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MANAGEMENT METHODOLOGY FOR PREVENTING DROPOUT IN HIGH SCHOOLS OF ISRAEL, ARAB SECTOR

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CONCEPTUAL BENCHMARKS OF THE STUDY

The research theme relevance: Despite the impetuous development of human society, the phenomenon of school dropout continues to gain ground all over the world. Not completing high school negatively impacts both the lives of those who drop out and the society as a whole. Thus, high school dropout phenomenon and its prevention cannot remain just a problem of the education system; it touches the state industry, economy and citizens' welfare, young people of today and adults of the future. It generates the phenomena of unemployment, poverty and neglect, drug abuse and delinquency; it marks the present and future of many families. In other words, it affects the future of the whole world.

Alike anywhere else in the world, the phenomenon of school dropout is particularly serious in the Arab society of Israel, both in terms of the individual who has difficulties to enter the labor market and in terms of society that should have absorbed him and prevent further life deterioration [51, p.28]. School dropout prompted the concern of some bodies of Israel and of the world to initiate studies on this subject in order to identify the causes of dropout, to explore ways to predict it and offer suggestions for prevention.

There is extensive literature, spanning years of educational research, that addresses school dropping out, however, there is little research addressing dropout among students of the Arab society of Israel. There is even less research that offers solutions to the high dropout rate for this student population. This study attempts to bridge this gap of information and raise the voice of the Arab individuals in Israel regarding the dropout phenomenon. It will allow Arab educators, graduates and dropouts to offer insight into the problem of low graduation rates. The holistic approach to the perception of dropout from the point of view of students, teachers and managers in the Arab society, and to the identification of students' predictors of success will determine the level of family, community, school and individual impact on school dropout. There are multiple factors that can contribute to the decision students make when they choose to drop out of school. Why do some students dropout while others complete high school? Who is at fault if a student drops out of high school, the family, the community, the educational institution, or the individual student? These are some of the questions this research will attempt to address.

In this context, the necessity of studying the management methodology for preventing dropout in Israeli high schools ensues: from the lack of research addressing student dropout in the Arab society of Israel; from the alarming accumulation of various risk factors throughout Israeli high schools [36],[49], [10]; from the Thespian outcomes of dropping out in general, and in the Arab Sector of Israel, in particular: high unemployment [57, p.8], a high incidence of health problems [29], an increase in mental health problems [42],[43] and higher crime and delinquency rates [48, p.25], a large demand for welfare assistance [25] and societal costs of dropping out that make the problem of high school non-completion an issue for every taxpayer, the likelihood of living in poverty being nearly three times higher for high school dropouts than for those who finished high school [54, p.39] [55, p 137], [21]; from the wide-ranging dropout impact on the long-term economic outlook of our country [22], [37, p.82], [38]; from the necessity of combining school and local community efforts in fighting dropout [31]; from the need to create a safe and stimulating educational environment for each child [19], [53], necessity stipulated by the UN Convention of Children's Rights, stating that every child has the right to an education that develops his/her "personality, talents, mental and physical abilities to the fullest potential [45]".

Description of the situation in the research field and identification of the research problem. The theoretical and methodological aspects of our research base upon two main approaches: psycho pedagogic approach- aiming to characterize and explain dropout by

means of personality, academic and emotional problems; and sociological approach–seeking to discover the environmental conditions that encourage dropping out [53, p. 35]. Thus, high school dropout phenomenon was a research subject for specialists in education, psychology and sociology: M. Al-Haj [50] explained the peculiarities of Arab Education in Israel; A. Ben-Lion and Y. Zionist [52] investigated the problems associated to Israeli children education; B. Sheled [56] carried a parallel research on the Ratios in the Jewish sector opposite to the Arab sector. In this context, the author of the present study found out a huge gap between the services provided to Jewish students and to those provided to Arab students [84], [134].

R. Rossi [41], R. Suleimani [57], I. Harel and H. Ellenbogen-Francovich [55] examined at risk behaviors and found out that violence, delinquency and early sexual involvement can generate high school dropping out; A. Gan-Moor [23] and T. Lovitt [30] explored training facilities and tactics for at risk-students; R. Ekstrom [20], P. Gleason and M. Dynarski [24] studied the factors associated to school dropout. They pointed out various dropout factors grouped in four categories: individual, familial, educational and communityl and concluded that the factors interaction could render school dropout inevitable, that's why school, family and local community should work together in order to create a favorable environment for students' education.

Exploring the complexity of early dropout causal structures, Jordan W. [26, p.72] concluded that education remains the major tool by which people become empowered and through which the economic, social, and personal well-being of all citizens in a pluralistic society increases. A high dropout rate diminishes the pool of qualified people from diverse backgrounds who will enter the professional and political ranks that make important public policy decisions. In his studies Ben Sasson – Furstenberg [53] noted some sort of non-clarity of the body responsible for monitoring student dropout, and more importantly, the non-admission of some educational authorities' role and responsibility in preventing the problem. As the compulsory education expands, learning is seen as the central activity norm for the young, formal education taking more weight in shaping up the individual situation, while high school dropout becomes more stigmatized. In this context, facing it is seen as a criterion of the widespread perception of the community social responsibility.

At the level of conceptualization and implementation in the practice of Moldovan education, there were carried out several practical studies focused on the aspects of school dropout: D. Patraşcu [9], [10], V. Gh. Cojocaru [2], [3] studied management in the light of quality education; N. Silistraru [11], L. Cuznețov [5] examined the significance of general human values in the process of education; V. Uncu and M. Penu [12] explored the psychological aspects of school dropout, A. Paniş [8] and V. Cojocaru [4] reflected upon professional competence and career development; M. Ianachevici approached the intercultural perspective of school dropout causality [11].

Thus, the importance of establishing an adequate management methodology for preventing high school dropout is defined: by the mission of every school to educate students, to equip them to become "knowledgeable, responsible, socially skilled, healthy, caring, and contributing citizens" [2], [9] to solve conflicts [10]; by the responsibility of educating moral values to the young generation of people so that they could perpetuate life on Earth [5], [11]; by the need to create a school dropout preventive mechanism that could strengthen awareness of the problem among educators, especially school principals and parents [5],[7], [8] and could improve schools educational abilities to deal with dropouts through a special education framework (separate or combined) and suitable learning methods [27], [28, p.24]. The necessity of preventing school dropout is emphasized by the European document regarding the *Indicators on the quality of school education [62],* where

school dropout rate appears among the 16 most important indicators, fact ascribing additional value to the study below.

The contradictions:
➢ between adolescents' psychological characteristics and their ignorance by the educational factors;
➢ between the special educational needs of pupils at risk of dropping out and the refusal of educational factors to get adequately involved in coping with them;
➢ between school dropout factors, their belated detection and the lack of appropriate educational policies that would stipulate a compulsory partnership among school-family and community, thus contributing to their attenuation;
➢ between the services provided to the students from the Hebrew sector and those provided to the students from the Arab sector, and the search for a way of settling the above mentioned contradictions generated the **research problem**: What are the theoretical aspects of school dropout phenomenon and the applicative fundaments of the management methodology for preventing dropout in the high schools of Israeli Arab sector?

In this frame, it is highlighted a new formative dimension, targeting the needs of students at risk of dropping out, by valuating their performance indicators through a structured program, with the active participation of educational factors organized into a permanent partnership for providing an efficient educational environment.

The Goal of the work is to determine the theoretical aspects of education for school dropout prevention and the elaboration of an effective *Management methodology system for preventing dropout in Israeli high schools.*

The research objectives were:
● to elucidate the concepts of school dropout and dropouts;
● to establish the factors with impact on school dropout;
● to identify and examine the consequences of school dropout;
● to analyze school dropout prevention programs, systems and trends;
● to elaborate, experiment and validate the *Management methodology system for preventing dropout in Israeli high schools.*

The research object is management methodology for preventing school dropout in Israeli high schools, Arab society.

Scientific originality and novelty of the research lie in outlining dropout multispectral specificity and the need to consider the correlation between its factors in order to establish an effective management methodology for its prevention; revealing the performance indicators of students at risk of dropping out; substantiating the management methodology act as a factor of enhancing educational activity.

The scientific problem solved in the work consists in proving the conceptual and praxiological function of the established management methodology for preventing school dropout in Israeli high schools, through the valuation of pupils' performance indicators.

The current study explains the efficacy of the management methodology system for preventing school dropout throughout the educational factors involved in its administration: school, family and local community; methodological instruments used and the key performance indicators such as achievements, attendance, behavior, school engagement, self-efficacy and occupational aspirations.

The theoretical significance of the research is marked by:
● the establishment of school dropout peculiarities throughout its risk factors and outcomes at individual and socio-economic levels;

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- the theoretical substantiation of the managerial and methodological process as an amplifying factor for the educational activity;
- the determination of educational and managerial strategies peculiarities for preventing school dropout in Israeli high schools.

The praxiological value of the research is strengthened by:

➢ the formative program *"School is a chance to succeed" that can* serve as an example of good practice for school managers, inspectors and class teachers who, through activities similar to those promoted under the program, can help improve the performance indicators of students at risk of dropping out and thus can reduce dropout rate among high school students from Israeli of Arab sector;

➢ the strategies, principles and methods preventing school dropout, valued in the experiment, may serve as a benchmark for reviewing education policies of fighting school dropout at ministerial, school and community levels;

➢ the activities stipulated by the management methodology system can be applied in developing a comprehensive plan for preventing school dropout in high schools of Israel, in partnership with school, community and family.

Statements offered for defense:

- High school dropout has significant outcomes upon further students' educational development and social integration in particular, and upon society, in general, as it negatively influences the economic outlook of the country.
- The elaboration of an adequate management methodology for preventing high school dropout supposes the analysis of dropout factors, at risk students' performance indicators and the choice of corresponding strategies and methods that being thoroughly implemented could obstruct school dropout.
- School is the basic factor in adapting the right policy for preventing dropout. Although, its work will be more efficient if the other two important educational factors: family and local community do their best to get involved in the practices launched by school;
- The efficacy of a management methodology for preventing school dropout is determined by students' key performance indicators: achievements, behavior, school engagement, self-efficacy, motivation and occupational aspirations.
- Integration of the *Management methodology system for preventing dropout in Israeli high schools*, elaborated at theoretical and practical levels, in correlation with dropout factors, principles and forms of education, factors of education and dropout preventive strategies and methods, create the premises for the improvement of at risk students' key performance indicators.

Approbation and implementation of the research results: The research materials have been exposed at different international and national scientific conferences: *Dropout as a strategy to escape social isolation*, In: Arta și Educație artistică, Revistă de cultură, știință și practică educațională, Nr 2, Bălți, 2014, p.39-41; *There is no light at the end of the tunnel, if you are an Arab student in Israel, your future is on hold*, In: Materialele Conferinței cu participare internațională: Educația din perspectiva valorilor, UPS " Ion Creangă", 2013, p.222-228; *Factors influencing students to drop out*. In: Univers Pedagogic, 2014, p. 65-71; The *roots of dropping out lie in the hands of mothers*, In: Materialele conferinței științifico-metodice: Prerogativele Învățământului preuniversitar și universitar în contextul societății bazate pe cunoaștere, V.1, p. 316-319; *Improving teaching personnel will improve the quality of education and may assist in the reduction of dropout from education*, at: http://www.wincol.ac.il/education46.; *Practices for preventing high school dropout in Israel*

and Moldova, În: Materialele conferinței internaționale *Current scientifical research in the modern world,* iScience, Ukraine, June 13-14, 2015, p.108-114; *Sistemul metodologic de prevenire a abandonului școlar în liceele din Izrael, sectorul arab*, In: Materialele conferinței internaționale *Învățămîntul superior din Republica Moldova la 85 de ani*, septembrie 2015, 6 p. 109-115

Publications: 7 scientific works (3 articles in specialized journals and 4 papers at international and national conferences).

Work structure and volume: Introduction, 3 chapters containing 125 pages of basic text, 24 tables, 10 figures, conclusions and recommendations, annotation (Romanian, Russian, English) acronyms, bibliography (158 titles), 11 appendices.

Keywords: Management methodology, high school dropout, prevention, Arab society, dropout factors, performance indicators, educational principles, strategies, forms and educational methods.

CONTENT OF THE THESIS

Introduction exposes the actuality and importance of the research theme, the research problem, the research goal and objectives. It points out the theoretical benchmarks of the research, the scientific and practical values of the study that support theoretically and methodologically the scientific originality and novelty of the investigation.

CHAPTER 1: Theoretical premises of the phenomenon of school dropout reflects the epistemological aspects of school dropout. It starts by a complex analysis of school dropout concept in the world, particularly in Israel, with some reference to Israeli legislation regarding education, and continues with the general approach of school dropout phenomenon in the Republic of Moldova and OECD countries, further examining school dropout types and characteristics, and dropout factors.

The epistemology of school dropout concept formed on the basis of ideas and theories that prove its negative impact on personality formation from the holistic point of view, fact that permanently preoccupied the researchers from the fields of education, psychology and sociology: K. Abu-Ashbah, M. Al-Haj, A. Ben-Lion, Y. Zionist, B. Sheled, R. Rossi, R. Suleimani, I. Harel, H. Ellenbogen-Francovich, R. Ekstrom, P. Gleason, M. Dynarski, A. Gan-Moor, T. Lovitt, D. Patrașcu, N. Silistraru, V. Gh. Cojocaru, Uncu, M. Penu, M. Ianachevici etc.

Subchapter *1.1. Conceptual approaches on school dropout and youth at risk* contains the theoretical approach of school dropout that determined the establishment of our investigation relevant concepts. Y. Kashti și M. Arieli [27] define school dropout as a expression that refers to the phenomenon of leaving school, or any other specific academic framework by pupils, before they reach the end of their study in the same framework. In this context, there have been identified two types of school dropout: overt dropout and covert dropout. *Overt dropout* refers to the situation when pupils have already left the school frame and *covert dropout* relates to the cases when pupils are still in school but they had ceased to benefit from it.

Studying the profile of students at risk of dropping out or that have already dropped school, R. Rossi [41], R. Suleimani [57], P. Gleason and M. Dynarski [24] realized that school dropout isn't a sudden process, but the result of a long process of separation from school that could have started even before schooling. There isn't a standard profile of pupils at risk of dropping out, yet, it has been established that school dropout can be the result of several factors, specific of each case of school dropout. In this context, subchapter 1.2 *Establishment and analysis of factors with impact on school dropout in Israeli Arab sector* points out four categories of risk factors determining school dropout: individual, familial,

educational and local [7]. *Individual factors* have a psycho emotional and social nature, due to age peculiarities, and the tendency of young people to associate with certain groups, complying with their internal rules, that frequently have a negative character.

Table 1.1 Risk factors associated to school dropout

Individual related factors	Family related factors	School related Factors	Community related factors
Individual Background Characteristics: -Has a learning disability or emotional disturbance *Behavior:* -Misbehavior -Early aggression *School Performance:* - Low achievement -Retention/over-age for grade *Social attitudes, values, behavior:* -High-risk peer group -High-risk social behavior -Highly socially active outside of school *Early Adult Responsibilities:* -High number of work hours -Parenthood *School Engagement -Poor attendance:* -Low educational expectations -Lack of effort -Low commitment to school -No extracurricular participation	*Family Background Characteristics:* - Low socioeconomic status High family mobility -Low education level of parents -Large number of siblings - Not living with both natural parents -Family disruption *Family Engagement:* -Low educational expectations -Sibling has dropped out -Low contact with school - Attitudes, values, and beliefs about education	*School structure:* -School type (private or public) -School size -Organizational characteristics *School resources:* -Low student-teacher ratio -Low quality teachers *Student body characteristics:* -Students from a low-income minority - immigrant students *Student body performance:* -Low academic achievements as a whole - High proportion of retention *School environment:* -Negative school climate -High absenteeism rates - High misbehavior rates *Supervision and discipline policies and practices:* - Lack of discipline policies - Pressures to suspend, expel, or transfer students who misbehave	*Location type:* -School type (rura, urban) - Geographic location *Demographic characteristics:* - Impoverished communities -Communities with high numbers of single-parent households or dropouts -Employment rates *Environment:* -Communities with a high amount of instability and mobility - Urban, high poverty areas - Overcrowding

Familial factors relate, mainly, to parents' attitudes towards education and towards general-human values [11], [5],[32], [36]. School factors refer to school climate, pupils' contingent, as well as to disciplinary norms and practices etc.; as for local factors, they relate to the specificity of the community pupils live, type and demographic peculiarities [32]. In the table below we expose a synthesis of factors with impact on school dropout, classified according to the categories mentioned above.

An empirical regularity is that the tendency to leave school after gymnasium cycle is more common among young people from families with limited financial resources. Considering this reality, and the fact that future demand for unskilled workers will significantly fall in most developed countries, educational factors must be actively involved by providing the necessary support to students at risk of dropping out and thus mitigate the generation of social inequality mechanism.

According to the National master plan published by the Ministry of Labor and Social Welfare on Children and Youth at Risk, out of 2.3 million children and youth growing up in Israel, an estimated 350,000 are considered to be "at risk". Most of the at-risk youth come from poor, immigrant families. According to this plan, the concept of risk factors may arise from an internal source - the personal (illness, intergenerational transfer, culture, etc.) and from external sources (war, criminal environment, etc.). Risk factors from this position can be fixed, but can also be temporary. Many Israeli youth at risk are not able to continue in

the regular educational institutions. Statistics have shown that about 24, 00 9th to 12th graders drop out of school every year [57].

Despite the normative acts mentioned above, Education in Moldova, including access to education is inextricably linked to living standards. Analyses show that, usually children whose parents are abroad, or who come from socially vulnerable families are the most exposed to school dropout. The risk of school dropout is also very high in cases when the children have to attend school in neighboring villages. According to the Ministry of Education and Youth, about ten thousand children commute to other places because there are no schools in their native villages [59]. These categories of children usually give up school during winter, resuming it only in spring. Finally, they can fill the ranks of children who drop out. There are also cases where children are forced by their parents to drop out from school. The Law of Education stipulates penalization of such parents, they can be fined or even deprived of parental rights. In reality, however, this does not happen because, as a rule, families are very poor and deprivation of parental rights would mean a new problem for authorities. According to the Ministry of Education, at the beginning of the school year 2014-2015, there were 221 cases of school dropout, more than 40% of these students went abroad with their parents. Some young people leave school when they are only 15-17, and get involved in various activities that are unworthy of an educated man [10].

The intervention of educational factors will be more effective if it occurs early, when the pupils meet their first academic, psycho-emotional or social barriers, such as difficulties in reading (a third grade pupil must have already passed through the stage of learning to read to the stage of reading to learn [13]), absenteeism, detachment of school, low self-efficacy level [18, p.15], diminished academic effort [47, p.27] membership of a group with a negative orientation [46, p.126-128], academic difficulties when entering the gymnasium [1], social inequality, early social events (pregnancy, marriage, etc.), frustration, expulsion from school, etc. Timely detecting and removing the barriers mentioned above could prevent the eventual consequences of school dropout that have a fateful effect on the young people themselves and on society.

Subchapter 1.3. *Identification and examination of high school dropout consequences* analyzes the consequences of school dropout at both the individual and social levels. Structural changes at the economic level call for skilled, capable of self-improvement and effective workforce. It was found that early school leavers are more often involved in acts of delinquency, especially those who drop out before they finish gymnasium [6], [10]. This can be explained by egocentrism and lack of self-control, qualities typical of this age. The high rate of high school dropout generates a high rate of delinquency among Arab young people from Israel. I. Abu Saad underlines that school dropout leads directly to perversion and crime [34]. Teenagers who drop out are more likely to become teen parents, to have children outside of marriage, than young people who finish high school [15], [58]. Civic engagement is less pronounced among young people who drop out of high school. With a past rich in failures and deceptions, this category of young people usually do not vote, do not get involved in public activities, considering that no one can help them change their social status [22]. Intergenerational mobility is also determined by school dropout. Family antecedents of early school leaving, as well as parents' impassibility towards their children's education increase the likelihood that children will inherit the status of their parents. It has been demonstrated that economic privilege and well-being are transmitted from one generation to another, the family having the role of transmitting income, occupational status and prestige from a generation to another. The family is responsible for the transfer of economic and social inequality to future generations, so children born in poor families are five times more likely to be poor in adulthood than those born in rich families [16].

Dropouts have limited mobility; therefore they have a horrible implication for the economy. They also have lower participation in the labor force and hinder the economic growth. Therefore, the lower overall skills level caused by the dropouts hurts the global competitiveness [ibidem]. Students who drop out from school before graduating with a diploma may experience a wide range of consequences on the labor market, economic, health, and social over their entire lifetime. They will be less employed, get lower wages, and earn less income than more educated peers. They will pay less in payroll and taxes due to higher levels of joblessness and lower annual incomes. Moreover they will receive more cash and in-kind transfer assistance such as health insurance from the government than graduate students.

In Israel, the fiscal consequences of dropping out of high school are quite substantial as they depend more on the government for cash and in-kind transfers which include unemployment benefits, workers' compensation benefits, social security payments, supplement security income for the disabled and elderly, public assistance income, veterans' payments, survivor's income and benefits, and other income. A community with low income, with a high level of dropout provides fewer educational and professional role models for teenagers and expose them to a higher level of crime, idleness and dependency, compared to that with higher employment level that makes significantly higher incomes. The expense on crime and imprisonment causes additional fiscal burdens for the government. For example, the institutionalization of dropouts costs the states two to three times more than diploma holders. Researchers have revealed a negative relationship between crime activities and years of education. A student who is forced to attend school at least five days a week will have less free time to dedicate to criminal activities. Dropouts are contagious, they spread out negative social and economic influences to their peers, family and community [19, p.72]**.**

In order to anticipate these dramatic outcomes, families, schools and local communities should join their forces into helping students understand the necessity of a solid education to their future employment opportunities, assisting them to set and accomplish educational goals, and planning their transitions for the future, while reducing grade retention and subsequent dropout.

Subchapter 1.4 *Conclusions on chapter 1* makes an analytical overview on the theoretical and practical experience of the studied phenomenon.

CHAPTER 2: Convergent management methodologies for high school dropout prevention offers an overview of management methodology aspects and points out different methodologies and practices of preventing school dropout.

In subchapter 2.1 *The functions and components of management methodology* it is highlighted the character of management under the methodological angle. In this context management is defined as a process of organizing change, innovation, efficacy, quality and excellence, its functions being planning, organizing, leading, staffing and controlling [9]. As a whole, management is a decisive factor in the process of amplifying an organization efficiency and efficacy. To succeed, it must have efficient and effective components, among which we should mention the methodological, the decisive, the informational and the organizational subsystems. These subsystems are functional both at the level of organization management and at that of different situations management [3], [4].

Subchapter 2.2. *Highlighting the methods, practices and trends for preventing high school dropout* analyzes various efficient methodologies, programs, practices, additional services and strategies world widely used in the process of fighting school dropout. There aren't methods and practices that could fit all cases of school dropout, yet there are a series of tools and techniques that could be adapted to various situations.

After having investigated this aspect as related to Israel and Moldova, we realized that the main dropout prevention practices include: maintaining a range of tracks, both in the regular and alternative schools; expanding possibilities of matriculation exams; running special programs aimed at preventing dropouts; helping students who have difficulties; improving school climate and reducing violence and providing an array of support services in and out of school [33]. Most preventive programs are developed and implemented by the Ministry of Education and Ministry of Labor and Social Protection. There are also programs for teachers' professional development in order to improve teaching methods that being adequately handled, could attenuate school dropout.

In Israel there are various programs for stimulating pupils' thinking skills, such as the *Instrumental Enrichment Program*, *Community Youth Support Services* for young learners in the category of risk of dropout exhibiting deviant or criminal record [57]. *Miftan* programs are oriented towards youths who have dropped out of school and are likely to commit various delinquent acts, or cause other social problems. This approach involves youth employment in production activities, involving theoretical hours. *Youth education centers* are monitored, usually by local authorities and include several educational networks [ibidem]. These are usually alternative schools, oriented towards youth professional training.

Despite efforts, school dropout still remains a vulnerable point for Arab society in Israel, hence the need to develop broader prevention programs that would meet the individual needs of pupils at high risk of dropping out from school.

To prevent school dropout, the Ministry of Education of Moldova undertakes several measures. It provides free food to all elementary school children and for secondary school children who come from disadvantaged families. All students in grades I-IV are provided with free textbooks, as well as students in secondary school who come from socially vulnerable families [59]. Young students attending schools in neighboring villages, as a result of school network optimization, are transported free of charge to those institutions. These measures reduce to some extent school dropout, but not enough. It requires a closer collaboration between local experts, for each case of abandonment must be individually examined.

The USA has launched several programs and projects to prevent dropout and reflow in education of young people who abandoned the system, including: *WAY scholarship program, CRAFT project, JOBSTART, Youth Build, JAG (Jobs for America's Graduates), Career Beginnings, New Chance. Job Corps etc.* They emphasize occupational career through the next methods: (1) Building the relationship between learning and work progress along the career; (2) Reducing crime and deteriorating return; (3) Developing good working habits which include work ethics; (4) Providing incentives to build future savings; (5) Providing life skills; (6) Integration of youth delinquents in the community; (7) Providing professional training.

Mapping employment programs and methodologies for youth at risk showed four key characteristics that determine and shape the components they provide: *comprehensiveness; emphasis on the guidance of youth; emphasis on individual attention; emphasis on youth empowerment* etc [44], [39, p.22].   .

Unlike the USA, *other* OECD countries, like Denmark, Japan and Austria, focus on the development of comprehensive support systems "safety nets", multi-professional and multi – organizational programs, which aim to prevent dropouts among at-risk students or to formulate an alternative personal plan for those who are already out of the educational systems and monitor its implementation. In addition, several countries develop information and counseling systems that at-risk youth and young adults can access, in the fields of vocational and educational guidance and help or finding jobs or education frames [40].

Career guidance differs among students in the academic track and professional. For students in the academic track the focus is on the selection of universities for further studies, as for students in the professional track they receive a variety of information and guidance, which include various options for employment or continuing education. Integration and intensity of training services and placement in the Japanese education system contributed to the positive results over the years in the transition from school to work. Both in countries with strong relationships between employers and educational systems and in countries with weaker relationships, there is an increasing interest in the partnership education - industry as a division responsible for the process of transition of students from education to work. These partnerships are the most relevant, and perhaps even the most needed, in societies where there is not strong long tradition of the ongoing cooperation between the government, employers, workers and local associations.

In subchapter 2.3., it is exposed the *Management methodology system for preventing dropout in high schools of Israel.* Considering the epistemological aspects of school dropout, we elaborated a bidimensional managerial and methodological system with a theoretical and practical character [34]. Given the peculiarities of school dropout, the correlation between education and educational factors, we considered necessary to opt for a management methodology based on cooperation and partnerships between educational factors: school, local community and family. In this context, it was elaborated a *System of management methodology for preventing high school dropout* involving both theoretical and practical aspects.

The conceptual dimension of the system exposed below points out those aspects of school dropout that must be considered while fighting it. School dropout isn't a sudden phenomenon. As we stated above, it may start even before schooling.

Taking into account the fact that it can be covert and overt, the educational factors must be very attentive so that they could timely pinpoint those *spotting signs* that speak about an eventual risk of dropping out [7], [32],[36].

The praxiological dimension includes: objectives, preventive strategies, principles, educational forms, methods and issues, all of them directed towards the improvement of pupils' performance indicators that speak about the risk of dropping out from school.

The *pedagogic-managerial objectives* of the *Management Methodology System for preventing high school dropout* are: *To increase the coverage of young people in high schools; To raise awareness among students about the risks to which they are exposed by dropping out; To create a stimulative educational environment for students by: promoting student-teacher cooperation; maintaining motivation; increasing staff accountability; promoting attractive learning.* The specific objectives include a series of actions addressed to all educational factors: school, local community and family: O1. To elaborate an operational plan for preventing school dropout at the level of school, family and local community; O2. To survey school dropout and absenteeism; O3. To identify and promote "good practices" for preventing dropout and absenteeism; O4. To involve local authorities and families in preventing and fighting school dropout.

Thus, the system supposes *a series of appropriate interactions among school, local community and families.* These interactions maximize opportunities for students at risk of high school dropout to receive a variety of services in a supportive, efficient and coordinated manner.
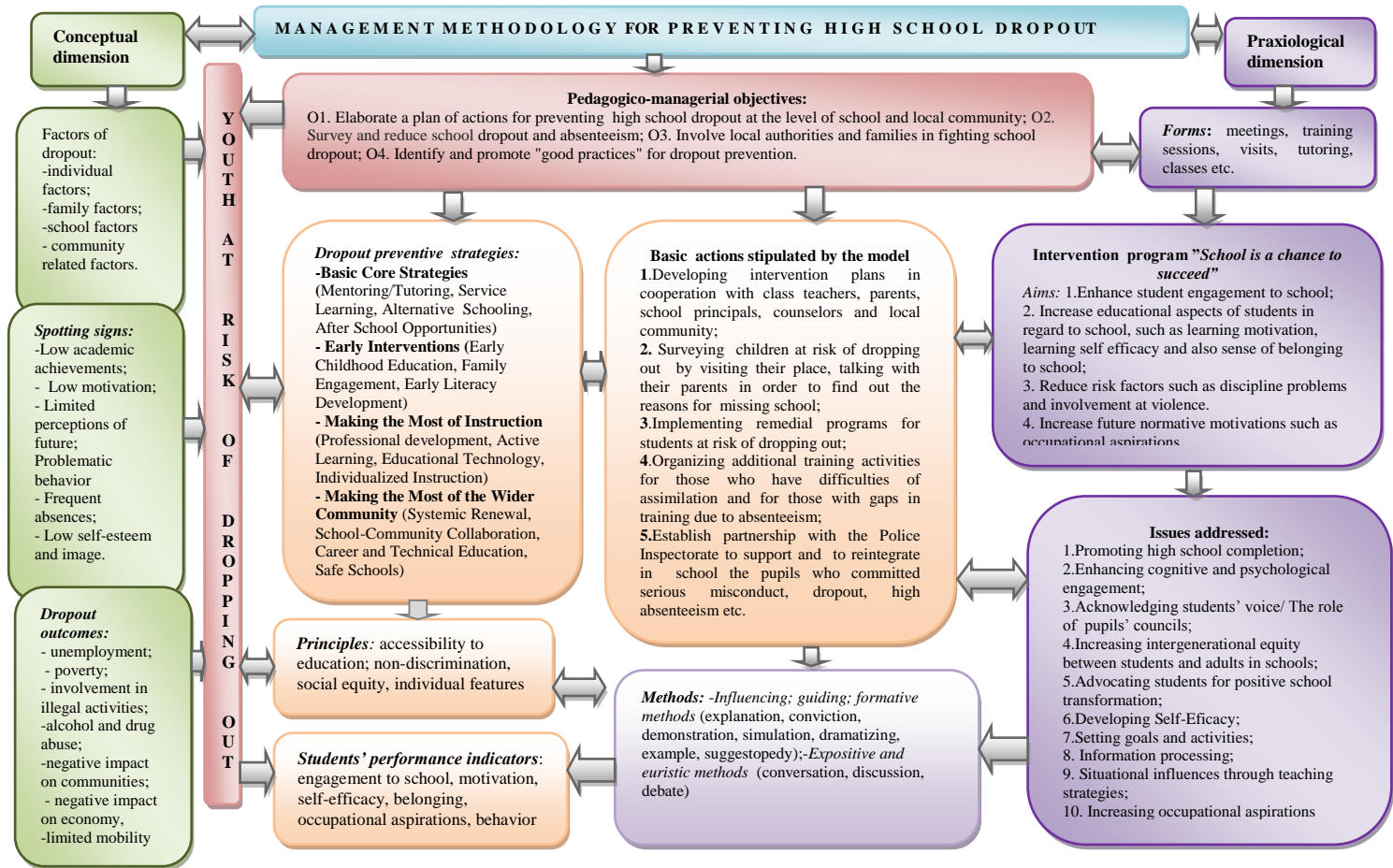
MANAGEMENT METHODOLOGY FOR PREVENTING HIGH SCHOOL DROPOUT

Conceptual dimension

Praxiological dimension

Pedagogico-managerial objectives:
O1. Elaborate a plan of actions for preventing high school dropout at the level of school and local community; O2. Survey and reduce school dropout and absenteeism; O3. Involve local authorities and families in fighting school dropout; O4. Identify and promote "good practices" for dropout prevention.

Factors of dropout:
-individual factors;
-family factors;
-school factors
- community related factors.

Spotting signs:
-Low academic achievements;
- Low motivation;
- Limited perceptions of future;
Problematic behavior
- Frequent absences;
- Low self-esteem and image.

Dropout outcomes:
- unemployment;
- poverty;
- involvement in illegal activities;
-alcohol and drug abuse;
-negative impact on communities;
- negative impact on economy,
-limited mobility

YOUTH AT RISK OF DROPPING OUT

Dropout preventive strategies:
-Basic Core Strategies (Mentoring/Tutoring, Service Learning, Alternative Schooling, After School Opportunities)
- Early Interventions (Early Childhood Education, Family Engagement, Early Literacy Development)
- Making the Most of Instruction (Professional development, Active Learning, Educational Technology, Individualized Instruction)
- Making the Most of the Wider Community (Systemic Renewal, School-Community Collaboration, Career and Technical Education, Safe Schools)

Basic actions stipulated by the model
1.Developing intervention plans in cooperation with class teachers, parents, school principals, counselors and local community;
2. Surveying children at risk of dropping out by visiting their place, talking with their parents in order to find out the reasons for missing school;
3.Implementing remedial programs for students at risk of dropping out;
4.Organizing additional training activities for those who have difficulties of assimilation and for those with gaps in training due to absenteeism;
5.Establish partnership with the Police Inspectorate to support and to reintegrate in school the pupils who committed serious misconduct, dropout, high absenteeism etc.

Forms: meetings, training sessions, visits, tutoring, classes etc.

Intervention program "*School is a chance to succeed***"**
Aims: 1.Enhance student engagement to school;
2. Increase educational aspects of students in regard to school, such as learning motivation, learning self efficacy and also sense of belonging to school;
3. Reduce risk factors such as discipline problems and involvement at violence.
4. Increase future normative motivations such as occupational aspirations

Issues addressed:
1.Promoting high school completion;
2.Enhancing cognitive and psychological engagement;
3.Acknowledging students' voice/ The role of pupils' councils;
4.Increasing intergenerational equity between students and adults in schools;
5.Advocating students for positive school transformation;
6.Developing Self-Efficacy;
7.Setting goals and activities;
8. Information processing;
9. Situational influences through teaching strategies;
10. Increasing occupational aspirations

Principles: accessibility to education; non-discrimination, social equity, individual features

Methods: -*Influencing; guiding; formative methods* (explanation, conviction, demonstration, simulation, dramatizing, example, suggestopedy);-*Expositive and euristic methods* (conversation, discussion, debate)

Students' performance indicators: engagement to school, motivation, self-efficacy, belonging, occupational aspirations, behavior

Figure 2.1. Management Methodology System for preventing high school dropout

As a solution of the problem of school dropout, the system proposes an **Intervention program** called *"School is a chance to succeed"* whose aims are*: (1) To enhance students' engagement to school; 2) Increase educational aspects of students in regard to school, such as learning motivation, learning self-efficacy and also sense of belonging to school; (3) Reduce risk factors such as discipline problems and involvement at violence; (4) Increase future normative motivations such as occupational aspirations.

Considering the profile of students at risk of dropping out from high school in Israeli Arab sector, there had been proposed the next issues: 1.*Promoting high school completion;2.Enhancing cognitive and psychological engagement; 3.Acknowledging students' voice/ The role of pupils' councils; 4. Increasing intergenerational equity between students and adults in schools; 5.Advocating students for positive school transformation; 6.Developing Self-Efficacy; 7.Setting goals and activities; 8. Information processing; 9. Situational influences through teaching strategies;10. Increasing occupational aspirations.*

The issues approached during any intervention aimed at preventing school dropout must be chosen according to pupils' needs. The intervention program, in its turn, can involve different specialists, including educators, psychologists, school counselors, psychotherapists, representatives of local community, police, parents and individuals who experienced the consequences of school dropout etc. Educational forms also differ according to pupils' needs. Yet, they all must be influencing, guiding, with an obvious formative effect. The more convincing and cooperative the educational factors involved are, the more implicative the intervention activities are, the bigger is the chance for pupils at risk of dropping out to succeed in fighting this phenomenon.

Subchapter 2.4. *Conclusions on chapter 2* reflects the basic ideas associated to management methodology for school dropout prevention.

CHAPTER 3: Management methodology for preventing high school dropout in Israeli Arab society contains the pedagogical experiment organized in three stages: ascertaining experiment, formative experiment and control experiment.

Subchapter 3.1. *The correlation between the factors related to high school dropout and the level of pupils' performance indicators* reflects the research methodological and managerial frame as well as ascertaining experiment.

The pedagogic experiment has been designed and organized in the period 2012-2014 on a sample of 108 students and 625 teachers at the stage of ascertaining and 108 students at other stages, including ascertaining. It was based on the legal and managerial frame related to education which comprises: Israeli Law on Compulsory Education adopted in 1949 and updated in 2004. According to the Law of Compulsory Education Law: (1) education is compulsory till the12th grade and includes primary and secondary education (junior high school and upper high school); (2) the obligation to attend compulsory education till the 12 th grade, with daily attendance ceases at 18; (3) in order to achieve the aims of education, secondary education shall be free;

The law does not stipulate concrete sanctions for parents who do not monitor their children's school attendance, but they stem from the Universal Declaration of Human Rights and the UN Convention on the Rights of the Child.

The main **objectives** of ascertaining experiment were: *To check students' personal experiences within the school and the level of satisfaction with these experiences; To check out the correlation between various factors which push the students to drop out; To determine the level of students' performance indicators.* To point out the correlations existing between the factors impacting school dropout, it was elaborated a questionnaire containing questions divided by topic, built as a funnel, related to each other and eventually coming to a central point which is the main question of the study. The questionnaire is

divided into two main parts. The first part aims to receive general information about participants' educational experiences. This part is related to the independent variables: *Age; Gender; Marital status; Qualification; Occupation; Religion.* The second part concerns the research dependent variables: School physical environment; Social atmosphere at school; Emotional atmosphere within the school and the relationship between students; The learning environment at school; The continent of students; Management and school teachers; Educational factors; Family factors; Organizational factors; Personal attitude regarding the dropout phenomenon.

Thus, to generate the picture of interconnections existing between dropout factors in the high schools of Israeli Arab sector, and to create a clearer idea about elaborating an efficient management methodology program for preventing school dropout, we advanced ten working hypotheses:

Hypothesis 1: Students will claim that dropout is caused more by educational and organizational factors than by the familial factor;

Hypothesis 2: School staff will claim that dropout is caused more by the familial factor than by the educational and organizational factors;

Hypothesis 3: Teachers will claim that dropout is caused by organizational factor more than by educational factor;

Hypothesis 4: Managers will claim that dropout is caused by educational factor more than by organizational factor;

Hypothesis 5: No connections will be found between the students' background and their reports of the factors for dropout;

Hypothesis 6: Negative correlations will be found between the educational factor and the organizational factor, both for the student population and the staff population;

Hypothesis 7: Negative correlations will be found between the organizational factor and the school surroundings, both for the student population and the staff population;

Hypothesis 8: Negative correlations will be found between the educational factor and the social atmosphere, emotional atmosphere, educational environment, students behavior and staff behavior, both for the student population and the staff population – (two correlations were found for each populations group);

Hypothesis 9: There will be found only little steps made by schools towards reducing dropout rates;

Hypothesis 10: Negative relationships will be found between the schools (and municipal, but not familial) dropout prevention measures and between the educational and organizational dropout factors.

The first hypothesis assumed that students would claim that dropout is caused more by educational and organizational factors than by the familial factor. This hypothesis was confirmed. It seems that, students see the school, with its related factors, as holding the major responsibility for dropout, as opposed to their own family. This finding is consistent with previous studies. Therefore, the main conclusion from these results is that in the view of students, improvement in the ability of school to contain them and assist their performance might positively influence to reduce dropout rates.

Second, third and fourth hypotheses state that school staff will claim that dropout is caused more by familial factors than by the educational and organizational factors, and that while teachers will claim that dropout is caused by the organizational factor more than by the educational factor, managers will claim the opposite.
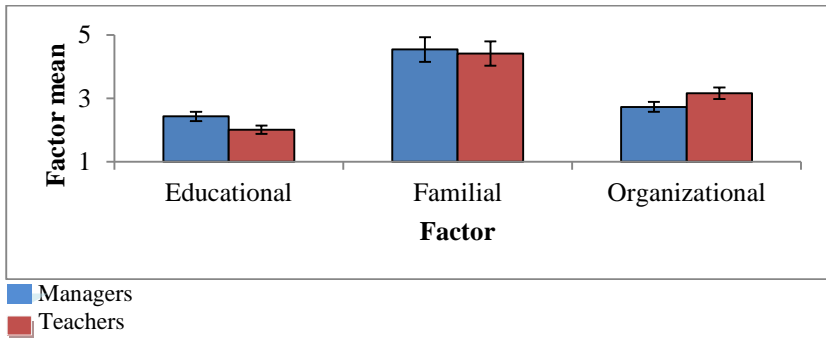
Figure 3.1. Means and Standard deviations for dropout factors

In order to locate the source of the difference, a tukey post-hoc test was used. Results of the test showed that the familial factor (M=4.42, SD=0.77) was higher than the educational factor (M=2.03, SD=2.91) by a significant margin (p<0.01). Furthermore, results showed that the familial factor was higher than the organizational factor (M=3.14, SD=0.37) by a significant margin (p<0.01).

In the perspective of school staff, the familial factor was more important than the educational and the organizational factors. On the other hand, organizational factor was found to be more responsible to dropout than educational factor, both by teachers and by managers. These results suggest that school staff tends to dismiss themselves from accountability for dropout rates, and hold students' families as more responsible for this phenomenon. This result is consistent with early studies showing that family background alone could explain most of the variation in educational outcomes [36].

To test the fifth hypothesis, there were studied several variables: educational factor, familial factor, organizational factor, age, rooms, siblings and parents' educations by means of t-test students' independent groups, analysis of variance and Spearman correlations. This hypothesis was partially confirmed. The results showed correlations between students' different demographic aspects and dropout, such as gender, race and ethnicity, and language immigration status. Other individual attributes responsible for dropout are: reduced educational and professional aspirations and early marriage. In addition, it was shown that ethnic minorities suffer from high dropout rates, compared to other groups of student

In accordance with the sixth hypothesis, a significant positive correlation was found between the educational factor and the organizational factor [$r_{(623)}$=0.28, p<0.005]. This means that the higher is the educational factor for dropout, the higher is the organizational factor for dropout.

Also, in accordance with the seventh hypothesis, a significant negative correlation was found between the educational factor and the educational environment [$r_{(623)}$=-0.23, p<0.005]. Thus, it means that the higher is the educational environment for dropout, the lower is the educational factor for dropout. Furthermore, a significant negative correlation was found between the educational factor and staff behavior [$r_{(623)}$=-0.15, p<0.005]. It can be said, that the higher is the staff behavior, the lower is the educational factor for dropout.

Finally, in accordance with the eighth hypothesis, a significant negative correlation was found between organizational factor and school environment [$r_{(623)}$=-0.14, p<0.005].

In order to test the ninth hypothesis, which states that *only little steps made by schools towards reducing dropout rates will be found*, a student's T test for a single sample was performed on the 3 measures of dropout prevention which were in the schools'

responsibility. The variables were compared to the middle of the scale (5 for programs and 3.5 for the other variables). Since 5 tests were performed, significance level was reduced to 0.01, in order to avoid an increase in the chance for type I error. Results are presented in Table 3.1.

Table 3.1 Student's t test for a single sample on dropout measures

	M	SD	t
Programs and services	2.93	0.69	-75.50*
Locating students at risk	2.68	0.49	-42.06
School's role at reducing dropout rates	3.07	0.43	-25.20

$p<0.01$

In accordance with the ninth hypothesis, the programs value (M=2.93, SD=0.69) was significantly lower than 5 [$t_{(624)}$=-75.50, $p<0.01$]. Furthermore, the "locating students at risk" value (M=2.68, SD=0.49) was significantly lower than 3.5 [$t_{(624)}$=-42.06, $p<0.001$]. Finally, the "School's role at reducing dropout rates" value (M=3.07, SD=0.43) was significantly lower than 3.5 [$t_{(624)}$=-25.20, $p<0.01$]. The ninth hypothesis was supported.

In order to test the tenth hypothesis, which states that *negative relationships will be found between the schools (and municipal) dropout measures and between the educational and organizational dropout factors,* Pearson correlations were calculated between the school average for each of the dropout measures (reported by the staff), and the school average of the students' report of educational and organizational dropout factors.

To avoid an increased chance of type I error, only significance levels of 0.01 were considered as significant. In accordance with the tenth hypothesis, *a significant negative correlation was found between the educational factor and Municipality role in reducing dropout rate* [$r(23)$=-0.68, $p<0.01$]. This means that the higher is the "Municipality role in reducing the dropout rate" value, the lower is the educational factor value. Furthermore, significant negative correlations were found between the organizational factor and Locating students at risk [$r(23)$=-0.53, $p<0.01$] and School role at reducing dropout rates [$r(23)$=-0.53, $p<0.01$]. It can be said that the higher is locating students at risk value, the lower is the organizational factor value, and that the higher is school role at reducing dropout rates value, the lower is the organizational factor value. The tenth hypothesis was supported.

After having checked the correlation between the factors generating school dropout, we can conclude that no single factor is a reliable predictor of who would drop out of school. Instead, the best way to predict those most likely to drop out is to track multiple risk factors across. Considering the validity of the hypotheses tested above, we chose as indicators of school dropout the next factors: *engagement to school, motivation, self-efficacy, class belonging, behavior (involvement in violence), and occupational aspirations*.
Student's engagement to school was found to be approximately similar in both groups. To find out the differences, a MANOVA test was conducted, as seen in the following table.

Table 3.2. Statistic differences regarding student's engagement to school

indicators	Group	Mean	SD	No
Cognitive Engagement	Control	2.607	0.515	55
	Experimental	2.597	0.505	53
	Total	2.602	0.500	108
Psychological Engagement	Control	2.506	0.497	55
	Experimental	2.480	0.476	53
	Total	2.493	0.486	108

As seen in the table above, it was found that students in the control group (CG) had higher cognitive engagement (M=2,607 SD=0.51) unlike those in the experimental group (EG) (M=2.597, SD=0.50). It was also found a higher psychological engagement (M=2.50, SD=0.49) among the students of the control group in comparison to those in the experimental group (M=2.48, SD=0.47). Although the difference revealed is not so obvious, the general result regarding engagement to school being rather low.

Students' educational aspects regarding school, such as learning motivation, learning self-efficacy and sense of belonging to school in both groups proved to be very low. To point out the differences, a MANOVA test was conducted, as seen in the following table. The results exposed in the table below indicate very small differences between the groups. Among all indicators, motivation is the lowest in both groups and school belonging is the highest. Internal motivation, that which significantly influences students' achievements as a whole, is very weak.

The measures carried out before the formative experiment prove the necessity of conducting an intervention that could ultimately urge the students at risk of dropping out from high school to take at earnest engagement to school and life in general. It also invites the educational factors concerned: family, school and local community to take part in the activities stipulated by the intervention program as well as to daily stimulate students to continue their studies for a better integration in society.

3.3.Statistic differences regarding student's educational aspects

Indicators	Group	Mean	SD	No
Internal motivation	CG	2.173	0.598	55
	EG	2.174	0.598	53
	Total	2.456	0.580	108
External Motivation	CG	2.911	0.623	55
	EG	3.166	0.475	53
	Total	3.038	0.549	108
Self Efficacy	CG	3.080	0.461	55
	EG	3.084	0.465	53
	Total	3.082	0.463	108
Class Belonging	CG	3.608	0.554	55
	EG	3.563	0.705	53
	Total	3.584	0.629	108
School Belonging	CG	3.508	0.454	55
	EG	3.019	0.736	53
	Total	3.263	0.595	108

Subchapter 3.2. *Implementation and validation of the Management methodology system for preventing dropout in Israeli high schools* contains both the formative and the control experiments.The *Management Methodology System for preventing high school dropout* was put in practice throughout the intervention program *School is a chance to succeed.* The intervention program "School is a chance to succeed" included 10 meetings, 2.5 hours each. The *objectives of the program* were:(1) Enhance students' engagement to school; (2) Increase educational aspects of students in regard to school, such as learning motivation, learning self-efficacy and also sense of belonging to school; (3) Reduce risk factors such as discipline problems and involvement in violence; (4) Increase future normative motivations such as occupational aspirations.

The program based on the factors associated with a high level of school dropout, in part, and on the students' needs in order to succeed personally and academically. Thus, the intervention program "School is a chance to succeed" was organized as a non formal activity addressing several issues: *Sharing motivation for participating in the program; Promoting school completion; acknowledging students' voice; intergenerational equity between students and adults in schools; sustaining student-adult partnership; Learning self-efficacy in school; setting goals and activities; information processing; situational influences; Increasing occupational aspirations; building a business plan and recruiting people; getting money and investing in smart ways.* The first important core construct of the program was locus of control. Locus of control represents a basic way that students come to view the world they live in. Depending on the orientation, locus of control taps whether the world is open to change (internal control view) or is a closed shop that acts on them serendipitously from the outside (external control perspective).

Table 3.4. Detailed actions stipulated by the *Management Methodology System for preventing high school dropout*

Specific Objectives	Actions	
	School	**Local community**
O1.To elaborate an operational plan for preventing school dropout at the level of school and local community.	1. Forming a school dropout monitoring committee, led by the school principal, that analyzes and proposes to the Council of school administration solutions for solving the cases of school dropout; 2. Identifying a strategy for dropout prevention. 3. Elaborating an annual report on school dropout.	1.Forming a working group for school safety and dropping out prevention; 2. Approving the plan of measures for dropping out prevention; 3. Advising school leaders to develop operational plans for preventing truancy and dropout.
O2. To survey school dropout and absenteeism	1.Elaborating a procedure of monitoring absences at school level; 2.Creating a data base with children at risk of dropping out; 3. Surveying children at risk of dropping out by visiting their place, talking with their parents in order to find out the reasons of missing school; 4. Application of questionnaires to determine the causes of dropout and absenteeism; 5.Development of customized intervention plans in cooperation with class teachers, parents and school counselor; 6. Monthly inform students' parents about their children's school situation.	1.Surveying students attendance, counseling activities with parents and measures; 2.Analysis of school attendance and school dropout within the sittings of school directors; 3. Ensuring public policy measures in the vicinity of educational institutions by adopting methods to discourage absenteeism: legitimating pupils detected in the streets during school hours and informing the school administration; 4. Checking on compliance with the prohibition of trade of products containing alcohol and tobacco to minors.
O3. To identify and promote "good practices" for preventing dropout and absenteeism.	1.Implementing the project "School is a chance to succeed" for students at risk of dropping out; 2.Organizing additional training activities for those who have difficulties of assimilation and for those with gaps in training due to absenteeism; 3.Organizing and carrying out actions of partnership with the Police Inspectorate to support and to reintegrate in school the pupils who have committed serious misconduct, dropout, high absenteeism etc; 2. Organizing educational seminars in order to inform parents about optimal schooling of their children.	1.Ensuring food allowance for students from poor families; 2. Preventive educational activities carried out during different thematic campaigns focused on the legal consequences of juvenile delinquency and social impact on medium and long term.

O4. To involve local authorities and social services in fighting school dropout.	1.Forming interinstitutional teams specialized in monitoring and diminishing absenteeism from school; 2. Identifying and supporting marginalized families for preventing school dropout; 3.Supporting young people to enter the labor market: Jobs fairs, professional training for students who don't continue their high school studies.

As well as locus of control orientation, the program targeted students' ability to relate with others. In school, engagement is reflected in the relationships among students themselves and with their teachers. Students who are at risk tend to have poorer relationships in school, and that fact, coupled with their tendency toward external control expectancies, could combine to produce an ever-increasing alienation from the school enterprise. The program sought to change that set of circumstances by teaching students to become more aware that they have significant control over many important aspects of their life, especially relationships. During the program implementation students were taught a "language" of relationships that they could use to discuss and understand how relationships work and how their behaviors contribute to the positive or negative outcomes of interactions with others.

In order to check the efficacy of the *Management Methodology System for preventing school dropout*, there were tested the same performance indicators as at the level of ascertaining experiment in both the experimental and the control groups, using the same research tools.

Table 3.5. Statistic differences between the performance indicators values of both groups before and after the intervention

Key performance indicators	Ascertaining experiment		Control experiment	
	Mean (M)		Mean (M)	
	EG	CG	EG	CG
1.Cognitive engagement	2.597	2.607	2.837	2.637
2.Psychological engagement	2.480	2.507	2.911	2.606
3.Internal Motivation	2.174	2.173	2.660	2.173
4.External motivation	3.166	2.911	3.817	3.166
5.Self- efficacy	3.084	3.080	4.895	3.084
6.Class-belonging	3.563	3.608	4.891	3.942
7.School belonging	3.019	3.508	3.608	3.119
8.Occupational aspirations	3.81	3.94	5.64	4.087
9.Involvement in violence	2.89	2.99	2.81	2.89

The statistic analysis of the repeated questionnaires results allowed the identification of some significant differences between key performance indicators of the experimental group and those of the control group before and after the implementation of the *Management Methodology System for preventing school dropout*.
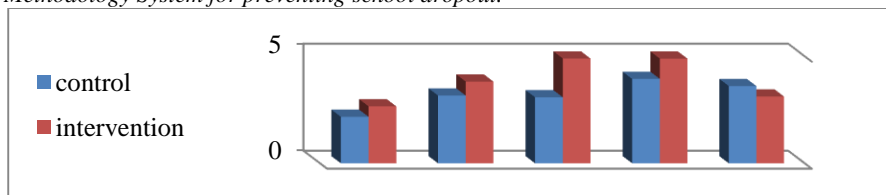

Figure 3.2. Values of key performance indicators before and after intervention

The intervention also contributed to the improvement of the key performance indicators of the students from the experimental group which were inferior to those of the control group. Namely that situation determined us to take them as a formative group, so that we could prove that joint efforts can change things. If the results of the two groups at the ascertaining experiment were approximately equal, sometimes the results of the students from the control group being even higher, then, after the model implementation, the situation improved.

The value of all key performance indicators we worked upon increased. Consequently the intervention program previewed by the *Management Methodology System for preventing school dropout* succeeded:

- in enhancing both cognitive and psychological engagement to school of students at risk of dropping out;
- in increasing educational aspects of students as related to school - learning motivation, learning self-efficacy and also sense of belonging to school;
- in increasing occupational aspirations of students at risk of dropping out.

Unfortunately, the intervention program didn't succeed in reducing violence or discipline problems. This can be explained through a psychological perspective, for students at this age are almost formed as personalities. Any intervention at behavior level requires a closer cooperation between family, students at risk, psychologists, teachers and community. It could change only when students fully become aware of their behavior outcomes on long term. Although, this issue is a research perspective for another study.

The statistic values derived from the pedagogic experiment confirmed **the research hypothesis:**

Management methodology for preventing dropping out from high schools will be efficient if:

- ❖ it considers the correlation between school dropout factors;
- ❖ it takes into account the consequences related to school dropout;
- ❖ it concentrates on the development of students' performance indicators;
- ❖ it acts according to the level of performance indicators as related to students at risk of dropping out from the Israeli Arab society;
- ❖ it is elaborated, experimented and validated the Management Methodology system for preventing dropout from Israeli high schools of the Arab society;
- ❖ stipulates recommendations for school managers, didactic staff, parents, local community and for the Israeli Ministry of Education.

Finally, we underline that the prevention of school dropout cases among high school students by means of the *Management Methodology System* isn't just the reflexion of our research; it is a complex mechanism whose adequate handling generates appropriate responses.

Subchapter 3.3. *Conclusions on chapter 3* reflects the essence of the pedagogical experiment through its three stages, under the aspect of implementation and validation of the Management Methodology System for preventing high school dropout.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

Determined by the objective need to ensure an optimal, functional and efficient educational framework for all students of Israel, regardless of ethnicity, social origin, and religion, dropout prevention involves the reconsideration of this phenomenon from the pedagogical and social perspective in order to develop and implement a methodology of educational management that would satisfy the expectations. The theoretical approach and the experimental application of the management methodology for preventing dropout in Israeli high schools, Arab sector have confirmed the relevance of the theme, the research hypothesis, certifying the scientific innovation, theoretical and practical value thereof, and the statements offered for defense.

Proving the conceptual and the praxiological function of the established *Management methodology system for preventing school dropout in Israeli high schools*, through the valuation of pupils' performance indicators, represents the **scientific problem** solved in the research.

The synthesis of the research revealed the following significant aspects:

1. School dropout is not simply a result of academic failure, but the result of both social and academic problems in school that appear early in students' school careers, suggesting the need for early intervention.

2. The factors generating dropout are amplified by the lack of support and resources in families, schools, and communities. In order to reduce dropout rates, one should take comprehensive approaches both to help at-risk students address the social and academic problems that they face in their lives, and to improve at-risk settings that generate these problems. These solutions have prominent importance in the Arab sector where there is an important disparity between the facilities provided to the students of the Jewish sector and to those of the Arab sector.

3. The consequences of high school dropout have lasting impact at both the individual and social levels. Early sensitization of students on the risks posed by high school dropout increases the level of intrinsic motivation, self-efficacy and professional aspirations, that positively influence the other performance indicators.

4. The methodology of preventing high school dropout involves the valuation of all educational management components: planning, organizing, directing, controlling and evaluation, in order to identify and implement those strategies and methods that would eliminate the problem and attribute efficiency and effectiveness to education under a holistic aspect.

5. The implementation of dropout prevention strategies and methods among the students from the Arab sector of Israel demonstrates the functionality of the *Management methodology system* and essentializes, from the educational point of view, the formative program *"School is a chance to succeed".*

6. The results of the pedagogical experiment are evidence of the possibility to prevent dropout by empowering students to their future, by involving more intensively the educational factors and by establishing and enhancing a rigorous formative approach that would meet the needs of the students at risk of dropping out. Israel has the potential to develop national programs which could enhance students and therefore reduce dropouts. This requires technical expertise to develop and implement effective dropout prevention and recovery programs.

7. The **directions of solving the problem** of high school dropout are:

- Timely identifying the signs associated to the risk of school dropout;
- Establishing adequate preventive strategies and practices;

- Permanently surveying at risk students' performance indicators: achievements, attendance and behavior;
- Creating partnerships among schools-families-local communities;
- Providing psycho pedagogical and financial support to students at risk of school dropout.

In conclusion we underline that the findings of the current study are consistent with the high importance of school and school policies in reducing dropout rates, mainly in students' perspective. In this vein, this study contribution focuses on the strong effects of educational and organizational factors on dropout.

RECOMMENDATIONS OF THE STUDY:

For Managers:
1. to create a permanent dropping out monitoring committee;
2. to make school more appealing by promoting extracurricular activities that would make students feel important, strong and talented.
3. to stimulate teachers into adapting appropriate teaching methodologies to the needs of students at risk of dropping out;

For parents:
The study stimulates parents:
1. to get into partnership with school and community in order to ensure a safe educational environment;
2. to be more interested in students' personal problems;
3. to promote an early professional orientation.

For local community:
The research results invite the local community:
1.to invest wisely resources in promoting programs to reduce dropout rates;
2.to involve high-school students from communities with a high risk of school dropout as volunteers in various support programs such as helping old people or families in need;
3. to provide resources and supports to the families with a precedent of dropping out.

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ADNOTARE
Murad Tariq
Metodologia managerială de prevenire a abandonului școlar în liceele din Izrael, sectorul arab, teză de doctor în pedagogie, Chișinău, 2015

Structura tezei: Introducere, 3 capitole ce conțin 125 pagini text de bază, 24 tabele, 10 figuri, concluzii și recomandări, adnotare (Română, Rusă, Engleză), abrevieri, bibliografie (158 titluri), 11 anexe. **Publicații:** 7 lucrări științifice (3 articole în reviste de profil și 4 comunicări la conferințe științifice naționale și internaționale).

Cuvinte-cheie: Metodologie managerială, prevenirea abandonului școlar, liceu, sectorul arab, factori, indicatori de performanță, principii educaționale, strategii, forme și metode educaționale.

Domeniul cercetării: Teoria și Metodologia educației

Scopul cercetării: Determinarea reperelor educației pentru prevenirea abandonului școlar și elaborarea *Sistemului metodologic managerial de prevenire a abandonului școlar in liceele din Izrael.* **Obiectivele cercetării:** definirea conceptului de abandon școlar, identificarea factorilor abandonului școlar, delimitarea consecințelor abandonului școlar, relevarea caracteristicilor elevilor cu risc de abandon, analiza programelor, sistemelor și facilităților alternative prevăzute pentru susținerea elevilor cu risc de abandon, elaborarea, implementarea și validarea *Sistemului metodologic managerial de prevenire a abandonului școlar in liceele din Izrael*.

Noutatea și originalitatea științifică este obiectivată de: reliefarea specificului multiaspectual al abandonului școlar și necesității considerării corelației dintre factorii abandonului școlar, în vederea stabilirii unei metodologii manageriale eficiente de prevenire a fenomenului dat. **Problema științifică soluționată** constă în fundamentarea conceptuală și praxiologică a funcționalității metodologiei manageriale pentru prevenirea abandonului școlar în liceele din Izrael, prin valorificarea indicatorilor de performanță ai elevilor.

Semnificația teoretică a cercetării constă în: stabilirea particularităților fenomenului abandonului școlar abordat prin prisma factorilor de risc și consecințelor sale sub aspect individual și socio-economic; elaborarea *Sistemului metodologic managerial de prevenire a abandonului școlar în licee,* implementat în parteneriat cu școala, comunitatea și familia.

Valoarea aplicativă a lucrării constă în elaborarea programului formativ *Școala – cale spre succes* și a recomandărilor cu privire la prevenirea abandonului școlar în liceele din Izrael, sectorul arab.

Implementarea rezultatelor științifice. Rezultatele cercetării au fost aprobate în cadrul conferințelor științifice, simpozioanelor și revistelor științifice și au fost testate în instituțiile preuniversitare din Izrael în perioada anilor 2012-2014.

АННОТАЦИЯ
Мурад Тарик
Методология менеджмента по обеспечению превентивных мер по предупреждению преждевременного ухода учащихся из лицеев Израиля, арабский сектор,
Кишинэу, 2015

Структура диссертации: введение, 3 главы, 125 страниц основного текста, 24 таблицы, 10 рисунков, выводы и рекомендации, библиография из 158 источников, 11 приложений, аннотация. **Публикации по теме диссертации:** 7 научных работ (3 статьей в специализированных журналах, 4 тематических докладов)

Ключевые слова: Методология, менеджмент, предотвращение преждевременного ухода учащихся из лицеев, арабский сектор, факторы преждевременного ухода учащихся из лицеев, показатели эффективности, принципы образования, стратегии, формы и методы обучения. **Область исследования**: теория и методология обучения. **Цель исследования**: определение теоретических основ воспитания для предотвращения преждевременного ухода учащихся из лицеев, разработка и апробация *Методологической системы менеджмента по обеспечению превентивных мер по предупреждению преждевременного ухода учащихся из лицеев Израиля, арабский сектор*.

Задачи исследования: интерпретация концепции феномена преждевременного ухода учащихся из лицеев, выявление факторов определяющих преждевременный уход учащихся из лицеев Израиля, арабский сектор, выявление характеристики учеников с риском ухода из лицеев, анализ программ, систем и альтернативных средств, предусмотренных для поддержки учащихся с риском ухода из лицеев, разработка и внедрение *Методологической системы менеджмента по обеспечению превентивных мер по предупреждению преждевременного ухода учащихся из лицеев*.

Научная новизна и оригинальность отражает мульти аспектуальность преждевременного ухода учащихся из лицеев и необходимость рассмотрения корреляции между его факторами чтобы установить эффективные методики управления для предотвращения этого явления.

Научная проблема состоит в теоретическом и практическом обосновании функциональности *Методологической системы менеджмента по обеспечению превентивных мер по предупреждению преждевременного ухода учащихся из лицеев*, путем валоризации показателей эффективности учащихся.

Теоретическая значимость исследования отражает особенности феномена преждевременного ухода учащихся из лицеев, в терминах его факторов риска и последствий в индивидуальном, социальном и экономическом плане, в разработке *методологической системы менеджмента* и конкретных действий *по обеспечению превентивных мер по предупреждению преждевременного ухода учащихся из лицеев Израиля*, арабский сектор, в партнерстве со школой, сообществом и семьей.

Практическая ценность заключается в разработке и внедрении программы «Школа - путь к успеху» и рекомендаций по *обеспечению превентивных мер по предупреждению преждевременного ухода учащихся из лицеев Израиля, арабский сектор.

Внедрение научных результатов. Результаты исследований были утверждены в рамках научных конференций, симпозиумов и научных журналах и были протестированы в доуниверситетских учреждениях Израиля в 2012-2014 годах.

ANNOTATION
Murad Tariq
Management methodology for preventing dropout in high schools of Israel, Arab sector, doctoral thesis in pedagogy, Chişinău, 2015

Work structure: Introduction, 3 chapters containing 125 pages of basic text, 24 tables, 10 figures, conclusions and recommendations, annotation (Romanian, Russian, English) acronyms, bibliography (158 titles), 11 appendices. **Publications:** 7 scientific works (3 articles in specialized journals and 4 papers at international and national conferences).

Keywords: Management methodology, high school dropout, prevention, Arab society, dropout factors, performance indicators, educational principles, strategies, forms and educational methods.

Field of research: Theory and methodology of education.

The Goal of the work is to determine the theoretical approaches of education for school dropout prevention and the elaboration of an effective *Management methodology system for preventing dropout in Israeli high schools*.

The research objectives: to elucidate the concepts of school dropout and dropouts, to identify the factors of school dropout and its outcomes, to reflect adolescents' characteristics and their predisposition to school dropout, to analyze convergent school dropout prevention programs, and alternative facilities for dropouts, to elaborate, experiment and validate the *Management methodology system for preventing dropout in Israeli high schools*.

Scientific originality and novelty of the research lie in revealing the multiaspectual specificity of school dropout and the necessity of considering the correlation between dropout factors in order to establish an efficient management methodology for its prevention.

The scientific problem solved in the work consists in proving the conceptual and the praxiological function of the established management methodology for preventing school dropout in Israeli high schools, through the valuation of pupils' performance indicators.

The theoretical significance of the research is justified by the establishment of school dropout peculiarities approached in the light of its risk factors and outcomes under individual and socio-economic aspects, by the elaboration of a management methodology system stipulating specific actions, aimed at preventing school dropout, in partnership with school, community and family.

The praxiological value of the work is marked by the elaboration of the formative program *"School is a chance to succeed"* and by the formulation of recommendations on preventing school dropout in Israeli high schools, Arab sector.

Implementation of scientific results. The results of the investigation were approved in the frame of scientific conferences, symposiums and educational journals and were tested in Israeli high schools between 2012-2014.

MURAD TARIQ

MANAGEMENT METHODOLOGY FOR PREVENTING DROPOUT IN HIGH SCHOOLS OF ISRAEL, ARAB SECTOR

Specialty: 531.01. General theory of education

Abstract
of the doctoral thesis in Pedagogical Sciences

**UNIVERSITATEA PEDAGOGICĂ DE STAT „ION CREANGĂ"
DIN CHIȘINĂU**

MURAD TARIQ

METODOLOGIA MANAGERIALĂ DE PREVENIRE A ABANDONULUI ȘCOLAR ÎN LICEELE DIN IZRAEL, SECTORUL ARAB

Specialitatea: 531.01. Teoria generală a educației

**AUTOREFERATUL
tezei de doctor în științe pedagogice**

CHIȘINĂU, 2015