, and that one of the most important reasons that students attend school is because their friends are there. Male students indicated another essential factor, which is that the presence of females in the school makes them want to be there.

One of the students explains the change in the learning environment following the counselling intervention: "Self-confidence and enjoying learning... positive scholastic and social self-esteem“ (1, 4). A second student has this to say about the factors that
influence him: "Comparison to others, peer pressure that affects your emotional state, responsibility to the school" (2, 2+3). Another student showcased his new found ability to take responsibility: "I helped myself by convincing myself that 'I can' and I internalised that. I started to respect myself and others" (3, 9).

These data were triangulated and found to have a strong internal validity.

**Sub-sub category 2 Self-confidence**

One of the basic components of self-confidence that emerged from the data was the student’s belief in himself and in his teachers, whose existence is a precondition to acquiring self-confidence and confidence in others.

Most of the teachers mention their responsibility for infusing self-confidence into the students, which helps them learn out of intrinsic motivation. Self-confidence makes the student want to learn since he is confident that he will succeed. Successful students were presented in front of their class and, on special occasions, in front of the school. Talking about the student's gradual improvement and about his achievements in front of his class and other classes raises the student's self-confidence and makes him feel proud of his achievements. He will make sure that he keeps his achievements high since he feels good being in the category of the successful students. From the data it was found that self-confidence stems from others' opinions about the individual's personality, behavior, readiness, and the constant nurturing and maintenance of these traits.

I found that a student who exudes self-confidence with his friends and teachers will make a big effort to attain the social and scholastic goals and targets he has set for himself. The teachers also mentioned that a student with good cognitive abilities can attain high achievements if he has confidence in his abilities, and vice versa. A student who in spite of his good cognitive abilities, does not have confidence in his abilities, will not succeed in school. One of the teachers described his work with students as follows "I usually sit with the student and talk with him about the subject he likes, and I slowly instill in him self-confidence. Then he begins to tell me personal things about himself and how he feels" (1, 3). Another teacher defined self-confidence as follows "Self-confidence comes from the opinions of others about the individual's personality" (2, 4+5). A student talks about the change he experienced following the counselling intervention "I started to like the subject and I promise I will continue to progress in it" (3, 6) and another student explains that he felt "increasing self-confidence" (5, 10t).
The data collected with the various qualitative research tools was triangulated and was found to have high internal validity.

**Category IV – Academic Achievement**

The students' academic achievements in the current study were attributed by the participating students and teachers to the changes in the teaching and learning processes that the students and teachers experienced during the counselling intervention programme. During this programme teachers explored alternative teaching techniques and strategies and students explored their learning styles and strategies.

Student and teacher achievements are also a reflection of the students' development during the year, the extent of their attaining the goals that were set, the extent to which a student was integrated into the study course and his liking of the subject, the major and the teacher, how he assesses and describes a successful future, how a student gets to a respected social status and develops intrinsic motivation to learn. Students and teachers alike reported that the change that occurred in all of these parameters together contributed to an increase in the students' achievements (GPA).

I found that in the students' view, their academic achievements stem from liking the subject and the study course which is influenced by the teacher's image and from the presence of a positive figure in the student's social environment who respects him and whom the student aspires to be more like. The student's achievements increase the moment he starts thinking about his future and plans for a successful and organised future. They increased when the students dared to dream and the moment that goals were set. Achievements are a necessary stop on the way to realising these goals. Formulating and reaching these goals enabled the student to think about a matriculation certificate that will help him continue on to academic studies and to realising these dreams.

This category has incorporated three sub-categories: The Social Domain, The Scholastic Domain and The Personal Domain.

**The Sub-category 1-The Social Domain**

The sub-category The Social Domain has been constructed from three sub-sub-categories Participating in Lessons, Amusement and Fun and Group Work.

It was found that the teacher has to have the ability to match the style and strategies of instruction to the students’ learning styles (using a variety of teaching methods,
experiments, verbal explanation, and various aids such as pictures, incorporating independent and group work, inviting student participation, and planning moments of amusement and fun watching films and presentations that demonstrate theories, special disciplinary and inter-disciplinary projects). Teachers have to involve the students in the lessons so that they will feel that they are more involved and to choose any style that can present a challenge or invoke interest, willingness, involvement and eventually, lead to academic achievements.

**Sub-sub-category 1: Participating in lessons**

The data shows that when the focus of the lesson shifts, from the teacher and the curriculum, to the student’s learning needs we create an opportunity for the student to participate in the lessons, which gives him a feeling of being "in" and encourages him to come prepared to the lessons. A teacher who involves his students in the lessons gives them a feeling of worth, an opportunity to practice and to speak in front of the whole class, which boosts their self-confidence, and ability to express themselves and share their opinions, in addition to being actively involved in everything that's going on, which increases their ability and level of listening and concentration, adaptation and skills in building social connections with everyone who comes to the school. The students said that when the teachers involve them in the lessons, they don't feel bored, time passes quickly, and they don't feel frustrated. For example, one of the students said that the participation should be based on taking part in the lesson after the student has a chance to prepares ahead of time and coordinate with the teacher.

From the students' experience sampling diaries it emerged that the participation of the students in lessons motivates them to prepare work sheets and homework they've been given before the lesson. One of the teachers explains what he was doing differently following the counselling intervention: "A dialogue based on mutual respect whose purpose is to clarify rights and obligations, to hear and to be heard, to convince and to be convinced…a dialogue that begins on a positive note and places the emphasis on positive things" (1, 1). Another teacher has this to say about the importance of participating students "Intense and focused learning, investing enough time to understand by participating in the lessons and internalising" (2, 11,5t). And a student confirms the change that took place in teacher’ practice following the counselling intervention: "The teacher involves all of the students in the lessons" (2+310).

**The sub-sub category 2-Amusement and Fun**
This sub-sub-category represents the importance students and teachers assigned to combining a sense of humor, amusement and fun in the lesson plan. A moment of amusement and fun has been reported to renew and refresh the students' memory and attention. The teachers and the students said that the lessons should intersperse amusement and fun with the academic materials being studied because it centers the students' attention and increases their concentration, which leads to internalising, understanding and a growing interest in the material and its contents. The students don't like teachers who do not integrate amusement into their lesson and instead bore them. If students are bored, they will likely disturb the flow of the lesson to break the boredom. The teachers and students added that amusement also contributes to reducing pressure and nervousness and to an atmosphere of laughter and enjoyment. A teacher reported on his new teaching strategy following the counselling intervention he participated in: "I use amusement and fun during the lessons, variety in instruction methods and experiments with tangibles" (1, 7). A student emphasised the importance of having amusement and fun added to the lesson plan "that the teacher will be cheerful and like amusement and not be serious all the time, that my friends will learn with me" (2, 6, 7t). And another student explains how the lesson avoided being boring even though its contents were not interesting to the student: "The lesson was a combination of amusement, fun and an explanation of the contents. The contents themselves are boring but with this method, you don't feel how you are internalising everything" (3, 3).

**Sub-sub-category 3-Group work**

Using small group configurations is a relatively new method in the styles of instruction in my school. The counselling intervention introduced teachers and students to it. In this method, the students felt that the entire class/members of the group contribute to each other (peer learning). Group learning is based primarily on a high level of leadership skill, professionalism and mastery of the material, in addition to a strong personality and self-confidence. From the students' experience sampling diaries it emerged that they support group work during the lessons and when preparing papers at the end of the semester and when preparing all types of presentations. This kind of teaching style stimulates the students' curiosity and intensifies intrinsic motivation. When asked about their preferred style of learning one of the students reported that he preferred "Group work, activities, using tangible resources" (1, 2). Another student reiterated "Group work, alternative teaching and
assessment methods" (1, 13). And another yet "Team work and group work" (2b, 5t). A fourth student sums it up well and shows awareness "This method encourages group work and I like it. I always choose to be responsible for the group and to assign tasks" (3, 8).

Sub-Category 2-The Scholastic Domain
The sub-category The Scholastic Domain was constructed from three sub-sub-categories Variety in Teaching Methods, Challenging Material and Stimulation and Interest.

Sub-sub Category 1-Variety in Teaching Methods
Data from both teachers and students showed that the preferred teaching style requires a variety of teaching methods, and as little as possible of the traditional frontal teaching. When a variety of teaching methods are used the students are more likely to find a teaching method that fits their learning style and allows them to engage with the subject matter, and to get an opportunity to enrich their knowledge by daily independent reading and learning.

The teachers said they have to vary their methods of instruction by making it relevant, by introducing current events from the students' world, presentations, films, experiments, work sheets, activities and more. These methods of instruction attract the students to the learning contents of the subject and to the teacher who teaches them with a variety of methods. In parallel, the teacher has to adapt his methods to the students' emotional needs in general and to their cognitive needs in particular.

A teacher describes one of his teaching and evaluation methods as follows: "To memorise the contents, concentrate during the exam, read the requirements of the exam accurately, start with an easy question whose solution is familiar and sure and afterwards go on to harder questions" (2, 11,3t). A student gave the following appreciation for his teacher's teaching strategy "...a great teaching method. The teacher explains the lesson, writes the questions and we write the answers. I always feel like I know what's going on with this method" (3, 6). A teacher best summed up what had to be done "Developing teaching methods that suit the student's personal data, variety in teaching methods" (1, 1).

The data from the various qualitative research tools was triangulated revealing a strong internal validity.

Sub-sub-Category 2 Challenging material
This sub-sub-category relates to a learning climate that arouses and initiates a feeling of being challenged in the students who have engaged with the material being taught. Such a learning climate nourishes and increases the students' curiosity to know more and to feel enthusiasm and pride in themselves and in the class. In the interviews and in the workshops, the teachers claimed that every teacher should have a repertoire of skills and knowledge in all of the methods of instruction. Teachers also felt that they should be trained in how to use these skills in order to challenge the students scholastically and cause them to like the subject they are learning, with the eventual object being an increase in the students' achievements.

Transferring material that students engaged with and found challenging in the classroom to the world outside school lead to memorising and practicing the learning contents, and because the student is offered many opportunities to perfect his skills, he makes many more attempts to answer questions and brings this skill to his matriculation exams. Students and teachers alike expected that these strategies of learning and teaching will positively affect the students' results in the matriculation exams and increase the percent of students eligible for a full matriculation certificate. One of the teachers felt that "The teacher has to know how to use all of the teaching methods at the suitable time. I think that all of the methods are effective and challenging, but you have to pay heed to the correct timing of the use of each method" (1, 3).

Another teacher mentioned his favorite method "Learning through tangible experiences" (2, 6, 7t). One of the students explained "The teacher gives us opportunities to develop compositions and stories" (3, 1).

The data was triangulated and the findings were found to have internal validity.

**Sub-sub-category 3-Stimulation and interest**

From the data that was collected with the three research tools, it was found that students were interested in lessons during which they felt stimulated and which elicited their intrinsic motivation. This feeling made students persevere in their learning and want to be more and more aware of what's going on. This strategy of examining the quality of the instruction during the course of the lesson appeared so frequently in the students' experience sampling diaries that I interpreted it as a sign of the professionalism of most of the teachers in the school.

The findings show that stimulating and interesting lessons are lessons in which the teachers teaching skills are compatible with the students' learning style and their
needs and desires are taken into account and are satisfied. One of the teachers had this to say about the importance of student interest in the subject being taught: "Interest in the material being taught. If the student is interested in the material, he will have motivation to learn" (1, 12). Another teacher points out the factors that influence the effectiveness of a lesson: "The development and innovation of technology, peer pressure and stress" (2, 9, 6t). And a student gives his evaluation of a lesson: "A stimulating and interesting lesson" (3, 90).

**Sub-Category 3-The Personal Domain**

The Personal Domain sub-category has been constructed from four sub-sub-categories: ‘Expressing Personal Opinion’, ‘Encouraging’, ‘Empowerment’, and ‘Praise’.

**Sub-sub-category 1-Expressing Personal Opinion**

The students said they want to express their opinion during the school day, and especially during the lessons, without being judged. An instruction style that enables the student to express himself and share his opinion with his peers and teacher is preferable in their eyes. Through his self-expression, the student, and sometimes the teacher, reflects on the information he has acquired in order to assure understanding and internalisation of the material. When a student was given an opportunity to freely express himself, it made him like the school. He is likely to make a commitment to himself to learn well, to respect himself and others, and to assess himself in a positive way. All of this affects the motivational climate and leads to an increase in the student's achievements.

A teacher described his role as follows: "To let the student express his opinion on subjects he likes" (1, 6). A student validated the teacher’s perception of the importance of giving students the opportunity to make their voice heard: "To give me an opportunity to freely express myself and my opinion" (2, 4+5, 5t). And another teacher raised his voice in favor of student participation: "The workshop helps the students express themselves…The teaching method is very good and it enables self-expression and participation" (3, 1).

The qualitative data was triangulated and showed strong internal validity.

The teachers reported that following the counselling intervention they started to provide students with an opportunity to find their voice during the lessons and allowed them to express their opinions, allowed expressions of emotion, and supported and encouraged them to participate more in the lessons, and were rewarded by higher quality learning outcomes.

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Sub-sub-category 2-Encouragement

During the course of the research, the importance of encouraging, empowering and praising the students emerged many times as a style of instruction that benefits the process of learning. The teachers indicated their agreement that these concepts and values trigger and contribute considerably to the student’s intrinsic motivation to learn. Teachers reported that as people and as teachers, they like encouragement and praise better than other styles of instruction at their disposal because encouragement motivated and stimulated them to progress and to constantly improve themselves. Therefore, they related to the students the same way and they believe that this strengthens the students’ belief in themselves and in their scholastic abilities.

The perceived importance of encouragement as a teaching strategy emerged frequently in the focus group session. In the teachers’ workshop, it emerged that encouragement should be directed at something specific so that the student will understand exactly in what area a certain teacher is encouraging him, which will lead to increasing the student's behavior that has received encouragement.

One of the teachers had this to say about encouragement: "Encouraging intrinsic motivation, nurturing self-esteem, encouraging open communication and freedom of expression, encouraging flexibility in thinking and choosing" (1, 10). A student feels that encouragement is important especially when: "…especially if I got a good grade and they don't encourage me – they ask other students what grade they got and I happened to get a better grade than the others and they compare me to them. They don't make comments and they don't relate to me – as if nothing happened" (2, 2+3). And another student reports that: "The teacher encourages us a lot. This is a good method for learning the history of the Arabs and the Palestinians in a different way" (3, 1).

The qualitative data on Encouragement was triangulated and was found to have internal validity.

Sub-sub-category 3-Empowerment

The sub-sub-category Empowerment shows how teachers participating in the counselling intervention underwent a transformative process that resulted in teachers understanding and using encouragement, empowerment and praise with their students.
One of the teachers had this to say about encouraging, empowering and praising his students: "Encouraging, empowering and emphasising the student's strong points, personal attention and respect for the student" (1,4). Another teacher went further in his rationale "...for future development, empowering the students, a high socio-economic level, education and new knowledge" (2, 7+8, 5t).

The qualitative findings were triangulated and showed a strong internal validity

Sub-sub-category 4-Praise

The sub-sub-category Praise shows how teachers participating in the counselling intervention underwent a transformative process that resulted in teachers understanding and using encouragement, empowerment and praise with their students. A teacher speaks out in support of using encouragement, attentiveness, consistency and praise as teaching strategies: "Encouragement, praise and attentiveness, consistency in all subjects" (1, 2). A student endorses the utility of using praise "Success that makes the teacher praise you as someone who has a good grade and respectable behaviours" (2, 11, 6t). Another teacher expanded on the subject: "Interesting learning material and contents, compatibility between what the student wants and the material he's learning, variety in teaching methods, variety in material, material that's relevant to the student’s life, identifying the students' areas of interest, relating to heterogeneity and differences, teaching methods based on illustrating, experimenting and examples, the teacher's preparation and arrangement of the lesson, assigning tasks in work groups, a change in transferring and practicing the learning material, learning the students' needs" (3, 6t).

These data appeared quite forcefully in the student experiential diaries and in the interviews. The counselling intervention created a climate that allowed teachers and students to explore their teaching skills and strategies and their learning skills and strategies respectively. Both students and teachers reported that the quality of the learning outcomes improved.

Students and teachers had reported that following the counselling intervention they had re-examined their learning and teaching styles and strategies respectively. Once teachers adjusted their teaching styles and strategies to the needs of the students, student achievements improved. When teachers were able to provide social support to the students needing it, achievements improved as well.
The first category, Motivation to Learn, showcased the students' point of view, how they perceive the concept and how they related to their learning in the school. In category 5, The Student’s Motivation, I collected the data pertaining to how the teacher perceived the students' motivation to learn, and how he interprets and relates to the concept.

The category was constructed from three sub-categories ‘The Scholastic Domain’, ‘The Social Domain’ and ‘The Personal Domain’. In The Scholastic Domain I collected descriptive data about how students performed their learning tasks and how they demonstrated cognitive abilities. In the Social Domain sub-category I collected data which related to the characteristics of the students' participation in school projects and activities. In the Personal Domain I collected data that was witness to the student's belief in himself. The findings showed that the teachers perceive intrinsic motivation to learn as the type of motivation that is based on their work at school, and that they nurture and develop this kind of motivation in spite of the difficulties they encounter in the process. Teachers recognised that shaping the student's transition from extrinsic motivation to learn to intrinsic motivation to learn is their responsibility.

One of the counselling intervention's main objectives is to facilitate the re-examination of teacher roles in the classroom. Following the counselling intervention teachers started to provide support to students and to adapt teaching styles to the learning styles of their students. In addition, it was found that the more positive, encouraging and enthusiastic a teacher was in his classroom, the more the students' academic achievements increased. Teacher's role was one of the most important themes that were found in the interviews. It was found that the teacher first and foremost has to have knowledge of his students' personal, social, cognitive and emotional development and the influence that the student’s peers had on him. A teacher who likes and specialises in the teaching profession believes in the mission of his vocation, likes and respects his students, is the leader of the age cohort and of the various groups of students that form at school by class, by study task, and by extra-curricular activity. The data showed that such a teacher viewed increasing his students' motivation to learn as a challenge, he encouraged and supported his students,
come to the lesson prepared and with a sense of humor, and was consistent with his students and understood their needs.

This Category had three sub-categories ‘The Personal Domain’, ‘The Scolastic Domain’ and ‘The Social Domain’.

**Sub-category 1-The Personal Domain**

The sub-category The Personal Domain was constructed from three sub-sub-categories. These sub-sub-categories were ‘Relations with Students’, ‘Encouragement and Support’ and ‘Teacher Student Dialogue’.

**Sub-sub-category 1-Relations with Students**

In the personal domain, the students and the teachers mentioned the importance of personal and emotional relations with the students. Good relations between the teacher and the student increase the student's motivation to learn because they stimulate the student's willingness to learn and collaborate and strengthen his self-image.

The teachers said that in general if they have good interpersonal relation with their students and use a variety of instructional styles that the students like, then teachers are appreciated by the students. One of the students characterised a preferable teacher on the basis of his good relations with his students. The school's culture and policy encourage good relations with the students. The students talked about this need as part of a larger need that makes them feel that there are people who are close to them, who like them and who enjoy being in their company. Here is what one teacher had to say about the skills needed to be an effective teacher: "A lot of encouragement, consistency, belief, identifying and strengthening positive things, 'a self-fulfilling prophecy'" (1, 11). Another teacher said the following his participation in the counselling intervention: "A lenient teacher makes the students like him, they're attracted to his style and to the study subject. A teacher who smiles attracts students to him" (2, 4+5). And yet another teacher said: "The teacher's personality and presence in the classroom: a personal example and a role model, control over the class" (3, 5, 5t).

**Sub-sub-category 2-Encouragement and Support**

This sub-sub-category includes references to reinforcement, empathy and consideration for others. Behavior such as encouragement and support signal to the student and to his friends that the student is important to the teacher and that the teacher sees him as a person to be respected, even if his achievements aren't high in
the school subjects that he has chosen. It should be mentioned that in the findings there are a number of teachers' behaviours that don't include expressions of affection or interest, but the students perceive them as very significant expressions of a degree of the teacher's affection for them and caring about them. These behaviours include the amount of time that the teacher devotes to the student, his readiness to help him, and his even-handed approach to solving student problems pertaining to grades and discipline. Encouraging the students to progress in their scholastic, social, and personal life, and getting close to the student leads to increasing the student's liking him and the subject that he is teaching and to the creation of an atmosphere and a mood that arouse intrinsic motivation.

A teacher had this to say: "Successful experiences, encouraging the students to get ahead in life, I also see a positive image in the life of the student who can imitate it" (1, 7). Another teacher spoke to the issue of getting closer: "Getting close to others and being together with them strengthens every person's love and creates a good mood. If you don't get close to others, you won't be able to live and to stay alive with a family. Likewise, when people get close to you it makes you feel happy and sure of yourself" (2, 4+5). A third teacher had this to say about how to teach: "The teacher uses words that really encourage and challenge the students" (3, 10).

**Sub-sub-category 3 -Teacher-Student Dialogue**

This sub-category included private conversations with the students that constitute personal attention to the student's needs, listening, accepting, and sharing emotions that emerge in this type of conversation. In the opinion of most of the teachers, a successful dialogue is based on a positive assessment of the student that mentions his strong traits and later, his traits that need to be improved. The dialogue is intended for a preparation of a transformative, encouraging, supportive, participative, and critical assessment. The students mentioned the importance of the personal dialogue with their teacher, and that even if the teacher wants to make a negative comment to the student, he should do it when they're alone and not in front of the whole class. The students think that a dialogue with the teacher is important and they interpret it as the teacher being willing to be considerate of their feelings, showing his liking for them, his willingness to help them and his interest in their needs.

One teacher characterised the dialogue as: "The trigger is a personal teacher-student dialogue, its emotional contents, and at its base is the student's personal need" (1, 6). Another felt that: "Proper treatment by the teacher that assimilates a successful
learning environment" (2b, 11). A third teacher felt that:"...because there were dialogues between the students and between the students and the teacher in which everyone participated" (3, 1).

**Sub-Category 2 -The Scholastic Domain**

The sub-category ‘The Scholastic Domain’ was constructed from three sub-sub-categories ‘Understanding and Internalising the Students’ Needs’, ‘Readiness and Preparation’ and ‘Follow-up and Persistence’.

**Sub-sub-category 1 Understanding and Internalising the Students’ Needs’**

The data show that this is the students' need for the ‘presence’ of people in their life who can accept and understand them as they are. The teacher must be able to show sensitivity for their physical, social, emotional and scholastic state and be able to suit the contents of the lesson to their needs by taking their state into account. A teacher that is sensitive to the students’ needs is a teacher that will be attentive to the student's needs, especially because they spend so many hours together and because of his familiarity with the students. The student will form a perception of the teacher and the school as supportive of his needs in the context of learning and his perception of learning as non-threatening and as satisfying his need for a feeling of ability.

One of the teachers explained what was important for him: "Encouragement and understanding the student's needs" (1, 2). Another teacher enlarged on the subject: "The learning style, the students' internalisation of the information: getting into the student's head, understanding the student's needs and requirements, amusement in the classroom, creating challenging and lively lessons" (2b, 6). A third teacher talks about his attention to the homework: "Homework that's helpful for us and not English all the time, a lot of homework, summarising and preparations" (3, 6).

**Sub-sub-category 2 -Readiness and Preparation**

Students and teachers felt that the teacher should have the skills to plan and construct an effective lesson and to demonstrate that he knows how to construct and dismantle the learning material, whether it's a single exercise, a whole lesson or the yearly curriculum. He should know how to identify critical mistakes in performance and to show the student how to correct them.

It was the task of the counselling intervention to refresh and enrich the teaching repertoire of the participating teachers. Following their participation in the counselling intervention programme, teachers learned to plan their lessons and to
incorporate various teaching styles and learning resources to make their lessons more effective.

Prior to the counselling intervention programme, students felt that lessons were unsuccessful and that the atmosphere was problematical and noisy. The teachers started the lessons without preparing activities geared to facilitate the transference of the contents or any specific activity ahead of time and without using current events to make the material studied relevant. Nor did these teachers use teaching tools from the student's world and from modern technology.

One of the teachers focuses on the need to achieve high quality learning outcomes: "Success in achievements, which leads to social success" (1,2). Another teacher believes that when preparing a lesson the effective teacher will need to pay attention to the scholastic and social aspects of the lesson: "To prepare the lessons for the groups, to work on the social aspect" (1, 8). A third teacher reminded us of the need for amusement in order to break the routine of the lesson: "New lessons and new subjects, amusement during the learning process" (2, 6).

**Sub-sub Category 3 - Follow-up and Persistence**

The data showed that follow-up and persistence are essential concepts for the success of any programme and not necessarily the programme that is taught in the school. On the subject of exams, students indicated that it was important to them that the teacher give them multiple tests and grade them based on their performance on all tests and not on some single test. The teachers who participated in the counselling intervention programme also supported this view and they indicated the importance of fair evaluations. The assessment should be done repeatedly and persistently and not be based on one-time feedback.

One teacher explains: "Presence at the right time and following through on every promise to the student" (1, 2). Another teacher points at the values an effective teacher needs: "A lot of consistency and emphasis on the value of success" (1, 11). And another teacher has this to say about the need to teach students how to learn: "A person can't give or contribute something that he doesn't have" (2b, 5t).

**Sub-Category 3 - The Social Domain**

The Social Domain sub category was constructed from the following two sub-sub-categories ‘Interpersonal Communication’ and ‘Evenhandedness in Treating Student Problems’.
Sub-sub-category 1 - Interpersonal Communication

The teacher reported that they needed to build effective communication with the individual student, the group of students, the students' parents, with the school's teaching staff in general and with teachers of the same subject in particular. The data show that interpersonal communication is based on the ability to talk and converse, to read and to write, and on the same level of importance, to listen and be non-judgmental. Effective interpersonal communication is based on mutual respect and acknowledgement of social differences between the communicators.

This sub-category is closely connected to the sub-category Personal Dialogue, but the background there is scholastic and personal and here it is social. The communication between the teacher and the student also includes the legitimisation of the students' feelings and empathy and sympathy. In the social domain, the teacher's function is very diversified, for example participating in informal school activities, field trips, and tasks.

One teacher reported that interpersonal communication skills are needed when he wanted to amplify: "The student's self-respect after he has improved" (1, 2). Another teacher explained that: "Empathic ability, developing an interpersonal connection" (2b,8t). And another teacher credited his success to good interpersonal communication skills: "The lesson is successful because … everybody treats each other with respect" (3, 9).

Sub-sub-category 2 - Even-Handedness in Treating Student Problems

The Sub-sub Category Even-Handedness in Treating Student Problems is one of the most sensitive subjects according to the teachers. In teachers’ opinion when student problems are not treated with even-handedness it leads to a seething, insulting, threatening and hurtful environment. Parents and students expect equal treatment from the teachers, equal assessment, treatment, participation, response to needs, distribution of tasks and equality in all domains in the school. The students claim that if there is no discrimination and if there is equal treatment for everyone, the student will feel the fairness of the teacher’s treatment and in turn feel safer in class.

One teacher had the following to say: "Equal treatment of the students, giving a response to the student's needs" (1, 13). Another teacher tried to sum up the benefits of even-handedness: "Not to discriminate between the students, encouragement from friends, mutual respect, a goal in life, hoping to work diligently in order to attain goals" (2, 9). Another teacher felt that this was the way to achieve excellence:
"Responsibility and willingness to invest effort, justice and equality between the students, encouraging excellence" (3, 10t).

The qualitative data for this category was triangulated and it was found that it had strong internal validity.

**Category VI - Student Learning Styles and Strategies**

The Student Learning Styles and Strategies incorporates three sub-categories. The sub-categories are ‘The Scholastic Domain’, ‘The Social Domain’ and ‘The Personal Domaine’.

The Sub-category ‘The Scholastic Domain’ has been created from two sub-categories ‘Performing Tasks’ and ‘Demonstrating Abilities’.

**Sub-sub-category 1 - Performing Tasks**

Prior to the teachers’ participation in the counselling intervention programme the practice in the school had been to assign homework as an additional and alternative way to master the subject learned and in order to assess the student’s functioning. After the teachers completed the counselling intervention programme students were given homework in order to practice what they had mastered in school. Part of their learning was through special projects assigned by the teacher and chosen by them that required group or individual work. The students preferred this type of assessment because according to them it examines their abilities more accurately, and they express themselves better in these tasks than in written exams according to the usual method during the "period of the exams". Preparing learning tasks reduces the pressure on the students during the period of the exams and it enables creativity, initiative, and strengthens the student’s investigative skills. The teachers claim that today, most of the matriculation exams test the student's investigative and creative functioning and therefore performing tasks will give them experience in this area and it will increase their achievements on the exams.

An aspect of the assignment of projects for students to work in groups or under the guidance of their teacher independently is the basic feeling of protection, connection and belonging that these types of tasks engender. One teacher recounted how he used group tasks in class: "Assimilating the group's commitment and responsibility as a part of daily life" (1, 1). Another teacher reflects on the student engagement he was able to harness by assigning tasks: "General consolidation of the students in the classroom through activities and tasks, active involvement" (2b, 5t). Another teacher
commented on the use of tasks for the transfer of life skills "A lesson about the direction and the activities that enable expression, practicing coping with problems in life" (2, 2, 10t).

**Sub-sub-category 2 -Demonstrating Ability**

It is very important for the student to feel that he is fully capable of coping with learning, both athletic and scholastic tasks, to experience success and to attribute that success to himself, to feel he can cope with difficult challenges, and that others are willing to help and support him.

This sub-sub-category includes evidence of the development of the student/teacher relationship following participation in the counselling intervention programme that resulted in teachers adapting the learning environment to student learning styles by using a variety of teaching styles and strategies. Tasks and projects through which the student can express himself, take responsibility for his actions and the actions of others in a group situation, to learn informally from experiences, to not feel pressured by exams, and to be assessed more fairly were some of the teaching styles adopted by teachers. Through these methods, the student was able to demonstrate scholastic, social and personal abilities which he could not do through formal methods. One of the teachers reflected as follows: "By cooperation between the teachers and the students and giving the students tasks to do. The choice to do the tasks is the students' responsibility" (1, 5). A student reports the changes he feels: "The need to be recognised, to visit unfamiliar places, to feel great and go out with friends to have fun" (2, 10). Another teacher explains why it is important to provide students with an opportunity to demonstrate their abilities: "Activating the student to demonstrate his skills and abilities" (2b, 6t). And another teacher with an essentially similar point of view "Activating the students in order to use their potential and to demonstrate their abilities and skills" (3, 6t).

**Sub-category 2 -The Social Domain**

This is the domain that all students liked best, and the students in this school in particular. Social activities were shown to increase the student's feeling of belonging to the school and increased his scholastic and personal commitment. Activities and projects constitute a change in the daily routine and therefore, the students are very interested in them, they plan them well, and they succeeded in almost all of the projects and activities they did.
On the school's sport day, this was particularly prominent. All of the students participated and performed activities in groups and as individuals. The teachers were surprised to see their students’ abilities. In these activities, the leading students stand out in their ability to lead and to manage groups of students their age. From the data it emerged that these events were considered an essential need from the standpoint of the students and therefore, was worthwhile for the school to arrange frequent social activities such as outings and projects during each semester. It was important to diversify these activities in order to create enthusiasm and creativity in every project and to promote the students scholastically, personally and socially. One teacher proposed that: "Adopting activities from the student's life" (1, 6). Another teacher who adopted this strategy for teaching his class: "Study projects encouraged by the students and personal encouragement from the teachers, constant encouragement of the student by his parents and telling him things that strengthen him" (2, 4+5). Another teacher used this teaching strategy to introduce experimentation during class: "Experiments and activities in the lesson and the teacher only directs and observes" (3, 1-10, 20t).

**Sub-category 3 - The Personal Domain**

The data show the importance of transmitting a message of belief in the student's ability to succeed. That is, the teachers have to transmit messages that expresses their belief in the student's ability to succeed. It is best when the belief is reciprocal: the teacher projects his belief in the student that he can succeed and the student believes in the teacher’s ability to lead him to success. Eventually these beliefs are internalised so that both students and teacher believe in themselves. Increasing the student's belief in himself led to the strengthening of his self-image and his scholastic and social abilities, which increased his achievements.

A teacher explains the mechanism: "Increasing the student's belief in himself through challenging tasks in which he can demonstrate his ability and increase his learning awareness" (1, 7). Another teacher reiterates: "Building the student's belief and demonstrating abilities" (2b, 10t).

The data collected in this category was triangulated and it was found to have strong internal validity.

**Category VII – The Major Concentration**
The category The Major Concentration has been constituted from data in two subcategories ‘Liking the Major Concentration and the Subjects it Subsumes’ and ‘Positive Role Model’.

**Sub-category 1 - Liking the Major Concentration and the Subjects it Subsumes**

High school students study according to ‘Major Concentrations’ in the National Curriculum. When subjects are part of a Major Concentration they are studied comprehensively at the level of 5 study units. The student's liking for the study subject is expressed in his choice of his major. Most of the students feel that placing them in the various majors is always done by matching the student's needs and abilities to the conditions of acceptance into the particular/chosen major. The students feel proud when they succeed in the major they have chosen for themselves because it makes it easier for them to choose the direction of their academic studies. Therefore the students have internalised the belief that a successful future is very much connected to success in your major and to the grade you will get in it as well as to your grade point average on all the matriculation exams. All of the students who participated in the study measured and conditioned their perception of success on getting a high grade in their major. The data showed that students believed that the students in the other major concentrations did not compete against their GPA because they were in a different major.

A teacher explains the choice of Major: "Liking the subject being taught, in addition to liking and appreciating the teacher of the subject" (1, 4). Another teacher explains the choice of Major: "Liking the success and/or liking the teacher's instruction and not necessarily the subject" (2, 6). A student had this to say about his major: "I like the teacher so that influences my liking the subject. I like this subject the best– it's my major" (3, 5, 10t).

**Sub-category 2 - Positive Role Model**

Most of the students and teachers said they chose as a role model a significant person in their lives. A person who has a respected social and academic position, and who is trusted by everyone around him and is being talked about very often.

The senior students like to have their successes and the successes of other students publicised in the school. In their view, communication of this kind and especially on internet sites is challenging and positive. Publicising arouses the students and they imitate other students who had their accomplishments publicised through various
channels of communication. In this way successful students become role models for other students who had chosen the same Major Concentration. The teachers use successful senior students who are similar to the students they teach mentally, emotionally and socially as examples from whom their students can learn. One of the teachers explains: "You can explain to him what a successful future is, you can demonstrate it to him by talking about successful people who got themselves out of the same situation" (1, 8). Another teacher gives an example: "The parent and the student conversing in a way that will help the student like learning, by giving positive and negative examples and models from life. An illiterate person doesn't understand what's happening to him in life, he's inexperienced and his life style is completely different from the positive and educated person's life style. The life style of a person who has an academic degree and who is a scholar, who is educated and has a good social, emotional and economic status" (2, 2+3). Another teacher sums it up "A personal example and a role model" (3, 6t).

The data collected for Category VII was triangulated and it was found to have internal validity.

**Category VIII –The Vision**

The category The Vision represents the development of the students’ vision for their experience in school. The development of a vision has been made possible by the counselling intervention in whose programme a group of students and teachers participated. Five sub-categories emerged from the data to form the category ‘The Vision’. The sub-categories were: ‘Goals’, ‘Dreams and Aspirations’, ‘Liking the School’, ‘Respectable Social Status’, and ‘Eligibility for Matriculation Exams’.

**Subcategory 1 -Goals**

Both the students and the teachers associated a successful future with planning the goals and targets that the student sets for himself. In other words, teachers and students believed that a successful student is one who plans short-term and long-term goals and proceeds to realise them. For example, students who plan what to study at the university when they're in 10th grade know what Major Concentration to choose and what grades they have to get at the end of 12th grade in order to be accepted to the faculty they chose. The teachers encourage the students to make a long term plan, and to check themselves at every stage against that plan in order to see where they are on their way to realising the plan. One teacher explains the importance of planning and
setting goals: "Every student in every classroom needs reinforcements, the creation of a culture of mutual trust between the teacher and the student and supporting the students when they're having a hard time. Setting goals for the students and rewarding them can motivate every student for the long run" (1, 3). Another teacher adds: "Building a successful, prosperous and steady future. Positive role models like siblings" (2, 2+3). A student validates the teacher’s beliefs: "...so I'll be able to actualise my dreams and have a wonderful future" (2, 11). An additional student confirms the benefits of this strategy "I helped myself by setting short-term and long-term goals" (3,8).

**Sub-category 2 - Dreams and Aspirations**

Dreams and aspirations led the students to intrinsic motivation to learn and to autonomy in thinking, which is something about which only the individual himself decides and which is not connected to the opinion of others or to the dreams of other adolescents his age. In other words, the student can feel that he is the one who is doing this and that it's his responsibility to materialise his dreams and aspirations. One teacher explains: "Internalising the value of learning and success, encouraging planning for the future, fulfilling dreams and ambitions" (1, 11). A student enlarges on the issue: "Actualising aspirations/ambitions and goals, getting high grades, a matriculation certificate that enables academic studies, habit, happiness and joy when you get good grades, the happiness of victory but during the period of exams, feelings of pressure and tension" (2, 7+8).

**Sub-category 3 - Liking the School**

This sub-category is a characteristic of the developing student vision. As a student’s engagement with his studies increases so does his liking of his school. This means that the student comes to school of his own free will and because he likes it. When you increase students' strong points in various domains and improve their weak points, this encourages their need to learn because they like it and their achievements will quickly improve. When teachers combine stories from the student's lives in the lessons and connect them to the learning contents, it arouses their interest in the lesson, stimulates them and creates a sense of relevance which will significantly affect the way the student copes with the contents and his willingness to come to school. He will attend lessons more frequently because he likes the subject and the teacher and he will have more intrinsic motivation to learn. Absenteeism and tardiness disappear as the school becomes an important contributor to the students happiness.
A similar process develops in parallel among the teachers who participated in the counselling intervention programme. As the teacher’s self image improves as a consequence of participating in the decision making decisions, when his needs are listened to by school administrators, when his work is appreciated the number of his sick-days declines and so do the number of days he is late to work. The achievements of his students improve and so will his motivation to work. He comes to school early and leaves late and tells other teachers about the wonderful students he teaches.

Here is what one teacher has to say about his work: "Recognising the differences between them and making each student feel he belongs to the school and that he likes it, because seeing the totality of the student and relating to his different needs will promote the student's achievements" (1, 3). A student has this to say about the school: "Liking school, liking the social life at school, liking the learning contents" (2, 3). Another teacher adds: "really amazing, it invites students and increases their motivation and their belief in themselves so that they make an effort to learn and to advance" (3, 5). And yet another teacher reflects: "liking school and belonging to it because you care" (5, 6t).

The data was triangulated and showed a strong internal validity.

Following participation in the counselling intervention programme, teachers and students reported that the students' general self-image showed improvement, as did the students' self-confidence, their greater involvement in school life, and their liking for the school. Student-teacher relationships were reported as improved following the counselling intervention and that intrinsic motivation increased substantially. The complaints in the teacher’s lounge seemed to be less and less common.

**Sub-category 4 - Respectable Social Status**

The data showed that students want the support of their peers, their teachers, their parents and the community in which they live in order to attain the goals they have chosen for themselves. According to the students, earning a respectable social status is part of the dream and the future of a successful student and they care a lot about the opinion of those around them and about the society's respect for educated people who have the ability to raise themselves and their community to a higher level.

A student had this to say about his concerns: "Thinking about a successful future, response and social status" (1, 15). A teacher explains about the social pressures at play "Cognitive awareness, a comfortable future life and social status" (2, 2+3). A female student provided an insight into the additional social pressures female students
must overcome: "Females have to learn because they're females. Females who are uneducated have no value in life besides being housewives" (2, 7+8).

The data was triangulated and found to have internal validity.

**Sub-category 5 - Eligibility for Matriculation Exams**

The data show that when students plan to become eligible for a matriculation certificate, the teachers accompany and guide them for higher quality matriculation exams. These matriculation certificates are respected by the universities and meet their requirements and threshold conditions for admission. Publication of the results of the matriculation exams can be a source of pride in one’s school and gives others the motivation needed to succeed.

The teachers want to see more students eligible for the exams, so they attend to each student individually, to each classroom and each age cohort and by doing so, they show concern for all of the students and extend support to every student in the school who takes the matriculation exams. Teachers provide: "Guidance for a successful future planned according to short and long-terms targets and goals" (1, 12). A student explains his strategy to enlist the support of his parents: "Thinking and planning for the future and presenting these thoughts and plans to my parents in order to get their support and encouragement" (2,4+5). Another student shows strong intrinsic motivation as he receives support from his teachers: "I try to help myself by going over the material and memorising it at home every day and I planned a time schedule for myself "(3, 7).

The data was triangulated and showed internal validity.

**Summary**

The research examined processes that contributed to the growth and development of the motivation to learn among students and the motivation to work among teachers in an Arab Israeli school. The teachers described the students in the school as having no motivation to learn, their scholastic achievements were very low with only a few being able to earn a matriculation certificate upon graduation. Teachers themselves reported that classes were unruly and impossible to teach.

I designed a counselling intervention programme for students, teachers and staff. The qualitative methodology produced a large quantity of data. Eight categories emerged from the data. The findings showed that an improvement was observed in the motivation to learn and in the motivation to teach following participation in the
counselling intervention programme. Improvements were also reported in self-image, classroom climate, teachers’ instructional style and academic achievement. The analysis of the findings showed a strong internal validity and a high level of credibility. The data collected with the interviews, focus groups and students' experiences sampling diary was triangulated. The next chapter contains the critical discussion of the findings.
Chapter 5 Discussion

5.1 Introduction

The discussion chapter presents a critical discussion of the study’s research questions and findings. Eight (8) research questions emerged from the research literature.

In what ways did a counselling intervention affect the growth and development of the motivation to learn among participating students?

How can the school/class climate be improved?

How were the processes of growth and development of self-image affected among students experiencing a counselling intervention?

How can the quality of student-teacher learning outcomes (achievements) be improved?

What are the manifestations of the students motivation to learn among high school students who had experienced a counselling intervention– A teacher’s perspective?

How can learning environments be adapted so that they support students learning styles and strategies?

In what ways does the student’s Major Concentration affect student learning and the way other students see him?

How does a student give voice to his plans, his dreams and his aspirations for the future?

Questions were answered using the research findings. The research findings were triangulated with findings of other studies conducted in different cultures, with different research tools and with different participants. The process of triangulation of findings facilitated the evaluation of the external validity of the research findings of this study.

The external validity was strong and I was able to draw generalisable conclusions and make recommendations.

5.2 The first research question

The first research question was ‘In what ways did a counselling intervention affect the growth and development of the motivation to learn among participating students?’. The research question emerged from the literature survey and from the field, from my practice in the school, and particularly from my work with the teachers.
Prior to the counselling intervention teachers constantly complained that the students had no motivation to learn and the few that did seemed to be motivated were motivated by extrinsic factors. The answer to this question was constructed with the findings in Category I.

The findings showed that following the participation of teachers and students in the counselling intervention students and teachers reported that two types of motivation to learn were part of the learning environments of the school studied: intrinsic motivation and extrinsic motivation. Students with intrinsic motivation to learn preferred challenges during lessons and preferred challenging study-projects. These students developed an insatiable sense of curiosity about the programme of study and had internalised evaluative criteria which they used to evaluate the quality of the learning outcomes they produced. The students that were intrinsically motivated displayed self control and a deep satisfaction with the school and with their experience in school.

On the other hand, students with extrinsic motivation were constantly competing for grades and were working for the sake of material goods promised them by their parents or other family members on condition that they earn a high GPA. Ziv (1999), who investigated the subject of intrinsic motivation, found that the organism’s internal states motivate him to behave in a certain way and that the extent of his success in implementing this behavior makes him intensify and continue this behavior. This result is in line with the present findings that the students who act and learn out of intrinsic motivations have higher achievements than those who act and learn out of extrinsic motivations based on material rewards and reinforcements. A process of learning that is implemented in a consistent, persistent and challenging way stems from personal needs and inner desires to attain and realise certain goals that the student thinks about and expects to attain (Clemens, Carey and Harrington, 2010; Johnson, Rochkind, Ott, and DuPont, 2010; Conley, 2007; Franken, 2006; Huit, 2006; Elliot and Thrash, 2002).

The learning environment engineered by teachers provides challenges, support for actions and reinforcements and rewards. The interpretation of the environment by the student leads him to have a positive or negative concept of himself and of his functioning in the school. Interpretation of the environment is based on internalised judgment criteria that can come from teachers, other students or parents. If their feedback is received as positive, the student’s assessment of himself will be positive
and this assessment can spread to their social domain, e.g., participation in formal and informal activities and in their interpersonal connections. It can also be reflected in their active participation in the academic domain, e.g., in their active participation during classes and getting the coveted high grades (Huitt, 2009; Kennedy and Kennedy, 2004; Wentzel, 1999; Kennedy, 1997). By internalising positive feedback, self-confidence of students is strengthened and they are able to engage more fully with the learning process.

These findings were also supported by Assor's (2005) study, who found that cognitive motivation is affected by the student's perception of his interaction with the learning environment. The student's motivation to learn is centered in part on his expectations about the results of his behavior, i.e., to what extent he is capable of successfully performing a task. This perception develops as a result of a history of successes and failures on various tasks the student is required to perform. This is a type of cognitive intrinsic motivation in which the investment the student makes comes after he has identified the internal value of the activity.

Rohde and Thompson (2007) found that the motivation to learn in the classroom can be enhanced by designing sustainable learning environments. The findings from Ben-Ari and Elias' (2008) study are consistent with the present research's findings. They found that the learning climate increased motivation to learn and achievements when students learned in classrooms in which the teaching strategies were complex, they tended to adopt personal goals of control and demonstrated motivation patterns characterised by adaptation.

The present research findings are consistent with the findings in Hoy' (2012) study, who found that the motivational process is a circular process that has no beginning or end, and that one of the more important segments in the circle is the individual's needs and motives, which are translated into meaningful values found in a high level of consciousness. Hoy adds that the next segment in the circle is setting targets and directions, which stem from the importance that the individual ascribes to certain things he wants to attain. After people define these targets and directions for themselves, the targets will guide their behavior. Their behavior leads to what people expect it will lead to, i.e., outcomes that are manifested intrinsically by the behavior and the action or extrinsically by the reward for the behavior and the action.

The findings in Assor, Roth and Deci's (2004) study are consistent with the current research's findings. They indicated that the most powerful motivation is intrinsic
motivation, which is characterised by enthusiasm, spontaneity, excitement, and concentration, among other things.

These findings received support from various studies in the Educational Psychology literature, which indicate the importance of learning out of intrinsic motivation and the positive cognitive and emotional products of this learning.

It has been found that the motivation to learn will decline during the years that the student is in school. It is harmed and diminished by the nature of a school's policy of encouraging competition rather than a culture of achievement, the grade index used to evaluate student work rather than a flexible, adaptable system of constructive feedback, and an emphasis on status rather than creativity. Learning environments that elicit intrinsic motivation must be managed and maintained to prevent their decline (Deci and Ryan, 2000; Schunk, 2002).

The findings of the present research received support from Harvey's (2001) study, who also found a significant connection between task-oriented motivation and achievements.

Huitt (2006) supports the findings in the present study and the findings mentioned above and adds that the student who has an extrinsic motivation to learn views his studies as a way of attaining outcomes from a connection between himself and the material that is not intrinsic. For example: when learning is oriented to attaining material rewards or a matriculation certificate, which is essentially what most of the students in the current research indicated, the purpose of attending school become to get a matriculation certificate, and if the student could get the rewards or the certificate without studying, he would. However other students who have intrinsic motivation to learn feel that learning is itself the purpose, the way that helps him attain his aspirations. Huitt (2006) adds that a small proportion of students tend to have a mixture of the two types of motivation because they want to excel and to get the maximum out of the learning contents and the environment, meaning the student tends to seek approval from those around him and will strive for self-expression and self-approval.

The study’s findings were triangulated with the findings of other researchers like Conley (2007), Franken (2006), Elliot and Thrash (2002), Ziv (1999), and were found to have strong external validity.
5.3 The second research question

The second research question was ‘How can the school/class climate be improved?’
The second category provided the findings needed to answer this research question.
In order to sustain the growth and development of the motivation to learn elicited by teachers in their students, teachers designed and maintained a motivational climate in the learning environments for which they were responsible. The counselling intervention trained teachers in the skills needed to engineer a motivational climate. Students experiencing the motivational climate created by their teachers reported developing a feeling of belonging, a feeling of ability and a ‘feeling of autonomy’ in the wake of a ‘stimulating lesson’ and ‘a successful lesson’, and ‘a fascinating and successful lesson’. These findings correspond well with Ziv's (2001) definition of achievement and the need to achieve, which are the main motivation to learn. The need to achieve develops in the student’s childhood and it is affected by various factors in his environment, and especially factors in the home such as the culture, methods of raising children, educating and encouraging children to achieve (Murphy, 2012; Jalali and Nazari, 2009; Huitt, 2009; Katz, Assor and Kanat-Maymon, 2008; Santrock, 2008; Powell, 2006; Flook, Repetti and Ullman, 2005; Rudolph, Caldwell and Conley, 2005). Seligman (2011) supported these findings and indicated that the potential to learn and to achieve is latent in the student, but an optimal school climate that satisfies the student's basic needs enables him to realise his scholastic potential to the fullest, to develop and promote his ability to cope with pressure, and to increase his creativity. A school that gives training in cooperation and interpersonal communication and facilitates the ability to learn and to fully develop is a school that encourages achieving (Clemens, Carey and Harrington, 2010; Johnson, Rochkind, Ott, and DuPont, 2010).

Nelson and Guerra (2013) indicated that relations characterised by conflicts between teachers and students are a sign of a significant deterioration in achievement and a warning that a threat to life and property is likely to develop due to aggressive and violent behaviours. When students feel that learning is interesting and meaningful, they experience a stronger feeling of gratitude and belonging to the school. Therefore, states of intrinsic motivation, which can be decidedly individual, contribute to improving the social climate in the classroom and in the school (Assor, 2005).
It is important to note that an aspect not examined in this study pertains to the connection between the social climate, and the opinion of the student’s peer group and significant others. Rudolph, Caldwell and Conley (2005) discuss how the student's self-image is very much affected by the opinions and judgments of others about him, which he assimilates over time in his self-image. When a student feels rejected by others, a lack of belonging will develop which then leads to negative self-image (Cohen, McCabe, Michelli and Pickeral, 2009).

The social climate in the classroom and in the school contributes to the development of the student's social self-image. The findings are supported by Santrock's (2007) study which found that the teacher's personality and the socio-emotional climate in the classroom affect the quality of the students' educational and academic products. Rohde and Thompson (2007) also supported the present research findings and indicated the importance of the student's experiences of success for his scholastic self-confidence and for his behavior in the classroom and in the school as a whole.

In addition, Huitt's (2005) study supported the findings of the present research in the domain of the effect of the classroom and the school climate on the psycho-social processes that occur between the teacher and the student and between the students themselves. The educational climate and environment affect all of the students' patterns of behavior and their scholastic functioning in the school. If a student perceives the motivational climate as positive, then he will engage with the learning processes and his grades will improve. When a student perceives the school climate as threatening, his commitment to the school will weaken and might cause him to withdraw from activities with his classmates and to drop out of school. Furrer and Skinner (2003) supported Huitt's findings and the findings of the present research, and reported that the classroom's motivational climate is based on the way the scholastic and social life is conducted and the interpersonal relations between the teachers and the students in the classroom. Assor, Roth and Deci (2004) found in their study that the feeling of autonomy greatly contributes to the creation of a motivational climate and to the growth and development of the motivation to learn. They found that a lack of intrinsic motivation to learn indicates a lack of autonomy.

The current study's results are consistent with the findings of Hong and Milgram (2004), who found that the development of the motivation to learn is stimulated by a learning climate and environment designed and suited to the student’s needs. This environment includes the physical structure of the school's classrooms, hallways,
laboratories and yards; a variety of teaching methods through which the teachers present the material, teacher-parent relations in the school that are expressed in the extent of parent involvement and the contribution of this involvement to the students and to the school (Knapp, Honig, Plecki, Portin and Copland, 2014; Winne and Hadwin, 2008; Anderman and Wolters, 2006).

The Rohde and Thompson (2007) findings supported the present research findings. The concept of motivation to learn was based on three domains: (1) ability, as expressed in the student's ability to perform a certain task, (2) desire, as expressed in the student's interest in engaging in the task, and (3) method, as expressed in the skills the student has acquired that help him succeed in the task. Each of these domains is connected to various variables that eventually affect the quality of the student's final outcomes (grades). Desire is connected to the student's intrinsic motivation and it motivates him to learn because the subject is important to him. Method is connected to the student's learning styles and strategies to which he has become accustomed and which he uses to learn. As the student accumulates successful experiences when using these new learning styles and strategies, he knows that a specific method will help him succeed and receive high grades and he will use it to solve problems.

Soenens and Vansteenkiste (2005) examined the subject of socio-emotional climate in the school and found that a sense of autonomy is the element that relates to a developmental need to self-regulate behavior and activity, a sense that the individual's activity stems from himself and not from coercion. From this definition of the term, it can be concluded that autonomy is the individual's possibility of initiating and engaging in things that are interesting to him, that satisfy his needs and the he considers important, which helps him understand that even when he's not attached to another, he can be autonomous.

The motivational climate that encourages motivation is divided into three domains. The first domain focuses on the teacher's and the student's sense of belonging to the institution of education they are in. In this study, belonging is explained, among other things, as one side listening to the other. A classroom climate that encourages listening to the student's social, emotional and scholastic needs encourages motivation to learn. The second domain focuses on the student's ability and feeling during the lessons and the degree of his acclimation to the contents and to the learning climate in the classroom. The third domain focuses on the teacher's responsibility to assure the
students a sense of autonomy and to create the most comfortable climate as possible in the classroom. These findings received support from other studies that examined perception of classroom climate by students. For example Huitt and Dawson (2011) indicated that when a student perceives the educational environment as positive, this can contribute to maximising his scholastic, social and emotional adaptation. The educational environment also affects the teacher's and the student's attitudes and behavior patterns, the reciprocal relations between them and the outcomes of these relations for the student and for the school. Furrer and Skinner (2003) supported these views and indicated the importance of the classroom climate for the students and for the teachers. In the classroom, lessons are conducted and learning contents are transferred. The student is exposed to a variety of teaching methods and strategies, social life and interpersonal relations are going on, and an opportunity is given to form and crystallise the students' personality. Most studies have focused on empowering the students by creating a motivational class climate.

In the current study the students' view was that one of the important factors for encouraging motivation is the social climate in the classroom. The student and his parents expect the school to prepare the student for future life and not just scholastically. They expect the school to prepare a graduate who has the ability to cope with the differences and to adapt properly to the demands of society, and to be well-developed for the career he will choose (Burchinal, Peisner-Feinberg, Pianta and Howes, 2002). During his years in school, the student consolidates his social self and internalises the prevailing norms and values of school life through the dynamics in the classroom (Huitt, 2006). This domain increases the students' sense of belonging to the school in general and to the class in particular. The belonging factor and other factors are supported in Assor's (2005) study, which indicates the students' three needs that increase motivation: a need for autonomy, a need for feeling capable and a need for a sense of belonging and security. The school and its teachers should satisfy these needs in order to develop the students' intrinsic emotional motivation to learn. Moreover, since the Israeli Arab student does not serve in the army, the school and the teacher have the role of preparing the student for the future. The cultural disparity between Israeli Arabs and other Israeli citizens in the role played by the school has not been discussed in previous studies (Katz, Assor and Kanat-Maymon, 2008; Ormond, 2008; Santrock, 2008).
On the other hand, Huitt (2009) presented a new domain in research based on attaining an optimal climate. In order to attain an optimal climate, there have to be very clear and agreed-upon rules and boundaries in the classroom. The teacher has to transmit to the student that this is a secure place, give him opportunities for choice and autonomy, and have private conversations with the students, individually or in groups, in order to reinforce the social and personal relations in class. In the center of all this is the importance of listening to and understanding the student's verbal and non-verbal needs and interpreting the occurrences in the classroom. This conclusion was also supported by the interview findings in the current study.

In the research literature, these findings are supported by Assor's (2005) findings, which indicated that autonomy is essential for teachers and subsequently for students. Teachers need to perceive of themselves as having the authority to decide about aspects of their work, such as managing the time schedule, developing the curriculum, determining the lessons program and suitable teaching methods and strategies. This authority will give teachers control over important characteristics of the educational and motivational climate. In reference to belonging, Assor indicated that the student should feel that he belongs to and likes the school setting. When students feel that learning is interesting and meaningful, they have a stronger sense of belonging to the school and pride in themselves that they are part of it (Katz, Assor and Kanat-Maymon, 2008; Ormond, 2008; Santrock, 2008; Powell, 2006).

Similar to the results of this study, Eccles, Wigfield and Shiefele's (1998) study, showed the importance of the classroom and the school climate for increasing motivation and academic achievements. An additional finding shows that the classroom and the school climate that transmits acknowledgment of the importance of the students' personal responsibility increases the students' motivation to invest effort in learning. Skinner and Snyder (1999) indicated the effect of the quality of the reciprocal relations between teachers and students, which created a feeling of belonging, on the students' academic achievements and of the student's communication with a significant other in his life, which gives that student a feeling of well-being in the school and in the learning environment (Cohen, Mccabe, Michelli and Pickeral, 2009; Mahoney, Larson and Eccles, 2006; Ntoumanis and Vazou, 2005; Freedman, 2004).

These findings are consistent also with those in Flook, Repetti and Ullman's (2005) study, who examined the effect of a sense of belonging on the academic self-image of
K4 students. They found that the students who demonstrated a sense of belonging to the class and to the school had a strong self-image and high achievements and that the students who felt distanced and isolated had a low self-image and low achievements. These findings are consistent with the findings that Katz, Assor and Kanat-Maymon, (2008) reported and with those that Rudolph, Caldwell and Conley (2005) reported, i.e., that the individual's feeling of belonging is contributing to his self-image. A positive feeling of belonging increases self-image and academic achievements, and vice versa. Raviv (2005) found that under-achievers' grades do not stem from a lack of intelligence, ability and potential, but from a feeling that they do not belong, are from a low socio-economic background and so forth. Therefore, Raviv (2005) indicated the importance of a change in the assessment processes of the students which led to an increase in their motivation to learn. A change in the dimensions of belonging and the general classroom climate led to an increase in the motivation to learn and in academic achievements. Ziv (2001) supported this view and pointed out the importance of an optimal climate in the eyes of the students. He found that the classroom is one of the potential environments for developing learning needs and achievements (Cohen, McCabe, Michelli and Pickeral, 2009; Ntoumanis and Vazou, 2005; Freedman, 2004).

The current findings received support from Eccles, Wigfield and Schiefele's (1998) study, which found that the classroom climate that teachers initiated was sensitive to the choice of the style of instruction that the teacher chose to suit the students' needs. Furthermore Eccles, Wigfield and Schiefele (1998) found that holding the students personally responsible for the quality of the learning outcomes resulted in a significant increase in motivation. Other studies have found that creating organised, stimulating and diverse lessons increased students' motivation to learn and the student's seriousness during the lesson (Rohde and Thompson, 2007; Leithwood and Beatty, 2007).

It is therefore, the teachers' responsibility to facilitate an optimal climate that supports and encourages the learning process and satisfies the students' basic needs, based on SUITING the teaching methods to the personal and scholastic needs of students. In addition, the student has to be taught how to cope with various activities while encouraging achievement and acknowledging his successes (Valentini and Rudisill, 2004).

Another factor that affects the classroom and school climate is the teachers' and
students' sense of well-being. Success in school increases the sense of well-being, a feeling of happiness and motivation to learn. A highly-capable teacher can encourage his students to succeed in school and have high achievements by investing in their well-being (Lyubomirsky, King and Diener, 2005).

Support for the present research's findings was found in Solberg's (2007) study, which indicated that the teacher is responsible for creating an educational climate that enables learning and that encourages the development of the motivation to learn, with the object of increasing academic achievements. The teacher should plan stimulating, organised and well-arranged lessons in order to bring about the student's optimal performance, the result of which will be an improved level of motivation and a suitable level of achievements (Katz, Assor and Kanat-Maymon, 2008; Ormond, 2008; Santrock, 2008; Powell, 2006).

These results are consistent with Wigfield and Eccles (2002) who found that students who have a sense of belonging to the class, autonomy and ability will feel comfortable to ask for help from the classmates and/or their teachers. Giving and asking for help leads to an increase in motivation to learn and a feeling of ability that will contribute to good learning achievements out of intrinsic motivation (Rogers, 2009).

Skinner (2003) indicated that a feeling of belonging is significantly affected by the teacher-student dialogue and relations, which are closely connected to major educational products such as motivation to achieve. The student will demonstrate more task-orientation, interest and enthusiasm in the learning contents, a sense of presence and autonomy in the classroom and intellectual ability which will be expressed in high grades. Their findings also indicated a connection between belonging and behaviours that advance achievements, such as investing effort in the learning process and self-confidence.

The research findings were triangulated with findings of other studies conducted in different cultures, with different research tools and with different participants. The process of triangulation of findings facilitated the evaluation of the external validity of the research findings of this study.

The external validity was strong and I was able to draw generalisable conclusions and make recommendations based on these findings.
5.4 The third research question

The third research question was ‘How were the processes of growth and development of self-image affected among students experiencing a counselling intervention?’ This research question was answered using the findings that emerged from the data collated in Category III – Self Image.

The data in Category III was grouped in two sub-categories ‘Academic Self Image’ and ‘Social Self Image’.

According to the findings ‘Academic Self Image’ developed once teachers learned to give positive (formative) assessments and taught students the skills necessary to solve problems and overcome obstacles. The development of Academic Self Image was facilitated once students understood, memorised and internalised the knowledge they created during the lesson.

The findings also showed that ‘Social Self Image’ developed when students were given responsibilities and learned to assume responsibility for the quality of their learning outcomes and were able to demonstrate self confidence in their social role.

These findings were consistent with the findings of Grossman, Grossman and Zimmerman (1999) and of Lee and Smith (2001), who pointed at the effect of the teacher’s self-confidence and personality on the students’ self-confidence and on their general willingness to learn. Students are willing to invest more and to make more of an effort, they persevere more and derive more enjoyment from learning when they trust their teachers. A teacher who has earned the student’s trust is, a teacher who is an attachment figure and who is accessible and sensitive to his students, elicits and manages his students’ intrinsic motivation to learn. Students would enjoy being in this teacher’s company, and would perform the tasks they are given because they constitute a challenge, which also increases their academic achievements as a result of intellectual, cognitive and social development (Santrock, 2008). Students who do not experience their teacher as an available attachment figure stay close to him in order to assure his accessibility and presence. In this situation, attention is focused on the attachment figure and tension develops due to fear of abandonment instead of attention being focused on the learning environment and process, and a decline is expected in the student’s ability to explore and to learn. The student will remain in the familiar place, he won’t take chances, and he will be afraid of experimenting with
intellectual challenges that can improve his academic achievements (Katz, Assor and Kanat-Maymon, 2008; Ormond, 2008; Santrock, 2008; Powell, 2006). These findings are consistent with the findings in Koller, Daniels and Baumert's (2000) study, who found a correlation between the individual's academic self-image and his perception of the level of his academic functioning based on the scholastic environment. Low individual academic self image is common in competitive learning environments were students are concerned with their peer rankings. Students compare their academic functioning to that of their classmates through the publication of test results, which in essence is a decisive factor in increasing the student's academic self-image, which in turn affects his motivation to learn. However, this is extrinsic motivation to learn, since the student's motivation to learn is created through competing for grades instead of an intrinsic motivation like enthusiasm, need and challenge. As in the present findings, it was found that academic self-image will increase in parallel with an increase in cognitive-informative motivation and emotional motivation. Therefore, academic self-image is not dependent only on how the individual perceives his performances, but also on how he perceives the performances of his classmates. Satisfying the need to feel capable can also be a central factor connected with improvement in the individual's academic self-image. A low self-image can interfere with the student's functioning in school in the emotional, social and scholastic domains. On the other hand, a student who is confident in himself will integrate well into the daily life at school, he will come to school out of intrinsic motivation to clarify and investigate, and he will act out of curiosity, and he will satisfy his personal needs through attending school. Contrary to findings in earlier studies, the current study found that it is possible to inspire intrinsic motivation by attending to the student's individual learning needs and by recognising and attending to their individual learning style (Flook, Repetti and Ullman, 2005). Through the intervention programme, the researcher trained teachers how to challenge students and to recognise the potential they have in their learning process. Specifically, the teachers were guided in how to work with different student character types to understand better how to meet the individual as well as classroom learning needs. The present findings are consistent with those found by the Kuku and Taylor (2002) study, which indicated that teachers' participation in making school decisions gives them psychological reinforcement that is expressed in the form of the teacher's feeling of empowerment and an increase in his self-esteem and self-confidence.
Teachers' involvement also nurtures the faith they have in the school and their love for it. It encourages them to acquire new skills and improves the education team’s morale, commitment and work. These changes are required in order to raise the students' morale, their self-esteem and their confidence in themselves. March and Hau's (2004) findings support this study's findings. Their findings indicate the importance of an improvement in self-image in order to increase the individual's desired results, such as academic achievements and social adaptation. An improvement in the teacher’s self-image improves the teacher’s role in the school and his belief in his students' success. An improvement in the student's self-image increases his motivation to learn and his academic achievements (Parish and Treasure, 2003; Curtner-Smith and Todorovich, 2002; Twemlow, Fonagy, Sacco, Gies, Hess, 2001; Lee and Smith, 2001).

One of the important findings that emerged in the present research is the concept of responsibility – the teacher's responsibility to the school and to his students as far as the style of teaching he chooses to create a learning, social and supportive climate that enables student autonomy and expressing of opinions, and the student's responsibility to himself, for his learning process. These findings received support from Jalali and Nazari's (2009) study which emphasises that the job-holder's responsibility requires two conditions: a) social relationships within the work environment and b) mutual commitment to these relationships. This means that responsibility does not occur in a void, but in social relations and because of the job-holder's commitment to the system (Cohen, McCabe, Michelli and Pickeral, 2009; Mahoney, Larson and Eccles, 2006; Ntoumanis and Vazou, 2005; Freedman, 2004).

The findings of this study were triangulated with the findings of other researchers and were found to have a strong external validity.

5.5 The fourth research question

The fourth research question was ‘How can the quality of student-teacher learning outcomes (achievements) be improved?’ This research question was answered with the help of the fourth category. Category IV - ‘Academic Achievement’ collated data regarding the improvement process that impacted the quality of learning outcomes after teachers and students participated in the counselling intervention.

There were three distinct groups of data that were part of this category. The criterion used to separate them was the context of the improvement in the student’s academic
achievements. After consideration three contexts emerged. They were ‘The Social
Domain’, ‘The Scholastic Domain’ and ‘The Personal Domain’.
The data that evidenced contributions to improved academic achievements in the
social domain was in its turn separated into three distinct sub-sub-categories:
an opportunity to participate in the lessons following the teacher’s participation in the
intervention workshops, reported feeling engaged and produced quality learning
outcomes. Lessons that contained amusement and fun periods and opportunities for
group work produced similar results.
The data that evidenced contributions to improved academic achievements in the
scholastic domain were student and teacher reports of the use of various teaching
methods, presenting the National Curriculum in a challenging way and stimulating
student interest in the subject being studied. These data showed that teachers adapted
the learning environment to the learning styles of their students motivating them to
produce high quality learning outcomes.
In the third group of data showcasing the processes that contributed to the gains
students made in the quality of their learning outcomes I found that when a student
received the opportunity to express himself in the course of a lesson he more readily
engaged with the learning process during that lesson. Students who reported feeling
empowered and received praise for their contribution produced higher quality learning
outcomes, as did those who received encouragement on the way to achieve their
academic objectives.
The Case Study of Student B
Student B was part of the gifted class. He felt like he did not belong in his class, or to
his school for that matter. His teachers from the Middle School reported that he was
an introvert who preferred to be left alone. In his own words, B described himself as
having “… big dreams and many aspirations, but that” he never got himself “… out
of my bubble of laziness and depression, from which I suffered greatly” and did not
attempt to make a change in himself and in his life.
In high school, Student B found himself invited to participate in a counselling
intervention and something changed. As part of the training received in the
programme’s workshops the teachers received skills in The Social Domain, The
Scholastic Domain and in The Personal Domain.
During the training in the social domain teachers learned how to facilitate the participation of students in the lesson, how to use elements of amusement and fun during their lessons and how to plan for student work in groups during the lesson (Hoy, 2012; Seligman, 2011; Febey and Louis, 2009; Bogler, 2005; Diener and Lucas, 1999).

In the scholastic domain teachers acquired skills that helped them diversify their teaching methods, present the subject matter they are teaching in a challenging form and be stimulating and nurture student interest (O'Donnell and White, 2005; Marsh and Hau, 2004; Pintrich, 2003; Gonzalez, Holbein and Quilter, 2002).

In the personal domain the workshops strengthened the teachers’ ability to create a learning environment that encouraged students, praised them and empowered them (Huitt, 2009; Koller, Daniels and Beaumert, 2000). Teachers also learned how to elicit the student’s personal opinion which lead to the student assuming responsibility for his learning (Hoy, 2012; Seligman, 2011; Febey and Louis, 2009; Eccles, Wigfield and Schiefele, 1998).

Following his teachers participation in the training workshops of the counselling intervention programme B reported “I experienced the incredible feeling of empowerment caused by the support and caring given to me by my teachers. I became more open, more confident and I started to care more about my school grades. I even participated in a competition in English with two other students. I was the only one from my school to do so and that was something I did not imagine possible even in my wildest dreams. My team won first place and we were sent to Singapore for the second round of competition”.

From the K10 experience, and especially from the competition part throughout which his teachers supported him, Student B developed a sense of responsibility, a feeling of self confidence and a belief that he can overcome many of the obstacles in his way. B recovered his high GPA and maintained it through K11 and K12. He even developed an interest in physics in the last school year, and added the subject to his already demanding academic profile (characteristic of gifted students class). With the help of his teachers B started “… waking up to the challenges and obstacles that I can expect to face in the future. I grew into a person that felt that I can do more, do better and reach objectives that I never even aspired to reach before”.

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The transformational experience of Student B shows that the effect of the counselling intervention is sustainable over three years and that teachers once engaged with the process find it hard to renounce it and go back to ‘the things as they were’. Marsh and Hau (2004) found that nurturing the student's self-image positively affected his willingness to engage with the learning processes in the classroom and in the school and affected his academic and social functioning. A student with a strong self-image and personality persevered in his studies, set goals and targets for himself which he aspired to attain and assessed himself in situations of success and failure, which give him motivation to continue to progress in various domains. Therefore, states of intrinsic motivation, which can be decidedly individual, contribute substantially to improving the social climate in institutions of education (Roderick, Nagaoka, Coca and Moeller, 2009; Miller-Lieber, 2008/2009; Costa and Kallick, 2008; Corno, 2008; Bogler, 2005). Additionally, respecting and responding to the needs of high school age students justifies the use of classroom strategies that increase social activities, foster interpersonal dialogues, invite appropriate humor and levity and encourage the development of feedback and evaluation channels in the classroom.

The findings of this study were also supported by Bogler's (2005) study, which examined the effect of participating in decision making on the functioning of employees and particularly teachers. Bogler indicated in his study that teachers’ participation in making school decisions, such as allocating resources and budgeting, hiring new teachers, setting up schedules, and developing learning programmes and teaching methods, boosts the teacher's morale, satisfaction and belief in himself, and leads to more efficient functioning of the school. Unlike earlier studies, the current research demonstrated that not only teachers, but also students can contribute to the operation of the school and assist teachers in making decisions.

Koller, Daniels and Baumert (2000) indicated that when a student has a high academic self-image, he/she tends to estimate his ability as higher than that of his classmates and when he has a low academic self-image, he estimates his ability as lower than that of his classmates, which in turn indicates the importance of the social and emotional climate in the classroom and its effect on academic self-image. These findings are similar to the findings in the Marsh and O’Mara (2008) study, which indicated that in adolescence, the students ascribe great importance to their peer group
and to the feedback they get from it. A change in the student's academic functioning is affected by the differentiation and integration processes that shape the individual’s self-image. One of the most powerful processes that shape the student’s self-image are the student's classmates' assessment of him or of another member of their group. Students' beliefs in their capability are built through interactions with their social environment and are affected by the evaluations that teachers and others make about their performance. They internalise these evaluations and integrate them into their personal judgment system. When evaluations are positive, they are likely to improve self-image and when they are negative, they are likely to damage it (Soars, Lemos and Almeidia, 2005).

Rohde and Thompson (2007) indicated that the student's self-confidence is affected by experiences he had during his learning process. A student who has a history of successes in school will develop a high level of self-confidence and scholastic confidence because he is accustomed to getting support and encouragement to get high grades. A student who has a history of failures in school is liable to develop a lack of confidence and a feeling of learned helplessness.

Successful students are likely to raise the threshold of their expectations and students that experience failure are likely to lower the threshold of their expectations which can lead to a decrease in achievements that will require treatment and professional consultation in order to help the student cope with his distress. These findings received support from Bandura (1997), who showed how important the teacher-student relations are, and especially the positive nature of these relations. Bandura said that teachers have to believe that they can be agents of change and assume leadership roles in the classroom leading to an improvement in student achievements. Therefore the style of instruction is the critical base for the student's success or failure, which is also a result of the teacher's planning and the goals he sets for himself (Harris and Hopkins, 2008; Mandinach and Honey, 2008; Macneil, Prater and Busch, 2007).

The current research results are consistent with those reported in the Diener and Lucas' (1999) study, which reported on the importance of social relations during lessons and the need to impart social skills to students, sustain a personal dialogue with the students, and accept students as partners when planning a lesson and in making decisions pertaining to the policy of the lessons in the classroom. Positive feelings contribute to a good mood and to optimism, while negative feelings are
related to unease and passivism. It will be easier for a teacher who has positive feelings to include the student, make him feel he is worthy, get him to participate and be empathetic toward him, which will reinforce his sense of belonging. Negative feelings such as anger and hostility create situations of strife with students and do not contribute to a sense of belonging (Mandinach and Honey, 2008; Yoon, 2002).

While the past decade has evidenced rapid development of technology to include the use of new technology and teaching methods. Unfortunately, teachers, like many others working in the social domain, have not kept up with technologically. Instead they have been slow to develop teaching methods and strategies that reflect intellectual and technological advancement.

The findings in Bogler’s (2005) study are also consistent with the present findings pertaining to empowering and encouraging students. Bogler indicated that the opportunities that are given to the individual to attain power, autonomy, responsibility and freedom of choice represent the level of empowerment he is given. Empowered individuals are capable of improving the conditions of their environment without help. The findings were triangulated with the findings of other researchers who had studied the same research question in different cultures and used different research tools to collect the data. The findings have strong external validity (Mandinach and Honey, 2008; Guata, 2007).

5.6 The fifth research question

The fifth research question was ‘What are the manifestations of the students’ motivation to learn among high school students who had experienced a counselling intervention – A teacher’s perspective?’. The answer to this question can be found in the data collated by Category V – Student Motivation to Learn: A teacher’s perspective’. This category was built with data collected by looking at the research field ‘over the shoulders of the participating teachers’.

The data collected was divided into three groups using the context criterion. The data groups were: ‘The Personal Domain’, ‘The Scholastic Domain’ and ‘The Social Domain’. The data collated in ‘The Personal Domain’ showed how the student motivation to learn is elicited and maintained by the teachers by improving their relationship with the students, by encouraging and supporting students and by improving the teacher-student dialogue with emphasis on active listening skills.
In the scholastic domain, the second grouping of data, the findings indicated that student motivation to learn grew and developed when teachers understood and internalised and took action to satisfy student learning needs and, were ready and prepared to teach their lessons. The data showed that good practice required that teachers follow-up and be persistent in the treatment of student problems and needs.

In the third grouping of data, ‘The Social Domain’, the findings showed that students who learned communication skills during the counselling intervention programme used these skills for interpersonal communication to create a culture of collaboration and team work in the classroom. The data also showed that when teachers treated student problems evenhandedly students became motivated to engage with the learning processes in the subjects they studied.

The Case Study of Student A.

Student A saw herself, in the days preceding the counselling intervention, “… I was known as a very lazy student, one who did not ever feel like studying or saw that it (studying) wouldn’t do her any good. I did not go to school quite often and my motivation for learning was almost zero. On many days, my teacher would talk to me about my school performance and how none of what I did was for my good, you are letting a great mind go to waste, she would say”.

Throughout the counselling intervention her teachers were given the opportunity to hone their skills in The Personal Domain, The Scholastic Domain and in The Social Domain. In the personal domain the workshops asked teachers to review their relationships with students and work on the positive aspects of the teacher student dialogue. For example teachers practiced to pay attention to the student’s achievements, his contributions during class and amplify them. Teachers learned how to convey messages of encouragement and be ready to provide support when needed (Goddard, Goddard, Kim and Miller, 2015; Murphy and Torre, 2014; Bakar, Sulaiman and Rafaai, 2010; Fulmer and Frijters, 2009; Huit, 2009; Al-Yagon and Mikulincer, 2004; MikulincerShaver and Perei, 2003).

In the scholastic domain teachers learned and re-learned how to inventory student needs, internalise these needs and provide students with evidence that they are acting on these needs by following up and persisting in their satisfaction of these needs (Eccles, Wigfield and Schiefele, 1998). Teachers realised the importance of demonstrating readiness and preparation for each class regardless of how familiar they were with the subject-matter.
The skills required of teachers in the social domain were primarily how to model and teach skills of interpersonal communication and how to treat all students evenhandedly when evaluating their work and when solving problems they had (Bakar, Sulaiman and Rafaai, 2010).

Following the counsellig intervention student A reported on the changes she experienced. Her teachers “… insisted on the fact that I was gifted and different than others, … always reminded me of how much … believed in me, told me that I had great abilities and skills that would take me far. I always promised that I will do better soon, and little by little, I started to want to become better, I started to strive for something, for excellence”.

When the time came for student A to register for the national psychometric test, the test which qualifies students to continue their education at university and college level she was aware of the scholastic obstacles that made her success doubtful. Student A recounts that “… it took me a little time and a lot of effort until I agreed to take the test and started all the studying on my own, though I should’ve known the materials by the time I started to study, I actually did not, and I had very little time…” to prepare. “My teachers were ready to help” reported A “and their steadfast belief in my eventual success contributed to my determination to succeed.”

The message her teachers had drilled into her had taken hold and was already in her head. “I'm making the test” A told her friends “and I'm going to succeed and get the grade that can let me choose any subject that I want! (in the university)”. And that was what happened. A was super motivated during those two months in K10 and brought that experience to K11 and K12. It gave A a great push to do better in her school studies in her eleventh and twelfth grade studies.

Student A graduated high school with high grades, and is now a second year student at Tel-Aviv University, learning psychology and computer science with emphasis on neuroscience, her goal being to become a computational neuroscience researcher.

The findings in the current research were supported by Bakar, Sulaiman and Rafaai, (2010), who argued that there is no limit to a person's growth and his ability to continue to learn. Huit (2009) found that a large part of learning occurs through social interaction which is consolidated through the teacher-student dialogue and the student-student dialogue and evolving relationships. In his opinion, anyone who wants to promote learning has to know how to make space for the social context. Another finding that supports the current findings indicates that a classroom and
school climate that acknowledge the importance of the students' personal responsibility for the quality of his learning outcomes increases the students' motivation to invest efforts in their studies. This climate is affected by the teacher's personality, his role in the classroom and in the school. The teacher’s style of instruction and his even handed evaluation of student work have important implications for the students’ motivation to learn (Goddard, Goddard, Kim and Miller, 2015; Bakar, Sulaiman and Rafaai, 2010; Fulmer and Frijters, 2009; Huit, 2009; Eccles, Wigfield and Schiefele, 1998).

Huit (2009) added an important aspect of the effect of the teacher’s role on the student's general and academic self-image through caring. The behavioral expressions of caring are nurturing, involvement and concern. When these expressions of caring were directed at the students, students felt important, valuable and worthy of attention and concern, which nurtured their self-image. The teacher's attitude about caring is likely to be expressed in the academic sphere, i.e., in his readiness to devote time to helping and assisting with learning tasks.

Kaplan's (2007) findings supported the present research findings concerning the teacher’s role in creating a social climate in the classroom. The emotional feeling and support that the teacher transmits to his students and the teacher's encouragement and support directed at student needs constitute a solid base for the growth and development of the students' motivation to learn.

Al-Yagon and Mikulincer (2004) reported about the importance of the interpersonal relations between the teacher and his students. In their study, they found that the teacher's style of communication with the students affects their academic achievements. They also indicated that the style of communication depends on the perception of the teacher as an attachment figure, which determines the quality of the reciprocal relations between the teacher and the students, and they described the teacher’s role in the school as very similar to the function of the parent in the home.

The present research results mirror the findings in Assor's (2005) study, and particularly in the category of the student's motivation. Assor indicated that educators perceive the student's motivation as his willingness to invest time and effort in a certain activity, even if doing so requires students to overcome serious difficulties and even when the investment of time and effort would exact a high price. Teachers measure the student's motivation according to the extent to which he is willing to invest in a relevant activity (Febey and Louis, 2009). Assor added that a feeling of
autonomy is an important concept in the study of student's motivation and that it describes the student's desire to invest in learning of his own free will as opposed to, for example, investing in learning because of coercion or when the teacher threatens to lower grades. Assor indicated that teachers tend to neglect autonomy and instead, focus on intensity, which correlates to the present findings. In the present research, the teachers mentioned the subject of intensity in performing tasks but they didn't mention a feeling of autonomy in performing tasks. Therefore, this neglect is liable to lead to a situation in which the teacher who is satisfied because the student has invested a lot of effort ignores the fact that the student feels that he was forced to perform the task and that it is meaningless for him. This situation is liable to have serious future consequences (Hoy, 2012; Seligman, 2011; Febey and Louis, 2009).

These findings found support in Seligman’s work (2011) who identified two characteristics of well-being: behavioral signs and psychological relations. These characteristics were obtained in the present research in several ways. The first was in the acquisition of skills suited for the performance of various tasks and the development of interpersonal relations between teachers and students and between the students themselves, in various formal and informal settings. The second emerged in teachers’ and students’ report of feelings of belonging and ability following the counselling intervention. The above mentioned researchers added that wellness is a way of life for optimal health and welfare in which cognitive thinking and feelings are integrated and create a state of internal wholeness. In this respect, the counselling intervention programme in this research approached the training of participating teachers and students from a similar wholistic point of view and created a basis for the researcher’s approach for teaching future educators (Mandinach and Honey, 2008; Macneil, Prater and Busch, 2007).

The current research results are supported by the findings of Ross, Hagoboam-Gray and Hannay (2001). They found that teachers who had been empowered in their job, demonstrated a liking for their job and their profession as educators in the school. These teachers were most likely to improve themselves in order to win the affection of the students for the subject they are teaching (Ross and Gray, 2006). Another important finding that supports the current findings is the connection between the teacher's level of education, his readiness and preparation and his capability to teach, which can offer an additional explanation for the connection between teachers' capabilities and students' academic achievements, i.e., the pedagogical and
disciplinary knowledge that is acquired in higher education can contribute to the students' achievements.

The findings indicated that teacher training CPD programmes, can be most effective in actualising the education staff's normative and ethical potential. Educational staff that participated in such a CPD programme reported a sense of satisfaction and meaningfulness when choosing the curriculum and its contents, and teaching methods, styles and strategies that transfer these contents. The programme created congruency between the ethical system of the teacher's training programme and the school's cultural vision (Shkolnik and Rand, 2005; Bogler, 2005). Additional strategies recommended are the empowering of students through their participation in making decisions, conferring authority, active involvement, and appropriate responsibility— all of which affect the quality of their academic and social functioning and heightens the morale of everyone who comes to the school (Kuku and Taylor, 2002). One of the outcomes of such an intervention is a joint professional vision according to which the educational team members are the initiators of the formal and informal activities and partners in everything that is being done in the school. The team members jointly choose specialisation objectives, they are responsible for the personal continuing professional development and they get the support of the internal and the external system (Shenker, 2002). Some of the values of such a programme are autonomy and possibilities of choosing the school's involvement out of willingness and not coercion (Febey and Louis, 2009); growth, development and learning that occur through social interactions (Huitt, 2009); a feeling of enjoyment and interest in doing the work, advancement and self-realisation. The teachers will care more, they will be more committed, and they will feel more self-efficacy, as expressed in their feeling of belonging to the school (Seligman, 2011).

The importance of publicising the students' unique achievements emerged several times in the present research, which in the students' view is a significant factor that increases their motivation to learn and that stimulates them to excel and to stand out as one of the outstanding students in the school in particular and in the society in general. The publication of results, and especially the successes of students, requires teachers to make public the criteria for success and apply these criteria with an even hand. These findings received support from Seligman's (2011) study, which found a correlation between motivational practices and market practices, and specifically advertising practices which are also intended to motivate the consumer to behave in a
way that will increase the organisation's benefit. In the school organisation, publicising significantly increases the teachers' performance and the students' achievements (Hoy, 2012; Seligman, 2011; Febey and Louis, 2009).

Lamb (2004) supports the present research findings and notes the importance of the systemic aspect of interventions of this type. Well-being should be the school's most important goal, which is possible only when there are reciprocal relations between promoting the components of the students' well-being and the values of the school system that are responsible for creating an optimal educational climate.

The current study supported the findings of Pianta and Stuhlman (2004) and illustrated the importance of the student–teacher relations. Similar findings by Gutman and Midgley (2000) supported the current findings and focused on the emotional–social climate teachers must design in order to increase the students' achievements. In their opinion, the student's sense of belonging is the source of the motivation to learn in situations in which the student has to cope with academic challenges and difficulties. A feeling of belonging to the group and the teacher's assistance and the climate that supports his investment in learning help him feel he's not alone. These feelings increase the student's desire to belong to the group and to make an effort to excel. The teacher’s role is to help him understand the tasks and instructions and to support him as he creates the learning outcomes.

Fulmer and Frijters (2009) found that the teacher's motivation to teach and the quality of his functioning in the classroom impact the learning climate and the quality of the learning outcomes created. The achievements of students who are led by teachers who are less domineering in the classroom are higher than those of students who are led by teachers who are domineering. Fulmer and Frijters also indicated that the motivation of teachers who are under the control and pressure of the principal decreases and it is noticeable that teachers who are being controlled and pressured will in turn control and pressure their students more.

Although studies have addressed the critical role of the teacher in creating a classroom climate that inspires motivation, this current research is the first to examine simultaneously the motivation of both students and teacher. As identified in the literature review, motivation is a multifaceted process that does not develop linearly. The unforeseen finding that resulted from the unique combination of research tools aimed at the research field was the similarity between the responses of the students and of the teachers regarding motivation to learn. Thus it was found that teachers not
only evoked intrinsic motivation to learn in students, but that students were able to
galvanise the motivation of teachers to teach.
The findings were triangulated with the findings of other researchers who had studied
the same research question in different cultures and used different research tools to
collect the data. The findings have strong external validity.

5.7 The sixth research question

The sixth research question was ‘How can learning environments be adapted so that
they support students learning styles and strategies?. Students and teachers
participating in the research received training during the counselling intervention
programme. The training provided students with skills that facilitated their engaging
with the learning processes and provided teachers with the skills needed to re-design
the learning environment so that it will support the production of quality learning
outcomes.

The data collated by the sixth category was divided between three sub-categories
using the context criterion. The sub-categories were ‘The Scholastic Domain’, ‘The
Social Domain’ and ‘The Personal Domain’. In the scholastic domain the findings
indicated that students who completed tasks designed by their teachers with the skills
they acquired during the intervention workshops, individually or in groups, were able
to excel in the quality of learning outcomes produced. Students needed opportunities
to demonstrate their abilities and to validate them.

In the social domain the findings showed that students expected and appreciated
participating in informal social projects such as ‘sport days’ and outings, day-long
field trips and 3-4 day road trips.

In the personal domain the findings showcased the importance of believing in
yourself. Students believing in themselves received higher grades and teachers
believing in themselves were more likely to adapt the learning environment to student
needs and were using a variety of teaching styles.

The Case Study of Teacher TA

Teacher TA, an English teacher, had been complaining about her students for years.
She complained to me, to the principal and to other teachers that felt like her.
According to TA students suffered from a constant and severe “… lack of motivation
that was clearly noticeable among the K10 through K12 students” in her classes. No
matter how hard she tried to get them to focus on the classroom work “… I’d always
find a student or more with their faces on the table sleeping, while others were gazing blankly at the wall, or doing something else”.

Once she decided to participate in the Counselling Intervention Workshops TA reported that “… from the workshops and from doing the required readings she learned how to combat the lack of student and teacher motivation. Teacher TA acquired the skills needed to motivate students to learn. TA addressing other participants during the workshop mentioned that “… when using a few teaching strategies and adapting the learning environment to the student learning styles I realised that there was actually a way out of it”. “The workshops” TA said “… taught me how to take responsibility for creating a motivational climate that can elicit and sustain student motivation to learn. In the workshops I learned how to help students showcase their abilities and how to assign tasks my students could perform, I learned to believe in myself and inspire students to believe in themselves. The workshops showed me how to work with other teachers to promote school projects during which my students could demonstrate their abilities even if these were not in the English language”.

TA was able to turn around the situation in her K10 classes and improve the learning outcomes. Two years later TA reports that she continued to apply the skills she had received while participating in the workshops and her classes are a source of pride to her (Huitt and Dawson, 2011; Altermatt and Pomerantz, 2003).

Increasing the students' intrinsic motivation to learn by increasing their belief in their abilities, improving their self-image and self-confidence, reducing anxiety through reducing competition between students and between classes and substituting a culture of achievement and collaboration receiving constant support from the teachers and especially from the parents has been found to increase the students' academic achievements and the percent of students eligible for a full matriculation certificate (Pink, 2009; Corno, 2008; Kozminsky and Kozminsky, 2003; Pajares, 1996).

The findings of the present research are supported by Harvey's (2001) study, who examined motivational self-image in an indirect way through examining people with the highest level of motivation in order to find out the main factors that affect the acquisition of high motivation. Harvey found that one of the main factors is that the individual's self-image affects his self-esteem and his ability to see the positive and good side of every situation. Harvey (2001) concluded that if the individual's self-esteem is low, he communicates this image to the organisation in which he works. In
order to prevent ‘contamination’ in the work place, the organization has to create a secure workplace and one that’s fun to be in where an individual’s self-image can be reinforced and built-up. The individual needs to convince himself that in such a workplace his first step to success is his belief in himself and that he can succeed (Huitt and Dawson, 2011).

The findings of Bouffard, Marcoux, Vezeau and Bordeleau's (2003) were similar to the findings of this study. They found that the contribution of elementary school children's feeling of ability to succeed in school was higher than the contribution of intrinsic motivation. They argued that a feeling of ability and the opportunity to perform tasks create in the children positive expectations about success, an increase in achievements and willingness to invest effort in future tasks (Elliot, 2005).

Additional support came from a study that examined the individual's perception of his friends' ability and it's influence on his perception of his own ability, and the importance of satisfying the need for an opportunity to demonstrate one’s ability (Chen, Warden and Cheng, 2005; Elliot, 2005; Weiner, 2005; Donitsa-Schmidt, Inbar and Shohamy, 2004; Lamb, 2004; Altermatt and Pomerantz, 2003).

Huitt and Dawson (2011) conducted a study that supported the present research findings, and indicated that motivation to learn is a theoretical construct that teachers and others use in order to explain why students perform tasks. They claim that this is a process that explains students' response to needs and desires that motivate them, which is described as a chain of effective actions through which these needs can be satisfied.

The findings in this category are also consistent with those in Katz's (2003) study, which found that motivation to learn which is focused on the student's personal belief in himself is a critical element that predicts the student's actions that result from the knowledge he has accumulated and from his skills. Other elements emerged in Katz's study, such as self-image, the value of academic tasks, and social informal activities and their effect on the student's academic achievements (Weiner, 2005; Lamb, 2004; Altermatt and Pomerantz, 2003).

In an earlier publication Bandura (1997) indicated that academic achievements are affected by the level of the student's confidence in himself in school, which in turn affects his performance on academic tasks and social projects. Therefore, educators should focus on promoting the student's belief in his self-efficacy rather than on neutralising his anxiety.
I triangulated the findings with the findings of other researchers who had studied the same research question in different cultures and used different research tools to collect the data. The findings were found to have strong external validity.

5.8 The seventh research question

The seventh research question was ‘In what ways does the student’s Major Concentration affect a student’s learning and the way other students see him?’. Students pick their Major Concentration as they make their first career decisions under the influence of their peers, parents, teachers and community pressure.

This category was built from two related groups of data ‘Liking the Major Concentration and the Subjects it Subsumes’ and ‘Positive Role Model’. The first group of data, ‘Liking the Major Concentration and the Subjects it Subsumes’, collated student data regarding their attitude toward the Major Concentration they have chosen and the required courses that were part of the Major Concentration. Major concentrations are chosen, by students who are contemplating professional careers after finishing high-school, as their first career step. Students reported that their choice of Major Concentrations was influenced in no small measure by the social status of the profession the Major Concentration can lead to.

The data collated in the second group, ‘Positive Role Model’, revealed that students that had chosen their major concentration served as role models to students who were on the verge of choosing their concentration. The findings showed that major concentration choices based on the role modeling process were positive and more likely to satisfy the student’s needs.

Wahlstrom and Louis (2008) found that when students like their major concentration they perceive their teachers as capable and their achievements improve. Highly capable teachers tended to believe that student academic ability can change and develop through the influence of various adjustments, for example the teacher’s projected image, the student’s perseverance and the goals the students set for themselves together with their teacher. Therefore, teachers have to devote time to helping the student increase his achievements. These findings were supported by an earlier research conducted by Lin and Gorre (1997) and were later reaffirmed by Eccles (2004) who indicated that highly capable teachers have high expectations for their students as far as their academic achievements are concerned and the students perceive these expectations and study harder to meet them. When these expectations
are met students experience a heightened feeling of self-worth since they feel that the teacher supports them and believes in their abilities. These feelings increase the students' belief in themselves and affect their functioning and the quality of their academic achievements (Speisman and Speisman, 2004).

Shkolnik and Rand (2005) found that when the major concentration and the pathway it requires are goals and targets teachers and students set together better grades are achieved and the students report liking the major concentration. In their choice of goals and targets students and teachers are required to set attainable goals and targets when choosing the major concentration in order to prevent frustration and failure (Huitt, 2011; Pink, 2009).

The findings highlighted an emerging situation in the Israeli Arab communities and schools. Traditionally female students were encouraged to marry and start a family before finishing high school. Furthermore, female students that chose to complete their high school education were pressured by family and teachers not to ‘outshine’ their male counterparts in order not to lessen their chances of finding a good match. Currently female students complete their high school education in increasing numbers and dominate the science pathways that prepare them for careers in medicine, nursing, pharmacy, engineering, law, accounting and research to mention just a few. Female students graduate with GPAs higher than those of male students and matriculation certificates of higher quality (Abu-Rabia-Queder, 2008). The statistical data that the Ministry of Education in Israel has published showed that 59% of 12th-grade females and 44% of 12th-grade males were eligible to receive a high school diploma in the Arab schools (Abu Asba, 2007; Abu Asba, 2005; Boggler, 2005).

In this research, in 2007, of the graduating cohort in the village high school 76% of the students were eligible for a diploma, 65% of whom were females. 85% of the students in science classes in the three age levels (K10 through K12) were females.

These research findings are consistent with the findings of Vallance’s (2004), who described focus groups of high school students who were asked to talk about their motivation to learn and what is interesting to them in school. The groups were organised by gender in groups of males and groups of females. The findings show that the females' motivation to learn was higher than that of the males' motivation, as well as their academic achievements. The findings show that the females are placed in major concentration study pathways that they had wanted to choose for themselves having met the requirements of their requested study pathway. On the other hand, the
males had lower achievements and were placed in study pathways according to the designated GPA threshold, an outcome that clashed with their scholastic desires. The findings were triangulated with the findings of other researchers who had studied the same research question in different cultures and used different research tools to collect the data. The findings have strong external validity.

5.9 The eighth research question

The eighth research question was ‘How does a student give voice to his plans, his dreams and his aspirations for the future?’ This question was answered with the findings of Category VIII – The Vision. Students and teachers that have participated in the Counselling Intervention were capable to articulate a vision. The vision had the following components: ‘Goals’, ‘Dreams and Aspirations’, ‘Liking the School’, ‘Respectable Social Status’ and ‘Eligibility for Matriculation Exams’.

Before their participation in the counselling intervention programme only a few students could articulate a vision, students and teachers labored for a restricted range of goals, did not voice their dreams and aspirations and did not like the school they frequented. Only a few of the students were eligible to take the matriculation exams and claim social status for their achievements in school.

In his book, Lavoie (2008) recommended encouraging students to plan their future and to set short and long term goals for themselves. Lavoie asserted that a person's ambition should be to improve his previous performance and that it should be based on the level of his previous achievements and grades. Such planning leads the student to work in a structured and clear way which helps to attain targets and to arrive at conclusions about the way he should choose to realise the goals he had set for himself (Pink, 2009; Seligman, 2011).

The counselling intervention programme was based in part on the researcher's knowledge of the Kaizen strategy. According to the Kaizen strategy a gradual change occurred in the teachers' and students' awareness of the concept of motivation. This strategy suggests a process of small steps (incremental) for the realising of the short and long term goals that the individual sets for himself. It also enables constant examination during the course of the process in order to correct or improve small mistakes/obstacles. This strategy helped me develop aptitudes and skills in guiding, empowering, and promoting wellness (Johnson, Rochkind, Ott and DuPont, 2010; Mecleod, 2003; Kuku and Taylor, 2002; Hargrave and Senechal, 2000). The findings
of this research received support from various other studies and in particular in the
field of intervention programmes based on promoting the wellness and wellbeing of
the students and the participants in the research. Fulmer and Frijters (2009) indicated
in their study that individuals who cultivated wellbeing, optimism, satisfaction, hope
and happiness attained their goals. Their study involved developing the individual's
latent resources and directing them to his development and creativity.

The work of Kennedy (1997), Wentzel (1999) and Huit (2009) has shown that when
student work is supported by a motivational climate, when their teacher’s self image
is positive and when the teachers are providing positive feedback, the self-confidence
of students is strengthened and they are able to develop aspirations for the future. In
this study the counselling intervention programme facilitated processes that led to
teachers and students assuming responsibility for engaging with the learning
processes (Goddard, Goddard, Kim and Miller, 2015; Murphy and Torre, 2014; Bakar,
Sulaiman and Rafaai, 2010; Huit, 2009).

An additional important finding is that the people who achieve the most do this
because they concentrate on steps that will lead them to the goal they set for
themselves. The present findings are consistent with those of Pintrich and Schunk
(2002), which showed the importance of the student's feeling of ability which enables
him to realise his dreams and aspirations and overcome the challenges he encounters
every day and through them, to reinforce his skills of implementation and his feeling
of control. These researchers also indicated the importance of the teachers' support
for the development of the students' abilities, including presenting optimal challenges
that increase their motivation to learn (Spang-Tate, 2010; Gordon and Louis, 2009;
Hocevar, 2009; Wahlstrom and Louis, 2008; Rockoff, 2008; Wyckoff, 2008; Boyd,

The current research findings are consistent with various studies that show that
students who aspire to academic achievements that stem from intrinsic motivation
demonstrate creativity, positive emotions and like their school. A decline in
motivation is connected to a low level of achievement and a danger of dropping out of
school. Israeli Arab students have concentrated their career goals around career
pathways that promise an enhanced social status in their community In order to
maximise their upward social mobility opportunities.

Another factor that influences the ability of students to engage with the learning
processes is the teachers' and students' sense of well-being. Success in school
increases the sense of well-being, a feeling of happiness and motivation to learn. A highly-capable teacher can encourage his students to succeed in school and have high achievements by investing in their well-being (Lyubomirsky, King and Diener, 2005). Students who were placed in supportive classes reported ‘liking’ their class and their school and identifying with it.

Skinner (2003) also indicated that a feeling of belonging contributes significantly to the growth of motivation. Students demonstrated interest and enthusiasm to be in his class and in his school.

Coleman (1998) asserted that there are three actors in the classroom simultaneously: the teacher, the student and the parent. The family's beliefs and ways of thinking are in the child's consciousness and his functioning in the classroom is according to these beliefs and ways of thinking (Wahlstrom and Louis, 2008). Therefore, the student comes to the school and to the classroom with his personal baggage, which includes his way of thinking, his intelligence, his ways of coping with various tasks and activities in the school and in the classroom, and his willingness to learn. This finding suggests that an effective educational vision must be a common vision, common to all stakeholders, students, teachers and parents (Nelson and Guerra, 2013; Gordon and Louis, 2009; Hocevar, 2009; Rockoff, 2008; Wyckoff, 2008).

The findings were triangulated with the findings of other researchers who had studied the same research question in different cultures and used different research tools to collect the data. The findings have strong external validity.

Summary

The research showed how the counselling intervention programme, that trained teachers how to assume responsibility for the engineering of learning environments suitable for the learning styles and strategies of their students and trained students and teachers how to assume responsibility for the quality of the learning outcomes produced, can elicit and maintain learning motivation. The analysis of the findings indicated the nature and the effectiveness of the contents of the teachers' and students' workshops and the transformation teachers and students experienced during and after their participation in the workshops. The characteristics of the motivational forces that emerged at the end of the workshops tended to be in the direction of intrinsic motivation to learn. Students and teachers reported improving scholastic, social and
general self-image changes. Teachers received training in instruction styles and strategies that attract the students’ attention and stimulate the student’s interest in the contents, improving the classroom and school motivational climate. Teachers were empowered when invited to participate in decision-making, empowering them and increasing their authority which increased their willingness to assume responsibility and their commitment to the school. Teachers who experienced the empowering process engaged more readily with the prevailing motivational climate in the entire school which contributed to their feeling of professional autonomy.

The significance of these findings is that they had strong external and internal validity which enables their generalisation to other schools and populations. The research revealed that there is not only a need to raise student motivation, but that it can be done by improving the teachers’ and students’ self-image and by creating a supportive and motivational climate that created feelings of ability and belonging. Strategies to improve teachers’ and students’ self-image included the development and implementation of teacher training in instructional styles and strategies that suit the students’ learning needs, and education team training. These were workshops, that regularly addressed mechanisms attending to both teacher and student motivation. In tandem, these systemic adjustments laid the groundwork for an increase in the students’ intrinsic motivation to learn and made learning enjoyable and interesting and less competitive.

This research was carried out in a high school in northern Israel in five 10th grade classes of different study pathways, from which 30 students were chosen who met with the researcher once a week during the school year, and once a day for two hours during the last two weeks of the second semester. After the completion of the research, the findings were disseminated during a presentation to the staff of another high school in a nearby town. The counselling intervention programme was adopted by the new highschool. The village high school that participated in the research decided to continue with the counselling intervention another year.
Conclusions

The study was conducted because counselors and teachers in the Arab communities of Israel were in need of research that could inform their practice in general and specifically knowledge needed to be created with regard to the motivation to learn of their students. Various domains were found to be connected to the research subject. This is a comprehensive study that used an array of research tools, that addressed a variety of processes that affect motivation, that collected data from students and teachers and followed up on the practice of three participants as far as two years after the intervention. The study demonstrated that it is possible to elicit, develop and manage intrinsic motivation in students and develop the motivation to teach in teachers. This research was the first study of its kind in an Israeli Arab high school. Many academicians, schools and future educators can derive benefits and learn from its procedures and recommendations not only in Israel but also in other countries. For example, schools should work with students and teachers simultaneously on the theme of motivation from a variety of levels, to a) improve student and teacher different types of self-image, b) change teachers’ perception of extrinsic and intrinsic motivation, to learn and accept responsibility for eliciting motivation and maintaining it, c) create a motivational educational climate that encourages independent learning, group learning, mutual respect, listening, learning through experiencing and activities, d) develop and nurture classroom climates that encourage autonomy, cooperation, responsibility and belonging for both teachers and students.

Additionally, the current study developed Hana’s Tree Model for Educational Motives to understand the interconnectivity of the processes that influence the motivation to learn of students and the motivation to teach of teachers. Together, with the model of physiological motivation developed by Ziv (1999), which was adapted to the needs of the current study (See p. 103 in the Appendix the summarising model),
schools should employ Hana’s Tree Model for Educational Motives to augment and better understand how to address motivation in the school environment.

Finally, the social cultural perceptions of parents, teachers and society in general about male and female students’ education should be changed. To this extent, there should be non-discriminatory and equal education for males and females. The Israeli Ministry of Education has instituted policies that closed existing gaps in the way gender was addressed by local Arab communities and educators creating more serious, interested, competitive, assertive and ambitious female students. It was found that the female students’ achievements were higher than those of the male students in the school, in spite of the fact that most of the female students are in science related pathways and take national matriculation exams in a large number of study units. The following model summarises the research from an academic and practice standpoint.
**Recommendations**

The results of the current study suggested that motivation for learning of high-school students could be improved through a counselling intervention for both students and teachers. The present study's recommendations focus on a number of academic and professional domains:

In the professional domain, I recommend that practicing teachers should be regularly and consistently trained to understand student learning styles and how to adapt relevant strategies of instruction to various students' learning needs that integrate modern technology from the students' world. Therefore the Ministry of Education, should train teachers to enhance students motivation and to work with the school consultants to create learning environments that can sustain learning processes and facilitate the growth and development of intrinsic motivation. In addition, the teachers' pedagogic role should be nurtured and empowered through their participation in decision-making and in formal and informal school activities. Moreover, the psychosocial side of the student’s well-being should be considered in tandem with the student’s academic side thus creating a multi dimensional holistic approach to learning. Techniques for having the students create a personal educational vision and think about aspirations in terms of short and long term goals should be developed. Similarly, in high school, students should be encouraged to think about their future career, which is a main contributing force that shapes a student’s learning pathway and determines his eligibility for a full matriculation certificate.

In the academic domain, it is necessary to train future teachers to practice their profession by creating an informed praxis, by being researchers, reflective thinkers and responsible practitioners. Academicians are invited to join the dialogue this research started and expand the areas researched to the Arab communities and schools.

To get a stronger validation of these results, I recommend that this study be replicated in elementary and middle schools. The development of student learning skills and teacher skills needs to start earlier. Students in elementary schools need to be able to
muster intrinsic learning motivation and teachers need to be able to draft intrinsic motivation to teach. In addition, it is important in future research to involve the parents in special workshops and show them how to support their children so that they engage fully with learning and how to help their children learn out of intrinsic motivation in order to achieve more. Future research should examine the difference in motivation to learn and academic achievement among males and females in different age cohorts in order to identify the point at which the males' achievements decrease and how to prevent that.

**Limitations of the Study**

Given that the research was unprecedented, questions remain concerning factors that may or may not have influenced the data, which could be interpreted as possible limitations of the study. For example, there is no verification that the teachers and students completed the diaries and conducted themselves during interviews and focus groups honestly. Although there were similar responses provided by students and teachers, it is difficult to know if their responses were a true reflection of their feelings or whether they tried to please me. It is possible that, cultural characteristics influenced the frequency, compliance and or “similarity in response”. Moreover, given the distracting events that occur during a normal school year, such as school scheduling problems and sudden changes, matriculation exams and end of year mood, there is a possibility that responses were influenced by these events.

Additionally, the research involved multiple dimensions and observation angles that were investigated in a relatively short period of time. Thus it was difficult for the students and the teachers to internalise a large amount of contents, to digest the experience and to make a complete transition from one concept to another. It was also difficult for me to examine the processes they engaged with. Although the results of the study were spectacular and I was able to see the transformation students and teachers reported I can not help but wonder if the results would have been enhanced if the counselling intervention had started at the beginning of the school year and would have lasted for an entire school year.
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Appendix key colors

1. motivation to learn, pink.
2. self-image, red
3. motivational climate, orange
4. the teacher's role, blue
5. instruction styles (strategies), green
6. student's motivation, Purple
7. academic achievements, plum

Appendix 1 – interviews

1. First interview

<table>
<thead>
<tr>
<th>Interviewee answers</th>
<th>Interviewer questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>What triggers motivation to learn is a feeling of a personal need and when learning becomes a personal need, the learner's motivation increases</td>
<td>1- What triggers motivation to learn in your opinion? What school values enhance motivation for learning?</td>
</tr>
<tr>
<td>לעגרים חובה לספרים המונע בהם רצון למודד בשיעור. אחראיות ואמפתיה ובו</td>
<td>2- How can parents influence their children’s motivation?</td>
</tr>
<tr>
<td>להנדים אתות לקוראות א曉ניות, שיפורים במנהיגות ולהобще אתות לדר שימי</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3- How can the teachers influence students’ motivation?</td>
<td>through transformational assessment, positive reinforcements, positive feedback, mutual respect, Developing teaching methods that suit the student's personal data, variety in teaching methods</td>
</tr>
<tr>
<td>4- What ways do you follow in order to improve the students’ scholastic achievements?</td>
<td>To try to take advantage of the emotional closeness to the students as much as possible</td>
</tr>
<tr>
<td>5- How, in your opinion, does the change in the teacher’s status, student’s status and the family’s status influence the students’ motivation to learn?</td>
<td>The reciprocal belief and the motivation grow stronger</td>
</tr>
<tr>
<td>Setting a future goal for which the student needs good scholastic achievement in order to reach it. Intrinsic and personal motivation</td>
<td>Setting a goal and training for it are a function of motivation to learn. Competition increases motivation. A healthy school atmosphere should encourage motivation</td>
</tr>
<tr>
<td>6- What, in your opinion, causes the student to create motivation to learn?</td>
<td>Belief in personal ability, belief in the student’s ability and projecting belief so that the student will feel this warmth and so that he will trust in this belief Publicizing successes and bringing them to the students’, the teachers’ and the public’s attention</td>
</tr>
<tr>
<td>7- What are the factors that influence motivation in general and motivation to learn in particular, in your opinion?</td>
<td>A healthy school atmosphere should encourage motivation</td>
</tr>
<tr>
<td>8- Which method do you use in order to improve the educational process in school?</td>
<td>A dialogue based on mutual respect whose purpose is to clarify rights and obligations to hear and to be heard, to convince and to be convinced…a dialogue that begins on a positive note and emphasis on positive things</td>
</tr>
<tr>
<td>9- Describe the kind of teacher-student dialogue that you think is practicable and useful?</td>
<td>Projecting warmth, positive scholastic assessment, emphasis on the subject of administrative responsibility Focusing on the common denominator between myself and the students and letting fate take its course in our joint journey in the same boat</td>
</tr>
<tr>
<td>10- Explain how do you emotionally communicate with your student?</td>
<td>Belief in personal ability, belief in the student’s ability and projecting belief so that the student will feel this warmth and so that he will trust in this belief Publicizing successes and bringing them to the students’, the teachers’ and the public’s attention</td>
</tr>
<tr>
<td>11- Which methods do you suggest that encourage creating a motivational climate?</td>
<td></td>
</tr>
<tr>
<td>12-</td>
<td>What are the useful teaching styles that contribute to the students’ success? How can we adjust such teaching styles?</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>13-</td>
<td>Which practicable strategies in school nurture students who are self-directed?</td>
</tr>
<tr>
<td>14-</td>
<td>How does improving the motivational climate contribute to the students’ motivation?</td>
</tr>
<tr>
<td>15-</td>
<td>How do you tend to adapt yourself to the needs of the student?</td>
</tr>
<tr>
<td>16-</td>
<td>How do you enhance the student’s self-image? How does this affect his/her achievements?</td>
</tr>
<tr>
<td>17-</td>
<td>How can we motivate a student to learn for a long-term period?</td>
</tr>
<tr>
<td>18-</td>
<td>What ways do you suggest that cause the students to feel an urging need to learn?</td>
</tr>
<tr>
<td>19-</td>
<td>Which teaching strategies do you use with a student that has potential and ability to learn but does not take advantage of them in order to motivate him/her to learn?</td>
</tr>
<tr>
<td>20-</td>
<td>How do you create enthusiasm for learning and a successful experience to the</td>
</tr>
</tbody>
</table>
### 2. Second interview

<table>
<thead>
<tr>
<th>Interviewee answers</th>
<th>Interviewer questions</th>
</tr>
</thead>
</table>
| 1. אקלים טוב בבית הספר  
2. מורים טובים  
3. Good advertising for the school and the results of the matriculation exams | 1- What triggers motivation to learn in your opinion? What school values enhance motivation for learning? |
| 1.شرותוק פועלותแบบ בית הספר, ביים ביים המפורש.  
2.סמטות סこともある להחכירי לתלמודי.  
3.לתרום את הרצות על בית הלימוד  
4.מעקב אחרית הרצות בית הלימוד | 2- How can parents influence their children’s motivation? |
| 1. Encouragement and understanding the student's needs  
2. Personal conversations with the student and the teachers' cooperation  
3. To let the students take more than one test and always give him an opportunity to improve  
4. To openly encourage him and when he succeeds, to talk about him in front of everyone | 3- How can the teachers influence students’ motivation? |
| 1. שימור המורים בבית הספר  
2. Building a system of trust between the student and his teacher and his parents, belief in success, consistency and constructing systems of studying | 4- What ways do you follow in order to improve the students’ scholastic achievements? |
| The teacher's approach to a subject affects the student and the student expresses to his parents his willingness to learn the subject | 5- How, in your opinion, does the change in the teacher’s status, student’s status and the family’s status influence the students’ motivation to learn? |
| 1. Success in achievements, which leads to social success  
2. The student's self-respect after he has improved 3.Good relations – and at the same time to put a halt to it in time | 6- What, in your opinion, causes the student to create motivation to learn? |
| 1. The students' achievements in a subject affect the rest of the subjects  
2. The teacher's and the student's credo | 7- What are the factors that influence motivation in general |
**1. Mutual respect between me and the student**

2. Private conversations with the student

- מקובלים על הוריות
- התציינים בדרך כלל בזמן ההורים
- המヶ月ית את ההורים.plus_the 어מד על הדברים החיוביים אצל התלמיד ולהתעלם לזמן מה מהשליליות.

**9-** Describe the kind of teacher-student dialogue that you think is practicable and useful?

1. Mutual respect between me and the student
2. Private conversations with the student

**10-** Explain how do you emotionally communicate with your student?

1. ישיבה בעמדות ביצים
2. ביקורים בבית

**11-** Which methods do you suggest that encourage creating a motivational climate?

- שיתוף ההורים במעשי Acres והעברת המידע להורים בזמן ולערב
- אסטרטגיית למידה
- אסטרטגיית חשיפה התלמיד
- לה끼 את'hui במעשים המותכנתقتلודן בכל דר וחר וחרים

**12-** What are the useful teaching styles that contribute to the students’ success? How can we adjust such teaching styles?

- Group work, activities, using tangible resources

**13-** Which practicable strategies in school nurture students who are self-directed?

1. אסטרטגיית למידה
2. אסטרטגיית חשיפה התלמיד
3. לה끼 את'hui במעשים המותכנתقتلודן בכל דר וחר וחרים

**14-** How does improving the motivational climate contribute to the students’ motivation?

The students' success in the matriculation exams also gives others a chance to succeed. Good advertising and a good image for the school

**15-** How do you tend to adapt yourself to the needs of the student?

1. אין לנטפנ-involve風格 תלמיד אימני בוחר את הנבון בשתייה
2. בנו לנטפנ-involveスタイル תלמיד אימני בוחר את הנבון בשתייה

**16-** How do you enhance the student’s self-image? How does this affect his/her achievements?

| 1. | The student's success gives him a good self-image and he starts to struggle with himself so that he won't fail |
| 2. | The success of the school also gives others a chance to succeed. Good advertising and a good image for the school |

**17-** How can we motivate a student to learn for a long-term period?

- The students' success in the matriculation exams also gives others a chance to succeed. Good advertising and a good image for the school

**18-** What ways do you suggest that cause the...
19- Which teaching strategies do you use with a student that has potential and ability to learn but does not take advantage of them in order to motivate him/her to learn?

**Interviewer Questions**

Encouragement, praise and attentiveness, consistency in all subjects

**Interviewee answers**

1. Presence at the right time and following through on every promise to the student
2. Communication with the students
3. Building the self-esteem of the student

20- How do you create enthusiasm for learning and a successful experience to the student?

**Interviewer Questions**

Encouragement, praise and attentiveness, consistency in all subjects

**Interviewee answers**

1. Presence at the right time and following through on every promise to the student
2. Communication with the students
3. Building the self-esteem of the student

21- How does the teacher’s functioning cause the students a challenge for learning?

**Interviewer Questions**

Encouragement, praise and attentiveness, consistency in all subjects

**Interviewee answers**

1. Presence at the right time and following through on every promise to the student
2. Communication with the students
3. Building the self-esteem of the student

3) Third interview

**Interviewer Questions**

1- What triggers motivation to learn in your opinion? What school values enhance motivation for learning?

Motivation grows when the atmosphere and the environment are supportive, You have to create interpersonal communication with the students, Recognizing the differences between them and making each student feel he belongs to the school and that he likes it, because seeing the totality of the student and relating to difference will promote the student's achievements

**Interviewee answers**

1. Communication with the students
2. Building the self-esteem of the student

2- How can parents influence their children’s motivation?

**Interviewer Questions**

Encouragement, praise and attentiveness, consistency in all subjects

**Interviewee answers**

1. Communication with the students
2. Building the self-esteem of the student

3- How can the teachers influence students’ motivation?

**Interviewer Questions**

Encouragement, praise and attentiveness, consistency in all subjects

**Interviewee answers**

1. Communication with the students
2. Building the self-esteem of the student

4- What ways do you follow in order to improve the students’ scholastic achievements?

**Interviewer Questions**

Encouragement, praise and attentiveness, consistency in all subjects

**Interviewee answers**

1. Communication with the students
2. Building the self-esteem of the student

5- How, in your opinion, does the change in the teacher’s status, student’s status and the family’s status influence?
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What, in your opinion, causes the student to create motivation to learn?</td>
<td>Doing all kinds of activities and projects with the aim of promoting the students' achievements while relating to each student's needs can create motivation among the students;</td>
</tr>
<tr>
<td>What are the factors that influence motivation in general and motivation to learn in particular, in your opinion?</td>
<td>Our expectations seriously affect motivation. The need for self-renewal and self-awareness affects the motivation to learn. The more self-awareness you have, the more you can attain self-satisfaction.</td>
</tr>
<tr>
<td>Which method do you use in order to improve the educational process in school?</td>
<td>I initiate a personal meeting with every student and actively reinforce their self-image and I make the students feel that 'every student can'</td>
</tr>
<tr>
<td>Describe the kind of teacher-student dialogue that you think is practicable and useful?</td>
<td>Ain mesha maskafim u'mitnem, v'alim leeho shel moni soneim u'shovim.</td>
</tr>
<tr>
<td>Explain how do you emotionally communicate with your student?</td>
<td>I usually sit with the student and talk with him about the subject he likes, and I slowly instill in him self-confidence. Then he begins to tell me personal things about himself and how he feels.</td>
</tr>
<tr>
<td>Which methods do you suggest that encourage creating a motivational climate?</td>
<td>Having a two-way dialogue that facilitates familiarity and acceptance perpetuates common values about &quot;me and my family&quot; or &quot;me in the group&quot;</td>
</tr>
<tr>
<td>What are the useful teaching styles that contribute to the students' success? How can we adjust such teaching styles?</td>
<td>The teacher has to know how to use all of the teaching methods at the suitable time. I think that all of the methods are effective and challenging, but you have to pay heed to the correct timing of the use of each method.</td>
</tr>
<tr>
<td>Which practicable strategies in school nurture students who are self-directed?</td>
<td>Ain monem lehem caha lehavot halumirim bale halum'im bennem ne'emim. Education's job is to develop skills in the students that will help them acquire information from various domains and to process it by themselves—to create a person who has an intrinsic motivation to learn.</td>
</tr>
<tr>
<td>How does improving the motivational climate contribute to the students' motivation?</td>
<td>The classroom atmosphere is very important. A classroom with a positive social atmosphere is likely to develop a strong personality with initiative and the ability to make decisions. This kind of classroom increases the students' motivation.</td>
</tr>
<tr>
<td>How do you tend to do the students’ motivation to learn?</td>
<td>Every student knows he has his own personal needs. In the</td>
</tr>
</tbody>
</table>
adapt yourself to the needs of the student?  

| 16- How do you enhance the student’s self-image?  
How does this affect his/her achievements? |
<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Every student in every classroom needs reinforcements, the creation of a culture of mutual trust between the teacher and the student and supporting the students when they’re having a hard time. Setting goals for the students and rewarding them can motivate every student for the long run.</td>
</tr>
<tr>
<td>17- How can we motivate a student to learn for a long-term period?</td>
</tr>
<tr>
<td>I create an intrinsic need in the students for meaningful learning, creating and the ability to transfer. The closer the student is to internal meanings, the more his need to learn will grow.</td>
</tr>
<tr>
<td>18- What ways do you suggest that cause the students to feel an urging need to learn?</td>
</tr>
<tr>
<td>I motivate students who have a potential and an ability to learn by letting the student learn out of enjoyment and interest in the material or a feeling of a challenge.</td>
</tr>
<tr>
<td>19- Which teaching strategies do you use with a student that has potential and ability to learn but does not take advantage of them in order to motivate him/her to learn?</td>
</tr>
<tr>
<td>In order to create enthusiasm to learn, you need to do little things that make the students happy and excited, you have to take advantage of the student’s positive energies and turn them into action. This is how he will gradually feel and taste the experience of success.</td>
</tr>
<tr>
<td>20- How do you create enthusiasm for learning and a successful experience to the student?</td>
</tr>
<tr>
<td>If the teacher is main source of influence in the classroom and if he determines the reciprocal relations and the atmosphere in the classroom, this establishes a certain order, creates the students’ commitment and challenges them to learn.</td>
</tr>
<tr>
<td>21- How does the teacher’s functioning cause the students a challenge for learning?</td>
</tr>
</tbody>
</table>

4) Fourth interview

<table>
<thead>
<tr>
<th>Interviewee answers</th>
<th>Interviewer Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learning atmosphere and environment includes the physical environment.</td>
<td>1- What triggers motivation to learn in your opinion? What school values enhance motivation for learning?</td>
</tr>
<tr>
<td>Ψηφιά, ηκουσία.</td>
<td>2- How can parents influence their children’s motivation?</td>
</tr>
<tr>
<td>To encourage, to focus on the student’s strong points and to try to boost the self-confidence of the student who is trying to improve his weak points, and to emphasize first of all his strong points so he will like school.</td>
<td>3- How can the teachers influence students’ motivation?</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4- What ways do you follow in order to improve the students’ scholastic achievements?</td>
<td>Encouraging, empowering and emphasizing the student's strong points, personal attention and respect for the student.</td>
</tr>
<tr>
<td>5- How, in your opinion, does the change in the teacher’s status, student’s status and the family’s status influence the students’ motivation to learn?</td>
<td>The school environment is affected by all the factors mentioned above, therefore any change in the teacher’s status or family’s status influences the students’ motivation to learn.</td>
</tr>
<tr>
<td>6- What, in your opinion, causes the student to create motivation to learn?</td>
<td>Self-confidence and enjoying learning…positive scholastic and social self-esteem.</td>
</tr>
<tr>
<td>7- What are the factors that influence motivation in general and motivation to learn in particular, in your opinion?</td>
<td></td>
</tr>
<tr>
<td>8- Which method do you use in order to improve the educational process in school?</td>
<td></td>
</tr>
<tr>
<td>9- Describe the kind of teacher-student dialogue that you think is practicable and useful?</td>
<td></td>
</tr>
<tr>
<td>10- Explain how do you emotionally communicate with your student?</td>
<td></td>
</tr>
<tr>
<td>11- Which methods do you suggest that encourage creating a motivational climate?</td>
<td></td>
</tr>
<tr>
<td>12- What are the useful teaching styles that contribute to the students’ success? How can we adjust such teaching styles?</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Which practicable strategies in school nurture students who are self-directed?</td>
<td>Communicate with them in different way, emphasize their successes, accompany them and guide them to a successful future.</td>
</tr>
<tr>
<td>How does improving the motivational climate contribute to the students’ motivation?</td>
<td>migliorando l'atmosfera emotiva può motivare i bambini a lavorare più duro e a raggiungere successi.</td>
</tr>
<tr>
<td>How do you tend to adapt yourself to the needs of the student?</td>
<td>מבחן בתחילת השנה הלימודים או על בסיס הישגים ונתונים מ sınıf들 הקודמים, להתאמה בין המורר ל תלמידים.</td>
</tr>
<tr>
<td>How do you enhance the student’s self-image? How does this affect his/her achievements?</td>
<td>עידוד, זה נובע מעודרים ייצוגו של התלמידים של תלמידים.</td>
</tr>
<tr>
<td>How do you motivate a student to learn for a long-term period?</td>
<td>מומלץ להגביר את הרצון הלומדים, ותמיכה במספרים שונים ונתונים משנים.</td>
</tr>
<tr>
<td>What ways do you suggest that cause the students to feel an urging need to learn?</td>
<td>לאהוב את הנושא שנקרא, בנוסף לאהוב ולעניש את המורה ל.yy ניסיון זה.</td>
</tr>
<tr>
<td>Which teaching strategies do you use with a student that has potential and ability to learn but does not take advantage of them in order to motivate him/her to learn?</td>
<td>ממוררים שמתאימים לstudent בזוזה, משתמשים באלפייםHonors לstudent בזוזה.</td>
</tr>
<tr>
<td>How do you create enthusiasm for learning and a successful experience to the student?</td>
<td>רומז לlicence להumnos,Mishas תחת יחד, Simonya הורים ל student.</td>
</tr>
</tbody>
</table>

5) Fifth interview

<table>
<thead>
<tr>
<th>Interviewee answers</th>
<th>Interviewer Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>We have to create a learning environment in which the learner can acquire learning skills that arouse the need to be concerned about every student.</td>
<td>1- What triggers motivation to learn in your opinion? What school values enhance</td>
</tr>
<tr>
<td>To give the students an equal assessment and to prepare them to...</td>
<td>2- How do you tend to adapt yourself to the needs of the student?</td>
</tr>
<tr>
<td>Motivation for Learning?</td>
<td>How can parents influence their children’s motivation?</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>1. Learn independently</td>
<td>2. How can parents influence their children’s motivation?</td>
</tr>
<tr>
<td>2. How can parents influence their children’s motivation?</td>
<td>3. How can the teachers influence students’ motivation?</td>
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<tr>
<td>3. How can the teachers influence students’ motivation?</td>
<td>What ways do you follow in order to improve the students’ scholastic achievements?</td>
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<tr>
<td>4. What ways do you follow in order to improve the students’ scholastic achievements?</td>
<td>How, in your opinion, does the change in the teacher’s status, student’s status and the family’s status influence the students’ motivation to learn?</td>
</tr>
<tr>
<td>5. How, in your opinion, does the change in the teacher’s status, student’s status and the family’s status influence the students’ motivation to learn?</td>
<td>What, in your opinion, causes the student to create motivation to learn?</td>
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<td>6. What, in your opinion, causes the student to create motivation to learn?</td>
<td>What are the factors that influence motivation in general and motivation to learn in particular, in your opinion?</td>
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<tr>
<td>7. What are the factors that influence motivation in general and motivation to learn in particular, in your opinion?</td>
<td>Which method do you use in order to improve the educational process in school?</td>
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<td>8. Which method do you use in order to improve the educational process in school?</td>
<td>Describe the kind of teacher-student dialogue that you think is practicable and useful?</td>
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<tr>
<td>9. Describe the kind of teacher-student dialogue that you think is practicable and useful?</td>
<td>Explain how do you emotionally communicate with your student?</td>
</tr>
<tr>
<td>10. Explain how do you emotionally communicate with your student?</td>
<td></td>
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<tr>
<td>Question</td>
<td>Answer</td>
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<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Which methods do you suggest that encourage creating a motivational climate?</td>
<td>Assessment and reward for the students. The students' participation in the learning processes and the work in the school. Inviting people from outside of the school to enrich the educational work and the achievements. Meeting with the parents. By cooperation between the teachers and the students and giving the students tasks to do. The choice to do the tasks is the students' responsibility.</td>
</tr>
<tr>
<td>What are the useful teaching styles that contribute to the students’ success? How can we adjust such teaching styles?</td>
<td>Group study in cooperation with the principal, the teachers and the educator, and willingness to give personal assistance and support to the students.</td>
</tr>
<tr>
<td>Which practicable strategies in school nurture students who are self-directed?</td>
<td>I listen to their needs and try to correct and guide, to find the positive side of their needs. I take part in the action.</td>
</tr>
<tr>
<td>How does improving the motivational climate contribute to the students’ motivation?</td>
<td>To encourage the student and to praise his work I notify the parents about a positive change. A positive assessment raises morale.</td>
</tr>
<tr>
<td>How do you tend to adapt yourself to the needs of the student?</td>
<td>How do you enhance the student’s self-image? How does this affect his/her achievements?</td>
</tr>
<tr>
<td>How can we motivate a student to learn for a long-term period?</td>
<td>How do you suggest that cause the students to feel an urging need to learn?</td>
</tr>
<tr>
<td>What ways do you suggest that cause the students to feel an urging need to learn?</td>
<td>- Enriching the school with material resources Adopting activities from the student's life.</td>
</tr>
<tr>
<td>Which teaching strategies do you use with a student that has potential and ability to learn but does not take advantage of them in order to motivate him/her to learn?</td>
<td>- Good cooperation between the teacher and the student, believing in the student's ability, setting a good example for others, telling the students about good and convincing experiences.</td>
</tr>
<tr>
<td>How do you create enthusiasm for learning and a successful experience to the student?</td>
<td>- Hebrew Mishpatim Mishpatim - The teacher's assistance - The teacher's guidance.</td>
</tr>
<tr>
<td>What are the useful teaching styles that contribute to the students’ success? How can we adjust such teaching styles?</td>
<td>- Good cooperation between the teacher and the student, believing in the student's ability, setting a good example for others, telling the students about good and convincing experiences.</td>
</tr>
</tbody>
</table>
21- How does the teacher’s functioning cause the students a challenge for learning?

<table>
<thead>
<tr>
<th>Interviewee answers</th>
<th>Interviewer Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The trigger is a personal teacher-student dialogue, its emotional contents, and at its base is the student's personal need</td>
<td>1-What triggers motivation to learn in your opinion? What school values enhance motivation for learning?</td>
</tr>
<tr>
<td>through encouragement, challenge, rewarding the students for special tasks</td>
<td>2- How can parents influence their children’s motivation?</td>
</tr>
<tr>
<td>Assigning tasks and homework in a massive way, tests every week, and giving personal help to children who are having difficulties</td>
<td>3- How can the teachers influence students’ motivation?</td>
</tr>
<tr>
<td>Sharma believes the motivation towards learning is a product of the teacher’s and students' motivations, which are developed through them in a way that suits their needs and interests.</td>
<td>4- What ways do you follow in order to improve the students’ scholastic achievements?</td>
</tr>
<tr>
<td>6th interview</td>
<td>5- How, in your opinion, does the change in the teacher’s status, student’s status and the family’s status influence the students’ motivation to learn?</td>
</tr>
<tr>
<td>6- What, in your opinion, causes the student to create motivation to learn?</td>
<td>7- What are the factors that influence motivation in general and motivation to learn in particular, in your opinion?</td>
</tr>
<tr>
<td>8- Which method do you use in order to improve the educational outcomes?</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1- Which teaching strategies do you use?</td>
<td>You have to nurture this kind of student and not neglect him… you have to instill in him that he is that kind of person who can</td>
</tr>
<tr>
<td>2- Describe the kind of teacher-student dialogue that you think is practicable and useful?</td>
<td>leich leb lehatnagot shel halakhiy bechita, lehaushet bemitzvot shevet berem yeladot.</td>
</tr>
<tr>
<td>3- Explain how do you emotionally communicate with your student?</td>
<td>לשים לב להתנהגותו של התלמיד בחיות הלימוד, להתחשב במאפיינים שלברוחם עליל ממקורי, ולהיות עקבי ולהפגין דאגה.</td>
</tr>
<tr>
<td>4- What methods do you suggest that encourage creating a motivational climate?</td>
<td>שיחות הרגעה עם התלמידים, מבחנים ברורים. To let the student express his opinion on subjects he likes.</td>
</tr>
<tr>
<td>5- What are the useful teaching styles that contribute to the students’ success? How can we adjust such teaching styles?</td>
<td>The most suitable style is group work, or individual work, since this style isn't feasible in the present situation. At present, the frontal method is the best, with special attention to students who are having difficulties.</td>
</tr>
<tr>
<td>6- Which practicable strategies in school nurture students who are self-directed?</td>
<td>למידה במאפים קבוצתיים ואימונים פרטניים威尼斯 שימת לב למידות הלימודים המוס יכולה ו镱.</td>
</tr>
<tr>
<td>7- How does improving the motivational climate contribute to the students’ motivation?</td>
<td>improves the atmosphere…the motivation for grades…can create a challenging atmosphere and competition between the students.</td>
</tr>
<tr>
<td>8- How do you tend to adapt yourself to the needs of the student?</td>
<td>根据 the difficult of the study material and the level of understanding.</td>
</tr>
<tr>
<td>9- How do you enhance the student’s self-image? How does this affect his/her achievements?</td>
<td>על ידי שיתוף אישה חדשים ובניו,-CN yashov atmospheres vo nevo ve-mechul shevek.</td>
</tr>
<tr>
<td>10- How can we motivate a student to learn for a long-term period?</td>
<td>The need to learn a specific subject depends on internalizing the value of the subject from the viewpoint of its importance and purpose.</td>
</tr>
<tr>
<td>11- Which teaching strategies do you use?</td>
<td>The most suitable style is group work, or individual work, since this style isn't feasible in the present situation. At present, the frontal method is the best, with special attention to students who are having difficulties.</td>
</tr>
<tr>
<td>12- Explain how do you emotionally communicate with your student?</td>
<td>לשים לב להתנהגותו של התלמיד בחיות הלימוד, להתחשב במאפיינים שלברוחם עליל ממקורי, ולהיות עקבי ולהפגין דאגה.</td>
</tr>
<tr>
<td>13- Explain how do you emotionally communicate with your student?</td>
<td>לשים לב להתנהגותו של התלמיד בחיות הלימוד, להתחשב במאפיינים שלברוחם עליל ממקורי, ולהיות עקבי ולהפגין דאגה.</td>
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<td>14- Explain how do you emotionally communicate with your student?</td>
<td>לשים לב להתנהגותו של התלמיד בחיות הלימוד, להתחשב במאפיינים שלברוחם עליל ממקורי, ולהיות עקבי ולהפגין דאגה.</td>
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<td>15- Explain how do you emotionally communicate with your student?</td>
<td>לשים לב להתנהגותו של התלמיד בחיות הלימוד, להתחשב במאפיינים שלברוחם עליל ממקורי, ולהיות עקבי ולהפגין דאגה.</td>
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<td>16- Explain how do you emotionally communicate with your student?</td>
<td>שעתון נקבוד,=yashov atmospheres vo nevo ve-mechul shevek.</td>
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<td>17- Explain how do you emotionally communicate with your student?</td>
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<td>19- Explain how do you emotionally communicate with your student?</td>
<td>The most suitable style is group work, or individual work, since this style isn't feasible in the present situation. At present, the frontal method is the best, with special attention to students who are having difficulties.</td>
</tr>
</tbody>
</table>
be an outstanding student, to encourage him with personal incentives

with a student that has potential and ability to learn but does not take advantage of them in order to motivate him/her to learn?

Enthusiasm for learning is clear in the creation of a quiet learning atmosphere. You have to control the order and the noise in the classroom because enthusiasm depends on the prevailing atmosphere in the classroom. You need an urging and supporting atmosphere

How do you create enthusiasm for learning and a successful experience to the student?

The teacher’s functioning cause the students a challenge for learning?

Interviewer Questions

1- What triggers motivation to learn in your opinion? What school values enhance motivation for learning?

the school’s appreciation for students who improve their scholastic situation (they don't have to be outstanding students) …using what interests the students (computer, cell phone) for learning needs

1- How can parents influence their children’s motivation?

Using technology, which is very interesting to the students for their learning needs. Giving examples from life in the material in order to arouse their curiosity

Using technology, which is very interesting to the students for their learning needs. Giving examples from life in the material in order to arouse their curiosity

4- What ways do you follow in order to improve the students’ scholastic achievements?

Create a competitive learning environment

6- What, in your opinion, causes the student to create motivation to learn?
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the factors that influence motivation in general and motivation to learn in particular, in your opinion?</td>
<td>Successful experiences, encouraging the students to get ahead in life, I also see a positive image in the life of the student who can imitate it. I ask the students to do learning tasks for which I will give bonus grades. Work sheets and informal projects that reinforce the student's personal and social domain, Through them, the student can demonstrate his scholastic and social abilities and this increases his belief in himself. He will have a successful future if he likes the study course I teach.</td>
</tr>
<tr>
<td>Which method do you use in order to improve the educational process in school?</td>
<td>I ask the students to do learning tasks for which I will give bonus grades. Work sheets and informal projects that reinforce the student's personal and social domain, Through them, the student can demonstrate his scholastic and social abilities and this increases his belief in himself. He will have a successful future if he likes the study course I teach.</td>
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<td>Describe the kind of teacher-student dialogue that you think is practicable and useful?</td>
<td>דיאלוג בתוך הכיתה על ידי דרך פתרון מסוימת.</td>
</tr>
<tr>
<td>Explain how do you emotionally communicate with your student?</td>
<td>To understand the students' weak points in the scholastic domain and to boost their self-confidence… they will come to school because they like it.</td>
</tr>
<tr>
<td>Which methods do you suggest that encourage creating a motivational climate?</td>
<td>Listening to the needs of all of the students in the class, giving respect for its own sake instead of for the student's sake, and from this, I reach conclusions about how I behave toward others.</td>
</tr>
<tr>
<td>What are the useful teaching styles that contribute to the students' success? How can we adjust such teaching styles?</td>
<td>The kind of instruction style that lets the students express themselves and do their work independently. The students' participation in the lessons. I use amusement and fun during the lessons, variety in instruction methods and experiments with tangibles.</td>
</tr>
<tr>
<td>Which practicable strategies in school nurture students who are self-directed?</td>
<td>Increasing the student's belief in himself through challenging tasks in which he can demonstrate his ability and increase his learn awareness.</td>
</tr>
<tr>
<td>How does improving the motivational climate contribute to the students’ motivation?</td>
<td>If you let the students use self-control in their behaviors, it arouses their curiosity and this leads to their positive self-assessment and an improvement in their academic achievements.</td>
</tr>
<tr>
<td>How do you tend to adapt yourself to the needs of the student?</td>
<td>To reduce the emotional, scholastic and social gaps between us…I try to reach him in every domain…I talk to him face-to-face…I come in his direction.</td>
</tr>
<tr>
<td>How do you enhance the student’s</td>
<td>To always give positive feedback to the student who works and who does good work in the classroom and in his homework…</td>
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16
<table>
<thead>
<tr>
<th>Interviewer Questions</th>
<th>Interviewee answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Which teaching strategies do you use with a student that has potential and ability to learn but does not take advantage of them in order to motivate him/her to learn?</td>
<td>First of all, to increase their belief in themselves, never stop telling them things like 'I'm sure you will do your very best', 'I trust you' and 'it's about time you started believing in yourself. Equal distribution of tasks between the students...so that the teacher's positive assessment will be equal to his negative assessment.</td>
</tr>
<tr>
<td>2- How can parents influence their children's motivation?</td>
<td>First of all, to increase their belief in themselves, never stop telling them things like 'I'm sure you will do your very best', 'I trust you' and 'it's about time you started believing in yourself. Equal distribution of tasks between the students...so that the teacher's positive assessment will be equal to his negative assessment.</td>
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<td>3- How can the teachers influence students’ motivation?</td>
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<td>4- What ways do you follow in order to improve the students’ scholastic achievements?</td>
<td>First of all, to increase their belief in themselves, never stop telling them things like 'I'm sure you will do your very best', 'I trust you' and 'it's about time you started believing in yourself. Equal distribution of tasks between the students...so that the teacher's positive assessment will be equal to his negative assessment.</td>
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<tr>
<td>5-</td>
<td>How, in your opinion, does the change in the teacher’s status, student’s status and the family’s status influence the students’ motivation to learn?</td>
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<td>Describe the kind of teacher-student dialogue that you think is practicable and useful?</td>
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<td>12-</td>
<td>What are the useful teaching styles that contribute to the students’ success? How can we adjust such teaching styles?</td>
</tr>
<tr>
<td>13-</td>
<td>Which practicable strategies in school nurture students?</td>
</tr>
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</table>
**Interviewee answers**

<table>
<thead>
<tr>
<th>Improving the motivational atmosphere to get good grades</th>
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<tbody>
<tr>
<td>&quot;squeezes the juice&quot; out of thinking and abilities of each student through autonomy in the learning process</td>
</tr>
</tbody>
</table>

**Interviewer Questions**

<table>
<thead>
<tr>
<th>14-</th>
<th>How does improving the motivational climate contribute to the students’ motivation?</th>
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<tbody>
<tr>
<td>15-</td>
<td>How do you tend to adapt yourself to the needs of the student?</td>
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<tr>
<td>16-</td>
<td>How do you enhance the student’s self-image? How does this affect his/her achievements?</td>
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<td>17-</td>
<td>How can we motivate a student to learn for a long-term period?</td>
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<td>18-</td>
<td>What ways do you suggest that cause the students to feel an urging need to learn?</td>
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<td>19-</td>
<td>How does the teacher’s functioning cause the students a challenge for learning?</td>
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**Interviewee answers**

| 1- | Which teaching strategies do you use with a student that has potential and ability to learn but does not take advantage of them in order to motivate him/her to learn? |

**Interviewer Questions**

| 2- | How can parents influence their children’s achievements? |

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**Interviewee answers**

<table>
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<tr>
<th>9) Ninth interview</th>
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**Interviewer Questions**

| 1- | What triggers motivation to learn in your opinion? What school values enhance motivation for learning? |
| 2- | How can parents influence their children’s achievements? |

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**Interviewee answers**

| 10- | How do you tend to adapt yourself to the needs of the student? |

**Interviewer Questions**

| 11- | How do you enhance the student’s self-image? How does this affect his/her achievements? |
| 12- | How can we motivate a student to learn for a long-term period? |
| 13- | What ways do you suggest that cause the students to feel an urging need to learn? |
| 14- | How does the teacher’s functioning cause the students a challenge for learning? |

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**Interviewee answers**

| 15- | How do you tend to adapt yourself to the needs of the student? |

**Interviewer Questions**

<p>| 16- | How do you enhance the student’s self-image? How does this affect his/her achievements? |
| 17- | How can we motivate a student to learn for a long-term period? |
| 18- | What ways do you suggest that cause the students to feel an urging need to learn? |
| 19- | How does the teacher’s functioning cause the students a challenge for learning? |</p>
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<tr>
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</thead>
<tbody>
<tr>
<td>How can the teachers influence students’ motivation?</td>
<td>To prepare the lessons for the groups, to work on the social aspect. I take personal interest in every individual’s needs, not the scholastic needs. To smile, laugh, have fun with them when the need arises, to reinforce the student's strong points.</td>
</tr>
<tr>
<td>What ways do you follow in order to improve the students’ scholastic achievements?</td>
<td>I start by presenting ideas to the students – ‘Anybody can succeed if they really want to’, conversations about current events they are familiar with, reviewing the positive aspects and discussing points that require improvement, a lot of current events and demonstrating with situations they’re familiar with.</td>
</tr>
<tr>
<td>How, in your opinion, does the change in the teacher’s status, student’s status and the family’s status influence the students’ motivation to learn?</td>
<td>The changes mentioned should be related. Regarding the teacher’s status, it is complex. Students who still see the teacher as a model for emulation are affected. The status of the student with all the rights that come with it is supposed to be beneficial. Regarding the family, despite its status being still a basic foundation, it supports the student.</td>
</tr>
<tr>
<td>What, in your opinion, causes the student to create motivation to learn?</td>
<td>Students aspire to fulfill visions of the future. If they are in a learning atmosphere that helps them realize their dreams, they will continue forward.</td>
</tr>
<tr>
<td>What are the factors that influence motivation in general and motivation to learn in particular, in your opinion?</td>
<td>First of all, motivation to learn is driven by the individual’s intrinsic urges and second of all, it facilitates self-realization in the framework of learning, whether on an individual or collective level, in the realm of education, the future vision of the individual, the quality of education.</td>
</tr>
<tr>
<td>Which method do you use in order to improve the educational process in school?</td>
<td>I participate in staff meetings,提出 ideas, and involve parents in educational and cultural activities, often through personal conversations.</td>
</tr>
<tr>
<td>Describe the kind of teacher-student dialogue that you think is practicable and useful?</td>
<td>I use the method of listening to the students' problems. A lot of students come to me and tell me about experiences they had and I have daily contact with the students, and even with students who I don't teach.</td>
</tr>
</tbody>
</table>
11- Which methods do you suggest that encourage creating a motivational climate?

Group work – if the class is heterogeneous, discussions with questions and answers, the students teaching the lessons, presentations

12- What are the useful teaching styles that contribute to the students’ success? How can we adjust such teaching styles?

⁻ קומmasını ربما והגון באフル בחרות של התלמיד
⁻ אסטרטגיות לשלול בחורים ביעל קשים מיום
⁻ אקולוג מועדת למלד של תלמידים חלשים ומושק אזור למצללה.

13- Which practicable strategies in school nurture students who are self-directed?

⁻ אכלה מועדת למלד של תלמידים חלשים ומושק אזור למצללה.
⁻ I assess myself according to the students’ understanding, memorization and internalization of a certain subject. I use the student as a mirror for planning the lessons. At the end of each lesson, I test the students’ understanding and afterwards I develop tools that will help them

14- How does improving the motivational climate contribute to the students’ motivation?

⁻ אקלה מועדת למלד של תלמידים חלשים ומושק אזור למצללה.

I believe that every student can because I believe that every student has a potential that’s worth developing, treating all the students equally I give attention to the weak students and I empower and encourage them. I try to involve everyone in the lesson and I emphasize the strong points in the student's work

⁻ With small amounts of exercises. This gives the student opportunities to gradually progress. I use the method of steps

15- How do you adapt yourself to the needs of the student?

⁻ תגמולים לא בהכרח חומריים, אלא מנטALLEDIM
⁻ שיחות עם הוריהם. שיחות ברורים בחליפים הלימודים.
⁻ Follow-up and checking the students actions and behavior

⁻ I assess myself according to the students’ understanding, memorization and internalization of a certain subject. I use the student as a mirror for planning the lessons. At the end of each lesson, I test the students’ understanding and afterwards I develop tools that will help them

16- How do you enhance the student’s self-image? How does this affect his/her achievements?

⁻ I believe that every student can because I believe that every student has a potential that’s worth developing, treating all the students equally I give attention to the weak students and I empower and encourage them. I try to involve everyone in the lesson and I emphasize the strong points in the student's work

⁻ With small amounts of exercises. This gives the student opportunities to gradually progress. I use the method of steps

17- How can we motivate a student to learn for a long-term period?

⁻ אכלה מועדת למלד של תלמידים חלשים ומושק אזור למצללה.
⁻ I believe that every student can because I believe that every student has a potential that’s worth developing, treating all the students equally I give attention to the weak students and I empower and encourage them. I try to involve everyone in the lesson and I emphasize the strong points in the student's work

⁻ With small amounts of exercises. This gives the student opportunities to gradually progress. I use the method of steps

18- What ways do you suggest that cause the students to feel an urging need to learn?

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20- How do you create enthusiasm for learning and a successful experience to the
21- How does the teacher’s functioning cause the students a challenge for learning?

### 10) Tenth interview

<table>
<thead>
<tr>
<th>Interviewee answers</th>
<th>Interviewer Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.したらをいつも学ぶ。 2.活動が学習の目標と目標。 3.成績と学習の関係。 4.肯定的フィードバックからの教員</td>
<td>1. What triggers motivation to learn in your opinion? What school values enhance motivation for learning?</td>
</tr>
<tr>
<td>teg: 2. תיפורים 3. אטריות 4. בובות, סצלון, 5. למירה</td>
<td>2. How can parents influence their children’s motivation?</td>
</tr>
<tr>
<td>3. المجاكل</td>
<td>3. How can the teachers influence students’ motivation?</td>
</tr>
<tr>
<td>4. אני מעניק כל התלמידים תשתיות, אני יחסני את כל התלמידים, אני תמכו בכל התלמידים, וה אני עבודה עם התלמידים ביחzyć ובעצמאות</td>
<td>4. What ways do you follow in order to improve the students' scholastic achievements?</td>
</tr>
<tr>
<td>5. Bảo đảm sự ổn định và sự ổn định của học sinh, khuyến khích và nuôi dưỡng sự xuất sắc và sự sáng tạo</td>
<td>5. How, in your opinion, does the change in the teacher’s status, student’s status and the family’s status influence the students’ motivation to learn?</td>
</tr>
<tr>
<td>6. על ידי הבמה הספר המילים ו נעשה, ביה ספר בוחה תלמידה, או מועדה</td>
<td>6. What, in your opinion, causes the student to create motivation to learn?</td>
</tr>
<tr>
<td>7. זה ספר בוחה תלמידה, או מועדה</td>
<td>7. What are the factors that influence motivation in general and motivation to learn in particular, in your opinion?</td>
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<tr>
<td><strong>differences between the students</strong></td>
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<tr>
<td>Creating a learning atmosphere of experiences…a variety of tools for assessing the students…relating to every student on a personal level</td>
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<tr>
<th><strong>8-</strong> Which method do you use in order to improve the educational process in school?</th>
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<tr>
<td><strong>9-</strong> Describe the kind of teacher-student dialogue that you think is practicable and useful?</td>
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</table>

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<thead>
<tr>
<th><strong>I give the student my cellphone number and they call me and we talk. Another tool is taking a personal interest in every student. I ask them how they feel and I give their feelings legitimization. Empathy and sympathy</strong></th>
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<tr>
<th><strong>10-</strong> Explain how do you emotionally communicate with your student?</th>
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<tr>
<th><strong>Planning the learning with a variety of teaching methods, positive assessment, memorizing the material and suiting it to the students, listening, developing patience and acceptance, cultivating discipline, effective communication, encouraging excellence, support, taking the students and their requests into consideration, nurturing a feeling of pride and belonging</strong></th>
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<th><strong>11-</strong> Which methods do you suggest that encourage creating a motivational climate?</th>
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<th><strong>12-</strong> What are the useful teaching styles that contribute to the students’ success? How can we adjust such teaching styles?</th>
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<th><strong>13-</strong> Which practicable strategies in school nurture students who are self-directed?</th>
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<th><strong>14-</strong> How does improving the motivational climate contribute to the students’ motivation?</th>
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<th><strong>15-</strong> How do you tend to adapt yourself to the needs of the student?</th>
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<tr>
<th><strong>16-</strong> How do you enhance the student’s self-image? How does this affect his/her achievements?</th>
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<tr>
<th><strong>17-</strong> How can we motivate a student to Comment on the material being taught, consistency in success, clarifying the benefit of learning, giving challenging tasks, by identifying the student's uniqueness and encouraging the development of aptitudes and positive traits, by a challenge that arouses curiosity and interest.**</th>
</tr>
</thead>
</table>

| **23** |
tasks that express the students' ability and contribute to success

1. to nurture achievement and excellence. 2. to create competition between the students. 3. the key is the benefit of learning. 4. Challenge

learn for a long-term period?

18- What ways do you suggest that cause the students to feel an urging need to learn?

1. to nurture achievement and excellence. 2. to create competition between the students. 3. the key is the benefit of learning. 4. Challenge

19- Which teaching strategies do you use with a student that has potential and ability to learn but does not take advantage of them in order to motivate him/her to learn?

1. שיחה אישית
2. שיחה עם ההורים
3. אתגר - ומשיכה
4. מבחנים קלים ומדורים
5. הערכה חיצונית של התנהלות על מספרلعب
6. השחזרת בשיעור
7.伸びון החומר הנלמד.

By asking challenging questions and creating challenging situations that appeal to the students' curiosity and that suit their level they may identify themselves as learners or masters of knowledge. They are motivated to learn and succeed. The student will succeed.

20- How do you create enthusiasm for learning and a successful experience to the student?

21- How does the teacher’s functioning cause the students a challenge for learning?
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td><strong>6-</strong> What, in your opinion, causes the student to create motivation to learn?</td>
<td>It will come from inside if the individual is convinced that success in life and improving social status come from the learning process. And if he gets satisfaction out of learning, this will lead to a positive self-judgment.</td>
</tr>
<tr>
<td><strong>7-</strong> What are the factors that influence motivation in general and motivation to learn in particular, in your opinion?</td>
<td>People's need for the subject, meaning the thing that influences the motivation to learn the most is the need for the assurance of the student's future, the need for respect and self-realization and the need to be equal among equals, particularly in the peer group. Imitating siblings, parents and figures they respect.</td>
</tr>
<tr>
<td><strong>8-</strong> Which method do you use in order to improve the educational process in school?</td>
<td>Through the students' participation in the school's scholastic and social projects, it will come from inside if the individual is convinced that success in life and improving social status come from the learning process. And if he gets satisfaction out of learning, this will lead to a positive self-judgment.</td>
</tr>
<tr>
<td><strong>9-</strong> Describe the kind of teacher-student dialogue that you think is practicable and useful?</td>
<td>Informal learning, music, combining art, bringing joy to the classroom and to the school, drawing, to perpetuate the students' talents.</td>
</tr>
<tr>
<td><strong>10-</strong> Explain how do you emotionally communicate with your student?</td>
<td>Learning through experiencing, current events and computerization, combining various levels of thinking in order to integrate all of the students' styles, from the level of their knowledge to the level of implementation and constructing an argument.</td>
</tr>
<tr>
<td><strong>11-</strong> Which methods do you suggest that encourage creating a motivational climate?</td>
<td>Giving assistance and being involved in various programs outside of the school, for example N.A.M. (Outstanding Arab Youth sponsored by the Technion), being involved in the academic life of the universities before finishing high school, helping with their indecisions.</td>
</tr>
<tr>
<td><strong>12-</strong> What are the useful teaching styles that contribute to the students' success? How can we adjust such teaching styles?</td>
<td>First of all, reciprocal respect and a comfortable atmosphere that permits expressing opinions and thoughts.</td>
</tr>
<tr>
<td><strong>13-</strong> Which practicable strategies in school nurture students who are self-directed?</td>
<td>学生’s status and the family’s status influence the students’ motivation to learn?</td>
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</table>
An atmosphere that encourages the students' initiative and creativity, self-realization, high grades through raising the level of the students' concentration during the lessons

Motivational climate contribute to the students' motivation?

Mapping each class at the beginning of the year, transferring material according to the class level, but current events and integrating a learning experience will always help the student

15- How do you tend to adapt yourself to the needs of the student?

Empowerment, encouragement and personal conversations bring the students closer to me. A positive scholastic and social assessment make him like school and his classmates

16- How do you enhance the student’s self-image? How does this affect his/her achievements?

Internalizing the value of learning and success, encouraging planning the future, fulfilling dreams and ambitions

17- How can we motivate a student to learn for a long-term period?

Belief in himself, belief in his abilities, encouraging active participation, Thinking about a successful future, response and social status

18- What ways do you suggest that cause the students to feel an urging need to learn?

A lot of encouragement, consistency, belief, identifying and strengthening positive things, 'a self-fulfilling prophecy'

19- Which teaching strategies do you use with a student that has potential and ability to learn but does not take advantage of them in order to motivate him/her to learn?

If the teacher has arrived at the stage of teaching through various means and particularly arousing high-level thinking, the student will comprehend that he has to think differently and he will challenge himself

20- How do you create enthusiasm for learning and a successful experience to the student?

21- How does the teacher’s functioning cause the students a challenge for learning?

12) Twelfth interview

<table>
<thead>
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<tbody>
<tr>
<td>תלמידים בלי מוטיבציה יש להם סיכויים נמוכים.なぜに学びを諦めようとする子供たちへの対策を提案してください。</td>
<td>1- What triggers motivation to learn in your opinion? What school values enhance motivation for learning?</td>
</tr>
<tr>
<td>על ידי ביקורים מדי פעם בבית הספר. מעקב אחר הלימוד והענשה בכיתה.</td>
<td>2- How can parents influence their children’s motivation?</td>
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<td>2.</td>
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1. Through a change while they're learning – not to teach in a routine and fixed way

2. לומת לוח עניין בחומרים הלומדים

3. על ידי מתן תמריצים חיובים.

3- How can the teachers influence students’ motivation?

4- What ways do you follow in order to improve the students’ scholastic achievements?

Transferring the material in an interesting and challenging way as much as possible. Doing exercises in the material that’s being taught with answers from the matriculation exams

5- How, in your opinion, does the change in the teacher’s status, student’s status and the family’s status influence the students’ motivation to learn?

* שינוי במעמד המורה גורם לו להיות יותר פעיל ואמתי, דבר שUILDER מוטיבציה של התלמיד.
* שינוי במעמד הלומדים גורם לחינוך בקמתם ובכמתם של הלומדים.
* שינוי במעמד התלמיד יגרום לו להתעניין בנלמד ובהגדלת המוטיבציה.

6- What, in your opinion, causes the student to create motivation to learn?

Interest in the material being taught. If the student is interested in the material, he will have motivation to learn

7- What are the factors that influence motivation in general and motivation to learn in particular, in your opinion?

* החומר הלומדים בכיתה
* הסביבה של המחילים נמצאת בחול膑ם של התלמידים
* קשר יווי בין הלומדים למורה

8- Which method do you use in order to improve the educational process in school?

* על ידי לימוד בנפרד וענויורים, פורטנים לקבוע הלשון של교통ה
* סיפוף מחזורinea נפש

9- Describe the kind of teacher-student dialogue that you think is practicable and useful?

* ריאלוג בנפרד של מסב מוסים, בניה משמות למלשא ואשירים

10- Explain how do you emotionally communicate with your student?

* היקשרות עם שוני בין תלמידים专区 שpliant היקשרות בין הספר

11- Which methods do you suggest that

Constantly giving positive incentives doesn't negate the possibility of distributing symbolic rewards
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<tr>
<td><strong>Encouraging a Motivational Climate</strong></td>
<td>What are the useful teaching styles that contribute to the students' success? How can we adjust such teaching styles?</td>
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<tr>
<td>12- Transferring the material in the classroom in an interesting way, practicing the subject being taught with solutions from previous exams</td>
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<tr>
<td><strong>Useful Teaching Styles</strong></td>
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<tr>
<td>13- Which practical strategies in school nurture students who are self-directed?</td>
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<td><strong>Nurturing Self-Directed Students</strong></td>
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<tr>
<td>14- How does improving the motivational climate contribute to the students' motivation?</td>
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<tr>
<td><strong>Adapting to Student Needs</strong></td>
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<td>15- How do you tend to adapt yourself to the needs of the student?</td>
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<td><strong>Enhancing Self-Image</strong></td>
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<td><strong>Motivating for Long-Term Learning</strong></td>
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<td>17- How can we motivate a student to learn for a long-term period?</td>
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<tr>
<td><strong>Teaching Strategies for Potential Students</strong></td>
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<td>18- What ways do you suggest that cause the students to feel an urging need to learn?</td>
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<td><strong>Creating Enthusiasm</strong></td>
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<td>20- How do you create enthusiasm for learning and a successful experience to the student?</td>
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<td><strong>A Successful Teacher</strong></td>
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<tr>
<td>Through constant control and establishing norms of positive and negative reinforcements, if necessary. Setting limits, conducting a continuous educational dialogue with the child, and maintaining an optimal educational atmosphere.</td>
<td>1- What triggers motivation to learn in your opinion? What school values enhance motivation for learning?</td>
</tr>
<tr>
<td>To encourage the students to express their opinions, to respect them, to make them feel worthy.</td>
<td>2- How can parents influence their children’s motivation?</td>
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<tr>
<td>To teach him in the framework that suits him, matching the instruction method to the students’ abilities, giving encouragement and setting limits.</td>
<td>3- How can the teachers influence students’ motivation?</td>
</tr>
<tr>
<td>By shaping a framework that fosters the holistic development of the student, and developing his skills and abilities.</td>
<td>4- What ways do you follow in order to improve the students’ scholastic achievements?</td>
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<td>In your opinion, how does the change in the teacher’s status, student’s status and the family’s status influence the students’ motivation to learn?</td>
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<td>Describe the kind of teacher-student relations?</td>
<td>9- Describe the kind of teacher-student relations?</td>
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</table>
10- Explain how do you emotionally communicate with your student?

**Dialogue that you think is practicable and useful?**

- שיחה חברתית, פתחון, גלע נטיע. גורם הלהלוד להנדנינב במקסום
- ההילוך והתבטאות שאלי מונמד, מנבר האפקטוגרפיה ב网站地图

11- Which methods do you suggest that encourage creating a motivational climate?

**Equal treatment of the students, giving a response to the student’s needs,**
- מתן מענה לצורכי התלמיד הפיזית גם שיחות לגלות רגשות
- והתלבטויות伍ה ממיד לתרום ישיבת

**Inquiry questions, giving tasks to do at home, presentations in front of the class.**
- The students’ participation in the lessons, amusement and laughter during the lessons

12- What are the useful teaching styles that contribute to the students’ success? How can we adjust such teaching styles?

**Group work, alternative teaching and assessment methods**
- Inquiry questions, giving tasks to do at home, presentations in front of the class.
- The students’ participation in the lessons, amusement and laughter during the lessons

13- Which practicable strategies in school nurture students who are self-directed?

**Guidance for a successful future planned according to short and long-terms targets and goals**
- grup work, alternative teaching and assessment methods
- Guidance for successful future planned according to short and long-term targets and goals

14- How does improving the motivational climate contribute to the students’ motivation?

**Shepherd the brain of the students to the new reality and the new climate.**
- The students’ participation in the lessons, amusement and laughter during the lessons

15- How do you tend to adapt yourself to the needs of the student?

**Lahomet yeremokd**
- לאור מוקד
- להמריא את עינו
- להזור במעורת

16- How do you enhance the student’s self-image? How does this affect his/her achievements?

**Exposure, using progressive means, various teaching methods**
- to give him a feeling that he’s worth something…
- encouragement and material reinforcements in the form of presents…giving bonus points…arranging competitions between students and between them and students from other schools

17- How can we motivate a student to learn for a long-term period?

**Exposure, using progressive means, various teaching methods**
- to give him a feeling that he’s worth something…
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19- Which teaching strategies do you use with a student that has potential and ability to learn but does not take
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<td><strong>14) Fourteenth interview</strong></td>
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<td>Question</td>
<td>Response</td>
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<td>motivation in general and motivation to learn in particular, in your</td>
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<td>his/her achievements?</td>
<td></td>
</tr>
<tr>
<td>17- How can we motivate a student to</td>
<td></td>
</tr>
</tbody>
</table>

Subject, the study course, pride and demonstrating hobbies, successes in various domains
### learn for a long-term period?

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>18- What ways do you suggest that cause the students to feel an urging need to learn?</td>
<td>A positive role model in the environment, creating an encouraging and supporting atmosphere.</td>
</tr>
<tr>
<td>19- Which teaching strategies do you use with a student that has potential and ability to learn but does not take advantage of them in order to motivate him/her to learn?</td>
<td>Interpersonal communication, constant dialogue.</td>
</tr>
<tr>
<td>20- How do you create enthusiasm for learning and a successful experience to the student?</td>
<td>Activities and teamwork, research questions, future planning challenges.</td>
</tr>
<tr>
<td>21- How does the teacher’s functioning cause the students a challenge for learning?</td>
<td>CODE: First, he throws a burden on the students, that is restlessness, desire to study, readiness, care and belief. It is success that brings joy and solves all these in turn, thereby creating a challenge among the students.</td>
</tr>
</tbody>
</table>

### Appendix 2 – focus groups

**Keyvat minidot:**

The middle term 30 students, divided into homogeneous groups of 30, were divided into three groups. The first group was common to all, which was explained in the meeting, the terms, the contents and the workshops to be passed and the number, and the agreement of all the participants.

In the first meeting, the agreement of the participants was signed, that is, the agreement for the three groups that were reached.

Below are the purposes that were explained in the first meeting with the groups:

1. Freedom to express opinion.
2. No cutting off anyone who speaks.
3. Listening to the speaker.

**Conditions of the key vat:**

The conditions of the key vat are:

- At the end of the meeting, both the middle term and the middle term students are allowed to.
- To pass the teaching, learning, and student participation, 30 students, and the middle term students, the middle term students, and the key vat understand that the teaching, learning, and student participation are the key vat.

**Yom:**

- Days of the week.
- Without permission.
- On Wednesday and Thursday.
אמיתות בأشياء לא ח!!!!!!!!!!!
לא לשפוט אחרים בביעה!!!!!!!
שמירת על סודיות.
עמייה בהל"ז והתחייב לניהל ב!!!!!!!!!!!

ascus עולם מצה פאפור עלי ת!’

 MCU עולם מצה פאפור עלי ת!’

1-
שחי נעור יל בשמוע סחיית תלמיד תא הלימודים. תי הנחא רדמארת
ומדונים פחתם לשוןו של המורה. ארד אנעלפיבית, לא שעך מקי הורה לשתי, לא
מנוסה, הנהו וי שוגו אנרי מדרומית חווית המשכלת.

2- Creating a vision and an eye on the future: The parents encourage their
children to plan their future. The future of an educated person is preferable and
better than another's.

3- The life style of a person who has an academic degree and who is a scholar,
who is educated and has a good social, emotional and economic status.

4- The social status that the society and the environment gives to an educated
person. They look at a student who plans to continue to learn in the future with
respect, they nurture him, they're proud of him and everybody always wants to
be in his presence.

הצד השלילי:
להיות בחברת הנוער שברחובות,
מסכן חייו ולומד התנהגויות שליליות כמו שתיית אלכוהול,
עישון ועוד.
אדם שבחר להיות בעל מקצוע,
אז גם כדאי לו ללמוד ועדיף לו öğren מל הזכות
שום השכלה.

קבוצות החלשים:
It's really hard for us to accept the teacher's instructions and nagging all the time – 'You
have to learn, you have to go to school' – it makes me hate school and school work
especially if I got a good grade and they don't encourage me – they ask other students
what grade they got and I happened to get a better grade than the others and they
compare me to them. They don't make comments and they don't relate to me – as if
nothing happened.

קבוצות חזקות:
Raising awareness of a bright and productive future. A life style that brings enjoyment
and happiness. I really like when they give me things. It encourages me to learn. My
parents influence my motivation to learn because they're happy that I've succeeded and
become a unique person who's famous and well-known in the school. It affects me that
they are satisfied with my results.
. They encourage me and help me, they prepare the time, the place and a comfortable
and permissible atmosphere. They guide me. These things motivate me.

, Improve self-image and motive me to learn more, to organize, and to continue
successfully.

Guidance and direction which will help me work in a respected profession in the future
מקביכים ב취 הוסר ומקביכים על מברע גיורם מניין
- Building a successful, prosperous and steady future. Positive role models like

34
siblings
- Moraimол y לארח y נשים y חס損害 y מנהיג y.toList y𝐸𝐸x
- Satisfying y everything y that y is y necessary y like y food, y a y room, y a y computer, y pocket money, y clothes y and y so y forth
- We y look y back y and y see y what y women's y situation y was y on y the y subject y of y learning y and y we y give y examples y of y people y who y have y succeeded y in y life
- Comparison y to y others, y peer y pressure y that y affects y your y emotional y state, y responsibility y to y the y school
- Cognitive y awareness, y a y comfortable y future y life y and y social y status
- threatening y a y ban y on y things y he y likes, y rewarding y good y grades. y Society y compares y an y educated y person y to y another y person y in y all y domains
- 어떻게 y לשוב yบาท y בyahד y משותף y אחר y בyahד y משותף, y לצבים y נקיים y וכy תוח y חום y בyahד y משותף. y 어느 y היקר y וy aldדר y על y יהד y משותף, y לצבים y יכ亂 y yך y תוח. y או y
- The y educated y person y works y in y clean y jobs y and y wears y clean y clothes y and y so y forth.
- הנפגשים y עם y dokד y מנהיג y חס DAMAGE y על y יהד y משותף, y לצבים y יכ亂 y yך y תוח.
- When y the y teachers y gives y us y an y exercise... when y I y completely y understand y the y contents
- לצבים y בyahד y משותף 10 y פעמים.
- Being y convinced y that y I y can y realize y goals y and y that y I y can y rely on y myself y instead y of y relying y on y others
- Liking y the y study y subject, y to y invest y a y lot y in y studies
- Self-confidence y comes y from y the y opinions y of y others y about y the y individual's y personality
- Study projects y encouraged y by y the y students y and y personal y encouragement y from y the y teachers, y constant y encouragement y of y the y student y by y his y parents y and y telling y him y things y that y strengthen y him
- Thinking y and y planning y for y the y future y and y presenting y these y thoughts y and y plans y to y my y parents y in y order y to y get y their y support y and y encouragement
- things y that y attract y me y to y learn, y not y out y of y extrinsic y motivation y but y intrinsic y motivation y that y's y influenced y by y liking y to y learn y and y liking y the y contents
- לצבים y ממונ y חס DAMAGE y על y יהד y משותף y על y יהד y משותף, y לצבים y יכ亂 y yך y תוח. y In y the y beginning, y it's y hard y to y learn y diligently y but when
you get results and encouragement, you continue and you're reinforced emotionally and scholastically and your self-confidence gets stronger

- A lenient teacher makes the students like him, they're attracted to his style and to the study subject. A teacher who smiles attracts students to him

- If females don't acquire an outstanding and respected status for themselves (successes), they won't be able to transmit the idea of the importance of learning to their families

- Getting close to others and being together with them strengthens every person's love and creates a good mood. If you don't get close to others, you won't be able to live and to stay alive with a family. Likewise, when people get close to you it makes you feel happy and sure of yourself

- The student has to have confidence in himself and he has to make an effort to attain goals that he sets for himself.

- He has to have self-confidence and good cognitive abilities

- The student has to have a strong personality and has to be sure of his abilities. He has to get encouragement and support in order to develop a strong personality, courage and diligence

- to involve the student in all kinds of competition in which he can show off his abilities and hobbies

- The student has to have confidence in himself and he has to make an effort to attain goals that he sets for himself.

Social relations and interpersonal relations

- Thinking about the future and goals, how to get to the top, deep thinking, the need for great personal abilities (need for isolation, delving, internalizing)

- We have to plant confidence in ourselves ...the group's support, liking school and the learning contents

- uniqueness in achievements, competition in achievements, not to despair, equal opportunities, belief in God, openness toward the world, ambition and aspirations

Giving the students responsibility, independence and autonomy, creating an entertaining, comfortable and permissive atmosphere
The meaning of a better life?
- Nurturing the general climate.
- Staff who bring you a feeling of happiness.
- The climate of learning is pleasant, enjoyable, a teacher who is close to your heart, who talks to you.
- Teachers who attract students in their teaching method.
- The presence of girls in the classroom.
- The learning style, the students' internalization of the information, "getting into the student's head", understanding the student's needs and requirements, amusement in the classroom, creating challenging and lively lessons.
- Convincing myself that I can do anything if I pay attention, using all of my strengths in order to stand out and to succeed.
- Relations between friends...I will invest an effort in my studies to get high grades.
- To learn, which leads to a preferable future and positive self-assessment and positive scholastic assessment. I want to be a unique and special person in society, an educated person. I want to add and intensify my knowledge and to satisfy my personal need for information and to develop mentally and consciously.
- Getting excited about what I'm going to learn, in what profession I will work, an assurance of a good future, filling in my free time, having fun with my friends at school.
- Actualizing aspirations/ambitions and goals, getting high grades, a
matriculation certificate that enables academic studies, habit, happiness and joy when you get good grades, the happiness of victory but during the period of exams, feelings of pressure and tension

- in order to learn things I didn't know before, in order to help me in the future to overcome obstacles...in order to get to know people, I'll adjust and I'll have friends
- To update important knowledge
- for future development, empowering the students, a high socio-economic level, education and new knowledge
- To learn, to get a full matriculation certificate, the future, meeting friends
- Learning, raising the level of education, full matriculation, additional and new knowledge, a change in atmosphere and atmosphere, meeting friends
- The lessons I didn't know before, in order to help me in the future to overcome obstacles
- A matriculation certificate, the importance of learning for females, to learn how to succeed in school
- Planning the future, free time, having fun with friends
- Females have to learn because they’re females. Females who are uneducated have no value in life besides being housewives
- so I'll get high grades and be an outstanding student. I come to school in order to meet my friends
- Liking learning, the information...I want to have a good future, goals in life, and a desire to learn, and I want to spend time with my friends and to feel that others admire me
- Thinking about short-term and long-terms goals

9

חוכמות שלל מופננים קבוצות המיון

How do you feel during the lesson?

I focus on what the teacher is saying and I get excited about what he is giving me, an emotional presence in the classroom, commitment to the school’s directives
I feel great and the lesson was cool and fascinating. I feel satisfaction from the knowledge and the learning material
I feel like other students. I come to school every day and in some of the lessons I feel
happy, I have fun and I feel like I'm gaining something, and in other lessons I feel frustrated and fed up and that the time drags on...help with a normative life, happy and fun times, fear of the future, fear of failure.

The development and innovation of technology, peer pressure and stress positive enjoyment (I don't like to see people who are better than me external reward, praising and encouraging the student, showing him respect and not scoring or humiliating him

Not to discriminate between the students, encouragement from friends, mutual respect, a goal in life, hoping to work diligently in order to attain goals learning from mistakes and failures...not to close myself up and give up...not to negatively influence others

I feel really good in the math lessons when the teacher gives formulas and asks 'who's the genius that can solve these?' and praises and encourages us

What are the students' scholastic, social and psychological needs?

The need for freedom and autonomy. The need for others' appreciation and love, the need for confidence to avoid problems, the need to participate in the lessons

For me, need is something happy in the scholastic and social domains with the students in the school and in my class...positive assessment from the environment

For me, need is something happy in the scholastic and social domains with the students in the school and in my class...positive assessment from the environment
The need for a person who understands me and my needs who I can talk to

I'll be able to have experiences of success if I invest in my studies and know how to behave with the teachers and understand their world and if they understand my world so I can succeed and attain my goals.

so I'll be able to actualize my dreams and have a wonderful future

Proper treatment by the teacher that assimilates a successful learning environment

The teacher's suggestions that assimilate a learning atmosphere against the background of their pride

Belonging and commitment to the school which I've gotten used to, too much free time.

Integrating into and adapting to society, building friendships, satisfaction and a suitable atmosphere

A self-fulfilling prophecy

Intensive and focused learning, investing enough time to understand by participating in the lessons and internalizing

To memorize the contents, concentrate during the exam, read the requirements of the exam accurately, start with an easy question whose solution is familiar and sure and afterwards go on to harder questions.

Success that makes the teacher praise you as someone who has a good grade and respectable behaviors

The parents support, acquiring skills and good suggestions encourage us to learn...sentences like 'you're a smart and diligent student, I trust you and I'm confident that you will succeed'

And as a student, I increase my diligence and try to study, I arrange all my contents from the hardest to the easiest, I plan time for studying and divide it up according to the subjects I'm learning so I won't feel sad and depressed when I'm learning. For example, I took a test and felt that I can succeed in this subject. I'll feel braver and I'll project this onto another subject until I succeed in all them. And the whole time I remind myself that I'm an optimistic and
smart student who has great abilities, and this increases my belief in myself
- The student and the teacher should be friends, the student should like the subject and the teacher of the subject
- Assimilating the learning will be through practicable experiences like informal projects, performing study tasks, extra time at recess, and decorating the classroom in a way that increases motivation that’s affected by the atmosphere
- gifts for students with the highest grades in the class, A lot of informal activities, and especially outings and plays, community projects
מיפוי לתלמידים. דואג לתלמיד
-بنيית אמון וע造林バリ
-길ולה אופטימית
-אבחון המורה לניצופיالأופט
-名校 הוא istedi
-הSimpleName יש מענה
-אינווה פונקציה והмыш
-אבחון ביט הספק, אבחון ה陵ה בבי ספריך, אבחון התוכניילימודים
-ทหาร מונחי- התاهرة בני הרובון של התלמידים בברון הלהדים. גוז חוקר הלהדים
-试点工作 אופטימית
-אישיות המורה בדונה אופטימית, שילופה בברות, תורכה וזיבות ילימודים וברחות
-הועלת הלהדים בברק שלמהו מומנטית וברות
-חותן מפורוח לברק בית כיוראיצי
-סבון
-הכנת מקצף.IDENTITY
-דיבר וברחה והוראה הלהדים
-ערכים ביט ספניים: טו צワイン ו克服ון, חוארה צייב והשלים, חיקה של מאשطن (אלהו ביבשמו חיקה חולם לכל חמס)
-שですよ
-עולים
-עורCES
-מקומר המשיכי
-אחריות נוכות פלסקת מת accru
-فرق שוויון בין הלהדים
-מרי
-הוימה וענותה של הלהדים בברת
-התייחסות למגורנייה שאל הלהדים בברת, הוכלה ושנות
-שישות עוזרה המבוססת על המורשת הלהדים, מוכנה פלסטריון מראוי
-שמשות וברקת המקסיף
-שיוני יצב עניבת הווימה, הדרלג
-הלימה האزالים על הלהדים

לגב תרומת האקדם הכיתות למלטיביציא על הלהדים עלה
-נגדות ב havoc הלהדים הقضي
-העטמות המחברות והשיגיות, ╔ל מקצון בѨפק של הלהדים שעתי קלודים והברה
-훈ור הייבה---מטורת בכל הלהדים- אלבל צוין יווי purpos- חניבת תודימי
-העטמות- תורבה ההורות וההשנים הלהדים
-בעלי לכל הלהדים ביכרה באפקעטוט פטילית ומישהות
-שヵות אקטיבית
-צורה בחרכה תודימי הלהדים

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היוון תלמידים צעירים

<table>
<thead>
<tr>
<th>תוכן היונים</th>
</tr>
</thead>
<tbody>
<tr>
<td>מה מצה, מה חן, בחינך בישוע, какие вы нравятся, как их называют, каков, материт?</td>
</tr>
<tr>
<td>מה דעתך לגבי שיטת ההוראה, объясните?</td>
</tr>
<tr>
<td>אלו קשיים נתקלתי במשה, какие вы нравятся, они так поступают?</td>
</tr>
<tr>
<td>איך התמודדתי?</td>
</tr>
<tr>
<td>איך עזרתי לעצמי?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>роверת Answers</th>
<th>יומן תלמידי חוויתי</th>
</tr>
</thead>
<tbody>
<tr>
<td>אל היא לי קשימים במדלייה השיעור.</td>
<td>1- חיבור כתוב: היא השיעור, היא מתריע, הוא שולב מה.Dictionary, גם היא ה_planes, גם היא.&quot;</td>
</tr>
<tr>
<td>אל היא לי קשימים במדלייה השיעור.</td>
<td>השיעור, הוא מתריע, הוא שולב מה_dictionary, גם הוא ה_planes, גם הוא. &quot;</td>
</tr>
<tr>
<td>אל היא לי קשימים במדלייה השיעור.</td>
<td>אם הrush_on = קיים, גם היא. &quot;</td>
</tr>
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<td>אל היא לי קשימים במדלייה השיעור.</td>
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</tr>
<tr>
<td>בלתי קשימים/khiiym בצעתን Hướng מצויה.</td>
<td>בramer הבור Очень מעניין, בין השאר: &quot;</td>
</tr>
<tr>
<td>בלתי קשימים/khiiym בצעתן Hướng מצויה.</td>
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</tr>
</tbody>
</table>

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השיעור היה קשה רק ב-

4 פעמים לא נתקלתי בקשיים.

 oran על ציון ב ש ayr ב ואת בנקותי בקשיים.

 שאלת פאראים לא נתקלתי בקשיים.

 נתקלתי בהתרפה בקשישם.

 נוסף על ציון ב ו ayr ב את בנקותי בקשיים.

 שלוש פעמים לא נתקלתי בקשיים.

 הבנת בתרפה בקשישם.

 על ציון ב ש ayr ב ואת בנקותי בקשיים.

 כתוב שלוש פעמים לא נתקלתי בקשיים. זו התערבות בתרפה ה-

 6 פעמים לא נתקלתי בקשיים.

 כתוב שלוש פעמים לא נתקלתי בקשיים. זו התערבות בתרפה ה-

 היא העונה ששת לימוד טובה,

 המשק גם לרוגוז אספיא

 המגלה את ה-

 טרנספ ה-

 שמתו ושם השון

 בליל הלימודים

 מושגarty בורו

绹יון זה תמך.

อนาคית: השיעור היה

 מзовע הלימודים

布尔 שיר אוזן

 התערבות יורים

ذيיוון זה תמך.

 מתמטיקה: השיעור

 מועדף על חלה

 המורה שוחק כל

 הלימודים

 להטור בורו.

 יسياس נ: השיעור

 היה מועדף על

 המורה שוחק כל

 הלימודים

 להטור בורו.

 מתמטיקה: השיעור

 היה מועדף על

 המורה שוחק כל

 הלימודים

 להטור בורו.

 4- 6 פעמים

 השיעור היה מועדף

 על חלה

 המורה שוחק כל

 הלימודים

 להטור בורו.

 מתמטיקה: השיעור

 היה מועדף על

 המורה שוחק כל

 הלימודים

 להטור בורו.

 5- 6 פעמים

 השיעור היה מועדף

 על חלה

 המורה שוחק כל

 הלימודים

 להטור בורו.

 מתמטיקה: השיעור

 היה מועדף על

 המורה שוחק כל

 הלימודים

 להטור בורו.

 6- 6 פעמים

 השיעור היה מועדף

 על חלה

 המורה שוחק כל

 הלימודים

 להטור בורו.
לצערי מטרות مايو.
ולכל ילדיך, זה.
והנה, חסרה תבנית את
ה perso.
כדאי לחבץ את
ה firebase.
והנה, חסרי תבנית את
ה perso.להלך.
ולצערי מטרות مايو.
ולכל ילדיך, זה.
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כמה דברים יותר, איך זה מנגן, איך זה מוצג, איך זה מתרחש.

1. עניין בשיעור: ושלטת התלמידים localize the task либо ученики не справляются.
2. שיעור: משוחזר, הממורה שלטת את התלמידים local or localizes מ证监 את התלמידים.
3. התויוכחות: בשיעור מורהMohammad מחבר בשיעור, המורה Localizes את התלמידים, לא erfolגת בשיעור, ולא erfolגת בשיעור.

A lesson about the direction and the activities that enable expression, practicing coping with problems in life

עיבוד בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה המחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה מחבר בשיעור, המורה המחבר בשיעור, המורה המחבר בשיעור, המורה המחבר בשיעור, המורה המחבר בשיעור, המורה המחבר בשיעור, המורה המחבר בשיעור, המורה המחבר בשיעור, המורה המחבר בשיעור, המורה המחבר בשיעור, המורה המחבר בשיעור, המורה המחבר בשיעור, המורה המחבר בשיעור, המורה המחבר בשיעור, המורה המחבר בשיעור, המורה המחבר בשיעור, המורה המחבר בשיעור, המורה המחבר בשיעור, המורה המחבר בשיעור, המורה המחבר בשיעור, המורה המחבר בשיעור, המורה המחבר בשיעור, המורה המחבר בשיעור, המורה המחבר בשיעור, המורה המחבר בשיעור, המורה המחבר בשיעור, המורה המחבר בשיעור, המורה המחבר בשיעור, המורה המחבר בשיעור, המורה המחבר בשיעור, המורה המחבר בשיעור, המורה המחבר בשיעור, המורה המחבר בשיעור, המורה המחבר בשיעור, המורה המחבר בשיעור, המורה המחבר בשיעור, המורה המחבר בשיעור, המורה המחבר בשיעור, המורה המחבר בשיעור, м
Anghelita: Shuvo.

Miztala: Mojor.

Mazhara: Oromokh boldil shamahora heli shiit ccl shonf.

Ishitamidush bishuor.

Urbita: Shuvo.

Miztala: Mojor.

Mazhara: Mora heli shiit ccl shonf.

Ishitamidush bishuor.

Loqobito: Shuvo.

Miztala: Mojor.

Mazhara: Mora heli shiit ccl shonf.

Ishitamidush bishuor.

Geenun: Shuvo.

Urbita: Shuvo.

Mazhara: Mora heli shiit ccl shonf.

Ishitamidush bishuor.
והתמודדתי בשיעור קשיים. עזרתי נתרמת התמודד לתקדם. "כיצד-chanה הוא בנורמה, אני ב｀�ו `'בשתב שבעור בלמוד שיטה, ויתר על השאלות ובשיטות עלי מצאתי. בotropic ולשון." - מושג שיש בו `

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ומאתגרים

הפליא אותי שיעור זה.

השיעור מגרה מאד.

3. שיעור מגרה

מאמז זה הכל שקופים ושעשועים.

שיעורי אל מפילים ולא תמגשים
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המשפטים

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פעמיים השיעור
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ומאפשרת.

 لهذه השיעור
שקופים אל קצף
ומובנה.

שוער תרגומי

מתפכחת השיעור
וראה מובנה.

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6. שיעור נורמטיבי כמו שיעור אחר לא יתן לך חווית דעת. לה Yüksek derecosunun, eğlenceli bir dersin, fakat sizinle ilgili bir şey yok.

שלוש פעמים שיעור מוצלח, ומגירה ומוצלח.

7. שיעור מفرح, מגירה ומגירה. שיעור ציב冷链物流 הפוגעת מהנהלת המנהלה והיא בהנהלת מנהלה של המורה במאגר.

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בנוסף, המורה מציעה את התמונות והמודלים של המורה במאגר.

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בכל מקום שאינא שומם ברמת ההכבחב של המורה, אני מ어יש בקשיים ותתתי לזרעי של Ellison שנספניר likelihood של כל מה שמכבש וקולה בידינו. המורה מתבונית על ההכחב נוחותי, אך גם הזרעי נתקלתי בכל מה שמסדרתי בכתיבת השיעורים,:expr照 לא אעשה את המורה את כל ההכחב בנוחותי, וה奥林匹ית של המורה происходит באנגלית. השיעור הוא מורה, למוצר, אך גם אני אעשיהם ומוצר, דיווי. השיעור הוא המורה, אשה של שיעורי בכתיבת השיעורים, ומשמשות את כל ההכחב בנוחותי, במקום שנסדרתי בכתיבת השיעורים,_expr ומשמשות את כל ההכחב בנוחותי, ומוצר, דיווי.
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ומ[jj] Lansing מרגישה שהזמן רץ ולא הספקתי.

יומן 10

תוכן היומן מהמצה חן בעיניך בשיעור הזה, היה מגרה, מצלח, מרתק מהדעתך לבינו שיטת ההוראה, הסבר?

אלו קשיים נתקלתי בהם במהלך השיעורים ו איך התמודדתי?

3 פעמים שיעורים מגרה, מרתק ומצלח. בגלל ספיים אני אוהבת את המקצוע dhe מהליכי מקצוע בסיוער זה הבחירה שלי של למדה. אני מרגישה שישיעורים מגרים ומוצלחים. כלUniformLocation Çalış קבוצות, כל אחד משותף בקבוצה ולוקח חלק בקבוצה.

המורה משתפת כל התלמידים בשיעורים שני שיעורים רצופים (, ובגלל זה מקצוע זה מקצוע התמחות אני רוצה להיות בולטת, מחפשת אתל מがあり מבוקדת על ומ числе, היא מפתיעה אתנו במשהו חדש ב西安市, ושיטת הלימוד חדשה אי אפשר להبقاء בכיתה ולעסוק בשיטה אחר. הקליות משותפת בכל ימי, אך את התלמידים, גם פספסו היא מתנהגות ותחום שלימונים שונות, שית可能です את בלימה, כן גם מתנהלה באת ולשימור, גם מתחלפת באת ולשימור ובמידה שלימונים, משימורים (שלי שימורים תופסים), ובגלל זה מקצוע התמחות אני רוצה להיות בולטת, מחפשת אתל מ thôiתכת באת ולשימור ול퍼קטים עם ונוג הלקחים לולדד ואוני ליתם בין.

Appendix 4 – open questions

שאלות פתוחות שהצייפה לשאלונים

1.ображен, מרצות בדול של אועד ואת המקצועות והחומרОсновי, אי אפשר לсидד בשיטה אחרת של לומדים. גיון שה oran תחומי()
2. כיצד תסייעת לעצמה?
3. עליה לעצמי בשיעורים דפי בעדו,ัง יavadocו של יומן זה.
4. אני גם תמידה בקריאה יומית, עבודה בית חזרות על התכנים שלמדנו באותו יום.
5. אני עוזר לעצמי בעשיית דפי עבודה בכדי שאוכל לבריקה בשיעורים, וב_sequences, אני אף קיוותי של שיטה אחריה.

| המ次会议 הזו | מביע'_בשוב | הזז, המנחה, המועצה, המחאר |}
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Feedback I received from experienced teachers and new teachers

“I look forward to putting the lessons learned from this thesis into practice as the new school year begins and to providing feedback to Hana as the process unfolds between myself and the students – both as individuals and as a group.

The fact that the thesis considers the question of motivation from the perspective of all the key players in an educational system - students and parents plus teachers and principals - makes it an holistic and cutting edge approach to the problem of motivating students in general, which concerns us whether we live in Israel or abroad.’

Sharleen – Native English Teacher

‘One of the obstacles I have always encountered during my work as a high school teacher was the lack of motivation that was clearly noticed among the students in my
class. No matter how I’d try to get them to focus with me, I’d always find a student or more with their faces on the table or eyes gazing at the wall.

After reading the articles that concentrated on the lack of motivation and how teachers can get rid of it when connecting it to a few strategies and taking in consideration a few elements (self-image, motivational climate, etc.) I realized that there was actually a way out of it.

I started making personal conversations with students in order to know what suits them more and the difficulties they might face in my lesson and I also found new styles that I could use in order to improve the atmosphere and the climate in the class. I can’t be more thankful than I am, reading the articles have affected me in so many ways, professionally and personally.’

A highschool teacher

Opinions of practitioners

At one of the meetings during the national counselors' conference that was held at Tel-Aviv University, I met Professor Avi Assor and Dr. Haya Kaplan by chance. I had signed up for two of their workshops and afterwards, they came over and talked to me because they knew I was doing research on motivation to learn, which is their field of expertise. I explained to them when I'm researching and where and how I'm doing the research and who my research participants are. They were very impressed with the knowledge I had about this subject, my personal rationale for choosing the subject and so forth. I received a few comments and clarifications from them to which I referred during the research process because of their vast experience in researching this subject in Arab and Jewish schools. In their opinion, this is the first research in Israel that has been done in high schools, which will no doubt contribute to academicians and professors. Studies have been done in elementary schools and junior high schools, and this study will complete the picture. It’s a comprehensive study that includes the factors that affect and that are affected by the motivation to learn.

Summarising model
Appendix 5  Intervention program

Improved intervention program

Conceptualization of the problem and descriptions of the background

The research site is a high school in an Arab village in northern Israel. The student population is diverse and heterogeneous from the standpoint of achievement and socio-economic background, and homogenous from the standpoint of culture and religion. There are about 450 students in the school who learn in 15 classrooms from the 10th to 12th grade (5 classrooms in each grade level) and there are five study courses. There are 35 teachers in the school and all of them prepare the students for matriculation exams.

The researcher has been the school's counselor for 6 years. Due to the nature of her job, she is close to the students, the come to consult her, she deals with their problems, accompanies them for 3 years toward graduation from high school and preparation for higher education, she is a bridge between them and the teachers, parents and others. She has found students with intermediate and higher cognitive abilities and a lot of potential, most of whom come to school regularly, students with very weak and with very strong achievements, but their motivation to learn is low and weak. The students who have high achievements also lack intrinsic motivation to learn because they are used to high achievements and they study because of the grades and the competitions that derive from this kind of thinking, and they are used to rewards, prizes, and gifts. In other words learning out of interest, challenge, enthusiasm, wanting to develop and acquire knowledge is sorely lacking among the students in most of the scholastic settings (at least in the elementary school, the center for gifted children and the high school where the researcher works).

A review of behaviors and functioning that need attention from the teachers

- The students don't receive encouragement, support and praise and they feel inferior. Transmitting these things to the students will help them progress.
- Emotional, social and scholastic distance between the teacher and the students.
- Instruction methods are used that suit more or less 50% of the students in the classroom. In other words, a uniform method of instruction that doesn't respond to the needs of all of the students in the classroom.
• Frontal instruction methods are used that bore and oppress the students and that are not interesting. They make the student learn just so that he can get a matriculation certificate.

• Knowledge that has been collected from other frameworks serves as the basis for their current behavior, stereotypes and prejudices about the students and this is an obstacle to change and progress, particularly in the weak classes.

• Constant assessment and feedback to the students is not used.

• Teachers try to distance themselves from the student's up-to-date world, like using the new technology in all areas of life, and it's hard for them to accept that these are the students' needs today.

• Teachers lack skills in guiding and teaching groups and techniques for transferring the material in an experimental way.

• There is no support and assistance for the students in their emotional, social, scholastic and future domains, like setting goals, constructing a joint vision, agreements, personal conversations, interpersonal communication, a teacher-student dialog and etc.

• An optimal and autonomic atmosphere that increases the feeling of belonging and that highlights abilities and potential is needed.

• Constant professional training through advanced studies, workshops and support groups is needed.

• It's hard to change the perception of motivation to learn, and it's hard to make the transformation from extrinsic motivation to intrinsic motivation.

• There is a lack of initiating formal and informal activities inside and outside of the school through which the students change the usual routine and develop.

• Functioning out of commitment and responsibility; loving the profession and the school; the teacher's own constant personal and professional reflection and reflection with his students; equal distribution between the students personally, scholastically and socially.

A review of behaviors and functioning that need attention from the students

• They come to school because of extrinsic motivations, their parents' coercion, and the compulsory education law and not because they like the school and have a sense of belonging to the school, in order to acquire knowledge, to develop and to grow.
They don't take advantage of their innate and acquired cognitive potential and strengths for their scholastic development, performing challenging tasks, initiatives, creativity and extraordinary positive things that contribute to them and to society in general.

They feel inferior and they don't believe in their abilities. Their scholastic, social and general self-image is low. Their self-confidence is low because of a lack of acclimation and a lack of understanding their personal needs.

It's hard for them to plan for the future and it's even harder for them to implement plans for the future because they don't follow through on promises they make to themselves and to others, like their parents and their teachers.

They don't learn from their failures.

It's hard for them to extract themselves from labels, stigmas and negative self-esteem because of accumulated failures.

They tend to have more extrinsic motivation based on competition, the need to get high grades, rewards, reinforcements and attaining a respectable social status in indirect ways.

They imitate famous negative figures on the internet, on television and in the general public who haven't succeeded scholastically but who are rich. They don't thoroughly analyze these figures; they only look at the shiny outer shell and not at the process.

It's hard for them to express their own opinion to their parents, and particularly to their teachers.

It's hard for them to plan a timetable that enables them to enjoy a number of areas in an organized and relevant way. Their faulty management of time leads them to managing their lives in an uncontrolled way.

They tend to copy and to rely on other students or to cheat on exams.

They don't set future goals and targets, and it's hard for them to attain goals and to realize dreams and aspirations because they get carried away by students who are "leaders" or because of their poor self-confidence or self-image.

Performing challenging tasks, perseverance and follow-up in various things they have to do like homework and self-learning is hard for them.

It's hard for them to discern learning styles and strategies from which a student can derive benefit and achieve more.

It's hard for them to consolidate self-identity in all terms and domains.
• They don't review the study material consistently and daily and they usually leave it till the end of the semester and the exams.

• They are more materialistic and they seek things that give them a material response (profit) immediately and easily without having to make an effort.

**The intervention program procedure**

The education staff and the counselor's plan for the intervention program will begin from summer vacation before the new school year begins. The teachers should designate milestones of implementation during the year and to come prepared, equipped and aware of all of the intervention's procedures. The implementation and activation of the program in the school will be over the course of the school year which formally starts on September 1, 2010 and ends in June, 2011, and it will be divided into three stages suited to the three school semesters.

**The first stage** will include theoretical instruction through workshops. The first workshop's aim is to guide the education staff. The first session will be a study day in which they will learn about the intervention program, its scope, contents and timetable. They will receive a detailed explanation about the contents of the workshop, the workshops that will be conducted for the students in the control groups in particular and the workshops that will be conducted for the other students in general. The staff members who participate in the intervention program as described above become learners.

**The second stage:** The researcher will use lessons in aptitudes in life in order to teach the contents of the intervention in classrooms, and particularly in the ETGAR and MABAR classrooms in which most of the students have a low self-image, practically no belief in their abilities, and concealed motivation. Many of them have learning disabilities and they have to be taught learning strategies that suit their unique needs. In the teachers' view, they have minimal abilities. During these sessions, the students will go through a learning process during the school year that will bring about a change in these perceptions and attitudes and that will develop intrinsic motivation to learn.

**The third stage** will be a transition of the seven processes of self-image, motivation, motivational atmosphere, learning styles/strategies, the teacher's functioning, the teacher's motivation and academic achievements through developing, nurturing, improving, changing, learning, and internalizing and maintaining norms, values and development.
Assessing the intervention

Shelton and Kimron (2005) reported that evidence of assessment for learning was concluded by a group of researchers from various universities who defined assessment of learning as "a process of looking for and interpreting evidence for the student's and teacher's use so that they can decide where the student is in their learning, in which direction he has to progress and how to get there in the best way" (Assessment Reform Group, 2002a). Three stages in this progress can be assessed through (Birnbaum, 1997):

1. Set targets that the extent of their achievement the individual wants to assess.
2. Set targets, criteria and fixed point according to which the performance will be assessed.
3. Assess the performance and production of constructive feedback that clarifies the strong points and ways to nurture them, and the points that need reinforcing and how to reinforce them.
4. Find out to what extent the students have acquired the knowledge, the aptitudes and the skills that are included in the intervention.
5. Facilitate feedback to the teachers and the students in order to design the instruction according to the students' achievements.
6. Choose and classify for the continuation of the intervention.
7. Feedback from the students and the teachers to the assessment.

Hill and O'Brien (1999) suggest examining the results of the intervention process in three directions: changes in people, for example improvement in the ability to solve problems; changes between people, for example relations between the students and the teachers and between the students themselves; and changes in social functioning, for example improvement in the ability to take responsibility in the community, participating in social activities and involvement in school activities.

Follow-up

Follow-up will be done continually in assessment meetings for every team of participants once a month with the counselor/researcher, in which the findings they have received during the month will be discussed, for example an improvement in self-image, in perceptions about motivation and achievements, and in connections between parents and students and between students and teachers. There will be a discussion of whether or not workshops should be added for other subjects or on the same subject but this time with enrichment or looking at it from a different angle and
constant feedback in order to check of their have been changes in the students' perceptions and attitudes.

**Applied recommendations**

The researcher is a teacher and an educational counselor with ten years of experience. She teaches in a high school, in an elementary school, and in the enrichment center of a comprehensive school for gifted children. Over the years, she has been exposed to a variety of cultures, students, parents, principals and teachers and various levels of academic achievements, but she has discerned the one thing that most of the students have in common: unrealized and unexploited potential that it is not compatible with the achievement level, learning out of extrinsic motivations such as to please others and so forth. According to the present research, we have to be aware of a strong connection between the educational motivational climate and the students' motivation to learn and their academic achievements. The teacher's functioning in the scholastic, social and personal domains make the students like the school and the study subject, and in many instances, they like the teacher and try to imitate him and they adopt his educational approach and attitudes. The teacher's functioning in the classroom and during the lessons is exhibited in his teaching styles and strategies based on transferring the learning contents in a challenging and interesting way, expressing his opinion, variety in teaching methods, maintaining technological equipment that attracts the students' attention and so forth. The researcher experienced the difference in all of the research variables between the experimental group and in the control group. She experienced cooperation between herself and the educational staff at the two schools and particularly in the school in which she works, she experienced planning systemic goals, aspirations and targets and how to realize and actualize them by unifying the education staff and the action through commitment to the school's vision and reinforcing the education and the administrative staff's attitude toward the students that action should be taken out of commitment in order to increase achievements, which is the ultimate goal.

**The target population**

Approximately 450 students in three class levels and about 35 teachers who teach these classes.

**Formation of the staff**
An administrative staff will be formed for the intervention plan, to whom the plan was presented and who authorized it and supported its development, contents and contributions. A social worker who works with teenagers in danger and a social worker who works with teenage girls in distress will also be brought in. Monetary assistance will come from the local council to finance plans for informal activities such as a sport day, outings, presentations, designing a climate and an environment and so forth.

**The intervention's objective**

The intervention's main aim is to address high school students' lack of motivation to learn in order to increase their motivation to learn, to increase teachers' motivation to teach, to increase learning achievements and the percent of students eligible for a matriculation certificate. In order to attain these aims, the intervention will be based on workshops for teachers and students.

**The teachers' workshops will include:**

- Creating a climate based on enthusiasm for teaching, autonomy and deriving lessons from daily experiences.
- Increasing intrinsic motivation in order to bring about achievements out of a motivation to actualize difficult things and to overcome obstacles.
- Changing instruction methods from the command method to the creating method.
- Increasing and multiplying students' experiences of success.
- Respecting students and their personal, scholastic, emotional and social needs.
- Strengthening teachers' responsibility and commitment.
- Increasing the teacher's self-image and strengthening the teacher's personality.
- Changing instruction strategies from frontal instruction to a variety of methods of instruction and group work.
- Creating motivation to learn through challenge, choice, perseverance, direction, focused thinking and enjoyment in the learning processes.
- Private conversations with students and creating a teacher-student dialogue.
- Cooperation between all of the teachers in everything that happens in the classroom.

**The students' workshops will include:**
• Strengthening self-image by increasing the student's belief in himself and in his abilities – he is the one who is responsible for his future.

• Creating an unsatisfied need for: social assessment, belonging, exploring the environment.

• Nurturing and developing emotional motivation.

• Methods of setting goals and ways to realize them. Planning future goals in order to create a challenge in attaining them.

• The importance of the student's social domain and particularly is involvement in informal activities, and allowing him to express his opinion to others, to lead processes, leadership and etc.

• Nurturing and developing things that lead to enjoyment from learning.

• Motivating the need to learn through creating an unsatisfied need which will always strive for more information and progress.

• Publicizing tasks, challenging activities, and participation in national projects.

• Self-assessment, assessing abilities and scholastic personal reflection.

• Ways to avoid problems and stereotypes, acquiring skills for coping with stressful situations and failure.

• Learning from failures, maintaining and improving successes and effective strategies.

**Learning products**

The education staff, the parents, the social environment and the counselor have to give students the feeling that they believe in them and in their abilities, freedom to consolidate learning strategies and to cope with obstacles by themselves, to transmit a message of the quality of the connection and develop and nurture channels of communication between themselves and the students. The education staff has to maintain the "integrity" of a positive role model in the student's environment and to enable the student to express his opinion and feelings and to develop a culture of a constant dialogue so that the teachers will always be the ideal place that the student can come back to for consultation and cooperation. A climate and a climate have to be created that will support the three axes – the scholastic axis, the social axis and the psychological axis – in order to assure the success of the connection.

The students' motivational environment and climate should be suited to spontaneous care. According to Ericson's method (1987), an individual who takes care of himself can arrive at different conclusions than previously. Therefore he
should be in an environment that facilitates spontaneous learning and imitating people who in his eyes are positive role models. This is done by teachers who are responsible for creating a motivational autonomic climate in which the students demonstrate abilities and belonging and in this way, they will acquire different behaviors. The second method that Ericson suggested, which is based on the humanistic theory of intervention through projection and transfer, is a process that brings the individual himself to the process of correcting the crisis, i.e., correction through the creative solution that the individual has acquired for himself.

The research's contribution to the research field

Over the past three years, and especially during the 2009-2010 school year, the research participants and population internalized the added value of the intervention program. The students' and the teachers' educational views, perceptions and attitudes about the importance of improving motivation to learn by attending to the reasons for the students' and teachers' lack of motivation changed for the good. The teachers are in favor of creating a motivational climate that makes the students come to school out of intrinsic motivation, interest, liking, willingness, curiosity, development, socializing and more.

The research contributed to a change in the students' perception of themselves on the levels of their self-image, negative stigma, lack of self-confidence, and low scholastic, social and emotional self-image. A change in their self-image brought about a change in their perception of motivation to learn. Today, the teachers and the students are more aware of the importance of learning out of intrinsic motivation and increasing academic achievements and this has affected the classroom and school climate. It is well known that the prevailing climate in a competitive classroom is unpleasant and therefore a motivational climate based on autonomy, belonging and personal abilities has been created, which is affected by teacher-student relations, student-student relations and teacher-teacher relations.

The intervention program contributed to a change in the teacher's functioning and in the teaching styles/strategies they use to transfer the learning contents. Today, they are more aware of the importance of suit ing their styles of instruction to the students who are heterogeneous from the standpoint of their needs, the important of variation in instruction methods and using illustrative tools and technological equipment relevant to the students' world that attracts them more to the lessons, the contents and the teacher, and the importance of alternative assessment, work tasks, authentic tasks,
and formal and informal activities. These things have brought about an increase in the students' academic achievements and an increase of students eligible for a matriculation certificate to 77.58%, in spite of the fact that the focus group hasn't taken the exams yet and therefore the researcher believes that next year, this percent will be higher.

The school received a certificate of honor from the Department of Education for excellence in the nationwide subjects of geography, chemistry, citizenship in the Arab and Jewish sectors, in addition to a certificate of honor for a 94.2% eligibility of its students in the MABAR study course for a matriculation certificate.