

The Relation between the Socio-Economic Status and the Motivation to Learn of the Pupils in the High Schools in the Triangle Area of Israel

Fedaa Mohammad Kiedan

School of Sociology & Social Work || Babes-Bolyai University || Cluj-Napoca || Romania

Abstract: This research aimed to examine the relationship between the socio-economic status (SES) and Motivation to learn. A quantitative research method was used. A simple random selection method was used where 242 male and female students aged between 15 – 18 years old selected and 110 parents. The study used questionnaires that were distributed to a large number of High school students of the Arab sector in the Triangle area in Israel. Many variables such as income, family status, house (property or rent), economic situation, parental education level, parental involvement alongside many other factors were analysed to assess the SES. The research was based on the Social Capital Theory and the Success Model that showed the relationship between variables.

The statistical analysis conducted was R programming language via R Studio. Further analysis using statistics such as t, F, Cramer v, Pearson correlation were used to measure the relationships between the different variables.

The results have shown that there is a positive relationship between the socio-economic status of Arab families and the student's motivation to learn. The research also indicated that academic achievement is affected by and shows a reciprocal relationship with three variables: well-being, achievement, and socio-economic status.

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

الوضع الاجتماعي الاقتصادي للأسرة العربية في منطقة المثلث في الأراضي المحتلة وعلاقته بدافعية الطلاب في المرحلة الثانوية

فداء محمد قعدان

كلية علم الاجتماع والعمل الاجتماعي || جامعة بايز بولاي || كلوج || رومانيا

المستخلص: هدف البحث إلى دراسة العلاقة بين الوضع الاجتماعي والاقتصادي والدافعية للتعلم. وقد تم استخدام طريقة البحث الكمي. لاختيار عينة البحث، تم استخدام الطريقة عشوائية، حيث تم اختيار 242 طالبًا وطالبة تتراوح أعمارهم بين 15 - 18 عامًا و 110 من أولياء الأمور. لجمع البيانات وزعت استمارات على طلاب المدارس الثانوية من الوسط العربي في منطقة المثلث في الأراضي المحتلة. وتناولت الاستمارات العديد من المتغيرات مثل الدخل، الوضع العائلي، المنزل (ملك خاص أو إيجار)، الوضع الاقتصادي، مستوى تعليم الوالدين، ومشاركة الوالدين، إلى جانب العديد من العوامل الأخرى... اعتمد البحث على نظرية رأس المال الاجتماعي ونموذج النجاح المدرسي الذي أظهر العلاقة بين المتغيرات.

التحليل الإحصائي الذي تم إجراؤه بلغة برمجة R عبر R Studio. تم استخدام مزيد من اختبارات التحليل الإحصائي مثل: t، F، Cramer v، ارتباط بيرسون لقياس العلاقات بين المتغيرات المختلفة.

أشارت النتائج إلى وجود علاقة إيجابية بين الوضع الاجتماعي والاقتصادي للأسرة العربية ودافعية الطالب للتعلم. أشارت النتائج أيضًا إلى أن الدافعية للتعلم تتأثر وتظهر علاقة متبادلة مع ثلاث متغيرات: الرفاهية، والإنجاز، والحالة الاجتماعية والاقتصادية.

Introduction.

This study investigates if the different factors that affect the students' academic achievement depend on the socio-economic situation in which the student lives. There are many economic and social indicators which may impact the students' academic achievement, many of these indicators have been researched and defined widely in the past. These different indicators will be considered and mentioned in order to appreciate how they could impact the students' achievements.

Gobena (2018) studied a group of variables including age, gender, demographic association, race, marital status, socioeconomic status (SES), the education level of the parents, parents' professions, language, level of income and the religious affiliation. Since this time there have been many theories and advancements in the understanding of this topic.

Socioeconomic status (SES) is a criterion of a situation in terms of the material income of the family and the social status compared to others. The mother's and father's education, professions, and family income are all considered when determining the family's socioeconomic position (Gobena, 2018).

Emory, Caughy, Harris, (2008) consider that the students' behavior, social habits and the behavior of friends in the environment surrounding the student, affect their Motivation to learn and achievements. They have claimed that the negative behavior of certain individuals can affect the students' behavior and thus the level of their achievements.

This study investigates if the different factors that affect the students' motivation to learn depend on the socio-economic situation in which the student lives. There are many economic and social indicators which may impact the students' academic achievement, many of these indicators have been researched and defined widely in the past. These different indicators will be considered and mentioned in order to appreciate how they could impact the students' Motivation to learn.

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

Many studies have mentioned and researched a significant difference in the financial situation of the Jewish and Arab populations within Israel. The studies have quantified the differences in the financial situations and state many factors which maybe the cause of this difference.

Some research shows that in general, in 2014, the percentage of increase in the prevalence of poverty was less than in 2013 for families, people and children; the percentage of families living in poverty

increased from 18.6% to 18.8%, and the percentage of people increased slightly from 21.8% to 22.0%, the proportion of children living in poor families increased from 30.8% to 31.0%. Thus, poverty rates in Arab families increased from 51.7% in 2013 to 52.6% in 2014. Although the rise was low the actual incidence of poverty within the Arab population is high (National Insurance Institute, 2016).

The Socio-economic Status:

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

Socio-economic status is one of the most important factors affecting motivation to learn. Poor incomes as well as lack of financial income and educational aids have implications on the child's upbringing. All studies confirm that the rate of school failure has a more meaningful connotation in the inappropriate socio-economic environment (Chen et al., 2018).

Mcleod (2011) found that students from middle-class homes had higher levels of motivation to learn than students from lower-income families over the summer breaks.

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

Motivation:

Motivation in the human theory includes internal and external motivation, where, the internal motivation attracts the need for self-realization, and the external motivation attracts the need for self-esteem. So, it usually requires greater interest in self-realization, for those who have missed satisfying all their psychological needs and give them a lot of a sense of human comfort, compared to those who have had a satisfying need for self-esteem, and of course Maslow's proposed pyramid of psychological needs theory. The needs for security, affection, love and self-realization are arranged in a progressive, dynamic chronological order. So, if the most basic needs are satisfied with a certain degree, then the higher needs appear. In the learning process, the internal motivation is formed because we pay to learn, and the internal motivation is adapted to this pattern, while the external motivation is formed by competition and rewards (Zayed, 2003).

As stated above it is likely the self-esteem and self-confidence is affected by the students upbringing so it cannot be wholly attributed to internal motivations which pre-exist as these motivations are shaped by different attitudes. Hence the educational level, values, beliefs of parents as well as the students environment will impact the student's motivation level.

Motivation to Learn:

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

Srhan (2016) indicated that the motivation to learn is an internal state the learner has, that moves the learners thoughts and motivates him/her to pay attention to the educational situation. This energy in turn motivates the learner to carry out activities and tasks related to him/her, and continue to perform these activities until learning is achieved. This will to achieve learning and success is linked to three variables that determine the student's ability:

1. The drive to achieve success: as the student exerts effort actively and enthusiastically in order to complete the task to achieve success.
2. On the other hand, it is also his/her goal to avoid failure.
3. Probability of success: the probability of a student's success in a particular task depends on the student's will and his/herself assessment of the value and importance of success.
4. The value of the incentive for success: the difficulty of the required tasks increases the enthusiasm and motivation of the student to perform well and achieve success, as the more difficult the task, the stronger the motivation for the student to achieve success.

This shows that the motivation and drive of a student to learn is a key component in their success.

The Importance of Learning Motivation:

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

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

means that can be used to achieve educational goals effectively, and it helps to determine the student's achievement ability.

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

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

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

Academic Achievements in Israel and Their Relationship to Israel's Socioeconomic Situation:

An individual's education is linked to his/her level of income and well-being, so it is important to be aware and knowledgeable of what benefits or hinders an individuals educational attainment in the future ((Amtouch, 2014).

Achievements are the information gained by the student or the abilities acquired as a result of the instructional process. The grades that students receive reflect the environmental and socioeconomic situations in which they live, and they have a direct impact on their performance. The main variables that can affect achievements directly are: home environment, socio-economic status, parental involvement in

school (Amtouch, 2014). Socio-economic background actually sets the road map of achievements. Therefore, it is the determining factor for academic achievement, and we experience it in our daily lives.

There are many topics and factors that relate to academic achievement, including the students family, the school's environment, relationships with colleagues and relationships with the teaching staff. Therefore, the performance of the student's role (SRP) is a term that expresses the student's skill and performance at school. Gender roles, race, and schools efforts, co-curricular activities and deviance are all important influences on SRP and have been shown to effect achievements. These all come under the umbrella of socio-economic conditions.

Hence, in most cases the achievements may reflect the socio-economic status in which the pupil lives. Studies indicated that the achievements of pupils and their school performance are associated with their socio-economic status, and there was a relation between these measures (McKay et al, 2011).

Academic success will lead to economic success later in life for kids. Nonetheless, many pupils' chances of academic achievement were harmed by poverty (Sokolova, 2018).

According to Schreier (2016), the family's structural building, family income, and parents' occupation all have an influence on youngsters' academic ability. As a result, the parents' socioeconomic level has a significant and favorable influence on student success.

Higher socioeconomic class pupils had more parental participation in their education (Eccles & Wigfield, 2002), allowing those students to get the skills, information, behavior, and values that their children required for academic achievement. . Children from two-parent households tended to achieve greater levels of education than children from other minorities whose parents were better educated, had more money, had higher-status employment, and lived in two-parent homes.

The researchers (Eccles & Wigfield, 2002) claimed that academic success levels and the socioeconomic condition of a student's family were more important predictors of academic accomplishment than race. The ability of parents to invest economic, social, and personal capital in their children's education linked to greater academic attainment, according to the findings of a National Educational Longitudinal Study.

Linguistic and cultural studies (intercultural communication) are incorporated into many conceptions in sociology, such as well-being, happiness, personal realization, social capital, professional and sporting success (Sokolova, 2018).

After the study and analysis of the PISA tests, there is a preparation of the work plan for increasing the pupils achievements, and this is done by setting up conferences and forums for educators and employees in this field (Agbariya, 2013). In Israel there are some integrating programs in schools in order to improve pupil's achievements: the following are some examples of the programs, "Welfare of the Individual Program", SHAHAR - Society and Welfare Services Department, OMETZ - Faith in Myself, Ready for Efforts, Expect for Achievements Program EYAL – I Can Succeed program... these programs are

implemented in elementary schools, middle schools and high schools and approved by the Ministry of Education (Heller, 2012).

Social Well-being:

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

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

Student Motivation Learning Strategies:

These strategies have been widely researched and defined by many some of the common strategies and points have been mentioned below.

For the Family: The task of stimulating the motivation to learn does not lie solely on the school, but it is a shared task between both school and home, so it is the duty of the students' parents to work on the following steps:

- Encourage their children to persevere, make effort, enhance their; self-confidence, respect, their ability to avoid criticism and ridicule.
- Try not to stress their children with high expectations from them, and giving them great confidence in their ability to succeed.
- Promote and reward school children's results, avoid comparison, either with the brothers or with other children.
- Parents' interest in their children's learning and following their academic achievement.
- Ensure a comfortable family atmosphere that provides all, facilities for learning.
- Communicate with the educational institution and teachers.

Whenever these factors are present, the students' attitude toward the school would become positive, their psychological and social health would be of a good level. This would improve their ability to be able to overcome most of the academic problems.

For the School:

The teacher is an important educational mediator who interacts with students for the longest hours of their day. Therefore, s/he can make changes and reforms to affect the students' behavior more than anyone else, as there is a set of strategies that the teacher can use to raise and increase the students' motivation towards achieving high results and carry out school assignments.

Teachers in Israel recognize the importance of the influence of parents on their children in motivating education and success in school, and they try to encourage their children to participate in activities. Homework tasks are activities that help parents by giving them an opportunity to interact with their children. This allows them to communicate and collaborate with teachers, and enhance their children's motivation for academic success (Hatab & Kagia, 2011).

As stated above motivation is a key factor which needs to be addressed to improve the academic success of students. We have stated above how the socio economic status can affect the level of time parents may spend with their children as well as the opportunities they may be able to afford for their children. Generally people with more money are able to afford extracurricular activities for their children as well as access the tuition etc.. which may also impact the level of motivation of the students.

The Quantitative Method:

The methodology that was chosen for this research is the quantitative method. The objectives of the study were to evaluate the socio-economic situation, and to what extent it affects student's motivation to learn.

Data for the quantitative part of the research was collected through questionnaires which were distributed to students and parents in high schools in the Triangle Area of Israel.

Data Analysis:

The statistical analysis is conducted using R programming language via R Studio. R is a powerful programming language for statistical computing and graphics generation. We chose this program in believe that its powerful advantages are flexibility and extensibility. After collecting data from parents and students, it is entered into the program and examining the required relationships.

An analysis will be viewed for the relationships between all the variables including statistics such as t, F, Cramer v, Pearson correlation etc. Descriptive research should not only be limited to factual collection, but also to classify data and facts and analyze them precisely in order to make generalizations about the investigated situation (Hassan, 1976).

Data was collected, analyzed and interpreted statistically in scientific and logical explanation. Information that the researcher dealt with are obtained through the questionnaire in a simple statistical form, represented by statistical tables, which include the number of occurrences and percentages.

Findings

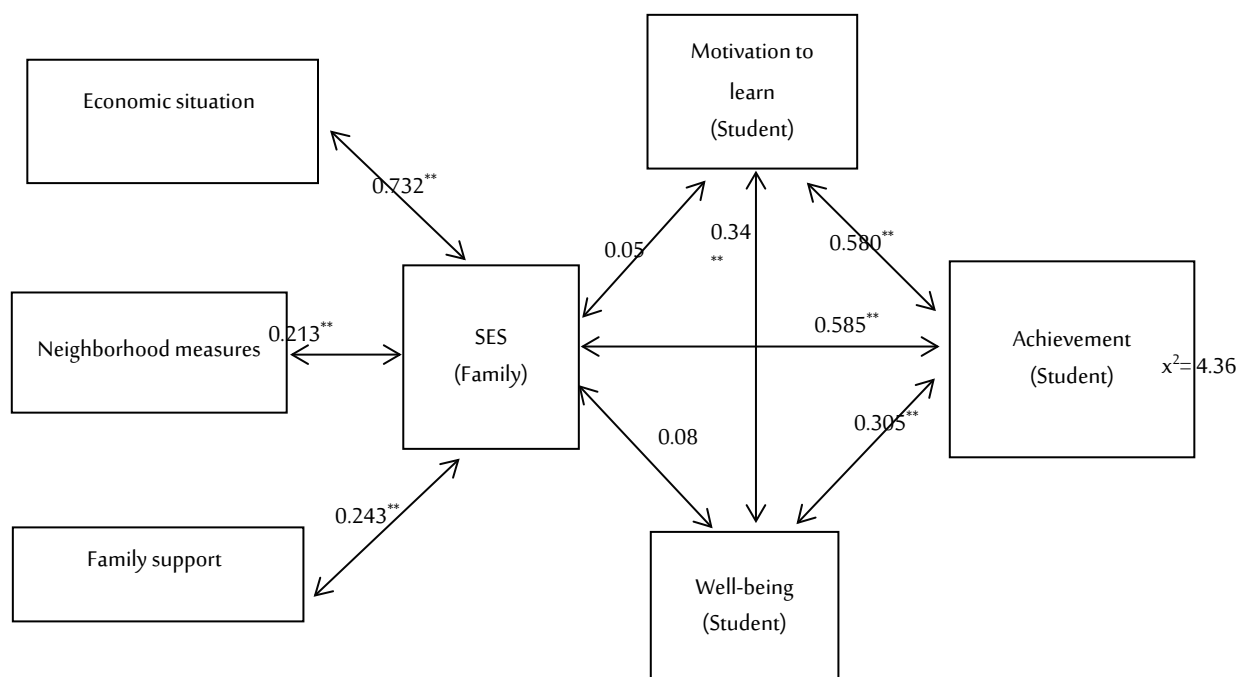


Figure (1) The relation between the family socio-economic status and student achievements.

** $p < 0.01$

The model presents the connections and interactions between the components of success. The model comprises a basis (social capital) and four consecutive layers (SES, motivation, well-being and achievement). There is assumed that these elements are in a causal relationship: positive social capital conditions help the individual to achieve their goals (material, professional, personal). The acquired result leads to improve well-being, which produces achievement. There is considered that interactions between the components of success may exist. For example, well-being can influence achievement. Additionally, all components can influence each other in an interchangeable way.

As shown in Figure 1, neighborhood measures found to have an indirect effect on school engagement through its relationship with Socioeconomic status ($= .213$).

Socioeconomic status was then directly related to school Achievement ($= .585$), youth who reported greater frequency of supportive parental behaviors (e.g., parent often giving encouragement) also tended to be more positively engaged in school.

Youth who perceived greater safety in their neighborhoods were more likely to perceive more positive attitudes and also to report greater frequency of supportive parental behaviors. Well-being ($= .305$) and Motivation ($= .580$) were then directly related to school achievement.

Different backgrounds of students can have a significant impact on outcomes and levels of variation in different regions (Willms & Kerckhoff, 1995). In Israel, various studies are being conducted by various organizations, from international organizations such as the Organisation for Economic Co-operation and Development (OECD), and the International Association for the Evaluation of Educational Achievement (IEA) to various national organizations such as the Ministry of Education, the Central Bureau of Statistics (CBS), academic bodies and others (Ben-Arieh et al., 2009).

To examine the hypotheses, the Spearman correlations were calculated for the research variables (see Table 1).

Results of the analysis showed that statistically significant positive correlation between Economic situation and Motivation to learn ($r_s = 0.19, p < 0.05$).

Table (1) Correlations of the Study Variables

	Grade average	Economic situation	Motivation to learn	Well-being	Social Support
Grade average					
Economic situation	0.19*				
Motivation to learn	0.58**	0.01			
students' Well-being	0.30**	0.60**	0.34**		
Social Support	0.24**	0.35**	0.61**	0.57**	

** $p < 0.01$, * $p < 0.05$

Table (2) means, standard deviation and differences between student gender in grade average, social support, economic situation, motivation, and students' Well-being:

	Male		female		difference t
	M	S.D.	M	S.D.	
grade average	2.957	1.218	3.2531	1.0186	-1.985*
Social Support	3.7438	0.64	3.7784	0.666	-0.383
economic situation	3.1635	0.645	3.55274	0.9456	-3.309**
Motivation to learn	3.439	0.8374	3.745	0.8712	-2.593*
students' Well-being	3.5496	0.767	3.6658	0.7279	-1.1429

Note: * $P < 0.05$, ** $P < 0.01$, *** $P < 0.001$.

From table 2, the grade level for female students (3.25 ± 1.018) significantly differs from male students (2.65 ± 1.21), $t(181.69) = -1.985, P < 0.05$. economic situation for female students (3.55 ± 0.94) significantly differs from male students (3.16 ± 0.64), $t(114.35) = -3.309, P < 0.01$. Friends support for female students (3.715 ± 0.77) significantly differs from male student (3.17 ± 0.108), $t(206.9) = -4.46, P < 0.001$. Learning motivation for female students (3.74 ± 0.87) significantly differs from male student

(3.43±0.83), $t(149.1) = -2.59$, $P < 0.05$. RS for female students (3.42±0.82) significantly differs from male student (3±0.98), $t(181.2) = 3.511$, $P < 0.001$. Therefore, females have a higher grade level, economic situation, friends support, learning motivation.

Discussion.

The current study deals with the socio-economic background of students and their relationship with their motivation to learn, whereby the results that we obtained after analyzing the forms that were distributed to students as well as to the parents are discussed in this chapter.

According to (Radia, 2016) the level of the local community and the family in which the individual lives have a direct impact on the student's motivation to learn and educational achievements, as students' affiliation with a particular socio-economic situation affects their performance in school achievement and behavior, in addition to the relationship with their peers. The prevailing social and economic conditions in society have an important role in influencing motivation to learn and school success among children (Radia, 2016). Parents' participation in the school and their cooperation with the administration and teachers help to build a good relationship between the two parties, thus enhancing the student's supportive environment whether at home or at school, which would positively impact his performance at school as well as his motivation to learn (Grenfell & James, 1998).

The main aim of the research was to examine the relationship between the student's socio-economic status and its impact on his/her motivation to learn.

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

The results of the current study indicated that there is a positive relationship between the student's socio-economic status and motivation to learn ($P < 0.001$), as the student's relationship with the parents positively affects his/her motivation to learn from the parents' point of view. Also, the students indicated the positive impact of good relationship between the student's parents and the surrounding environment of the student ($r_s = 0.23$, $P < 0.001$), among neighbors and friends, on the student's academic performance and academic achievement ($r_s = 0.4$, $P < 0.001$). Although this was a low value indicating a weak positive relationship it nevertheless shows there is a link present.

A study of Knapper (2017) among high school students in Turkey found a clear positive relationship between emotion, motivation, and academic achievement. It was found that motivated students have the ability to maintain a positive attitude in dealing with learning problems and it exhibits higher levels of intrinsic motivation. Because motivation is positively related to school love, class

attendance, homework preparation, self-ability, perseverance, orientation toward expertise, and negatively to exam anxiety and to avoid failure.

The findings of the current study indicate clearly a correlation between motivation and student achievement ($r_s= 0.6, p <0.001$), as students experience school as a pleasant and safe environment, they achieve better academic achievements and their sense of success increases.

Bernard et al., (2008) presented in their research a plan for a supportive environment to the child's well-being since childhood, compared to other normal environment, and they concluded that the child's social environment has a great role in influencing his/her well-being and psychological health (having positive feelings more than negative feelings). Thus, these results support that the social environment in support of the student since childhood is the basis for well-being and good academic performance.

These studies support the results obtained in this study as there is a positive relationship between the socio-economic situation and the student's well-being ($r_s=0.4, P<0. 001$), as the student's standard of living and the student's social relationships at home and school affect his/her psyche and well-being ($r_s=0.68, P<0. 001$). When the socio-economic situation is good, the student's psyche and well-being are good, so the researcher has to take care of the student's environment from the base to get a stable student psychologically and socially.

Student parents must appreciate their children, establish strong connections, and support their children in order for them to achieve great educational and academic achievements. As a result, the student will be able to collaborate with others and invest more educationally.

Several variables were investigated in this study, as well as their influence on a student's academic progress. Future study should look at the role of the student's connection with the instructor and the administration, as well as their impact on academic progress.

The following are proposals for building a social capital market in Israel, which, if implemented, will result in more social domain sources, improved use of current sources, and development of social organizations:

1. Incorporating public funding into economically viable socially meaningful projects: One of the most appropriate sources of long-term social investment is public monies invested in pension funds and provident funds. The public's savings come from the social advantages of such expenditures, which are intended to address issues that inhibit the company's cohesiveness. Because they are peers in their retirement years, the funds must provide a stable return that is acceptable in the capital market. One approach to achieve this is to provide a government "safety net" for investors, which assures a specified rate of return on investment, similar to programs to promote high-tech investments or transportation infrastructure. Coping with social difficulties may also be a source of economic progress.

2. Increasing and refining the sources of capital directed to social domains: Social investment funds will be able to increase and refine the sources of capital directed to social domains, but in order to do so, the tax regime must be changed to recognize investment in the fund as a contribution, with all the benefits that entails. Economic incentives and inventive taxation should be established to incorporate business sector funds into these funds, which will serve as an incentive for capital investment in the same way that they have in other sectors.
3. Encourage social-business startups by doing the following: Social-business businesses are new to the Israeli landscape, and rules have yet to recognize their unique position as organizations with a social objective but a desire to earn. To attract investors seeking a financial return on their investment, the Companies Law must be revised to create a new form of company: a corporation that operates for a social purpose and returns a part of its income to its shareholders. Existing social companies should be permitted to expand their economic operations, particularly in developing sources of revenue that employ disadvantaged people. Today's tax system does not consider non-profit company activity to be a legitimate source of income, and thus applies an income ceiling or a profit-sharing tax.

The idea that the government has a primary and exclusive role in driving a change in the present approach to financing social problems in Israel and the demands of social organizations is the common denominator of these proposals, and the basis for their success. A government committed to the development of a developed well-being state must not only strive to increase public budgets, but also act in innovative and creative ways to attract new businesses and engage all stakeholders in the economic and social arena, with the goal of increasing and optimizing the resources needed to address social issues.

The tools, expertise, and experience gathered are now available in several places across the world, including Israel. However, new economic thinking by government and policymakers is required for the execution of this notion, which recognizes the need of delivering both economic and social benefits to human wellbeing. Innovative social economic strategies must combine inventiveness with the ability to harness new forces and economic sources for the greater good of society.

Conclusion:

This study found a socioeconomic gradient in high school graduation rates among pupils.

A portion of the socioeconomic variations in motivation to learn among High School students was explained by social relationships with family and friends.

Poor social ties with instructors and students, on the other hand, account for a significant portion of the socioeconomic gap in secondary education motivation. The findings suggest that encouraging positive social relationships with classmates and teachers may benefit all students and may help to reduce

the risk of adolescents from low-income families not receiving a secondary education, which could be a precursor to a series of life events that eventually lead to social and health inequity.

The country's socioeconomic status, as well as its degree of well-being and services, have an impact on the population's socioeconomic status. As the ruling authority, it has a significant impact on the country's standard of life and poverty.

On the other side, the student's socioeconomic status has a significant impact on not just his or her academic performance, but also on his or her well-being, standard of living, and motivation to learn.

There is also a link between student well-being and motivation, which has a two-way influence on his or her attendance at school.

It's worth noting that the majority of families in Israel's Triangle Area are in the first rung of the socioeconomic ladder (low).

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