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**Title of the Thesis: "The Role of Cultural Orientation and Learning Process in  
Predicting Academic Achievement in Higher Education".**

**TEZĂ DE DOCTORAT  
DOCTORAL THESIS**

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## **Introduction**

"Culture" is a broad and complex concept, discussed by many researchers from different disciplines. Despite the multiplicity of definitions and approaches that have attempted to understand this concept, they have not reached a consensus that culture is an array of norms, assumptions, attitudes, and values that shape the rules of conduct of a given group member. These factors affect the individuals, their worldview, and emotions, as well as have implications for their subjective well-being (Hadju & Hadju, 2016; Hofstede, 2003; King & McInerey, 2014).

A perusal of the research literature illustrates that intercultural studies have divided the world into two broad cultural categories, individualistic and collectivistic. These two main cultural orientations describe intercultural differences between different cultures as to attitudes, perceptions, preferences, and unique values (Heinke & Louis, 2009). For example, an individualistic orientation advocates beliefs in individuals, offering them opportunities to accomplish their aspirations and goals. Conversely, collectivistic culture professes group cohesion and emphasizes the importance of the group's goals and needs more than the needs of the individuals (Matsumoto & Juang, 2004; Yang, Zhang, & Sheldon, 2018).

The cultural differences in various contexts between a majority and minority culture have been extensively researched in Israel and worldwide, but the gaps in academic achievements between the two groups still continue. Sometimes, those who belong to the cultural minority groups feel marginalized (Central Bureau of Statistics, 2013, p. 118-153; Jayakumar & Muses, 2012, cited in Zysberg, 2018), a situation that can compromise their learning process, their sense of well-being and life satisfaction.

One of the areas in which cultural differences can be noticed is adaptation to the academic studies framework. Most of the students who begin their learning journey are young. This implies that their perception patterns have already been shaped, and when they begin their academic studies, they must adapt themselves to a new framework. This framework is perceived as an organizational environment that is based on individualistic values and expectations, as well as on the learners' independent work and specific patterns of coping effectively with various academic tasks. At the beginning of the learning process, all students need to be properly integrated and feel they belong to the academic campus. This strengthening their self-confidence, allowing

them to become autonomous learners for whom the studies are a positive and empowering experience. The students' active involvement will contribute to their high academic achievements, demonstrating well-being and life satisfaction. This effective involvement requires high levels of independence, personal initiative, self-awareness of students' wishes, abilities, self-efficacy, and an important goal that they strive to accomplish. It is worth emphasizing that academic studies can be easily defined as a system that requires goal-directed behavior for accomplishing personal, academic, professional, and social goals and objectives. Hence, cultivating self-regulation in learning and self-determination is not a simple task, but it is necessary and applicable.

The application of self-regulation in learning (SRL) is essential for an efficient and successful learning process, improving the learning outcomes, and demonstrating high academic achievements. It is a crucial factor in the individuals' success in various areas of life (McCullough & Willoughby, 2009; Vukman & Licardo, 2010). Some researchers argue that self-efficacy is part of the SRL process (Mih & Mih, 2010; Shawer, 2010), and, together with motivation, learners become actively involved in their learning process. Thus, they improve their achievements, increasing their well-being and life satisfaction. Moreover, the research literature presents some studies of the relationship between cultural orientation and its contribution to subjective well-being (Diener & Ryan, 2009; Knoop & Delle Fave 2012; Oishi, 2010).

Almost no studies (at least in Israel) have discussed the relationship between cultural orientation and self-regulation and its contribution to subjective well-being among Jewish and Arab students studying in the same multicultural academic institutions. In addition, no studies have related to the mediation between cultural orientation and academic achievements according to the components of self-determination (autonomy, competence, and relatedness). Consequently, this study deals with self-regulation, self-determination, academic achievements, and life satisfaction among Jewish and Arab students in their first and second years of undergraduate studies in academic institutions at the north of Israel.

### **Research aims**

1. Examine the impact of culture on academic achievements and life satisfaction.
2. Examine to what extent self-regulation (SRL) mediates between cultural orientation, academic achievements, and life satisfaction.

3. Examine to what extent the components of self-determination (autonomy, competence, and relatedness) mediate the relationship between cultural orientation, academic achievements, and life satisfaction.

This study addressed the following research questions:

1. To what extent does cultural orientation affect the learning process, academic achievements, and students' life satisfaction?
2. What is the relationship between cultural orientation, academic achievements, self-regulation of learning, and life satisfaction among Jewish and Arab college students in Israel?
3. To what extent does a cultural orientation affect students' life satisfaction?
4. To what extent do the components of self-determination (autonomy, competence, and relatedness) mediate the connection between cultural orientation and academic achievements?
5. To what extent do the components of self-determination (autonomy, relatedness, and competence) mediate the connection between cultural orientation and students' life satisfaction?
6. What is the relationship between cultural orientation and the learning process, and what is its impact on academic achievements among Arab and Jewish college students in Israel?

This study is essential in several respects. First, the study sheds new light on various challenges and difficulties that members of different cultures experience when starting their academic studies, social adaptation, and dealing with new procedures and unexpected academic demands, which are sometimes perceived by students as strange and daunting. Second, the study provides a more in-depth understanding of the impact of cultural orientation on academic achievements and life satisfaction of students coming to academic studies from different cultures. Third, this study may contribute to our understanding of the extent to which the components of self-direction (autonomy, competence, and relatedness), mediate the relationship between cultural orientation and life satisfaction.

## **I. Main Theories of Learning and Academic Achievements That Underpin This Study**

### **1. Self-Determination Theory, SDT (Deci & Ryan, 1985)**

The Self-Determination Theory is a broad framework for studying individual motivation and human functioning. The principles of positive psychology form the basis of this theory, and it explains among others, questions such as: how can parents provide their children with an opportunity for growing and actualizing themselves. They accomplish that by providing three basic psychological needs: autonomy, competence, and relatedness, as specified by those who have conceived this theory Deci& Ryan, 1985).

### **2. Subjective well-being, SWB (Diener & Diener, 1995)**

Subjective well-being is considered an individuals' reactions to life, cognitive aspects, like life satisfaction, and ongoing emotional aspects, such as moods, fulfillment, and satisfaction with marriage and work (Diener & Diener, 1995). Researchers argued that life satisfaction is one aspect of positive subjective well-being and an essential construct in positive psychology; this concept focused on cultivating and maintaining positive life dimensions (Diener & Diener, 1995; Gilman & Huebner, 2003).

### **3. The Social-Cognitive Learning Theory (Bandura, 1977)**

The social-cognitive theory was published first in 1977; it is one of the most important behavioral theories that examine theoretical and practical academic success. The social-cognitive theory emphasizes the importance of the cognitive processes of self-regulation and the reflective processes. In addition, it highlights the importance of social factors and their impact on cognitive functions (Bandura, 2001).

## **II. Literature Review**

### **II.1 Cultural Orientation**

The research literature illustrates that intercultural studies often divide the world into two broad cultural categories: Individualistic and Collectivistic. Hofstede (2001) refers to culture, two of the prominent cultural dimensions he has explored being collectivism and individualism. These two main cultural orientations describe intercultural differences of values, attitudes, perceptions, and behaviors between different cultures (Heinke & Louis, 2009). These dimensions have been chosen from the literature for the purpose of this study, because in the academic learning system, e.g., higher education, there is a prominent classification of collectivistic-individualistic that reflects the complexity of the dynamics and interactions in different situations.

*Collectivistic culture* manifests interdependence. People who grew up in this culture, define themselves as part of the group. Collectivism relates to a cultural system of norms and values that emphasizes community and sharing, duty, respect for the group/authority, and group harmony (Spencer-Rodgers et al., 2010).

*Individualistic culture* manifests independence. The individuals tend to perceive themselves as social entities that are distinct from the group, and the relationship between them and others is affection and friendship, yet, there are separate and distant from the others. An individualistic orientation believes in people and their personal needs, offering them opportunities to accomplish their wishes and goals (Yang, Zhang, & Sheldon, 2018; Matsumoto & Juang, 2004).

### **II.2 Social Learning**

One of the most crucial theories in the field of human behavior that examined academic success is the Socia-Cognitive Theory (SCT). It is a psychological point of view that highlights the important role of the social environment and its impact on cognitive function, motivation, learning, and self-regulation (Bandura, 2001; Schunka & Usher, 2019). It explains the execution of tasks by the interrelationship and ongoing interactions between people and their environment.

### **II.3 Academic Achievements**

Academic achievements are the most common measure for examining students' progress, abilities, efforts, skills, and suitability for the academic framework in which they are studying (Kitsantas & Zimmerman, 2009). Other researchers related to academic achievements. In as much as the learners succeed in accomplishing the educational goals that they set for themselves in the short and long terms, they can assess their achievements through continuous examinations or assessments (Collins, 2007). According to the research literature, in recent decades, academic achievements have become a common field in educational psychology. Many studies on it and indicated a variety of motivational, cognitive, and contextual variables that became predictors of academic achievements (Guay, Boivin, & Hodges, 1999; Jeynes, 2005; Zuffian'o et al., 2013).

### **II.4 Learning strategies**

According to many studies, learning strategies are considered cognitive variables that contribute to high academic achievements (Fenollar, Rom'an, & Cuestas, 2007; Wolters, 1999, cited in Veas et al., 2015). They impact the individuals' quality of learning, and are essential for learners' success even within the academy (Chemers, Hu & Garcia, 2001; Tuckman & Kennedy, 2011). Many studies have dealt with learning strategies and have shown that general learning strategies include cognitive and metacognitive strategies (Li, Chen & Duanma, 2010). They are, therefore, considered the main component of self-regulation in learning (SRL). They account for the differences between learners regarding academic achievements, motivation and ability to adopt strategies, and self-regulation in learning (Liu et al., 2009).

### **II.5 Self-Regulation in Learning**

Self-Regulation in Learning (SRL) is a concept that relates to how the learner manages his learning and his environment according to the goals that he set for himself (Pintrich, 2004). Many studies have dealt with self-regulation in learning. It is perceived as an individual structure, emphasizing the differences between students in their use of cognitive, metacognitive, motivational, and behavioral strategies (Kaplan, Gorodetskey, & Lichtinger, 2009). Other studies indicate that self-regulation has an

essential contribution to success, and students who engage in self-regulation processes will achieve better success at school (Pintrich, 2000, cited in Vukman & Licardo, 2010).

## **II.6 Self-Determination (Basic Psychology Needs)**

The Self-Determination Theory (SDT) is a broad conceptual framework for studying human functioning and individual motivation. According to this theory, self-determination theory, all people from all cultures share three psychological needs: autonomy, competence, and relatedness, and satisfying them is a necessary condition for well-being (Church et al., 2013; Deci & Ryan, 1985; Ryan & Deci, 2000).

Ryan and Deci (1985) found that *autonomy* is a primary psychological need that enables personal organization, self-exploration, learning, and development. In addition, it reflects self-management and activity from an inner impulse, which brings a high sense of self-esteem and indicates personal well-being and personal growth (Ryan & Deci, 2001; Patrick et al., 2007). Other researchers believed that *competence* reflects the individuals' need to feel effective in their actions. They exert efforts, can control the environment, and achieve desirable results (Patrick et al., 2007; Church et al., 2013; Janssen et al., 2013). Regarding the *relatedness* need, it reflects people's need to feel connected with the environment, be understood by other significant people, and be accepted by the environment in which they are involved (Lynch et al., 2009; Patrick et al., 2007).

## **II.7 Subjective Well-Being**

Subjective well-being (SWB) is a humanistic and positive psychology (Diener, 2000). It includes cognitive and affective components (Lau & Li, 2011) that relate to people's assessment of their life, either in terms of emotional reactions to personal or general events, or in a cognitive assessment. This implies any thought or judgment regarding success, satisfaction, and actualization in various areas of life (Diener & Diener, 1995; Diener et al., 2003, 1999). Researchers argue that life satisfaction is one aspect of positive subjective well-being and an essential construct in positive psychology (Diener & Diener, 1995; Gilman & Huebner, 2003).

## II.8 Students' Life Satisfaction:

Satisfaction is the main structure in a sub-discipline SWB - Subjective Well-Being (Diener, 1984, cited in Oishi et al., 1999). According to Diener and Diener (1995), satisfaction is considered people's cognitive and emotional appreciation of their life that can be affected by ethical and cultural worldviews. The findings of this study have indicated that personality variables, such as self-esteem, optimism, and positive emotional experiences, predict a level of life satisfaction (Diener et al., 1999; Lucas, Diener & Suh, 1996, cited in Oishi et al. 1999). Additional findings show that scores and academic achievements strongly predict life satisfaction of people who appreciate achievements (Oishi et al., 1999).

### Key Concepts

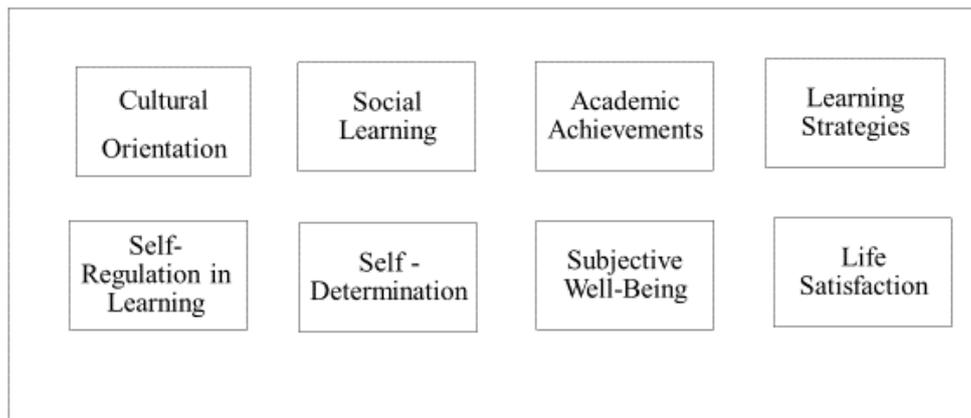


Figure No. II.1: Key Concepts

### **III. The Research Methodology**

This study was conducted according to a social-cognitive paradigm (Bandura, 2002; Pintrich, 2004) and a quantitative paradigm. It consists of three parts. The first two are quantitative studies, and the third one is qualitative. The sample in each of the quantitative studies comprised 300 students ( $N_1 = 300$ ) from different ethnic groups: Jews, Arabs, Christians, Muslims, Druze, and Russian (161 Arabs, 123 Jews, and 16 other ethnic groups), who study in various departments of several academic institutions at the north of Israel and are in their first or second year of studies. Their age ranged between 18-59 years old (average age = 25). Some of them ( $N_2=20$ ) were also interviewed (12 Arab students and 8 Jewish students).

The *first quantitative study* examined the relationship between cultural orientation, academic achievements, self-regulation in learning, and life satisfaction among Jewish and Arab students in Israel. In *the second quantitative study*, it became necessary to examine the relation between cultural orientation and students' life satisfaction, especially among students (Jews and Arabs) who begin their academic studies. The second quantitative study also explored whether the components of self-determination (autonomy, competence, and relatedness) mediated between cultural orientation and student's life satisfaction. The two quantitative studies made enabled the collection of data from many participants in the two groups, as well as the identification of the investigated phenomenon while comparing the same variables (Cohen, Manion & Morrison, 2007). The third qualitative study aimed to deepen the understanding and insights from the two quantitative studies. The data were collected from semi-structured interviews (Denzin & Lincoln, 2005).

#### **III.1 Research Instruments**

Data were collected from both quantitative studies using five questionnaires that were filled out by the students. Table No. III.1 presents the research instruments.

**Table No. III.1: Research instruments**

	<b>Research Instruments</b>	<b>What did it measure?</b>	<b>By whom was it written?</b>
1.	The Auckland individualism and collectivism Scale (AICS)	Measures the degree of the individuals' cultural orientation, whether individualistic or collectivistic .	Shulruf, Hattie, & Dixon (2007)
2.	Multidimensional Students' Life Satisfaction Scale (MSLSS)	Measures the Students' Life satisfaction. It examines the degree of positive psychological well-being of university students.	It was adapted by Schnettler et al (2017), based on the instrument initially developed by Huebner et al. (Huebner, 1994; Huebner et al., 2012).
3.	Motivated Strategies for Learning Questionnaire (MSLQ)	Measure Self-Regulation in Learning. This questionnaire is a self-report instrument designed to assess college students' motivational orientation and different learning strategies for a college course.	Pintrich et al. (1991).
4.	Basic Psychology Need (BPN)	Measures The Components of Self-Determination (Autonomy, Competence, and Relatedness)	Deci & Ryan (2000).
5.	Questionnaire for demographic background and grades, filled out by the students independently		

In the third study, the interviews focused on the identification of additional information that helped in understanding the investigated phenomenon and strengthening the quantitative findings.

**Table No. 2: Mixed methods paradigm**

<b>Study (1)</b>	<b>Research Aim</b>	<b>Research Questions</b>	<b>Research Participants</b>	<b>Research Instruments</b>
<b>Research Topic:</b> <i>“Learning self-regulation mediational effect between Cultural Orientation, Academic Achievements and Life Satisfaction, Among Jewish and Arab students, in Israel”.</i>	Provide a better understanding of the effect of cultural orientation on academic achievements and satisfaction with life of students who come from different cultures.	What is the relationship between cultural orientation, academic achievements, self-regulation of learning, and life satisfaction of Jewish and Arab college students in Israel?	Students in the first and second undergraduate years. They are all studying in various departments in three multicultural colleges at the North of Israel. The sample includes (N1=300) students from different communities: Jewish, Arabs, Christian, Muslims, Druze, and Russians.	The Auckland individualism and collectivism Scale (AICS), which measured the degree of the individuals’ orientation, whether it is individualistic or collectivistic cultural orientation.
		To what extent does cultural orientation affect the students' satisfaction with life?		Motivated Strategies for Learning Questionnaire (MSLQ), which measures the Self-Regulation in Learning.
				Multidimensional Students’ Life Satisfaction Scale (MSLSS), which measured the Students’ Life satisfaction. It

				examined the degree of positive psychological well-being of university students.
<b>Study (2)</b>	<b>Research Aim</b>	<b>Research Questions</b>	<b>Research Participants</b>	<b>Research Instruments</b>
<b>Research Topic:</b> <i>“Learning self-regulation mediational effect between Cultural Orientation, Academic Achievements and Life Satisfaction, Among Jewish and Arab students, in Israel”.</i>	Provide a better understanding of the effect of cultural orientation on academic achievements and satisfaction with life of students who come from different cultures.	What is the relationship between cultural orientation, academic achievements, self-regulation of learning, and life satisfaction of Jewish and Arab college students in Israel?	Students in the first and second undergraduate years. They are all studying in various departments in three multicultural colleges at the North of Israel. The sample includes (N1=300) students from different communities: Jewish, Arabs, Christian, Muslims, Druze, and Russians.	The Auckland individualism and collectivism Scale (AICS), which measured the degree of the individuals’ orientation, whether it is individualistic or collectivistic cultural orientation.
<b>Study (3)</b>	<b>Research Aim</b>	<b>Research Questions</b>	<b>Research Participants</b>	<b>Research Instruments</b>
<b>Research Topic:</b> <i>“Cultural orientation, learning processes, and academic achievement among Jewish and Arab College students in Israel”.</i>	Focus on the identification of additional information that helped in understanding the investigated phenomenon in strengthening the quantitative findings.	What is the relationship between cultural orientation and the learning process, and what is its impact on academic achievements of Arab and Jewish college students in Israel?	The data were collected from (N2= 20) students (12 Arab students and 8 Jewish students) who study in the first and the second undergraduate year. They all studied in various departments in multicultural colleges at the North of Israel.	Semi-structured interviews (In-depth interviews).

			<p>This research sample was chosen from the entire sample of (N<sub>1</sub>= 300) students from different communities: Jewish, Arabs, Christian, Muslims, and Druze.</p>	
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### **Processing the quantitative data for the questionnaires**

The processing of the quantitative data obtained from the for questionnaires was done by quantitative statistical instruments using SPSS 25 software. For this purpose, reliability was reviewed by using the consistency of the internal reliability of alpha Cronbach. The validity was examined by the procedure of factor analysis for finding relevant dimensions. The researcher used the Pearson correlation coefficient and regression analysis in order to examine the statistical correlation. For comparing the research groups (examining the reporting difference between students with different cultural orientations), the researcher the t-Test and f-test (Gerber & Finn, 2013). In addition, the researcher used a one-way ANOVA test for comparing the different research groups.

### **The main hypotheses of the study are**

1. There will be a positive correlation between self-regulation and academic achievements. Higher self-regulation contributes to higher academic achievements.
2. Jewish students (who represent individualistic culture) will show a higher level of self-regulation than Arab students (who represent collectivistic culture).
3. Self-regulation will mediate the relation between cultural orientation and students' life satisfaction.
4. Jewish students (who represent individualistic culture) will show a higher level of life satisfaction than Arab students (who represent collectivistic culture).

5. There will be differences in self-determination between Jewish students (who represent individualistic culture) and Arab students (who represent collectivistic culture).
6. The relation between cultural orientation and students' life satisfaction will be mediated by the components of self-determination (Autonomy, Competence, and Relatedness).

#### IV. Findings

Study (1)	Question (1)	Findings
	<i>What is the relationship between cultural orientation, academic achievements, self-regulation of learning, and life satisfaction among Jewish and Arab college students in Israel?</i>	<p>In examining the differences between the two groups (Arab and Jewish students) concerning the ability of self-regulation in learning, there were significant differences between Jewish and Arab students concerning with respect of cognition and metacognition.</p> <p>The Arab students (representing a collectivistic culture) demonstrated a higher level of cognition and meta-cognition than the Jewish students (representing the individualistic culture).</p>
		<p>In examining the mediation between cultural orientation (Individualism and Collectivism) and academic achievements by self-regulation no mediation was found. But in examining the relationship between the mediator variable (SRL) and each of the dimensions (individualism and collectivism), the findings show that there is a relationship between the mediator variable self-regulation (SRL) and the independent variable (individualism and collectivism).</p> <p>Furthermore, a significant relationship was found between the mediator (SRL) and the dependent variable (AAC).</p>

	<b>Question (2)</b>	
	<i>To what extent does a cultural orientation affect students' life satisfaction?</i>	<p>In examining the relationship between self-regulation and life satisfaction, a moderate positive correlation was found between life satisfaction and the categories of self-regulation, motivation, cognition, and meta-cognition. That is, higher self-regulation contributes to a sense of life satisfaction.</p> <p>In addition, mediation was found between the independent variable (in both dimensions individualism and collectivism) and the dependent variable life Satisfaction (LS) by self-regulation (SRL).</p>
		<p>Examining the differences between the two groups (Jewish and Arab students) concerning life satisfaction shows that the Arab students who represent the collectivistic culture have declared a significantly higher level of subjective well-being. The significant differences stood out concerning family, environment, and self.</p>
<b>Study (2)</b>	<b>Question (1)</b>	<b>Findings</b>
	<i>To what extent do the components of self-determination (Autonomy, Competence, and Relatedness) mediate the relation between cultural orientation and academic achievements?</i>	<p>In examining the relationship between cultural orientation (Individualism and Collectivism) and academic achievements (AAC), a weak positive relationship was found between consultation and academic achievement only among Jewish students.</p>

		<p>In examining the differences between the two groups: Jewish students (representing individualistic culture) and Arab students (representing collectivistic culture) concerning the components of self-determination, the findings indicated differences between the two groups in favor of the first group (Jewish students) concerning <i>autonomy</i> and <i>competence</i>.</p>
		<p>In examining the mediation between cultural orientation (Individualism and Collectivism) and academic achievements (AAC) by the components of self-determination (SDL), autonomy, competence, and relatedness, the findings indicate a weak positive correlation between each of the components and the academic achievements. However, the findings did not show that the same components (autonomy, competence, and relatedness, mediated between cultural orientation (Individualism and Collectivism) and academic achievements (AAC).</p> <p>Furthermore, in examining the relationship between the components of self-determination (autonomy, relatedness, and competence) and cultural orientation (individualism and collectivism), the findings indicate a connection between some of the components, for example: a relationship was found between individualism and autonomy and relatedness but no connection was found between individualism and competence. Regarding the relationship between collectivism and each of the components of self-determination, the findings indicate a</p>

		relationship between collectivism and competence, but no relationship was found between collectivism and autonomy and relatedness.
	<b>Question (2)</b>	
	<i>To what extent do the components of self-determination (Autonomy, Relatedness, and Competence) mediate the connection between cultural orientation and students' Life Satisfaction?</i>	A positive correlation was found between cultural orientation and students' life satisfaction.
		Examining the mediation of the relationship between cultural orientation (Individualism and Collectivism) and students' life satisfaction (LS) by the components of self-determination (autonomy, competence, and relatedness) the findings indicate a partial mediation between an independent variable (Individualism and Collectivism) and the dependent variable (LS) by each of the components (autonomy, competence, and relatedness). Regarding the competence component, a full connection was found between collectivism and competence.

#### **IV.1 Findings of Study (3)**

Following are the themes and categories that emerged from the interviews' content analysis. (*Frequency of occurrence: J= Jewish \ A= Arabs*)

<b>1. Learning Process:</b>	<b>2. Academic Achievements</b>	<b>3. Students' Life Satisfaction</b>	<b>4. Cultural Orientation</b>	<b>5. Self-Regulation</b>
<p><i>Below are examples of questions asked in this regard:</i></p> <p>Why is it important to succeed in learning?</p> <p>Do you define yourself as an active student at the college?</p> <p>What can challenge you as a student in your learning process?</p>	<p><i>Below are examples of questions asked in this regard:</i></p> <p>What can help you in improving your academic achievements?</p> <p>How can you improve the academic achievements?</p>	<p><i>Below are examples of questions asked in this regard:</i></p> <p>What can make you feel satisfied in life?</p> <p>Does getting high grades make you happy and increase your life satisfaction?</p>	<p><i>Below are examples of questions asked in this regard:</i></p> <p>Are your parents involved in your life?</p> <p>Do you feel that your success is also for your family?</p> <p>Do you consult with your parents about your academic studies?</p>	<p><i>Below are examples of questions asked in this regard:</i></p> <p>Can you tell us what goals you have set for yourself (in general and in your learning process)?</p> <p>How can you accomplish your goals?</p> <p>To succeed in your studies, what do you plan to do?</p> <p>What can help you in understanding the learning materials?</p> <p>How do you deal with the academic assignments?</p>
<b>Categories:</b>	<b>Categories:</b>	<b>Categories:</b>	<b>Categories:</b>	<b>Categories:</b>
<i>Competition with classmates</i>	<i>Correct interpersonal communication and positive interaction between lecturer and student</i>	<i>Enjoyment of the Learning Process</i>	<i>Collectivistic culture perception</i>	<i>Cognition- “Effective planning and Goals setting.”</i>

<i>Frequency of occurrence</i>		<i>Frequency of occurrence</i>		<i>Frequency of occurrence</i>		<i>Frequency of occurrence</i>		<i>Frequency of occurrence</i>	
<b>7 A</b>	<b>2 J</b>	<b>5 A</b>	<b>7 J</b>	<b>6 A</b>	<b>3 J</b>	<b>8 A</b>	<b>2 J</b>	<b>9 A</b>	<b>6 J</b>
Examples of students' statements:		Examples of students' statements:		Examples of students' statements:		Examples of students' statements:		Examples of students' statements:	
<p><i>"The outstanding students challenge me greatly."</i></p> <p>(S 4, S 7)</p>		<p><i>"To improve my academic achievements, I need to understand where I went wrong, what I did wrong."</i></p> <p>(S 18, S 20)</p>		<p><i>"The main goal for me in my learning process is not to get high grades but to enjoy the process."</i></p> <p>(S 6, S 8)</p>		<p><i>"My parents support me; I have different issues and processes in my life. It is also important for me to consult with them; I feel they guide me correctly".</i></p> <p>(S 3, S 12)</p>		<p><i>"My goals in terms of studies are that I will complete an undergraduate with honors to advance to an M.A., so I need to invest in my studies, I must study seriously, and I need to act responsibly."</i></p> <p>(S 4, S 6)</p>	
<i>Active Learning</i>		<i>Students Responsible Behavior</i>		<i>Dealing with Challenge</i>		<i>Individualistic culture perception</i>		<i>Meta-Cognition- "Self-awareness for Effective Planning"</i>	
<i>Frequency of occurrence</i>		<i>Frequency of occurrence</i>		<i>Frequency of occurrence</i>		<i>Frequency of occurrence</i>		<i>Frequency of occurrence</i>	
<b>9 A</b>	<b>4 J</b>	<b>7A</b>	<b>4 J</b>	<b>7 A</b>	<b>3 J</b>	<b>4 A</b>	<b>5 J</b>	<b>8 A</b>	<b>4 J</b>

Examples of students' statements:	Examples of students' statements	Examples of students' statements	Examples of students' statements	Examples of students' statements
<p><i>"Of course, I believe an important part of the students' learning process is to be an active learner."</i></p> <p>(S 1, S 9, S 12)</p>	<p><i>"I need to organize my time efficiently; to coordinate some meetings with my classmates to consult between us regards the studies."</i></p> <p>(S 10, S 12, S 19)</p>	<p><i>"challenge" lets me feel satisfied in life."</i></p> <p>(S 1, S 9, S 13)</p>	<p><i>"I think every parent will be happy if his or her son/daughter succeeds, but the final product is related to the person himself, so I believe that my success is only mine."</i></p> <p>(S6, S 12)</p>	<p><i>"First, I need to be aware of myself and to know what made me get a low score that does not satisfy me."</i></p> <p>(S 1, S 7)</p>
	<b><i>Collaborative learning and its contribution to Academic Achievements</i></b>	<b><i>Building a Stable and Successful Career</i></b>	<b><i>Perception regarding Parental Involvement in their children's Learning Process</i></b>	<b><i>Motivation-Commitment to Learning and Personal Success</i></b>
	<b><i>Frequency of occurrence</i></b>	<b><i>Frequency of occurrence</i></b>	<b><i>Frequency of occurrence</i></b>	<b><i>Frequency of occurrence</i></b>
	<b>4 A</b> <b>6 J</b>	<b>7 A</b> <b>4 J</b>	<b>6 A</b> <b>4 J</b>	<b>8 A</b> <b>4 J</b>
	Examples of students' statements	Examples of student's statements	Examples of students' statements	Examples of students' statements
	<p><i>"Collaborative learning always lets me deal with the learning materials very well. This approach motivates me and pushes me to invest in my studies,</i></p>	<p><i>"If I organize financially, actually that could make me happy and let me feel satisfied."</i></p> <p>(S 9, S 15, S 20)</p>	<p><i>"My parents help me a lot in my learning process even they contribute to my success, in that they sometimes involved in my</i></p>	<p><i>"To take responsibility for my studies. To make an effective organization in my learning process also in my thoughts".</i></p>

	<i>also increases my commitment to my studies”.</i> (S 7, S 8)		<i>life, advise me, and let me make my decisions.”</i> (S 3, S 12)	(S 5, S 12)
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## V. Conclusions and Recommendations

### V.1 Factual Conclusions

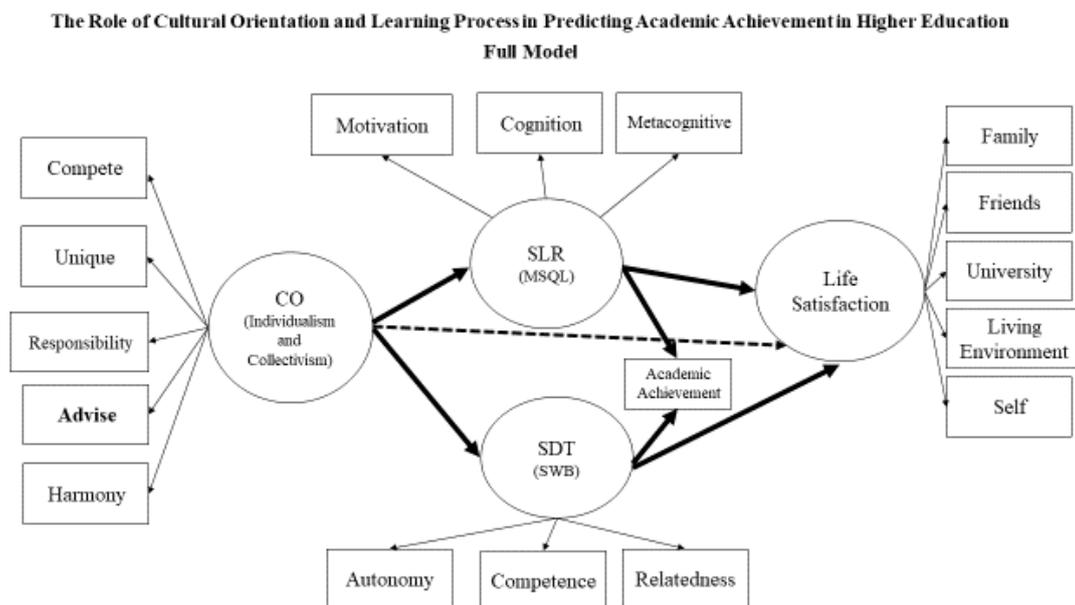
Several factual conclusions were obtained emerged from the discussion of the findings of this study.

1. The relationship between cultural orientation (Individualism and Collectivism) and the learning process is characterized by effective learning regulation, that learners plan in a conscious and controlled manner. The learners’ self-awareness of their abilities, self-efficacy, essential goals, and personal, academic, and social development, plays an important role in guiding them in their learning process. Self-awareness motivates learners to manage their thoroughly and responsibly in order to achieve the academic outcomes to which they aspire, including high academic achievements. Thus, two two essential components: self-awareness combined with motivation, helps learners in regulating their learning in an effective and controlled way. They do it from the very first stage, that is setting goals including mastery goals, which determine the learners’ behavior in their learning process and their achievements.
2. Although there is no mediation was found between cultural orientation (Individualism and Collectivism) and academic achievements by self-regulation, but it can be concluded that the significant connection found between self-regulation (SRL) and academic achievements (AAC) is directed at a deep learning method that emphasizes quality learning. The learners’ intrinsic motivation and self-efficacy allow them to apply learning strategies and skills, which stem mainly from personal choice, inquisitiveness, commitment, and personal responsibility, all of which help in the demonstration of high academic achievements.
3. The relationship between cultural orientation (Individualism and Collectivism) and life satisfaction (LS) is based on the learners’ autonomy, competence, and

relatedness. According to the findings of this study, these components are essential needs for the learners' development, and well-being.

## V.2 Conceptual Conclusions

The discussion of the research findings and the factual conclusions obtained from them make it possible to advance a data-based model that describes and explains the relationship between cultural orientation, academic achievements, and life satisfaction among undergraduate students in a multicultural environment / multicultural academic campus environment.



**Figure No. 2:** COAACLs Model

The COAALS model shows the relationships between the variables and explains the relationship between the components, such as:

1. There is a relationship between the components of self-regulation (SRL) (motivation cognition and meta-cognition) and cultural orientation (Individualism and Collectivism). On the other hand, there is a relation between SRL components and academic achievements. Figure No. 2 explains that the three essential components of self-regulation in learning (motivation, cognition, and meta-cognition) depend on the learners who are required to manage effective learning.

2. Regarding life satisfaction (LS), the findings show a relationship between the components of SRL and LS. This clarifies that the learners' success in their studies and in demonstrating high academic achievements have an impact on their well-being and life satisfaction, by personal abilities that depend on the learners, e.g., motivation, cognition, and metacognition.
3. Regarding the components of self-determination SDT (autonomy, competence, and relatedness), as illustrated in Figure No. 2, they do not mediate between cultural orientation and academic achievements but they mediate between cultural orientation and life satisfaction. This finding reinforces learners' important role as a central and active factor in their learning process. Hence, it is necessary to cultivate those three psychological needs. Autonomy is essential in empowering the individuals and increasing their of ability and skills. It also motivates learners to invest in their studies and manage their learning efficiently and responsibly. Moreover, it is necessary to cultivate and strengthen the learners' a sense of belonging atedness to the campus in which they are supposed to be socially and emotionally involved. Thus, their learning will be as a positive and effective experience, which can have implications for the students' well-being and life satisfaction.

### **V.3 Practical Implications**

From a practical perspective, the research findings contribute to the understanding of the conditions that lead to students' success in promoting self-regulation in their learning, improving their academic achievements, and cultivating their well-being and life satisfaction. This understanding has practical implications and a variety of ideas can be formulated. Hence, this study recommends several activities, for example:

1. Expanding the design of multicultural projects that aim to increase students' understanding of the uniqueness of each culture and the differences between them. This can bring peers closer together and remove the barriers that some students place between themselves and other students from a different culture. It will also increase the sense of belonging on campus among students who feel alienated or for whom the move to academia is an obstacle.
2. Planning workshops to be conducted in the Dean's offices, aiming to foster students' awareness of the importance of using a deep learning approach and its benefits. Moreover, these workshops will raise students' awareness of the importance of regulating motivation and self-regulation in learning. Consequently, this study

recommends planning intervention programs that combine a deep learning method with the ability to apply self-regulation in learning, expanding students' autonomy and self-efficacy. For example, a workshop on "self-awareness of effective learning processes" can be planned to focus on enhancing the learners' autonomous learning ability in the emotional and metacognitive aspects.

#### **V.4 Contribution to Theoretical Knowledge**

This study is of theoretical importance as it proposes a COAAC-LS model for examining the impact of cultural orientation on academic achievements. In particular, the contribution of the three components (family, self, and living environment) to the strengthening of the learners' self-esteem, was prominent in this study, affecting the ability to apply self-regulation in learning, improve high academic achievements, as well as cultivate a sense of well-being and life satisfaction. In addition, the model contributes to the understanding of the relationship between cultural orientation and academic achievements, which are characterized by the effective application of self-regulation (SRL) by the learners. Furthermore, this study explains that the components of the SDT (autonomy, competence, and relatedness) mediate between cultural orientation and life satisfaction. It is noteworthy that this information is essential for understanding the complex components and contexts that are included in the learning process.

#### **V.5 Contribution to practical knowledge**

The proposed model in this study can guide policymakers and multicultural academic institutions in changing the budgeting policy for the development of various pedagogical-educational projects aiming to enhance the sense of belonging to the campus, self-efficacy, and the management of autonomous learning. Hence, cultivating the skills of applying self-regulating learning is necessary even in online learning (recently, due to the COVID-19 pandemic, this learning has become prevalent all over the world and has intensified in the academic institutions. For some students, this new learning mode has created a complex and challenging reality and, as a result, compromised their academic functioning, causing the dropout of a number of students. . It is necessary to expand students' knowledge in the field and plan programs designed

for acquiring relevant tools and skills to help students in regulating their learning effectively, strengthening their self-confidence, empowering them to face new "online learning" challenges, offering a successful experience that has implications for their sense of well-being and life satisfaction.

## **V.6 Further Studies**

Below are some suggestions for further studies for the purpose of enriching the knowledge of this issue and assisting all those involved in this field:

1. This study is preliminary in this field (at least in Israel). Consequently, additional, comprehensive future research is needed in order to obtain more in-depth insights. That means a study in which all multicultural academic institutions in Israel will participate. Also, it should ensure a balanced sample between the two populations (representing a cultural majority and a cultural minority) for validating its conclusions in Israel and around the world.
2. A future comparative study of Israel and multicultural countries worldwide will explore the same topic with the purpose of obtaining a clearer picture about the role that cultural orientation plays in predicting academic achievements and students' life satisfaction. This research can support the proposed model and expand it in order to obtain more profound and valuable insights. These insights will assist the decision-making of policymakers in Israel and around the world regarding the improvement of students' academic achievements and the increase of their sense of well-being and life satisfaction.

## **V.7 The Universal Importance of This Study**

Multicultural colleges and academic institutions are challenging places where students from different cultures and ethnic groups can be empowered. The encounter of students from the minority and majority culture has the advantage of enhancing the understanding of the differences between the cultures. This aims to strengthen the ties between members of the different cultures and enhance the sense of belonging to the group and place, with positive consequences both socially and emotionally for improving the students' academic performance. Furthermore, the findings of this study

could increase the students' self-esteem and, thus, affect their motivation and self-efficacy. Moreover, the results clarify the importance of satisfying the learners' psychological needs, namely reinforcing their autonomy, competence and relatedness, in order to assist them in self-regulating their learning. This has positive implications for rationalizing the learning process and improving academic achievements.

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