

Reflective Education as a Means of Changing Teacher Trainers' Attitudes towards Universal Values in the Education System of the Developing Society

Mohammad Essawi¹, Jamal Abu-Hussain¹ & Dalia Fadila¹

¹ Al-Qasemi Academic College of Education, Baqa El-Gharbieh, Israel

Correspondence: Mohammad Essawi, Academic College of Education P.O. Box 124, Baqa El-Gharbieh 30100, Israel. E-mail: moham.essawi1@gmail.com

Received: September 24, 2013

Accepted: November 18, 2013

Online Published: November 19, 2013

doi:10.5430/ijhe.v3n1p39

URL: <http://dx.doi.org/10.5430/ijhe.v3n1p39>

Abstract

The proposed intervention program's aim was to change teacher trainers' attitudes towards universal values. The program takes into account the unique cultural context of the developing society. The goal of the program was to reduce the gap between declared teacher trainers' attitudes and their actual attitudes towards universal values in the education system of the Arab minority in Israel. The program was made up of training workshops. Reflective methods based on the theory of cognitive dissonance adapted to the social and cultural reality of developing societies, along with research tools employed to measure the teacher trainers' attitudes, were developed and used. Qualitative and quantitative analysis of the workshops was realized. The results of the analysis point to a reduction in the discrepancy between the teacher trainers' declared attitudes and their actual attitudes towards universal values.

Keywords: Reflective education, Universal values, Teacher trainers' attitudes

1. Introduction

The Arab minority in Israel may be characterized as a developing society undergoing a process of modernization, yet shows clear signs of conservatism. The basic concepts of conservatism are: a high value attached to customs and traditions; a belief in the irrational nature of mankind; faith in some supernatural force guiding human affairs; acceptance of human inequality and social hierarchy; recognition of the need for a sense of community among individuals (Riley, 1990). There is controversy among researchers about the definition of the Arab society in Israel — whether this society is traditional and conservative, or it is a society in transition from conservatism to modernity (Arar& Rigby, 2009).

Modernization is influenced to some extent by the interaction between the Arab society and the modern Jewish society in Israel (Alhaj, 1996; Bishara, 1999; Sikron, 2004). Nonetheless, this opinion totally contradicts the opinion of Khattab who asserts that “residentially, the Palestinians are highly segregated from the Jewish population, living mainly in segregated localities...this residential segregation has resulted in educational and cultural segregation” (Khattab, 2003). The variety of opinions about the placement of the Arab minority in Israel on the continuum from tradition to modernity complicates the definition of the Arab minority as a developing minority within a developed society.

As a result of the interaction between the Arab and the Jewish society, the institutions of teacher education in the Arab education system tend to adopt the teacher training pedagogies employed by Jewish institutions for teacher education in Israel, without taking into consideration that these pedagogies are not in alignment with the reality of the Arab education system and the larger Arab society in Israel.

Some studies (Mari, 1978; Abu-Hussein & Essawi, 1996; Essawi, 2001) have drawn attention to the complex conditions under which teachers operate, thus raising many questions regarding the pedagogical and practical teacher education provided by teacher education institutions within the Arab education system. In fulfilling their roles, teachers in the Arab education system face social and cultural challenges (Abu-Saad, 2006; Reichel, 2008). Other studies point out that the experience of teacher trainees at colleges does not guarantee that the trainees undergo

radical changes in their attitudes towards universal values during the training period (Abu-Mukh and Essawi, 1999; Kfir&Golan-Coke, 2000; Fullan, 2003; Cheng, 2005; Lietz, & Matthews, 2010).

In light of the aforementioned, and particularly in light of the major inconsistencies within Arab society in Israel with respect to the modernization, the following question can be raised: How can teacher training programs be made relevant to teachers' socio-cultural context and simultaneously prepare them to promote social change?

The professional literature in general and in Israel in particular indicates that teacher trainers are the weak element in the education system (Ziv; et. al 1992; Ariav, et. al 2001; Minaya-Rowe, 2002; Ezer & Sagee, 2010). The role and performance of teacher trainers are questioned with respect to the extent of their impact on education (Abu-Hussain & Essawi, 1996). Teacher trainers should be able to lead change in the schools that will have an impact on the educational system (Solomon & Almog, 1994; Navo, 2001). Hence, the professional level of teacher trainers should be improved. Only then can the educational system function as a tool for change in society.

In view of the status quo in teacher trainers' programs in the Arab education system, in Israel it was found appropriate to propose an intervention program that can lead to a positive change in Arab teacher training. The program is intended to bring about changes in the values and behavior of teacher trainers, hence enabling them to work for social change towards universal values (Phillips, 2006).

The goal of the intervention program is to reduce the gap between declared attitudes of Arab teacher trainers and their actual attitudes towards universal values by: increasing readiness to change; enhancing the commitment of teacher trainers to their professional and personal development; improving the collaboration, responsibility, assertiveness, openness, and reflection. This research contains a description of the intervention program and an examination of its effectiveness by means of the proposed research tools and methods. The research was conducted in Al-Qasemy Academic College of Education in Israel.

2. The Intervention Program: Changing Teacher Trainers' Attitudes Towards Universal Values

The intervention program is made up of training workshops and is directed towards changing teacher trainers' attitudes towards universal values. It takes into account the unique cultural context of a developing society. The program is based on the theory of cognitive dissonance (Festinger, 1957), event analysis (Stevenson, Zinzow, & Sridharan, 2003), and a reflective method (Ertmer & Newby, 1996; Posner & Vivian, 2009). The program is examined with the help of the proposed research tools during its implementation.

2.1 Research Tools

The aim of the research tools used is to provide qualitative and quantitative analysis of the intervention program. The research tools include an attitude questionnaire, a lab exercise, and portfolios for each teacher trainer. To increase the reliability of the analysis, two steps were taken. First, quotations representative of rich descriptions of the teacher trainers' experience during the intervention program (Gertz, 1990) were used to exemplify and validate the program's assumptions. Second, the teacher trainers' reports in the portfolio were compared and integrated with the findings from the questionnaire and the lab exercises.

The attitude questionnaire is constructed to examine the attitudes of the teacher trainers towards universal values. It is adapted to the Arab minority in Israel based on professional literature dealing with problems of modernization in three domains: analytic, objective, and behavioral (Stephenson, 1977; Enkeles & Smith, 1976; Cheng, 2003; Essawi, 2001).

The attitude questionnaire consists of eight categories of values, with five propositions in each category for a total of 40 propositions. The questionnaire was sent to three referees for review, to determine whether the categories and propositions do indeed examine the attitudes in the intended domains, whether the domain categories are covered and whether the propositions cover the categories. The categories are: readiness to accept new information and ideas, openness, democracy, discipline and time management, planning and organization, readiness to learn, use of books, and lifestyle.

The lab exercise is intended to reveal the implicit attitudes of teacher trainers towards universal values. Behavioral sciences call such exercises "lab exercises" because of their similarity to lab examinations in the natural sciences. The lab exercise describes seven types of female teachers (using pseudonyms). Each female teacher represents a certain type of behavior and attitude: Aalia -receptiveness to criticism; Fatima -significance of life quality; Zainab-significance of discipline; Sawsan- achievement and strictness; Warda -significance of individual rights; Jumana-significance of procedures; and Dona -conservativeness.

Each teacher trainer portfolio is a structured collection of evidence about the processes occurring. It includes documents, examples, explanations and reflective processes of the past and present experiences of the teachers as part of the intervention program.

2.2 Description of the Intervention Program

The intervention program has been created due to the acute needs of the Arab minority in Israel. The crucial question of the program is: How is it possible to steer teacher trainers towards universal values when they are part of a conservative society? The program enables teacher trainers to analyze, manage, and above all, aspire to change their social reality through changing their attitudes. The training workshops making up the program serve as an alternative to the current model of teacher training. The program involves a few key steps. First, teacher trainers complete questionnaires about their attitudes towards universal values. Then they perform lab exercises, during which they record and reflect on their experimentation in the portfolios. The received information is analyzed and the results of analysis are presented to the teacher trainers.

The teacher trainers subsequently discuss the results. The aim of discussion is for the teacher trainers to determine the discrepancy between their declared attitudes towards universal values, which are revealed by group discussion, and their actual attitudes, which are reflected in the attitude questionnaires, the portfolios, and the lab exercises. Awareness of this discrepancy will assist teacher trainers in understanding their inconsistent attitudes towards universal values and the reasons for their resistance to change.

The intervention program is based on event analysis. Events from the teachers' social, professional and personal context are considered, and the teacher trainers are asked to reflect on, analyze and express their attitudes towards each event. Each teacher trainer is asked to undergo a process of reflective conceptualization with the participation of the other group members. The conflict of values between individuals is critical.

Reflective discourse among teacher trainers can lead to the following: a change in attitudes; a reduction of the gap between declared attitudes and actual attitudes towards universal values; development of critical thinking; a broadening of the perception of teachers beyond teaching and learning, internalizing universal values.

Feedback conversations are held at the end of each training workshop during the intervention program. The feedback conversation is a reflective method aimed at improving reflection skills, and a framework for illustrating and implementing reflective coaching (Schon, 1988). It serves as a link between teaching characteristics and associated evaluation processes, and is a source of knowledge for the teacher trainers. It offers a background for fostering the teacher trainers' values, and for translating the desired image of the teacher trainer. The participants in the feedback conversation are asked to answer the following questions: What are the contents of the feedback conversation (Shulman, 1986)? What is the significance and aim of managing the feedback conversation (Fischman, 2001; Shulman, 1986)?

The feedback conversations are used to reveal personal, professional and social values of the teacher trainers. The conversation empowers teacher trainers to clarify their own professional values (Frankel, 1996; Fishman, 2001; Schein, 2004). Planning, analyzing and evaluating feedback conversations illustrate the connection between theoretical models and processes during feedback conversations (Frankel, 1996; Foray & Hargeaves, 2003).

2.3 The Program Implementation

The program was implemented in Al-Qasemy Academic College of Education in the Arab minority within Israel. The teacher training system in the college is as follows: pedagogic instructors in the college train students to be teachers. Teacher trainers, who are teachers in the host schools, are selected to accompany groups of students-teacher trainees. Pedagogic instructors, teacher trainers, and teacher trainees are the integral parties of this system. The intervention program was conducted with the teacher trainers. Experimental activities and lab exercises constituted the basis for implementation of the program.

In the first, second, and third year, 100, 110, and 110 teacher trainers, respectively, took part in the program. Each year the teacher trainers were divided into five equal groups (a total of 15 groups). Each group met once a week for four hours. The total number of training workshops for every group each year was 28. In the two days preceding the program implementation, participants were prepared and given a complete and detailed explanation of the program.

During the first workshop the participants filled in the attitude questionnaire. The lab exercises were conducted with each group of teacher trainers at the beginning and at the end of the intervention program. After the first session, the participants were given specially-designed exercises aimed at helping them becoming acquainted and connected.

Later, the participants were arbitrarily divided into pairs. Through the exercises, each pair was given the opportunity to meet and get acquainted with the others pairs. Some of these exercises took place in front of the whole group.

Each pair was asked to share their vision of universal values to create a common vision for the group. Presentation of the vision included discussing principles, work rules and procedures, communication methods, levels of expectations and levels of commitment common to the whole group. As a follow up, all the participants reviewed the written summary of the vision, made some corrections and signed the final version as a covenant expressing their commitment.

All groups of the teacher trainers participated in a panel discussion held at the end of the second workshop. The purpose of the panel discussion was to discuss organizing an educational system in the schools that would suit the vision created by the participants of the program. Feedback and summary of the two workshops were aimed at proposing solutions to difficulties of the Arab education system in Israel.

The participants of the program were instructed to bring up events from their teaching context and then examine them through a process of observation and conceptualization while referring to relevant theories. The participants examined the various events according to the following stages: defining the event; analyzing causes and results of their behavior; reflecting critically on the event; proposing solutions for conflicts resolution; conceptualizing the event and deriving insights from it; implementing the insights in the teacher trainers' professional work.

In addition, the pairs of teacher trainers summarized relevant articles and then presented them to the group by engaging the group in meaningful interaction. At the end of each session, a feedback conversation was held, in which the participants summarized and evaluated the process, drew conclusions and formulated recommendations.

Throughout the program realization, the teacher trainers managed a portfolio. A number of changes in the teacher trainers were expected, especially with respect to their level of disclosure, their ability to express themselves in the presence of the other participants and their ability to handle criticism. The portfolio served as an additional means of dialogue between peers.

From time to time, dialogue occurred between the teacher trainers and the moderator, who was also a pedagogical instructor. In the dialogues, the moderator assisted the teacher trainers to make sense of and reflect upon their experiences. The moderator provided teacher trainers with suggestions, signals and mediation that served as a platform for enhancing their thinking and broadening their perceptions of the teaching/learning process and the scope of the change (Vigotsky, 1978; Fischman, 2001).

In the final workshop of the program, the participants were asked to stand in a circle while facing out. The moderator began reflecting on the entire program, including the events analysis stages, the disagreements, the experiences, the bewilderments, the dilemmas and so on. As the moderator presented each stage, the participants were asked to take a step into the circle, until they reached a state of total closure, thus modeling the gradual process of exposure from the beginning of the program until the open communication achieved at the end.

The program implementation showed the ambivalent attitudes of the teacher trainers towards universal values and assisted them in clearly formulating their personal values.

3. Findings

The objective of the intervention program examination was to evaluate the impact of reflective methods on the attitudes of teacher trainers towards universal values in the education systems of developing societies and to determine methods that can accelerate their development. The evaluation identified clear criteria for understanding the quality of the interactions among the program participants. The evaluation is formative in nature. It facilitated an understanding of the connections between different variables, including how the activities and interactions in the framework of the program are correlated with variables such as openness, collaboration, receptiveness to criticism and so on. Mixed methodology, qualitative, and quantity methods were used for analyzing the data.

The data the teacher trainers included in the portfolio was processed qualitatively. Some of the points raised were quoted and interpreted to explain the changes of the traits of the teacher trainers. Examples from the stories relayed by the teacher trainers were used as an indicator of the changes they underwent during the training workshops. The portfolio was analyzed quantitatively, as proposed in Strauss and Corbin (1990): proposition by proposition, category definition, category search, repeated reading of the portfolio, changes in categories and connections between categories, and final assignment of categories.

The various propositions were classified according to the initial category codes. Percentages were calculated for each category, with the percentage indicating how often the category appeared with respect to all other categories. Content

analysis of the portfolios provided an additional layer to strengthen or weaken the results of the quantitative analysis of the questionnaires.

The data was analyzed with SPSS. Averages and standard deviations (SD) were calculated for the attitudes of the teacher trainers towards universal values. A t-test was used to measure the changes in the teacher trainers' attitudes before and after the intervention program implementation.

As a result of conducting the lab exercises, each participant in the intervention program imagined himself or herself as a member of the school management staff, who had to recommend the dismissal of one female teacher only relative to the aforementioned seven types of female teachers. The participants were asked to rate the female teachers on a scale ranging from 1 to 7, with 1 representing the teacher with the highest probability of dismissal and 7 representing the one with lowest probability of dismissal. Received data is presented in Table 1.

Table 1. Mean and SD of decisions of the teacher trainers in the 15 groups in the lab exercise at the beginning of intervention program (N=320 teacher trainers)

Types of Teachers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	M	SD
Aalia	3	3	4	3	3	5	4	3	4	3	4	3	3	3	3	3.45	0.61
Fatima	1	1	2	2	2	1	1	2	2	1	2	1	1	2	2	1.53	0.50
Zainab	4	5	3	4	5	4	5	4	5	4	5	5	5	4	5	4.47	0.38
Sawsan	6	7	6	7	6	7	6	6	6	6	6	7	6	7	6	6.33	0.45
Warda	2	2	1	1	1	2	2	1	1	2	1	2	2	1	1	1.47	0.50
Jumana	5	4	5	5	4	3	3	5	3	5	3	4	4	5	4	4.13	0.81
Dona	7	6	7	6	7	6	7	7	7	7	7	6	7	6	7	6.67	0.48

The results presented in Table1 indicate that the first candidate chosen for dismissal by the teacher trainers was Warda. She represents the "significance of individual rights" type. The last female candidate chosen for dismissal was Dona. Dona is described as a conservative teacher who employs old teaching methods and does not believe in new teaching methods. She demonstrates a negative attitude towards new teaching methods and asserts that she is not prepared to consider any change. These results contradict the majority assertion supporting new teaching methods and respect for individual rights that was raised in the teacher trainers' discussions.

The participants of the intervention program were asked to express their view through the attitude questionnaire on each proposition of the value categories on a scale ranging from 1 to 5, where 1 expresses absolute disagreement and 5 expresses absolute consent. Reliability and validity analyses were conducted. The reliability coefficient was $r = 0.80$.

Table 2. Mean, SD and t-test results for attitudes of teacher trainers towards universal values before and after the program realization (N=320 teacher trainers).

	Before program		After program		t-test
	M	SD	M	SD	
Teacher trainers' groups	3.05	0.27	3.85	0.28	22.98**

** $p < 0.01$

The results in Table 2 show the statistically significant difference between the attitudes of teacher trainers towards universal values before and after conducting the program.

Table 3. Mean, SD, and t-test results for attitudes of the teacher trainers according to gender (N=320 teacher trainers)

Gender	Before program			After program			t
	N	M	SD	N	M	SD	
Female	165	3.95	0.28	165	3.10	0.31	**17.11
Male	155	3.75	0.36	155	2.95	0.25	** 16.61

** $p < 0.01$

The results in Table 3 show the significant difference between the attitudes of the teacher trainers according to gender.

The participants of the program were asked to express their view through the attitude questionnaire on each proposition of the value categories on a scale ranging from 1 to 5, where 1 expresses absolute disagreement and 5 expresses absolute consent. Reliability and validity analyses were conducted. The reliability coefficient was $r = 0.80$. Results presented in Table 4 and Table 5.

Table 4. Pre- and post- program mean, SD, and t-test of teacher trainers (N=320 teacher trainers)

The Value Categories	Before program		After program		t	Effect size
	M	SD	M	SD		
Readiness to absorb new information and ideas	3.01	0.39	3.70	0.34	**23.91	1.15
Openness	3.15	0.39	3.85	0.35	**14.57	1.16
Democracy	2.95	0.36	3.95	0.25	**30.10	1.18
Discipline & time management	2.95	0.22	3.7	0.21	**17.63	1.63
Planning & Organization	3.00	0.23	3.80	0.24	**20.77	1.66
Readiness to learn	3.15	0.25	4.00	0.21	**25.63	1.80
Use of books	3.02	0.21	3.65	0.28	**13.63	1.28
Lifestyle	3.05	0.23	3.85	0.28	**21.83	1.60
x	3.05		3.85	0.28		

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

The results in Table 4 show that the difference between the attitudes of the teacher trainers before and after the program realization is statistically significant for all categories ($p < 0.01$).

Table 5. Mean, SD, t-test for teacher trainers' attitudes according to value categories and gender (N=320 teacher trainers)

The Value Categories	Women Before Program		Women After Program		t	Men Before Program		Men After Program		t
	M	SD	M	SD		M	SD	M	SD	
Readiness to absorb new information and ideas	3.01	0.27	3.75	0.24	14.66**	3.01	0.23	3.66	0.37	8.08**
Openness	3.05	0.26	3.95	0.24	11.41**	3.25	0.27	3.76	0.35	4.13**
Democracy	3.00	0.21	4.10	0.28	23.82**	2.90	0.25	3.80	0.38	9.17**
Discipline & time management	2.90	0.25	3.95	0.27	13.03**	3.00	0.21	3.70	0.31	9.17**
Planning & Organization	3.00	0.28	3.65	0.38	9.36**	3.00	0.23	3.95	0.38	13.83**
Readiness to learn	3.25	0.24	4.10	0.25	11.91**	3.05	0.26	3.90	0.36	13.20**
Use of books	2.95	0.27	3.55	0.29	7.72**	3.22	0.24	3.75	0.35	4.89**
Lifestyle	3.10	0.28	3.80	0.24	7.29**	3.01	0.27	3.90	0.38	14.42**
x	3.10	0.27	3.95	0.28		2.95	0.25	3.75	0.36	

The results in Table 5 indicate the significant changes in the attitudes of teacher trainers in all categories.

4. Discussion

While the participants of the intervention program declared that they are interested in change, the results of the lab exercise show the opposite (Table 1). The results of the exercise were presented to the participants and the moderator declared that Dona represents most of them. Dona is described as a conservative teacher who teaches according to

traditional teaching methods and does not believe in new teaching methods. She considers each innovation negatively and declares she is not prepared to consider any change. On the other side, Warda was the less favored although she asserts significance of individual rights. In order to survive in a modern dynamic environment characterized by rapid technological development and an explosion of information, education systems should dismiss a teacher like Dona. Yet, the exercises showed that Dona was chosen by the teacher trainers as the preferred teacher type among the seven types of teachers.

The finding indicates that while the teacher trainers recognize the significance of new teaching methods on the cognitive level, they nevertheless prefer a conservative pedagogical approach that does not meet the requirements of the new age. The teachers continue to use traditional teaching approaches and methods, since new teaching methods would require them to change their attitudes towards universal values. Such change is never easy, and it is painful for a teacher who lives in a developing society characterized by traditional indicators.

The use of new teaching methods requires reciprocal relations between teacher and student, readiness to listen to students, accepting criticism, and practicing open interpersonal communication. These are some of the behavioral components that go hand in hand with new teaching methods that require a change of teacher attitudes towards universal values. Therefore it is necessary to confront teachers with a gap between declared and actual attitudes towards universal values. They must be provided with the conditions to acknowledge their readiness for the cognitive activities using new methods, and for adopting the values and principles on which these activities are based.

According to (Hargeaves, 1995; Cheng, 2003; Schein, 2004), the weak organizational culture of schools is characterized by the gap between declared attitudes and those revealed on a daily basis in various functioning domains. The gap is major, especially as it emerged in the lab exercise. When the participants were asked about individual rights, most indicated their support; however, the results of the exercise revealed the opposite.

While technological and scientific changes take place all over the world, teachers in developing societies must consciously recognize the need to change their behavior patterns. However, the conservative social environment and a hierarchical structure of schools hinder this process. Teacher trainers make efforts to create a balance between the two. The result is a clear gap between their declarations and their actual attitudes towards universal values. The conflict strategy and examination of the participants' attitudes during the intervention program served to destroy their sense of the balance. Their new awareness of their conservative attitudes paved the way to regaining a new balance.

The participants demonstrated their willingness to change the patterns of their behavior, not only in their professional practice, but also in other aspects of their personal conduct. The change experienced by the female teacher trainers is more considerable than the men in the following categories: readiness to accept new information & ideas, openness, democracy, discipline and time management, and use of the book (Table 4 and Table 5). It can be explained by the fact that the status of women in developing societies is perceived as inferior to that of men. Women, therefore, have greater aspirations to change the existing reality than do men. The program allowed them to express these aspirations.

The findings (Table 4 and Table 5) show that the intervention program achieved its goal. The teacher trainers developed more positive attitudes toward universal values. In the beginning they had negative attitudes, concerns, hesitations, and doubts about the possibility the intervention program would succeed. This situation soon changed as a result of collaborative work, more exposure, dialogue, and so on. The qualitative evaluation conducted in the present research discloses the processes experienced by the teacher trainers within the framework of the intervention program, and the activities impeding achievement of the program's objectives.

The lab exercises assisted the teacher trainers in development of communication channels, closeness and collaborative work to achieve the assignments carried out in pairs. Simultaneously, the informal processes served as a significant element in strengthening these channels and in affording more exposure and more openness. The portfolio of the teacher trainers revealed a positive change in their attitudes towards universal values.

The open discussions and reflective discourse promoted a learning culture and helped the teacher trainers achieve personal and professional insights. At the beginning of the intervention program, most teacher trainers declared that they plan their work and are opened to new ideas. By the end of the intervention program, the teacher trainers acknowledged that they were less open to change. At the beginning of the intervention program, most teacher trainers expressed some concern. "The intervention program constitutes a threat; the problem is the exposure to others..." Later, they admitted that the exercises and discussions were very interesting. One of the female teacher trainers said, "I started to be more aware of my strong and weak points." Another female teacher said, "I was not aware that I educated my students to sanctify the past and be pessimistic about the future. The intervention program

contributed a lot me. It allowed me to raise tough questions, such as how to be an educator who inspires optimism. To prepare my students for an optimistic future while examining and benefiting from the past is not an easy assignment, but it is possible...”

The program led to valuable confrontation among the participants and with themselves, as expressed in conversations with teacher trainers and as indicated in the portfolio. “After the exposure exercises, I thought and even felt that the group was disintegrating...” Afterwards the same participant pointed out that “the group started to take shape; it became easier to feel exposed ... and to say freely what comes to mind...” As appears from the above, the results of the intervention program point to an evident change in attitudes. The change provides an indication that the participants of the intervention program developed positive attitudes towards universal values.

5. Conclusions and Implications

Our research indicates that education through workshops based on value confrontation, attitude exercises, reflection, behavioral analysis, and its translation into professional practice are undoubtedly useful. A supportive environment was created, in which the intervention program participants confronted one another and learned about themselves. An opportunity to be active and contributing participants was given to them. They were also allowed to reflect upon their behavior and the behavior of others, to draw conclusions and learn from their own experience. In sum, a chance to grow personally and develop professionally was given to the participants, as well as the chance to apply change beyond the limits of their professional practice.

The conservative values of developing societies create obstacles to the professional development of teachers and teacher trainers. The obstacles lead to low achievement among the students taught by those teachers. It is one of the salient characteristics of teacher training systems in these societies. Consequently, the teacher training system in developing societies is anchored in the past instead of being directed towards the future. It doesn't at least attempt to deal with the present.

Similar to other developing societies, the Arab minority in Israel is characterized by structure-bound social interactions and conservative values. These pose a challenge to the liberal mentality, openness and modern lifestyle which emerge from the universal values of human rights, lifelong learning, equality and freedom, among others. Thereby, the proposed intervention program for teacher trainers of the Arab educational system in Israel can be adopted by educational systems of other developing societies.

The intervention program is based on the following premise: unless teacher trainers acknowledge the gap between their declared attitudes and their actual attitudes towards universal values, as well as their professional performance, they will not be able to function as agents of change in these societies. Furthermore, the intervention program is based on the assumption that the discrepancy between teacher trainers' actual and declared attitudes towards universal values stems from a lack of correspondence between objectives of teacher training programs, pedagogical resources, and low achievements of teacher trainees. This discrepancy is presumably the reason why teacher training programs in the Arab society in Israel, and perhaps in other developing societies as well, face difficulties in training teachers who are able and qualified to bring about positive change toward quality of life, guided by universal values.

The program was implemented through training workshops that focused primarily on the attitudes of teacher trainers toward universal values. The strategies of reflective thinking, decision making, and transparency in behavior were used during the workshops. The attitudes towards universal values were examined by the use of conflict-solving strategies and value confrontation based on the theory of cognitive dissonance. The research tools employed to measure the teacher trainers' attitudes including an attitude questionnaire, a teacher trainer portfolio, and a lab exercise were aimed at revealing implicit attitudes before, during and after the intervention program implementation.

The results of the intervention program point to a reduction in the discrepancy between the teacher trainers' declared attitudes and their actual attitudes towards universal values. The teacher trainers felt a greater commitment to change their approaches to teacher education as well as to change different aspects of their personal lives.

References

- Abu-Hussain, J., & Essawi, M. (1996). Dilemmas of Pedagogic Guides in the Arab Education System in Israel in: *Book of Articles of the Proceedings of the Second International Conference for Teachers Training*. Mofet Institute and Wingate College, 683- 694.
- Abu-much, M., & Essawi, M. (1999). The Changing Attitudes Towards the Profession of Teacher Training in the Arab Sector of Israel, Shariah & Islamic Studies in Baqa Algharbia, Israel, *Jamea*, 3, 31-43.

- Abu-Saad, I. (2006). State-controlled education and identity formation among the Palestinian Arab minority in Israel. *American Behavioral Scientist*, 49(8), 1085-1100. <http://dx.doi.org/10.1177/0002764205284720>
- Alhaj, M. (1996). *Education among Arabs in Israel*. Magnes Publication, Florsheimer Institute.
- Arar, K., & Rigby, A. (2009). To participate or not to participate- status and perception of physical education among Muslim Arab-Israeli secondary school pupils. *Sport, Education and Society*, 14 (2), 183- 202. <http://dx.doi.org/10.1080/13573320902809088>
- Ariav, T. et al. (2001). *The Ongoing Development of Teacher Education: Exchange of Ideas*, Tel Aviv: Mofet.
- Bishara, A. (1999). *Between "I" and We – The Construction of Identity and Israeli Identity*, Jerusalem: Hakibbutz Hameuhad Publishing House.
- Cheng, Y.C. (2003). School Leadership and Three Waves of Education Reform, *Cambridge Journal of Education*, 33(3), 417-439. http://dx.doi.org/10.1007/1-4020-3620-5_11
- Cheng, Y.C. (2005). *New Paradigm for Re-engineering Education: Globalization and Individualization*, N.Y. Dordrecht, The Netherlands: Springer.
- Enkeles, A., & Smith, D. (1976). *Becoming Modern*, Harvard University Press, Cambridge, Massachusetts, USA.
- Essawi, M. (2001). Arab School Culture Organizational the Professional Development of Teacher, In: Zogla Ete (eds.), *Proceeding and International Conference Theory and Practice of Complicates in Multi Culture*, Riga. 299-312.
- Ertmer, Peggy A., & Newby, Timothy J. (1996). The expert learner: strategic, self-regulated and reflective, *Instructional Science*, 24, 1-24. <http://dx.doi.org/10.1007/BF00156001>
- Ezer, H., Izhak, G., & Sagee, R. (2010). Perception of teacher education and professional identity among novice teachers. *European Journal of Teacher Education*, 33(4), 391-404. <http://dx.doi.org/10.1080/02619768.2010.504949>
- Festinger, L. (1957). *A Theory of Cognitive Dissonance*. Evanston, IL: Row, Peterson.
- Fischman, G.E. (2001). Reflection about Images, Visual Culture, and Educational Research, *Educational Researcher*, 30(8), 28-33. <http://dx.doi.org/10.3102/0013189X030008028>
- Foray, D., & Hargreaves, D. (2003). The Production of Knowledge in Difficult Sectors: a Model and Some Hypotheses, *London Review of Education*, 1(1), 7-18. <http://dx.doi.org/10.1080/14748460306689>
- Frankel, F. (1996). A Three Dimensional Sample for the Analysis of Feedback Conversations According to Different Theories. In: *Book of Articles of the Proceedings of the Second International Conference for Teachers Training*. Mofet Institute and Wingate College, 129-147.
- Fullan, M. (2003). *The Moral Imperative of School Leadership*. Thousand Oaks, CA: Corwin press.
- Gertz, Q. (1990). *Interpretations of cultures*. Jerusalem: Keter.
- Hargreaves, D. (1995). School Culture, *School Effectiveness and School Improvements*, 6(1), 23-46. <http://dx.doi.org/10.1080/0924345950060102>
- Khattab, N. (2003). Explaining educational aspirations of minority students: the role of social capital and students perceptions. *Social Psychology of Education*, 6, 283-302. <http://dx.doi.org/10.1023/A:1025671617454>
- Kfir, D., & Golan-Coke, P. (2000). Integration of Constant Value System in the Programs of the Educational and Welfare Department, Ministry of Education.
- Lietz, P. & Matthews, B. (2010). The effects of college students' personal values on changes in learning approaches. *Research in Higher Education*, 51(1), 65-87. <http://dx.doi.org/10.1007/s11162-009-9147-6>
- Mari, S. (1978). *Arab Education in Israel*, N.Y. Syracuse University Press.
- Minaya-Rowe, L. (Ed.) (2002). *Teacher Training and Effective Pedagogy in the Context of Student Diversity*. Greenwich, CT: Information Ag publishing.
- Navo, D. (2001). *School Evaluation: Dialogue to Improve School*. Even-Yehuda: Rechis Publication.
- Phillips, Anne. (2006). Really' Equal: Opportunities and Autonomy, *The Journal of Political Philosophy*, 14(1), 18-32. <http://dx.doi.org/10.1111/j.1467-9760.2006.00241.x>

- Posner, George J. & Vivian Craiq. (2009). *Field Experience: A Guide to Reflective Teaching*, 7th Edition, Prentice Hall.
- Reichel, N. (2008). The story of the Israeli educational system: the centralization decentralization; between declared and the hidden; between imitation uniqueness. Jerusalem: Magnes Press, the Hebrew University.
- Riley, J. L. (1990). Moderate Political Ideologies: Liberalism and Conservatism, *Regis University, Denver*. Available at: <http://academic.regis.edu/jriley/libcons.htm>
- Schein, H. E. (2004). *Organizational Culture and Leadership*, San Francisco: Jossey – Bass.
- Schon, D.A. (1988). Coaching Reflective Teaching. In: P. P. Grimmett & G.L. Erickson, (Eds.) *Reflection on Teacher Education*. New York: Teacher College Press, 19-30.
- Shulman, L.S. (1986). Those Who Understand: Knowledge Growth in Teaching, *Educational Researcher*, 15(2), 4-17. <http://dx.doi.org/10.3102/0013189X015002004>
- Sicron, M. (2004). Demography – Israel's Population Characteristics & Trends, Jerusalem: Carmel press.
- Solomon, J. & Almog, T. (1994). *Desired Image of the Education System Graduate*. School of Education, University of Haifa.
- Stephenson, J.B. (1977). Is Every One Going Modern a Critique and Suggestion for Measuring Modernity? *The American Journal Sociology*, 74, 265-275. <http://dx.doi.org/10.1086/224640>
- Stevenson, W., Zinzow, H., & Sridharan, S. (2003). Using Event Structure Analysis to Understand Planned Social Change, *International Journal of Qualitative Methods*, 2 (2), 43-52.
- Strauss, A., & Corbin, J. (1990). *Basics of Qualitative Research*, Sage, Newbury Park.
- Vygotsky, L.S. (1978). *Mind in Society*. Cambridge, MA, Harvard University Press.
- Ziv, S., Zilberstein, M., & Penhas T. (1992). The Gap between Pedagogic Teachers and Trainers in Evaluation of their Teaching. *Eyunim Bahenoch*, 57-58: 179-192..