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The Impact of the Integration of Nonformal Education in Formal Education on the Self-Esteem, the Social Engagement, and the Motivation for Learning among Arab Students at Higher Education Institutions in Israel.

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Abstract

In the modern age that we live in with all the vast technological development and the changes in the people life style, the regular formal education is not enough to answer the needs of the new generation. Therefore, we can find the answer in the integration of the non-formal education within the formal education (Allaste, et. Al, 2021). In order to examine the impact of this integration, the researcher decided to ask the "experts", and in this case the Arab students in the higher education institutions, who are learning for the bachelor degree. These students who are now the adult of today, were the children and the teenager of the past, they have experienced the involvement in the non-formal education activities, and now they are aware enough of the consequences and the impact of these activities on them. Therefore, the research question is "The impact of the integration of nonformal education in formal education on the self-esteem, the social engagement, and the motivation for learning among Arab students at higher education institutions in Israel." In order to answer this question, the researcher has chosen to use the quantitative method, she has distributed a questionnaire for 400 Arab students in the high education institution in Israel. The main conclusion that can be implemented, is that a suitable program for the integration of non-formal education within the formal education special for the Arab sector is very important in order to help Arab students benefit from the non-formal education, the effect of this program will go far beyond the education system, and play a key role in developing civic society, promoting development and democracy, and strengthening the nation building process.

Keywords: Integration of Nonformal Education, Formal Education, Self-Esteem, Social Engagement, Motivation for Learning, Arab Students at Higher Education Institutions in Israel.

1. Introduction

Formal education includes education that involves the instructor, the institution, or the students. Pupils in this education have expected to participate in class activities and involve the participation of the instructor (Debarliev & Janeska-Iliev, 2022). Education in this system results in the achievement of degrees and diplomas. Therefore, non-formal learning is flexible in the sense of the curriculum and proper methodology and it is not intentional and organised like formal education. Hence, formal learning enhances the practical side of information while non-formal learning involves the learning of skills and the growth of working attitude (Fakhruddin, 2019). Moreover, there is a significant

correlation between these forms of education and it has a major impact on the academic achievement of students.

By offering content and various formats formal education enhances to improve student interaction and engagement and has a positive influence on the student's participation in the classroom (Gross & Rutland, 2017). Non-formal education involves experiential learning, gamification, and social learning. It gives learners the freedom to interact with the formal learning content and course. Formal education comprises learning in a classroom environment while non-formal education refers to structured processes to improve the skills and the competencies which support the learning objective and outcomes (Ionescu, 2020).

The conversation amongst the educators of the modern era across the globe emphasises the strategies integrated from personal growth into the core academic curriculum due to the student's socio-cultural diversity. Leaders of education are integrating and reviewing learning initiatives into their instructional programs that emphasise social and learning social and emotional skills, creating characters and building connections with the students. Social education attains the balance of practical teaching and theoretical content ideas (Aronin & Yelenevskaya, 2022). It has been observed by Diamond & Kislev (2022) that the award-winning resources comprise the strategies for using materials and methods in the classroom, reviews on educational media, data on modern instructional technology, research study, and designing lesson plans that can be employed in numerous disciplines.

The other function of social education is where integration performs a key role in learning and development. Communicating with others has been demonstrated to be quite influential in supporting the learner to systematise their opinion, vision, ideas, understanding and identification of gaps in their reasoning. Formal education is implemented in highly expensive and visible high schools whose major purpose is education. Whereas, non-formal education is used in a variety of places which are not specific to education and facilities that are employed as low cost and minimalism (Weisberger, Grinshtain & Blau, 2021).

The current study will investigate the integration of nonformal education in formal education on the self-esteem, the social engagement, and the motivation for learning among Arab students at higher education institutions in Israel. The younger generation in society is the one who is most impacted by new learning concepts. Learning was primarily restricted to childhood and adolescence until quite recently in the human life cycle. Because employment and professional needs as well as labor market demands change quickly and with largely unknown results, learning now tends to span a longer time of life. Non-formal education has generally been an expression of the desire to offer education to children and youth and to support learning through different delivery methods. Students become inwardly motivated and self-directed through non-formal education. It enriches educational experiences by bringing information and life experiences. It is relevance- and goal-oriented. Non-formal students are seen by constructivists as active contributors to the creation of their own knowledge. Knowledge cannot be transferred from one person to another in a static way. Through their interpersonal connections, students learn. Therefore, the subject of non-formal education and its integration in the formal education is very important issue that can contribute to the whole society, in this study the researcher stives to emphasize the importance of the integration of non-formal education activities within the formal education, and raise the voice of the students in the higher education, who ere pupils ant school and have experience the participation in the non-formal education activities and how it impacted their lives.

1.1 Statement of the problem.

In Israel, non-formal education is organized and execute by different organizations, but social organizations but the Ministry of Education holds the main responsibility for social education activities to occur. In recent years several studies were conducted in Israel about the effects of non-formal education on positions of pupils and teachers on achievements and social changes among pupils. These studies characterized social education inside school and also in outdoor activities. Therefore, the main problem which current study aims to address is the lack of appropriate options in the non-formal education in the Arab sector. Therefore, many youth having problems to adjust to the

formal education in a way that harms their probabilities in finishing high school and even induce their chances to be involved in dangerous activities such as crime.

This research proposed to state that there is a significant correlation between formal and formal education in the Arab sector in Israel. Formal education involves learning in the classroom or online environment with other members while non-formal education involves learning which is voluntary and planned programs outside the classroom. Non-formal learning or the social learning environment has a major impact on the learner traces and the academic achievement of the students (Richards, 2018). Hence, non-formal learning enhances the scientific reasoning abilities of the students through more exploration and identification of the phenomenon. Moreover, formal learning is structured learning that provides the planned framework of learning through the classroom or online learning. The present study discussed the link between non-formal education and formal education and the impact of social or non-formal education on formal education in the Arab sector in Israel.

Furthermore, this research aimed to explore the explored the correlation between non-formal and formal education and to find the effect of formal or social education on formal education in the Arab sector in Israel. This study discovered the connection between these forms of education and explored the impact of formal or social education on formal education in the Arab sector in Israel. As there is less research in this domain, therefore, this research study provided insight and helps to enhance the learning of students. This research also enhanced the information about the link between formal and social education (non-formal education) and explored the influence of formal or social education on the formal education g in the Arab sector in Israel. This current study's aim and objectives also analysed the topic more in-depth.

1.2 Significance of the study

As a person who comes from the core of education and as a worker in education for so many years at various schools, I have chosen this study to map the processes of social education in high schools in Arab society in Israel and examine the relationships between these processes and the changing educational and personal data of pupils and teachers, hoping to apply significant changes to help eliminate many of the growing and

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recurring problems that turn to be a phenomenon among the youth, which most of us consider this phenomenon of deterioration among the youth as a phenomenon which reached to an epidemic proportions, what is requiring an immediate eradication and relief. Nevertheless, I am intended to map the processes of social education in Arab high schools in Israel and to examine the associations between these processes and educational and personal variables of pupils and teachers. Believing in "Be the change you want to see in the world" as the famous message of Mahatma Gandhi. Looking around us it is not hard to notice pictures that we do not like, see injustice, wish some things were different about the society we live in. Gandhi tells us to go beyond only dreaming about a better world, to take actions to make dreams come true! Of course, trying to bring any social change is a huge challenge, especially if you are a young person. It seems you have too little power, too little influence on the reality. But if one starts with an initiative, there is a slight chance that more will follow.

Non formal education offers a way to turn this slight chance into certainty. On formal education makes it possible for young people to take initiative and involve others in making small steps towards a better world. It is based on values and ideals, which should be at the core of any change for better. It deals with personal, voluntary involvement, and so the people are driven by their motivation and beliefs- they are committed (Brown, et al., 2020). With such a mixture anything might be possible! What makes the role of non-formal education even stronger is the support given to it by different institutions with social missions. Having policies, programs and funds based on (the use of) non-formal education, these organization recognize it as a relevant and important factor in bringing a social change. They believe it works. Why should bureaucrats from international organizations or youth activists involved at the grass root level trust that non-formal education is a good way to combat the problems of today's societies?

Maybe because it approaches people differently, gets deeper inside them, because it gives hope for success in situations where other methods fail. On the personal level, the uniqueness of the non-formal approach comes from the fact that it touches upon emotions and attitudes, where formal education does not usually reach. It is complementary to

school and higher education – develops different competences. The learning process of non-formal education goes to a deeper level of personality. This is where a youth leader needs to get in order to develop understanding for social problems and capacity to deal with them. Secondly, non-formal approach is essential to carry through any change that has to do with peoples' behaviors and their interactions.

Especially when it is about the most important values, like freedom, human rights, democracy, peace, respect, diversity or gender equality. There are still too many examples of these values being ignored, threatened and violated, thus resulting in serious problems in the society. It is difficult to simply solve such issues; they are too deep, too sensitive and too complicated. Where politicians fail to find solutions, where formal approach gives poor results, there non formal education can be applied. In non-formal setting groups is a basic unit, and so it shows that we are not on our own, that we depend on others as other people depend on us.

This way of thinking helps to create the feeling of ownership and responsibility for the environment and people around. Certainly there are methods and tools, other than education, which also help to deal with problems in the society. However the above mentioned specificities of non-formal approach make it particularly suitable to address them. There are several fields where non-formal methods have been proved to bring results and have been successfully applied, both by youth organizations and big institutions: social inclusion, conflict resolution, capacity building, active citizenship, sustainable development.

Achieving these goals will assist pupils to formulate a value system, touchiness to the society and its needs, encourage initiative and volunteering activities and conducts. This contribution is especially important for high school pupils who really need and require an alternative and special training and instructions for what they do have at their schools, such complexes of informal education and non-formal education oblige social settings and milieu, such as youth groups, community centers, volunteering, councils and so on, that are different from the schools- where often the problem is rooted.

In addition, better mapping of the non-formal education systems in the Arab sector will assist schools for building robust strategies. Sometimes for this type of

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teenagers, the formal education system is not suitable and they need different kind of approach in order to fulfill their psychological and educational needs. Previous studies showed that dropping out is not simply a result of academic failure, but rather often results from both social and academic problems in school (Chapman, Laird & Kewal Ramani, 2011). Second, these problems often appear early in pupils' school careers, suggesting the need for early intervention (Fall & Roberts, 2012). Third, these problems are influenced by a lack of support and resources in families, schools, and communities (Suh & Suh, 2011). These findings suggest that in order to reduce dropout rates schools should take comprehensive approaches both to help at-risk pupils address the social and academic problems that they face in their lives and to improve the at-risk settings that contribute to these problems. These solutions have prominent importance in the Arab sector that is at risk for high rates of dropouts.

This research is also important in such a way as to provide an understanding of the association between formal and non-formal education and to discover the effect of non-formal or social education on formal education in the Arab sector in Israel. Non-formal learning and formal learning enhance the outcomes of students by achieving goals (Norqvist & Leffler, 2017). The learning environment provides the students to establish goals, gain knowledge and enhance capacities and skills. Non-formal learning does not replace formal education but provides an additional response to formal learning and improves academic performance. The results will also add information to the existing knowledge in this field. The schools will gain the knowledge to improve the learning standards of the students. The present study will find to discover the impact of non-formal or social education on formal education in the Arab sector in Israel.

2. Materials and Methods

According to Hameed (2020), quantitative data is essential in collecting empirical evidence which is key to analyzing statistical trends occurring within the research phenomenon (Dullas, 2020). As applies to this study, the use of quantitative research is deemed suitable in collecting suitable data to understand main trends concerning the study issue.

Thus, the use of quantitative research methods presents various strengths in examining and understanding the underlying research phenomenon (Khudayberdievich, et al., 2020). Moreover, quantitative studies are central when a researcher intends to access objective and "hard data" (in terms of statistics, numbers, graphs) evidence from study participants, especially when assessing matters that affect individuals or groups in society. The quantitative research method also empowers the researcher to examine the correlation between the independent and dependent variables in a study (Yin, 2015).

This research is largely empirical. The source of the research questions emerged from my work experiences in informal education. This research is best described as quantitative as its main purpose is to examine the impact of the integration of nonformal education in formal education on the self-esteem, the social engagement, and the motivation for learning among Arab students at higher education institutions in Israel.

I choose a quantitative method, which is appropriate to the subject of this study because it is based on assumptions that are based on theoretical literature and determine its contents. Quantitative research provides the researcher an opportunity to solidify or validate the questions and hypotheses he is investigating, as well as tools for generalization of the findings.

There are several features that made me choose this opinion:

1. The possibility to use an unlimited sample
2. Having full control during the study
3. Research Tools uniform (the same questions to all participants)
4. Numerical information
5. Clear rules for viewing and reporting of findings
6. Relationships can be drawn between the variables tested in the study
7. Description Distribution of the examined phenomenon as it occurs in the natural environment

3. Results:

Hypothesis :Positive consequences of the integration of non-formal education within formal education will be found on the self-esteem, the social engagement, and the motivation for learning among Arab students at higher education institutions in Israel

the following table shows the effects of participating in formal and non-formal activities on the self-esteem, the social engagement, and the motivation for learning among Arab students at higher education institutions. In order to test the relationship between these aspects, repeated measures ANOVA was conducted, as shown in the following table.

Table 1:Comparison between effects of participation in formal and non-formal activities

	Mean	SD
Social engagement	2.78	0.64
Self-esteem	2.66	0.57
Motivation for learning	2.58	0.67

Analysis showed significant difference between these factors (F (2,296) =7.66, p<.01). Especially, participating in formal and non-formal activities contributed the most to psychological aspects of the self, then to educational aspects and finally to belonging aspects.

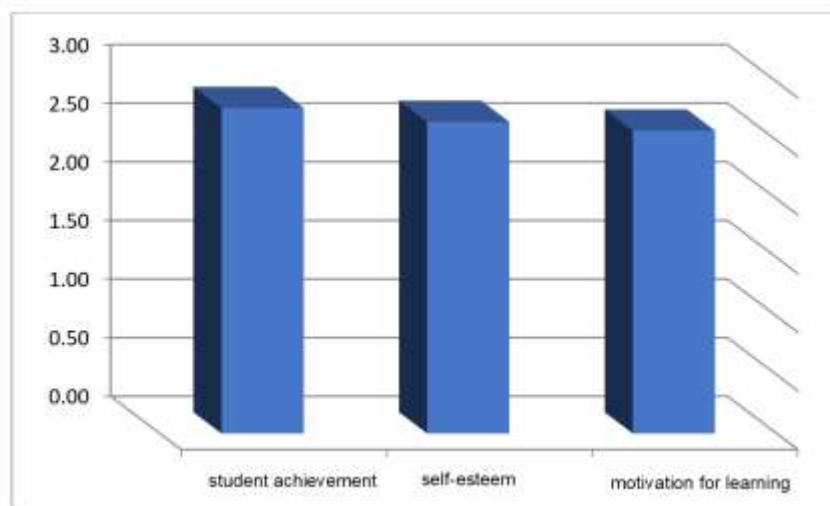*Figure 1:Comparison between psychological, educational and belonging effects*

Table 2:Associations between self-esteem, psychological, educational and belonging effects

	1	2	3
involvement in NF activities			
Social engagement	.464**		
Self-esteem	.586**	.540**	
Motivation for learning	.152*	.020	.019

*p<.05, **p<.01

As seen in this table, a positive correlation was found between involvement in NF activities and social engagement (r=.464, p<.01), meaning the more the student is involved in non-formal education activities, the more they are social engaged and the more they feel belong to the community.

In addition, a positive correlation was found between involvement in NF activities and Self-esteem (r=.586, p<.01), meaning the more the student is involved in non-formal education activities, the more they feel with strong self-esteem.

Moreover, a positive correlation was found between involvement in NF activities and Motivation for learning (r=.152, p<.05), meaning the more the student is involved in non-formal education activities, the more perform better in school and have higher motivation for learning.

4. Discussion:

Informal and non-formal education is a pedagogic worldview that has developed at the community over the past century that pupils participate in during their spare time in a volunteering way. At the heart of this concept lays the assumption, that educational and social goals could be achieved by elusive principles, contents, and methods that are not corresponding to formal educational systems. Therefore, the informal and non-formal include social and cultural effects that hold the context of the school and have affected the building of the student's identity through hidden processes (Ahmad, et al., 2022). Informal and non-formal education includes several kinds of outdoor and indoor activities, and by that, it provides unique patterns of education for pupils of all ages in order to achieve certain social and educational goals. This pattern is characterized by a

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special education system that stresses harmony with participants and ways of activities that correspond to its goals. The common denominator of a different definition for informal and non-formal education is emphasizing educational hidden processes that occur in a social context and social interactions that hold short-term and long-term effects (Brown, et al., 2020).

The aim of this study was to examine the impact of the integration of the in formal education on the self-esteem, the social engagement, and the motivation for learning among Arab students at higher education institutions in Israel. Therefore the main research question was " What is the impact of the integration of nonformal education into formal education on self-esteem, social engagement, and motivation for learning among Arab students at higher education institutions in Israel?"

During the practical part, I gathered data through questionnaires and tested several hypotheses. The first hypothesis argued that among pupils, positive positions towards non-formal education activities will be found. According to the results, the students have indicated positive attitudes regarding the non-formal activities. Moreover, Analysis showed that most of the pupils have participate in non-formal education, and most of these activities occur inside school. However, according to the results we can see that there is a lack of continuity as most of the most of the participation was during the elementary school sand less in the junior high and high school. The second interesting result is that most of the activities were within the school day and inside the school, which harm the independence of the non-formal education system. These findings suggest that non-formal education in the Arab sector in Israel is not developed enough and does not get the appropriate proportions of participation, as it should be. A possible explanation for this finding is that the awareness of people (teenagers, parents and educational staff) in the Arab sector for non-formal education is relatively low and more weight is given to the formal channels of education (Al-Haj, 2012).

The second hypothesis indicated, a significantly high level of integration of non-formal education within formal education will be found, analyzing the results in this hypotheses showed that pupils have participated in every activity of the no-formal education system, this hypothesis was also supported by the finding showed in first hypotheses where most of the non-formal activities was conducted within the school day

and inside the school building this shows a high level of integration between the non-formal education and the formal education. This result can be explained in that the Israeli Ministry of education is responsible of both formal and non-formal education, and the Ministry working according to the assumption that the educational process cannot be conducted only within the formal setting (Reichel, 2009). Another explanation for this result in the Arab sector is the difficult circumstances that this sector suffer from such as the shortage in the classrooms which considered to be a problem that most of the school in the Arab sector suffer from and which makes the schools more crowded and using spaces which were supposed to be for educational purposes be used as classrooms. Therefore, there is no sufficient place to conduct almost any non-formal education outside the school building (Blikof, 2014).

Another interesting finding within this hypothesis was the most favorable activity among pupils was the pupil council. This result corresponds to the results of previous studies that most pupils and teachers have positive attitudes towards pupils' council. They usually combined with other ways of facilitating pupils' involvement in decision-making. Moreover, pupils' council has become the most popular formal mechanism for the pupils' participation in school-wide decision-making. It is even usually referred to as 'pupil voice'. Through pupils' council, pupils play an active role in their education and schooling as a result of schools becoming more attentive and responsive, in sustained and routine ways, to pupils' views (Hargreaves,2004).

While the most favorable activity among teachers was the "New Horizon". According to the Israeli Ministry of Education, pupils are not involved in the implementation of the reform, despite the fact that one of the main goals of the reform is to promote the pupil's situation and provide equal opportunities for all, but unlike teacher the pupils don't get any explanation or guidance on the reform (Israeli National Authority for Measurement and Evaluation in Education, 2010).

The third hypothesis indicated that, Nemours meeting points will be found between non-formal and formal education. Analyzing the findings showed that there are many meeting points between the social education and the formal education. The most important points are fulfilling pupils' needs, reducing behavior problems among pupils and preparing the participants to the future. These results correspond with the results of

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many different previous studies which have shown that there is a complex relation between formal and non-formal education, on one hand there are a lot of differences between the two system but on the other hand the two system work together in order to fulfill the pupils' needs (Livingstone, 2001; Eraut, 2004; Boulton-Lewis, et al. 2000). The fourth hypothesis claimed that, a significant impact of the social, familiar, and economic factors in the Arab sector on students' participation in non-formal education activities will be found, Analyzing the finding showed that the different factor of the Arab society influenced that students' participation in the no-formal education. The factors can be divided into three main categories, familiar, economic and social. Moreover, the most important factor according to the pupils was the understanding of parents, According to Hopper (2006), the parents' perception of the non-formal activities has a significant influence on the pupils' participation in them (Hopper, 2006).

Finally, the fifth hypothesis indicated that, positive consequences of the integration of non-formal education within formal education will be found on the self-esteem, the social engagement, and the motivation for learning among Arab students at higher education institutions in Israel. Analysis of this hypothesis showed that the more psychological benefits pupils get from participation non-formal activities, the more they perform better in school and have higher motivation for learning. In addition, the more psychological benefits pupils get from participation in formal and non-formal activities, the more they feel belong to community. It was also found that the more psychological benefits pupils get from participation in formal and non-formal activities, the more they feel with strong self-esteem. All combined, it seems that participating in non-formal education has a vast psychological positive impact on teenagers, and especially in empower them. Youth empowerment involves a collective, democratic, and prosocial process of engagement through which young people participate in program decision-making (Jennings, el al. 2006) . Informed by ecological and social learning theories (Bandura,1977), youth empowerment assumes that adolescents' agency is shaped, in part, through social exchanges beyond the family that reward or sanction young people's behavior. As such, youth empowerment programs aim to facilitate social settings and interactions between youths and adults that encourage young people's contributions. Researchers have produced several models to differentiate levels of youth participation

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according to degrees of shared control between youths and adults in programs (Shier, 2001). *Wong, Zimmerman, and Parker's (2010)* Typology of Youth Participation and Empowerment features the role of supportive adults most prominently given evidence for the important contributions of non-familial adults to positive youth development. Empowerment theory is strength-based and concerned predominately with development of people's social and emotional assets rather than fixing perceived weaknesses (Wong, Zimmerman, and Parker, 2010). Enhancement of self-efficacy is a particularly prominent objective for youth empowerment programs. By engaging young people as valued contributors, empowering programs aim to improve young people's beliefs in their own abilities to achieve tasks and overcome obstacles (Wong, Zimmerman, and Parker, 2010) . Higher perceptions of self-efficacy have been shown to predict higher work performance and lower levels of mental health and behavioral problems among young people (Taylor, 2000). Therefore, it seems that using non-formal educational programs might strength the abilities of teenagers to function in society.

5. Conclusion

In this research, I aimed to study the integration between non-formal education and formal education in the Arab society in Israel, and its impact on the student social engagement, self-esteem and their motivation for learning. Several important conclusions are drawn from this study.

First, it could be argued that the major challenge which faces the non-formal education in the Arab society in Israel is not only to cope with targeted groups and reach specific objectives but to address the population in general, raise their awareness and the standard of their thinking, and support the process of democratization.

Second, a very significant task that the social education can carry is to lend a sharper ear to the needs of the Arab population in Israel and become their 'voice' and 'conscience'. Moreover, the different social education frames and organizations must have the potential to present the 'other', the 'non-formal' opinion in all fields, including education, and the ability to keep the debate about educational issues alive in the heat of the battle to ensure diversity in education, social education would effectively contribute

to the efforts of establishing a real civic Arab society in Israel while preserving their unique Arab identity.

Third, the Arab society in general, particularly the education system, is in urgent need of new thinking which could accelerate mobilization and contribute to the nation building.

As it can be seen from the study results developing the social education system in the Arab sector in Israel does not mean proposing a radical alternative to an essentially biased social system because this aim is unrealistic. Nevertheless, it means enabling certain under-represented groups to attain their rightful place in the existing education system and, in turn, in social, economic and political order. The idea of building a program that aims to integrate the social education activities in the formal curriculum not only suited to solving problems of disadvantaged groups; they have transformative potential and can contribute to a reduction of social exclusion. Consequently, if the ides of an integration program to be implemented, its effect will go far beyond the education system, and play a key role in developing civic society, promoting development and democracy, and strengthening the nation building process.

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