

THE RELATIONSHIP BETWEEN FORMAL AND NON-FORMAL EDUCATION IN THE ARAB SECTOR IN ISRAEL

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***Abstract:** The current study aimed to analyse the impact of formal and non-formal education in the Arab sector of Israel. The study employed a mixed methodology technique to achieve the study objectives. The association between formal and non-formal education is critical to understand how they affect the study and learning. The study concluded that there is a significant impact of non-formal education and formal education in the Arab sector of Israel. Moreover, the study also analysed the effect of formal and non-formal education on learning and concluded that there is a significant relationship. For personality development and learning, the use of both formal and non-formal education is significant. Formal education has significance when it comes to positive affect on the teachers and pupils and integration with education. Since formal education is more structured and organised, it has a bigger and more significant effect in the Arab sector of Israel both on students and teachers.*

***Keywords:** Social education, informal education, formal education, integration of social education, Arab sector in Israel, Personality development*

1. Introduction

1.1 Background

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. 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.

The social and professional position of the teacher reflects the style of pedagogical communication, which is related to the individual typological features of the teachers' interaction with the students. It is for this reason that the style of pedagogical communication is considered in close connection with the overall style of pedagogical activity Hristova (2012).

1.2 Problem Statement

This research proposed to state that there is a significant correlation between formal and non-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.

1.3 Research Aims

The purpose of research gives plans and strategies to test the existing problem (Flick, 2015). This research analysed the association between non-formal and formal education in the Arab sector in Israel. The research area was limited to exploring the phenomenon in this domain so research explored the association between these types of education and explored the impact of in-formal or social education on formal education in the Arab sector in Israel.

1.4 Research Objectives

The following objectives are established on the research aims:

- To analyse the correlation between non-formal and formal education in the Arab sector in Israel.
- To observe the correlation between formal and non-formal learning in the Arab sector in Israel.
- To explore whether non-formal or social education has an impact on formal and student participation in learning.

1.5 Research Questions

1. What is the association between non-formal and formal education in the Arab sector in Israel?
2. How has non-formal education impacted formal education and the pupil's participation?
3. How do formal and non-formal education does enhances the learning outcomes of students?

1.6 The Research Hypotheses

H₀: There is no relation between non-formal and formal education in the Arab sector in Israel.

H₁: There is a positive effect of formal education on non-formal education in the Arab sector in Israel.

H₂: There is a negative effect of formal education on non-formal education in the Arab sector in Israel.

1.7 Rationale of the study

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.

1.8 Significance of the study

This research is 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 Literature review

Formal education is usually a systematic and organised activity while non-formal education is usually less unorganised and outside the classroom environment. Organised learning has a proper classroom structure while unorganized education doesn't have the environment of the classroom settings but it is a form of online learning. The importance of formal online learning is that it helps to save time and satisfies the learner with easy access to knowledge and quick feedback on their work (Dumitru, 2018). While maintaining peer learning and student-teacher interaction, this education is more flexible by making some content available online and chatting back on the time students must spend in class. Non-formal education involves well-structured plans and programs to improve skills for the future. These include music, art, or games. This chapter will provide a critical review to explore the correlation between forms of education (formal and non-formal) in the Arab sector in Israel.

2.1 Non-formal and formal learning relationship

Non-formal education does not follow any plan and policy like traditional educational practices. This education can do beyond the working environment or with friends or family (Jenkins, 2017). Formal education involves education in school or institution while formal learning involves the interaction of family, friends, and work colleagues. Learning strategies involve innovative skills or obtaining new knowledge. But both the variables have a significant negative relation with each other because both have different strategies from each other.

There is a significant impact of non-formal education on formal education because the most important things are about fulfilling the needs of the pupil and reducing behavioral problems (Murugova & Mikheeva, 2020). Students also learn skills that have a positive impact on their future life. The education agency's contribution has a significant impact on social or non-formal education while the higher contribution of agencies will lead to a higher impact of social education on formal education. Non-formal learning may relate to the learning of social skills in an organised way.

Non-formal education or social learning environment has a major impact on the learner traces and the academic achievement of the students (Kim et al., 2019). Non-formal learning is a mediator in the relationship between student academic achievement and student digital competence. These factors also have a significant role in formal learning and students learn well and perform better. Hence, non-formal education enhances the scientific reasoning abilities of the students through more exploration and identification of the phenomenon. Moreover, formal education is structured education that provides the planned framework of learning through the classroom or online learning. Students learn social education (non-formal) in the presence of trained instructors and use a learner-centered approach.

Non-formal learning and formal education enhance the outcomes of the students by achieving goals (Elihami & Ibrahim, 2019). The learning environment provides the students to establish goals, gain knowledge and enhance capacities and skills. Non-formal education does not replace formal knowledge but provides an additional response to formal learning and improves academic performance. They have higher chances to engage with the content and increase their self-directed behaviour to accomplish goals. Online education like formal education uses technology and students can learn at home it also requires access to the necessary technology. The goal of social learning in the form of non-formal education, regardless of the methods employed, is to involve students and improve the development of skills beyond the classroom. Non-formal learning is currently being experimented into higher education globally.

2.2 Impact of non-formal education on formal education and academic achievement

The non-formal or less unstructured learning may have the benefits of being student-focused, more flexible, and possibly encouraging self-oriented learning. It has an impact on the participation of students in formal education. Students currently face significant obstacles to maintaining quality education, including the upward curve of expanding knowledge and practical implications (Brown 2020). The classroom environment or formal

education methods cannot meet the current students' needs and demands. As a result, they are unable to achieve and maintain the idea of active and continuous learning. Hence, non-formal education may enhance the participation of students in different extracurricular activities with formal education.

According to (Chen et al., 2020), benefits of education (non-formal and formal) can potentially be achieved through a well-designed blended learning curriculum. Formal education is face-to-face learning that is provided in a systematic way and in the presence of the instructor. It may be done in classroom settings or online. It enhances the participation of students and has a positive impact on their academic achievement of students while non-formal education refers to learning outside of the classroom and includes self-study or learning from the coaching or training center from the trained instructor.

The importance of formal online education is that it helps to save time and satisfies the learner with easy access to knowledge and quick feedback on their work. While maintaining peer learning and student-teacher interaction, this learning is more flexible by making some content available online and cutting back on the time students must spend in class (Fakhruddin, 2019). A shift from the classroom to distance learning by offering content and various formats the online education also enhances to improve student interaction and engagement and has a positive influence on the student's participation in the classroom.

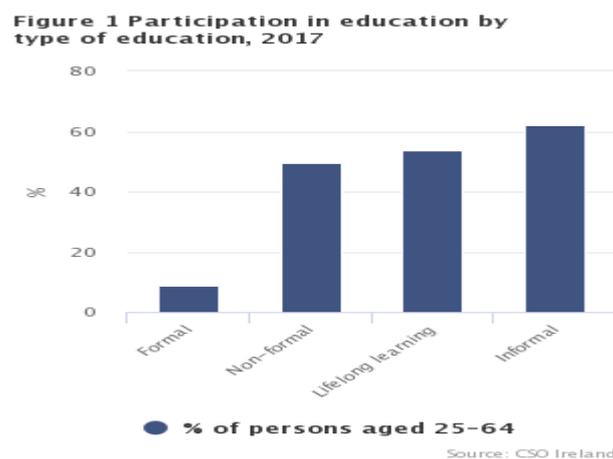


Figure 1 Formal and non-formal education (Phriomh, 2018)

3. Research Methodology

A research methodology is an outline of how a particular study is directed. The goal of the research methodology enabled the researchers to choose the right approach to

conducting research based on the reasons for choosing the right methodology. This part described the research method, design, philosophy, and approach (Kumar, 2018). Data collection techniques, survey types, and analysis of data were also included in the chapter. This chapter included the ethical considerations and research limitations.

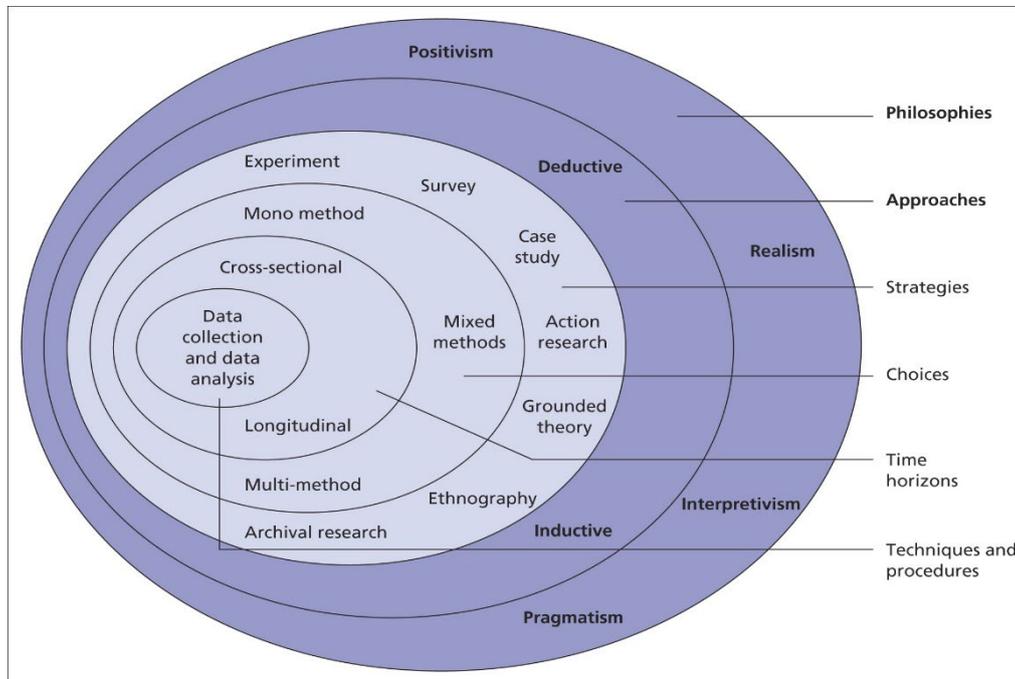


Figure 2. Research Onion Methodology Structure (Saunders et al., 2015)

3.1. Research Philosophy

The philosophy of research is a belief in how data was collected, analysed, and used. It gave an idea about the specific phenomenon. There are mainly two types of research philosophies that are common in research: positivism and interpretivism. In positive philosophy, the researcher is limited to collecting and interpreting the data. This research philosophy is mainly used in the case of quantitative data (Park & Artino, 2020). In the interpretivism philosophy, data are based on descriptive responses in the form of non-statistical views, opinions, and comments (Alharahsheh & Pius, 2020). In other words, interpretivism research philosophy is applied to qualitative data. In this research, to discover the connection between non-formal and formal education and to discover the effect of formal or social learning on formal learning in the Arab sector in Israel, positivism, and interpretivism, both philosophies were used because of the nature of the study.

3.2. Research Design

The design of the research is important in developing a framework that guides the research to continue logically and systematically. Research design is often selected after critically examining the problem and the objectives of the research. There are mainly three methods of study designs; qualitative, quantitative, and mixed-method research. The qualitative research method is the technique that enables the researcher to acquire the comprehensive indulgence of the meaning in which the participants are assigned to a phenomenon in the natural setting upon which the research area is based (Bloomfield & Fisher, 2019). The quantitative research method is grounded on empirical data to define, infer, and solve critical complications. The quantitative research method highlights collecting empirical data from different resources to review, summarise and draw conclusions by performing different analyses on it (Alharahsheh, 2020). The current study was based on a mixed-method approach as it has characteristics of both qualitative and quantitative research.

3.3 Data Collection Methods and Data Analysis

Data collection is a crucial phase of research because it results in the effectiveness or significance of the research result. Usually, there are two sources of data collection in academic research; primary and secondary data. The primary data is gathered from observations, surveys, measurements, and observations at specific times to record the responses. On the other hand, secondary data utilise the existing data provided by other researchers, websites, articles, or public institutions (Bowen et al., 2017). The present study gathered the data directly through primary methods. Questionnaire surveys were conducted for this purpose. A survey of hundred (500) high school pupils in the Arab sector in Israel between the 10th and 12th classes participated in this study of business persons was conducted. The participants were selected through the conveyance sampling technique. In addition, 125 educational staff (professional teachers, educators, and administrators) attended and the interview was conducted with students and educational staff. At the same time, data was selected from five interviews for qualitative exploration. The data were analysed with (Statistical Package for the Social Sciences) and thematic analysis.

3.4 Data Analysis

This research is designed as mixed research. Numerous qualitative data analysis techniques like content, thematic, systematic, and critical analysis are used. According to the requirement of this research, data was collected from five interviews with the participants. After that, by making themes of the collected data, the data was interpreted. Various themes

were made from the interviews. The thematic analysis helped the researcher to evaluate the participant's responses and transform qualitative data into themes for discussion. Quantitative data was gathered and then analysed with (Statistical Package for the Social Sciences) and after that, inferences had drawn.

4 . Results and Discussion

The current study aimed to discover the correlation between non-formal and formal education in the Arab sector in Israel. To accomplish this purpose, critical analyses of connection between education (non-formal and formal) in the Arab sector in Israel have been showed in the literature review section. The current study uses a primary data collection method and in this approach, the information is collected directly from the responders through the questionnaires. After analysing the study variables, this chapter presented a fuller picture of the relationship between non-formal and formal education in the Arab sector in Israel, which also highlighted the supporting references presented in existing studies.

4.1 Quantitative Analysis

Table 1: Descriptive Statistics

| | The parents understanding | The economic situation | The customs | The religion | My gender | The background of the participants | The program guide | The location of the program | The time of the program | The availability of transportation | Participation fee |
|----------------|---------------------------|------------------------|-------------|--------------|-----------|------------------------------------|-------------------|-----------------------------|-------------------------|------------------------------------|-------------------|
| N Valid | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 |
| Missing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mean | 5.76 | 1.49 | 1.98 | 2.57 | 2.27 | 2.51 | 2.19 | 2.60 | 2.51 | 2.34 | 2.52 |
| Median | 6.00 | 1.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Mode | 6 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Std. Deviation | .898 | .524 | .949 | 1.403 | 1.203 | 1.324 | 1.035 | 1.438 | 1.315 | 1.216 | 1.117 |
| Variance | .806 | .275 | .901 | 1.969 | 1.447 | 1.753 | 1.071 | 2.068 | 1.729 | 1.479 | 1.248 |

The table indicated that the sample size is 500. The table also represented the mean, median, mode, and standard deviation values. A high level of integration is found among formal and non-formal education. Moreover, the factor that most influences integration of formal and non-formal education from the perspective of pupils are the understanding of

parents, and the most influential factor in participating in formal and non-formal activities is the pupils' teachers, while least influential factor is the community center.

Table 2: Descriptive Analysis

| | The local council | The school | Home teachers | The social education department in the local council | The education department in the local council | The sports /non-formal department in the local council | The social education department in the school | The community center |
|----------------|-------------------|------------|---------------|--|---|--|---|----------------------|
| N Valid | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 |
| Missing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mean | 2.22 | 1.83 | 4.92 | 2.85 | 1.81 | 2.70 | 1.88 | 1.40 |
| Median | 2.00 | 2.00 | 5.00 | 2.00 | 2.00 | 2.00 | 2.00 | 1.00 |
| Mode | 2 | 2 | 5 | 2 | 2 | 2 | 2 | 1 |
| Std. Deviation | 1.188 | .947 | .272 | 1.447 | .842 | 1.427 | .925 | .490 |
| Variance | 1.412 | .898 | .074 | 2.093 | .709 | 2.037 | .856 | .240 |

The table indicated that there is a significant value in the difference between formal and non-formal educational programs. Differences are more than the similarities between social education programs and formal education. The most significant points are the flexibility of the programs, the impact on personal evolution, the training of Facilitators, and the acquisition of new skills. The results supported the hypothesis that there are significant differences between formal and non-formal educational programs.

Table 3: One-sample t-test

| | T | df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
|--|--------|-----|-----------------|-----------------|---|-------|
| | | | | | Lower | Upper |
| Training of Facilitators | 17.358 | 124 | .000 | 3.016 | 2.67 | 3.36 |
| Source of Curricula materials | 18.154 | 124 | .500 | 2.872 | 2.56 | 3.19 |
| Flexibility of the programs | 18.323 | 124 | .000 | 2.248 | 2.01 | 2.49 |
| maintaining the execution of the program | 21.804 | 124 | .201 | 2.720 | 2.47 | 2.97 |
| Promoting pupils' participation | 18.545 | 124 | .612 | 2.944 | 2.63 | 3.26 |

| | | | | | | |
|--|--------|-----|------|-------|------|------|
| Management and Monitoring | 17.143 | 124 | .232 | 3.192 | 2.82 | 3.56 |
| commitment of time | 19.980 | 124 | .000 | 2.336 | 2.10 | 2.57 |
| planning and construction program in advance | 18.506 | 124 | .658 | 3.464 | 3.09 | 3.83 |
| the impact on the personal evolution | 16.673 | 124 | .000 | 2.616 | 2.31 | 2.93 |
| the acquisition of new skills | 19.405 | 124 | .000 | 2.168 | 1.95 | 2.39 |

The table of one sample t-test indicated the highly significant values between the training of facilitators, sources of curricula, the flexibility of the programs, and other variables on students learning. There are many meeting points between social education and formal education. The most important points are fulfilling pupils' needs, reducing behaviour problems among pupils, and preparing the participants for the future.

Table 4: Descriptive statistics

| | | To what extent do you think that the implementations of the different social education (non-formal and informal) programs the pupils are attending fulfill their learning needs? | To what extent can the social education (non-formal and informal) programs contribute to reducing the pupils' feeling of exclusion from formal education? | To what extent has the knowledge acquired from the social education (non-formal and informal) programs changed academic achievements? | To what extent do you think the social education (non-formal and informal) programs contribute to reducing behavior problems at school? | To what extent do you believe that social education (non-formal and informal) programs contribute to the positive use of leisure time? | How did your attitude towards teachers-pupils relationships change after attending these programs? |
|--------|---------|--|---|---|---|--|--|
| N | Valid | 125 | 125 | 125 | 125 | 125 | 125 |
| | Missing | 0 | 0 | 0 | 0 | 0 | 0 |
| Mean | | 2.90 | 3.32 | 2.59 | 2.38 | 3.09 | 3.03 |
| Median | | 2.00 | 3.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Mode | | 6 | 2 | 2 | 6 | 1 | 2 |

| | | | | | | |
|----------------|-------|-------|-------|-------|-------|-------|
| Std. Deviation | 1.804 | 1.978 | 1.514 | 1.395 | 2.000 | 2.020 |
| Variance | 3.255 | 3.913 | 2.292 | 1.946 | 4.000 | 4.080 |

Table 5: One sample T-test

| How did your attitude towards pupils-pupils relationships change after attending these programs? | How did your social relationship with others in the school change after attending these programs? | To what extent are the social education (non-formal and informal) programs implementation linked to that of the formal program in terms of educational achievements? | To what extent are the social education (non-formal and informal) programs implementation linked to that of the formal program in terms of preparing the participants for the future? | To what extent are the social education (non-formal and informal) programs implementation linked to that of the formal program in terms of preparing the participants for higher education? | To what extent are the social education (non-formal and informal) programs implementation linked to that of the formal program in terms of preparing the participants culturally? | To what extent are the social education (non-formal and informal) programs implementation linked to that of the formal program in terms of preparing the participants academically? |
|--|---|--|---|---|---|---|
| 125 | 125 | 125 | 125 | 125 | 125 | 125 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2.31 | 3.77 | 2.61 | 2.12 | 3.48 | 2.88 | 3.26 |
| 2.00 | 4.00 | 2.00 | 2.00 | 4.00 | 2.00 | 3.00 |
| 2 | 5 | 2 | 6 | 5 | 2 | 1 |
| 1.241 | 2.005 | 1.800 | 1.311 | 1.624 | 1.799 | 1.956 |
| 1.539 | 4.018 | 3.240 | 1.719 | 2.639 | 3.235 | 3.825 |

The results in the table indicated that the higher the effect of the factors affecting the integration of social education programs on the formal curriculum, the lower the integration and consequences of the social education.

Students:

Table 6: Pearson Correlation (student)

| | SEP | F.C |
|-----|---------------------|-------|
| SEP | Pearson Correlation | 1 |
| | Sig. (2-tailed) | .019 |
| | N | 500 |
| F.C | Pearson Correlation | -.581 |
| | Sig. (2-tailed) | .019 |
| | N | 500 |

Table 7: Pearson Correlation (Teachers)

| | | Avg_con | average_edu |
|-------------|---------------------|---------|-------------|
| Avg_con | Pearson Correlation | 1 | -.359** |
| | Sig. (2-tailed) | | .000 |
| | N | 125 | 125 |
| average_edu | Pearson Correlation | -.359** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 125 | 500 |

** . Correlation is significant at the 0.01 level (2-tailed).

The table of Pearson correlation found the significant value of variables. The more the factors influence, the lower the impact of social education on formal education.

Table 8: Pearson Correlation

| | | Avg_con | Avg Formal |
|------------|---------------------|---------|------------|
| Avg_con | Pearson Correlation | 1 | -.804 |
| | Sig. (2-tailed) | | .000 |
| | N | 125 | 125 |
| Avg Formal | Pearson Correlation | -.804 | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 125 | 125 |

The Pearson correlation table also indicated that the greater the contribution of the different agencies the greater the integration and consequences of social learning.

Table 9: Pearson Correlation

| | | Diff Agencies | Int and Con |
|---------------|---------------------|---------------|-------------|
| Diff Agencies | Pearson Correlation | 1 | .622 |
| | Sig. (2-tailed) | | .016 |
| | N | 500 | 500 |
| Int and Con | Pearson Correlation | .622 | 1 |
| | Sig. (2-tailed) | .016 | |
| | N | 500 | 500 |

The table of Pearson correlation indicated that more the contribution of the different agencies the higher the impact of social learning on formal education. The significant value of p indicated that the factors of social education have different impacts on the student's participation. The higher effect of the factors affecting the integration of social education programs (non-formal and informal) on the formal curriculum, the lower the integration and consequences of social education. There are significant differences between the integration and consequences of social education on formal education. The results specified that more the integration and consequences of social education the higher the impact of social education on formal education.

Table 10: Pearson Correlation

| | | average agn | Avg Formal |
|-------------|---------------------|-------------|------------|
| average_agn | Pearson Correlation | 1 | .741 |
| | Sig. (2-tailed) | | .022 |
| | N | 500 | 125 |
| Avg_Formal | Pearson Correlation | .741 | 1 |
| | Sig. (2-tailed) | .022 | |
| | N | 125 | 125 |

The table indicated the significant results. It revealed that the higher the short circuit points between formal education and social education the higher the integration and consequences of social education.

Table 11: Pearson Correlation

| | | Avg con | Avg Cir |
|---------|---------------------|---------|---------|
| Avg_con | Pearson Correlation | 1 | .661 |
| | Sig. (2-tailed) | | .005 |
| | N | 125 | 125 |
| Avg_Cir | Pearson Correlation | .661 | 1 |
| | Sig. (2-tailed) | .005 | |
| | N | 125 | 125 |

The Pearson correlation indicated that the higher the short circuit points between formal learning and social learning the higher the impact of social education on formal education.

Table 12: Pearson Correlation

| | | Avg_Cir | Avg_Formal |
|------------|---------------------|---------|------------|
| Avg_Cir | Pearson Correlation | 1 | .756 |
| | Sig. (2-tailed) | | .028 |
| | N | 125 | 125 |
| Avg_Formal | Pearson Correlation | .756 | 1 |
| | Sig. (2-tailed) | .028 | |
| | N | 125 | 125 |

The results indicated that the higher the meeting points between formal education and social education the higher the integration and consequences of social education. It also revealed that the integration and consequences of social education have a significant impact of social education on formal education.

4.2 Qualitative analysis

The themes have been formulated and it was comprised of the relationship between formal and non-formal education in the Arab sector in Israel. The interviews have been covering the major inferences and inquiry points regarding the formal and non-formal learning. Thematic analysis was done and three main themes have been formulated from the interviews. The interview questionnaires were formulated and it was comprised of 5 questions. The questions were open-ended as there were no recommended options provided in the closing to receive feedback from the respondents. It has been covering the major inferences and inquiry points related to education (formal and non-formal).

4.2.1 Theme 1: The impact of the non-formal unstructured education on the self-oriented learning

The participants reported that non-formal education develops social, personal, and professional skills in the students which help them in their professional life. This type of education involves different activities from which students may obtain experience and use in their future life. This is an educational activity that is not organized and takes place outside the formal system.

“Formal education is structured and relates to academia.”

It can enhance the personal development and growth of the students and help them to contribute to society. Hence, this education has a significant influence on the growth of students and increases their general insight and need to take responsibility. Therefore, this education is alternative to formal learning but both have a positive influence on the growth and development of the students. There is a positive effect of social education (non-formal) on the self-directive learning of the students.

4.2.2 Theme 2: The relationship between formal and non-formal learning

Formal learning involves the learning of the contents and relates to academia. Non-formal education involves the development of metacognitive skills and capabilities. The importance of formal online learning is that it helps to save time and satisfies the learner with easy access to knowledge and quick feedback on their work (Dumitru, 2018). This type of learning also involves the engagement of students with face-to-face interaction or online participation. One respondent agreed that

“Non-formal education is a semi-structured plan of learning to develop the skill that is used for the future.”

Non-formal education involves well-structured plans and programs to improve skills for the future. This type of learning involves the learning of skills where individuals take the continuing, planning, and evaluation of the learning experience. Hence, non-formal education enhances the essential training of the students to develop new skills that require for the problem-solving. Moreover, the students with non-formal learning increase the learning of content with the growth of important skills at the same time.

4.3 Discussion

All the findings of the quantitative analysis concluded that correlation analysis showed that there is a significant connection between education (non-formal and formal) on the learning of students. The results of the Pearson correlation also indicated that factors linked with non-formal education enhances skill development among the students and both education systems increase the social skills and academic achievement of the students (Serrano-Iglesias et al., 2019). In this way, the contribution of students to society also increases. These correlation results are aligned with the hypothesis (H1). Educational training programs with the integration of non-formal education increase the students learning with regard to academia and skills. The results supported the findings and aligned with the hypothesis (H1).

The results of the t-test indicated that there are significant differences between formal and non-formal education among students. Formal education is structured education in an organised way. It deals with the academic curriculum while non-formal education is less structured as compared to formal education (Grajcevcic & Shala, 2016). Non-formal education includes semi-structured education with the training of specialised programs and technical and professional training. Formal education includes the enhancement of critical thinking and the power of reasoning. It is different from non-formal education and both have a major impact on the learning standards of the students.

The findings of a qualitative study with thematic analysis showed that the benefits of non-formal and formal education may be attained through a well-designed blended learning curriculum. Formal education is face-to-face learning that is provided in a systematic way and in the presence of the instructor. It may be done in classroom settings or online (MUSIKA, et al., 2019). It increases the participation of students and has a positive impact on their academic achievement of students while non-formal education refers to learning outside of the classroom and includes self-study or learning from the coaching or training center from the trained instructor. Both studies are different from each other and have a major effect on the development and growth of the learners.

Conclusion

This chapter summarised the whole discussion that was based on the quantitative and qualitative analysis of the relationship between formal and non-formal education in the Arab sector in Israel. As has been mentioned in the previous chapter, there is a significant relationship between formal and non-formal education in the Arab sector in Israel. The present research is centered upon the collection of primary resources for data collection. In this chapter, it is important, to sum up, all the findings of the research along with summarised findings, future implications, recommendations, and conclusion.

5.1 Summarized Findings

As per findings of the present research study it has been analysed that the association between formal and non-formal education in the Arab sector in Israel. Moreover, the study summarised that there is a significant impact of non-formal education on formal education because the most important things are about fulfilling the needs of the pupil and reducing behavioral problems (Mareva, 2018). Students also learn skills that have a positive impact on their future life. The educational activity's contribution has a significant impact on social or non-formal education while the higher contribution of agencies lead to a higher impact of social education on formal education. Non-formal learning may relate to the learning of social skills in a planned and structured way (Debarliev et al., 2022). The themes of interviews revealed that formal education increases the academic performance of the students while the non-formal education deals with sports activities, music or art skills which are useful in the future. There is the significant difference between both types of education but the integration of both education enhance the student's participation in the school.

5.2 Future Implications

The findings of the study will be useful for the government and private schools and educational institutions as well. The results will also add information to the existing knowledge in this field. The results will help educational policymakers to make new policies related to formal and non-formal education. The present study will find the relationship between formal and non-formal education in the Arab sector in Israel. In the future, this research will contribute to provide effective knowledge related to the formal and non-formal education and integration of education and to find out the effect on the students. The qualitative analysis will help the policymakers to study the variables in depth.

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