The relations between teachers' pedagogical beliefs, teaching profession, self-efficacy, motivation, satisfaction, and burnout: A comparison of religious teachers of Islam and secular mathematics teachers in high schools in the Arab sector

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Pedagogical belief is conceptualized as a worldview that reflects how teachers understand teaching and the values they attribute to this understanding (Fives, 2003). From this, one can refer to a traditional pedagogical belief, which relies on religious belief and folds in such aspects as traditionalism, determinism and conservatism, and to a constructivist pedagogical belief, founded on the construction of understanding and knowledge, progress and modernization and usually corresponds to scientific and intellectual approaches (Illuz, 2004 ; Spring, 2015). In addition, pedagogical beliefs can be considered as a personal understanding of the teacher about the meaning of teaching about the importance of knowledge, its nature, form and content of knowledge, and beliefs related to teaching proficiency and proficiency in general (Fives, 2003).

The aim of the current study is to examine the relationship between the pedagogical beliefs of teachers and their profession, and to examine how this relationship affects teachers' self-efficacy perception, satisfaction, and other functional characteristics of the teacher within the educational system. To this end, the study examined these aspects among teachers of Islam and mathematics in secondary schools in the Arab sector in Israel.

The first research hypothesis suggested that there is a difference between the pedagogical beliefs of teachers of Islamic studies and the pedagogical beliefs of mathematics teachers. In particular, the research hypothesis sought to examine the argument that teachers of religious studies (i.e. Islam) have a strong traditional belief compared to teachers of mathematics studies and that teachers of Islamic studies have a weaker constructive belief than math teachers. This research hypothesis was not confirmed. In practice, there were no differences in pedagogical beliefs between the two types of teachers, a fact that may indicate a change in which Arab society abandons the traditional Islamic halakhic conception that focuses almost exclusively on religious studies, and underpins an educational conception that centers on a Western education model that mainly teaches professional subjects. Alternatively, we also discuss the possibility that these findings indicate conservatism among math teachers in the Arab sector in Israel and their appropriate tendency to adopt traditional pedagogical beliefs or beliefs that diminish the importance of the teacher's knowledge, type, and role.

Subsequently, the second research hypothesis holds that there is a connection between teachers' pedagogical beliefs and their perceptions of self-efficacy, satisfaction and burnout. This hypothesis was confirmed and found that, in accordance with Fives's (2003) conceptualization, the pedagogical beliefs of teachers that influence teachers' self-concept, teacher satisfaction and burnout relate to the importance attributed to pedagogical knowledge, types of knowledge, form and content, and the general concept of the role. Correspondingly, it can be concluded that these pedagogical beliefs are more relevant to the understanding of teachers' attitudes than the dimensions of traditional and constructive pedagogical beliefs. In addition, it was also found that satisfaction among Islamic teachers was lower than that of math teachers.

The third research hypothesis holds that there is a connection between the pedagogical beliefs and the motivation and level of organizational commitment of the teachers. The findings indicated that intrinsic motivation is influenced by pedagogical beliefs about the importance of pedagogical knowledge, both directly and indirectly through its impact on the self-efficacy dimension of school influence. Similarly, teachers' external motivation is influenced by the general belief in teaching roles, both directly and indirectly through the impact on the self-concept of self-confidence. In addition, extrinsic motivation is influenced by the dimensions of self-efficacy regarding pedagogical and school-level influence. These findings supported the research hypothesis, with reference to teacher motivation.

The findings of the analysis indicated that the influence of pedagogical beliefs on teachers' level of emotional commitment was mediated entirely through the dimensions of self-perception, motivation and satisfaction. In addition, the level of emotional commitment among teachers of Islam has also been found to be low, and there is a difference in how constructivist pedagogical beliefs affect emotional commitment - while among math teachers it has a negative impact, among Islam teachers it is positive. In contrast, the findings of the analysis indicated an effect of the general pedagogical belief about teaching roles on continuing commitment, both directly and indirectly through the level of intrinsic motivation and satisfaction and the self-confidence

dimension of self-efficacy. In addition, findings were found to indicate that continuing commitment is negatively influenced by the constructivist pedagogical belief that there is a negative effect of erosion on this dimension of emotional commitment among teachers of Islam alone. Finally, the analysis indicated that teachers 'normative commitment is influenced by their intrinsic motivation, as well as satisfaction and general belief in the role of teaching. These findings supported the third research hypothesis, referring to the level of organizational commitment of teachers.

In practice, the findings of the study indicated that pedagogical belief is a priori factor in the model, which means that it is shaped by the teacher's concept of functioning. Unlike the choice of the teaching path, it is found that pedagogical belief is a very significant factor in the teacher's perception and role in the short term, as well as his ability to influence and, in particular, the value of his commitment to the organization in the long term.

Research Contribution: The first contribution of the present study is to expand and deepen existing knowledge about pedagogical beliefs, as an academic concept, both conceptually and operationally. The unique context in which the study was conducted helped to understand the interplay between teachers' pedagogical beliefs and their teaching field choices, and their findings indicate that teachers' pedagogical beliefs of Islam and mathematics are shaped prior to choosing the profession, as well as having a more significant and profound impact on the teachers' attitudes than .

The study is an important contribution to the body of knowledge about the relationship between pedagogical beliefs, including religious beliefs, and the sense of self-satisfaction, satisfaction, burnout, motivation and organizational commitment, and has helped to better characterize the nature of pedagogical beliefs in relation to the origin and essence of knowledge. In particular, against the background of a comprehensive OECD survey (2009 a, b) that focused only on the distinction between traditional and constructive pedagogical beliefs of teachers, it is evident that pedagogical beliefs about the importance of knowledge, the importance of knowledge and its form, and the importance of teaching roles are of much greater importance and importance. the teachers.