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

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

**SPECIALITATEA: 531.01. Teoria generală a educației  
Teză de doctor în științe pedagogice**

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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 în liceele din Izrael*.

**Obiectivele cercetării:** definirea conceptului de abandon școlar și elevi cu risc de abandon, identificarea factorilor abandonului școlar, delimitarea consecințelor abandonului școlar, analiza programelor, sistemelor și tendințelor în susținerea elevilor cu risc de abandon, elaborarea, implementarea și validarea *Sistemului metodologic managerial de prevenire a abandonului școlar în 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 статьи 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 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*.

**Scientific originality and novelty of the research** lie in revealing the multiaspectral 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.



## **ACRONYMS**

NCES - National Center for Education Statistics

OECD - Organization for Economic Co-operation and Development

TEC - Training and Enterprise Councils

SEI - Student Engagement Instrument

PSSM - Psychological Sense of School Membership

FD - Friendly–dominant

FS- Friendly–submissive

HD- Hostile–dominant

HS- Hostile–submissive

SMS - Situational Motivation Scale

JAG- Jobs for America's Graduates

SES- Socioeconomic status

PISA - Program for International Student Assessment

## INTRODUCTION

**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, both in terms of the individual who could have difficulties to enter the labor market and in terms of society, that should have absorbed him and prevent further life deterioration [119, 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 understanding the perception of dropout from the point of view of students, teachers and managers in the Arab society, and to identifying the predictors of students' success will determine the level of family, community, school and individual effect 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 [117], [36];

- from the Thespian outcomes of dropping out in general, and in the Arab Sector of Israel, in particular: high unemployment [138, p.8], high incidence of health problems [74], increase in mental health problems [103],[104] and higher crime and delinquency rates [114, p.25], a large demand for welfare assistance [60] 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 [122, p.39] [126, p 137], [47];
- from the wide-ranging dropout impact on the long-term economic outlook of our country [60], [87, p.82], [88];
- from the necessity of combining school and local community efforts in fighting dropout [81];
- from the need to create a safe and stimulative educational environment for each child [26], [121], 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 [109]" .

**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 [121, p. 35].

Thus, high school dropout phenomenon was a research subject for specialists in education, psychology and sociology: K. Abu-Ashbah [115] and M. Al-Haj [118] explained the peculiarities of Arab Education in Israel; A. Ben-Lion and Y. Zionist [120] investigated the problems associated to Israeli children education; B. Sheled [136] 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 [101], R. Suleimani [138], I. Harel and H. Ellenbogen-Francovich [126] examined at risk behaviors and found out that violence, delinquency and early sexual involvement can generate high school dropping out; A. Gan-Moor [51] and T. Lovitt [76] explored training facilities and tactics for at risk-students; R. Ekstrom [46], P. Gleason and M. Dynarski [54] studied the factors associated to school dropout. They pointed out various dropout factors grouped in four categories: individual, familial, educational and organizational 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. [66, 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 [121] noted some sort of non-clarity of the body responsible for monitoring student dropout, and more importantly, the non-admission of some educational authorities of their role and responsibility in preventing the problem. As the compulsory education expands, learning is seen as the central activity norm for the young, thus formal education takes 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 [15], [16], V. Gh. Cojocaru [6], [7], V. Cojocaru [8] studied management in the light of quality education; N. Silistraru [18], [19], L. Cuzneţov [9], A. Paniş [13], examined the significance of general human values in the process of education, the regulating principle of ethical behavior; V. Uncu and M. Penu [20] explored the psychological aspects of school dropout, V. Botnari [2], T. Callo [5], O. Dandara [10], M. Paiu [17] reflected upon professional competence and career development; M. Ianachevici approached the intercultural perspective of school dropout causality [12], M Bulgaru [4] investigated the methods and techniques of social assistance that can be used while dealing with students at risk of dropping out, A. Barbăroşie and A. Gremalschi [1] reflected upon school dropout through the perspective of a child-friendly school.

In Romania the problem of school dropout was investigated by I. Neacşu, E. Stănciulescu and C. Neamţu who studied sociology of familial education and school deviance, and proposed a series of strategies related to psychoeducational intervention etc.

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" [40], [95];

-by the responsibility of educating moral values to the young generation of people so that they could perpetuate life on Earth;

-by the need to create a school dropout preventive mechanism that could strengthen awareness of the problem among educators, especially school principals and parents, and could improve schools' educational abilities to deal with dropouts through a special education framework (separate or combined) and suitable learning methods [67], [69, p.24].

The necessity of preventing school dropout is emphasized by the European document regarding the *Indicators on the quality of school education* [155], 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 fundamentals 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 of 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.

**The research methodology** included several methods: *theoretical methods*: synthesis, generalization, classification, systematization, comparison, modeling, surveys; *empiric methods*: observation, testing, questionnaires, conversations, ascertaining, formative and control experiments; *statistical methods*: Cronbach's alpha, students' t test for independent samples, students' t test for a single sample, two way analysis of variance, one way analysis of variance etc.

**The basic research periods**: The research had been carried out between 2012 - 2014 and included 4 periods:

1. The first period— orientational: We studied the literature related to school dropout.
2. The second period (2011-2012) – design: projecting the management methodology model for school dropout prevention.
3. The third period (2012-2014) – experimental: further elaboration of the management methodology for school drop out prevention, fulfilling the pedagogic experiment to define the efficacy of the the management methodology model for preventing school dropout.
4. The fourth period (2014) – summarizing: working out the research findings, i.e. analysis, generalization, systematization, summarizing, and description of the experimental research results; studying connections between the theoretical and empirical conclusions, elaborating perspective directions for further scientific researches in this domain.

**Scientific originality and novelty of the research** lie in outlining dropout multispectral specifics 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 the praxiological function of the established *Management methodology system 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; determining the characteristics of at risk students' psycho pedagogic profile;
- the theoretical substantiation of the managerial-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*" serves 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 Arab sector;
- the strategies, principles and methods for preventing school dropout, valued in the experiment, may serve as a benchmark for reviewing education policies of fighting school dropout at managerial level of ministry, school and community;
- 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 socio-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 had been exposed at different international and national scientific conferences:

1. Murad Tariq, 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.
2. Murad Tariq, 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.
3. Murad Tariq, Factors influencing students to drop out. In: Univers Pedagogic, Chișinău, IȘE. 2014, p. 65-71.
4. Murad Tariq, 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, UST, Chișinău, p. 316-319.
5. Murad Tariq, 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>.
6. Murad Tariq, Practices for preventing high school dropout in Israel and Moldova, În: Materialele conferinței internaționale *Current scientific research in the modern world*, iScience, Ukraine, June 13-14, 2015, p.108-114.
7. Murad Tariq, Sistemul metodologic de prevenire a abandonului școlar în liceele din Izrael, sectorul arab, În: Materialele conferinței internaționale *Învățământul superior din Republica Moldova la 85 de ani*, septembrie 2015, 6 p. 109-115

### **The dissertation structure**

**Introduction** exposes the actuality and importance of the research theme, the research problem, the research goal and objectives. It points out the theoretical guidelines 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: individual factors, familial factors, educational factors and organizational factors.

The interpretation of dropout factors reveals the psychological, educational and sociological nature of school dropout, problem that requires the involvement of the corresponding specialists: educators, psychologists, parents and sociologists.

Finally, we exposed the adolescents' psycho pedagogical peculiarities, as they represent the category of students the most affected by school dropout, due to the temptations related to their age; and the consequences associated to school dropout at the individual and social levels.

**CHAPTER 2, Convergent management methodologies for high school dropout prevention**, offers an overview of management methodology aspects, pointing out the functions of management that can be reduced to planning, organizing, leading, staffing and controlling; management being defined as a process of organizing change, innovation, efficacy, quality and excellence.

In order to ensure these particular features of management in relation to high school dropout, there have been explored and analyzed various efficient methodologies, programs, practices, additional services and strategies world widely used in the process of fighting school dropout. There are different programs that can be implemented by schools to deal with dropout. Although, the implementation of these programs in schools raises certain major issues concerning: systematic information on the results or the degree of success among different populations, that could allow managers to opt for the most appropriate program for the school; suitable conditions enabling successful implementation of the program; and program content that often doesn't meet all students' needs, especially in the Arab schools [84].

This chapter also exposes the main dropout prevention practices implemented by Israeli system of education that 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 [132].

**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.

During the ascertaining experiment there had been checked the hypotheses related to the correlation between school dropout factors, which subsequently helped us to determine pupils'

performance indicators: achievement, motivation, self-efficacy, school-belonging, school attendance, and behavior, speaking about the risk of high school dropout.

The formative experiment was carried out through the program “School is a chance to succeed”, implemented on the length of 10 meetings and workshops, 2.5 hours each, entailing various educational issues by means of influencing, guiding, formative, expositive and heuristic methods. The control experiment checked the efficacy of the formative program as related to pupils’ performance indicators. Pupils’ performance indicators had been exposed to the same measures as during the ascertaining experiment. The obtained data showed a difference between the level of pupil’s performance indicators before and after intervention, and with reference to a control group that hadn’t participated in the formative intervention.

In **Conclusions**, we reflected the research summary, its limits, recommendations and suggestions for further research.

# **1. THEORETICAL PREMISES OF THE PHENOMENON OF SCHOOL DROPOUT**

## **1.1. Conceptual approaches on school dropout and youth at risk**

School dropout in compulsory education age is a phenomenon that accompanies the education system in Israel and abroad since its inception. According to UNICEF, the world now has 440 million children and adolescents (under 18) who do not have any access to basic education. In addition, about 100 million children and teenagers did not finish the basic studies and remain uneducated and illiterate. In Israel the problem of access to education hardly exists (except perhaps in the Bedouin sector, who live in unrecognized villages), but there is certainly the problem of completion of basic education among several hundred youths from each age group, who did not finish formal education of eight years of schooling. In addition, we encountered several thousands of youth in each age group that did not finish their compulsory education of nine or ten years of schooling [123].

For partial illustration of Israeli reality on this issue, in 2002, there were identified 459 youth who studied in the Youth Promote Center; they were 14-18 year old with no formal education of eight years of schooling (13.6% of all “disconnected” students). This group represents only random samples, which are granted the services of supplementary education of youth promotion, but many others do not get it. We must assert that, in addition to those lacking formal education, there are also dozens more of youngsters who have completed eight years of formal study, but the quality of their education was very low [119, p.82]

Despite the differences between the definitions given by various researchers, there is a universal agreement that the phenomenon of dropout among students in compulsory learning age is a phenomenon that affects negatively the community in general and the individual in particular. Dropout is not an exclusive phenomenon to the education system in Israel, western countries also suffer from serious extent in this context. In the United States, for example, dropout rate among high school students is 5.8% [34] Comparatively, in Israel dropout rates are not uniform due to the fact that dropout rates are different in various sectors. While the Jewish sector dropout reaches 8%, in the Bedouin sector, there are approximately 50% dropouts in some communities [132].

H. Garnier [52] defines the dropouts in the U.S. as the students who leave their compulsory education and never return to school. Researchers suggest that some of the dropouts return after a period of time, and do not complete their studies, while some dropouts return to learning and finish high school. In Israel, the definition of dropout is different, that is dropout in Israel is an expression that refers to the phenomenon of leaving school in general or any other specific academic framework by pupils, before they reach the end of their study in the same frame [67].

This definition does not refer to students return to learning at an older age. Despite the changes in definitions of the phenomenon, studies in both Israel and the Western world agree on the implications of this phenomenon on society and the individual's future [135], [31], [32].

School dropout among teenagers is a phenomenon that arouses concern among the Israeli public in general and in the education system in particular. It is based on empirical and theoretical knowledge that exists in Israel and abroad in relation to the phenomenon and on special and integrative statistical analysis of various studies conducted in recent years by JDC - Brookdale Institute and research conducted by Brookdale Institute and Bar Ilan University, in relation to social welfare, risk behavior and health of school children in Israel [124], [133]. There are 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 refers to the cases when pupils are still in school but they had ceased to benefit from it. The aspects of covert dropout include: multiple absences, very low educational achievement, feelings of alienation and disengagement from school learning process, behavior problems and social problems at school [123]. Indeed, it is common in Israel and around the world today to describe the phenomenon of dropout using two common terms:

**Overt dropout** describes a state of physical separation of pupils from the education system designed for their age. Among this population of "overt dropouts" we can identify three subgroups that stand out: the youth who decided to disconnect from the education system and are also constantly looking for educational alternatives [28], teenagers who, after a short period of detachment from the education system, seek their way back to school; and teenagers who, for reasons that are independent of them, found themselves outside the educational system, but never wanted or saw themselves cut off from it. This is the largest group in which we, the staff of youth promotion encounter on the street, and the main common effort is to find an alternative promoting framework. We estimate this group to reach 70% of the disconnected youth nowadays.

**Covert dropouts** refer to a population that is frequently absent from the education system or passively sitting in class and does not participate in any meaningful and effective learning. The covert dropout is a dynamic phenomenon, evolving over time, based on background variables that bring pupils to this situation, disconnecting them from the education system in general. Even among this population, we can identify subgroups of young people at risk of "covert dropout". The first subgroup includes the teenagers with frequent absence and for longer periods. The second subgroup includes those who show up in the morning and escape in the middle of the day (and sometimes very early in the day). The third subgroup includes those youths who come to class, sit down, but actually do not connect to what's happening [121, p.24]. Dropout rate in the Arab sector is 1.5 times higher than dropout in the Jewish sector.

Dropout is a phenomenon of great concern especially since it increases the dimensions of youth violence emitted into the streets. Thus, we all have the responsibility that all students were integrated into the education system and belonged to an educational framework which meets their needs and train them to integrate into society. Finishing upper secondary education is a prior condition for enrollment into higher education and certification in a number of occupations. Therefore, dropout and delayed graduation decrease the individual's future earnings and employment opportunities. A worldwide empirical regularity is that the tendency to drop out from school after finishing compulsory education is the most common among individuals with limited family resources in terms of parental income and education. Dropping out from upper high school is a potentially important inequality generating mechanism. This is of particular importance as future relative demand for unskilled labor is expected to fall in most developed countries. Knowledge of the size and nature of the socioeconomic gradient in dropout propensity is important when formulating policies to reduce income inequality. The dropout rate has been explained as a silent outbreak which may lead to national crisis. Dropouts endanger not only their future but also they have a negative influence on their communities and nation caused by many reasons for instance: loss of productive workers, loss of tax income, higher costs associated with social services, health care, crime-prevention programs and increased imprisonment.

As children progress through school, their failure to meet certain milestones is highly predictive of later dropout. Parents and educators should be particularly vigilant regarding each child's academic performance. Promptly recognizing the warning signs is crucial to early and effective intervention:

- By the third grade, it is very important for children to have mastered how to read since it underpins future learning in the upper elementary grades where more complex reading skills are required. They should have transitioned from "learning to read to reading to learn" [25];
- As children progress through the sixth and eighth grades, poor academic performance in math and English, low reading scores, absenteeism, and disengagement from school become very reliable predictors of whether they will later drop out of high school [23];
- At the individual level, it is also important to consider children's beliefs in their own competence and motivation to succeed academically. Many researches indicate that children's beliefs in their abilities tend to become increasingly negative as they grow older, at least through early adolescence. When children believe they are less competent in certain academic activities, they tend to value them less which has negative implications for the effort they will put into school work [37, p.15];
- Student effort (i.e., the level of school attachment, involvement, and commitment) is highly correlated with more positive academic outcomes [113, p.27];

- Peer associations also have an important effect on academic outcomes. Peer relationships can create a set of norms and values that either promote or undermine academic achievement. Meaningful relationships with peers that promote psychological and life skills may promote academic achievement and motivation, however, negative peer pressure or social disapproval toward school work might lead some students to drop out of school [112, p.126-128];
- The transition into ninth grade can also be particularly difficult for many youth. At this stage, many students move from middle schools into high schools where they are likely to feel lost and where academic rigor increases substantially [23], [24];
- Many students are held back in the ninth grade and subsequently do not get promoted to or drop out in the tenth grade creating the "ninth grade bulge" and "tenth grade dip" in school enrollments. The ninth grade attrition rate is exacerbated by poverty; 40 percent of dropouts in low income schools leave after ninth grade compared to 27 percent of dropouts in low poverty districts [127], [128];
- Poor grades, poor attendance, and disengagement from school become particularly threatening to the completion of high school at this stage and four major high school dropout categories begin to emerge [24]:
  - *Life events* – dropout is prompted by something that happens to the student outside of school, e.g., teen pregnancy, foster care placement, high school mobility;
  - *Fade outs* – dropout is prompted by frustration and boredom with school even though the student has not repeated or failed any grades;
  - *Push outs* – dropouts are subtly or explicitly encouraged to withdraw or transfer away from school because they are perceived to be difficult or detrimental to the success of the school;
  - *Failure to succeed* – dropouts leave school after a history of academic failure, absenteeism, or lack of engagement.

School dropouts in general and high school dropout in particular were discussed as early as 1927. Back then, the dropout phenomenon was called “school leaving” and was considered to be a psychological problem. The general view towards adolescents changed in 1920s, they were viewed as restless and needing the freedom to explore new interests. Moreover, the view towards the school role in the student’s life had also been changed, schools have to meet the interests and needs of the adolescents and if not they may leave school [45]. Rating students as dropouts or not is a complex process. The common view is that a student, who is over the school-graduation age and who formally has withdrew from school, and who has reported that he/she will not continue to pursue any additional education, has dropped out of high school. This definition is limited and does not cover the various cases of students leaving school. For example, students who have

simply stopped coming to school and for whom no further information is available [88]. A student is considered to be a dropout if he/she fell into one of the following categories:

- Students who withdrew from the system to join the workforce, the military service, or due to pregnancy or were needed to assist at home. Some students provide this kind of information about their plans for the future;
- Students who were removed from the school system for non-attendance but they did not formally withdraw from school. This category contains students who are under the legal school-graduation age but who have stopped attending school and have not given a reason for leaving, and they cannot be located;
- Students with incomplete information, particularly students who were removed from the educational system but with no clear explanation of the dropout reason, or students who have neither officially been removed from the registrations nor are listed as being registered. Essentially, the latter group of students disappeared with no indication of registration or disenrollment;
- Expelled students from school are considered dropouts due to the fact that it is unclear whether these students will be able to continue their education;
- Students who were imprisoned in a juvenile justice facility not under the authority of the public schools. Imprisoned students are perhaps the most difficult to assess [ibidem].

Thus, dropping out is not a sudden action, it is a gradual process of detachment. There isn't a single reason for dropping out from school and there isn't a single solution to keep all students in the educational system. The specific definition of the term dropout is controversial. What makes a student a dropout and how to measure dropout rates vary from place to place. In this conditions, the absence of a standard definition and formula makes assessing school performance difficult and comparing schools and school systems almost impossible.

**Adolescence, youth at risk and school dropout in the world (Israel, Moldova and OECD countries).** The term "adolescence" came from the Latin word meaning to grow into maturity. The definition of adolescence is a period of transition - a bridge - from childhood to dependence and adulthood. This transition period is a period of crisis in life; therefore adolescence is a period of crisis. Previous studies have revealed that the adolescence period is one of the most risk loaded period in the individual's life. A significant relationship was found between adolescence and dropout rate. This period is full of risks factor such as feelings of insecurity, helplessness, anxiety and loneliness and failure in self-discovery and identity building. These factors were found to be linked to dropout likelihood of dropping out [144, p.80]. Adolescence is the age of changes during which the adolescents undergo many changes in their lives. Many adolescents are engaged

in an active search after self-determination and distinction from their environment in an attempt to create a separate identity and independence. Identity creation process requires consistent effort [140, p.39]. During the identity development process, the ego allows the individual to build his personality through uniformity sameness and continuity of self-experience. This process allows the individual to answer the question "Who am I?" as well as "Who am I not? ". Where he came from and what he wanted to be, to assess the strengths and weaknesses, in relation to the values and worldview and how he wants to act in accordance with them.

Teenagers with a cohesive identity enjoy a sense of unique and clear self-determination, accept the physical and sexual needs changes, are able to set goals, values and beliefs, for themselves and try to act to fulfill them. In contrast, adolescents suffering from identity confusion and lack of a stable sense of self, will find it hard to accept and deal with the changes they have been going through. They also face difficulties in building his/her own future. This situation raises the teenager feelings of insecurity, helplessness, anxiety and loneliness [43, p.48], [4, p.32].

Adolescence is characterized by transition attachment and engagement from the family to the peer groups. The adolescent affiliation to the peer group requires accepting the norms. Many adolescents tend to drift after group leaders because of a desire to belong to a group. This desire may cost the adolescent the loss of his/her independent thinking, for the purpose of adolescent peer group affiliation would pass on values and moral norms. The concept of adolescence as a period, which distinguishes between childhood and adulthood, first appeared at the end of the 18<sup>th</sup> century, when Western society began to allow some of the adolescents to continue their studies. This process was a common phenomenon since the beginning of the 20th century. Psychologists became interested in adolescence systematically with the publication of a book by the American psychologist Stanley Lord (Hall), "Adolescence", in 1904. This book presented first the theory of adolescence.

Adolescence is a sensitive period in which youth experience physiological, psychological and cognitive developments, as well as significant changes occur in the expectations from them by school, family and social system. Adolescence is a period of change and self-image and self-esteem shaping. When the positive self-concept is strong and stable it is considered to be a base for positive experience adolescence and developing [143]. We can classify the developmental tasks into four main domains:

**Physical / physiological Domain:** Puberty occurs between the ages of 9-16 for girls and 10-17 for boys. Physical development is accompanied by the provision of hormones and physical changes observed. These very significant changes occur in a relatively short time, the adolescent have to adapt to them and accept them as part of him. Overall there is a range of development and differences, leading to non-uniformity. This may cause the adolescents to suffer from low body



image. Some teenagers do hard diets and excessive exercise, thinking they don't look good enough. Hormonal, physical, and other changes may confuse and excite feelings of uncertainty and insecurity. Boys are anxious, spontaneous, girls often feel ashamed from rapid growth of the chest, menstruation raises fears, questions, etc... Teenagers who develop slowly feel that something is wrong with them; they cannot keep up, while adolescents who develop quickly might develop eating disorders inability to accept the growing body [144].

**Emotional domain** – Adolescents go through a crucial process of separating from their parents' identity and forming their own independent identity. During this stages, adolescents separate emotionally, intellectually and socially from the dominant figures in their family and design a separate personal identity. The separation process and liberation from dependence on parents may produce a feeling of alienation, rebellion and hostility toward parents. This is a normative process for normal teenager. Adolescent explores the limits of what he does and what he may do. Towards the end of the initial maturation (16-18), teens start to get out of the confusion, begin to design clothing style, hairstyle, etc. [71]

**Social domain.** On this domain teenagers start to develop open relationships with friends, open relationship with the opposite sex and the ability to integrate into the social system. Peer group becomes a priority and very important at this age. The growing importance of the peer group is related to the phenomenon of the separation of the parents, peers are a sort of substitute. Peer group has several functions:

- *Source of power and belonging.* It is a group of friends of the same age and the same experiences;
- *Mirror.* Adolescents give each constant feedback to each other to start and establish their own identity. Mirror Feedback is an important source of comparative information between how the adolescents perceive themselves and how others see them;
- *Social comparison* allows relatively self-esteem, compares norms and patterns;
- *Model.* Peer group provides the peer with role models (alternative parents) - also contribute to the formulation of self-identity;
- *Support* (understanding, acceptance). All adolescents feel that new experiences are confusing and threatening. Peer group offers emotional and physical support. Adolescents share similar feelings and feel that they are not alone in all these processes they are going through. In addition, the adolescent's friends take the place of the parents in independent experiences. Going shopping and going out with friends or with parents are essential experiences to build positive self-image and preventing loneliness;

- *Partner relationships.* The physiological, psychological, social changes are accompanied by sexual arousal and increase interest in the opposite sex and forming sexual identity and sexual attraction. Interest is also associated with sexual experiences. Studies show that most young people, including more than half of the boys, see in sexual experiences as integral part of love and partnership. The rate at which the adolescent progresses towards an intimate relationship depends on several factors: community culture, family's socioeconomic status, quality of relationships with parents, codes and norms of their peer group, personality characteristics of the adolescent.

**Cognitive domain:** Adolescence is a period during which develop cognitive skills and gaining the skills of an adult. These developments are moving from the concrete to the abstract thinking, from the subjective to the objective, the ability to handle complex reality, formulation ability, the ability to generalize, legal understanding, critical thinking, growing perception of time and developing a new understanding of the continuity between past, present and future. In addition, adolescent develop social consciousness and social laws which adolescents have taken for granted [43, p.41]. The development on the four levels is not always uniformed, many times there are gaps in development between different areas. The gaps are considered to be risk factors that were found to have a significant influence on the dropout rates.

Dropout is usually associated with youth at risk. Children and youth at risk and in need are those whose life situations endanger them in their family and in their, these conditions affecting their ability to enjoy from their rights in the following areas: physical existence, health and development, belonging to the family, learning and skills, social and emotional health, affiliation and social participation, protection against others and against dangerous behavior. Conceptually, the term at-risk youth involves four main components usually lead in order to form delinquency: *risk antecedents, risk markers, risk behavior and risk outcomes:*

*Risk antecedents.* Forces in immediate environment influence the adolescent and may have negative impact on his/her development. This category includes three prominent factors: poverty, criminal social environment, and non - functional family.

*Risk markers.* The behaviors of an adolescent which combine with the above risk factors significantly raise the likelihood of injury and negative behavior. Many researchers usually mention two prominent phenomena that affect adolescents: school disfunction (total: disengagement and dropping out of school), involvement in crime / delinquency (including expenses from home and / or reference to community care services).

*Risk behaviors* are those behaviors which are distinguished as having the potential to injure the adolescent directly or indirectly (for example: damage to the environment of the adolescent that has also affected the adolescent himself), and are typically identified with risk factors and signs of

risk mentioned above. Examples of such behaviors are: frequent absences from school, frequent escapes from home, having sex early, early use of cigarettes, alcohol and drugs, joining criminal groups.

*Risk outcomes.* Risk outcomes are results of all the factors listed above and the main ones are: early pregnancy, maternity / paternity young, homeless and escapees, involving in prostitution (including sexual abuse, sexually transmitted diseases, etc.), involving in the use of drugs and alcohol, involvement in criminal activity and delinquency, dropping out and separation from the educational systems and social community [97].

According to the National master plan published by the Ministry of Labor and Social Welfare on Children and Youth at Risk [135], 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.), from external sources (war, criminal environment, etc.). Risk factors from this position can be fixed, but can also be temporary. They can be members of a prediction, but can also be surprising and unexpected. The Ministry of Education, dealing with different aspects of youth at risk, through various plans, overlooking the effects of risk in a very narrow perspective focused on its responsibilities. In this case the populations are especially at risk of dropping out or giving up formal certificate and achievements which education system aims to. Youth advancement domain in Ministry of Education also deals with the treatment of youth at risk and disconnected youth - youth who are outside the formal education system, or in the process of dropping out. Today, these youth are characterized by heterogeneity and diversity outside cultural borders, class, and ethnicity.

Many Israeli youth at risk are not able to continue in the regular educational institutions. Statistics have shown that about 24, 00 9<sup>th</sup> to 12<sup>th</sup> graders drop out of school every year. From the knowledge and experience accumulated by The Youth Promote Department, youth can be identified as at risk of dropping out of school according to the following criteria:

- lack of study skills and basic labor habits;
- low academic achievement over time;
- low self-image and self-esteem;
- a history of dropping out;
- transitions between frames;
- the presence of trends and frameworks which broadcast low expectations;
- frequent absences from school / home;
- low motivation ;

- limited and low perception of the future;
- problematic not normative and deviant behavior [125, p. 28]

The complexity of Israeli society and its diverse human texture in many ways are reflected in the country's education system. Heterogeneity of the education system is expressed at various levels through the system structure and budget, as well as the existence of many types of educational institutions adapted to the needs of different sectors.

*Israel's education system is based on a network of laws*, the purpose of which is to protect pupils and maintain the level of education in the State.

According to *Compulsory Education Law (1949)*, Education is compulsory for all children and youth who reside in Israel, from pre-primary school age until the tenth grade. As far as children in nursery school age are concerned, i.e. ages 3-4, compulsory education will be applied gradually, in settlements and neighborhoods to be specified in ministerial decrees. A recent amendment (amendment no. 29) expanded the application of the law for 11th and 12th graders as well. The amendment will be applied gradually according to future ministerial decrees. Until now, the amendment has been applied to some 10% of the total number of students in these ages, nationwide (see Compulsory Education Decree - Application in 11th and 12th grades - 2009). The amendment was applied to an additional 10% in the 2010/11 school year, and it is expected to be fully applied in the 2014/15 school year. The law refers to the following matters:

- Arrangement of compulsory registration for educational institutions and definition of registration zones.
- Provision of decrees for opening and maintaining educational institutions.
- Sharing the costs of official educational institutions between central and local government and the

*State Education Law (1953)* stipulates that the state is responsible to establish a framework of State education, and to determine a set of uniform objective. This includes: Determining regular curricula, supplemental curricula, additional curricula and experimental curricula; determining the required arrangements and conditions for official recognition and unofficial educational institutions; Regulating the supervision of State educational institutions and appointing inspectors, principals and teachers; Introducing the core curriculum; Adjusting the provisions of the law to fit the compulsory education needs of non-Jewish students; Determining student enrollment and transfer arrangements [147].

*Israeli Pupils' Rights Law of 2000* prohibits discrimination of students for sectarian reasons in admission to or expulsion from an educational institution, in establishment of separate educational curricula or holding of separate classes in the same educational institution, and rights and obligations of pupils. This law has been enforced by the Supreme Court of Israel, prompting

protests from Orthodox families who objected to sending their children to integrated schools [148].

The Israeli educational system is divided into four main sections: *according to age* (Age Education), *according to the legal status of the educational institution*, *by type of supervision and by sector* [141]. It includes four educational stages (or levels of education) according to students' age:

- Pre - primary education: Pre - mandatory ages 3-4; pre-school ages 5-6
- Elementary education: grades 1<sup>st</sup> -6<sup>th</sup> , ages 6-11 (this is the widespread distribution) or grades 1<sup>st</sup> -8<sup>th</sup> , ages 6-13
- Junior education: grades 7<sup>th</sup> -9<sup>th</sup> , ages 12-14 and high school: grades 10<sup>th</sup> -12<sup>th</sup> , ages 15-18.
- Academic education - aged 18 and over

The legal status of an educational institution is determined by ownership and by the degree of state control over it:

- Formal education: public education and state- religious institutions owned by the state or local authorities. The teachers in this group are mostly civil servants.
- Recognized unofficial education: institutions that are not owned by the state, but accept some degree of oversight on its part. They are funded by the state, but provided by fewer budgets than the formal educational institutions (75% of the budget per pupil in an official institution). Due to the partial supervision, these institutions have more freedom in admitting students, hiring teachers and determining the curriculum. Many educational recognized unofficial institutions belong to the Haredi education, especially two major education networks in this sector - Independent Education Center and Fountain of Torah education. But there are schools which belong to other religious communities (e.g. Arab schools, Christian schools), and a significant number of non-religious schools (such as democratic schools).
- Exempt Institutions (Haredi educational institutions). The educational system recognized them as institutions exempt from fulfilling the general conditions of the education system, and there were special conditions excusing full Compulsory Education Law.

According to the type of supervision the education system in Israel can be divided into:

- State - non-religious institutions in the Jewish and non – Jewish communities. Public education without affiliation to any ethnic minority or other supervision;
- Religious- State - Jewish religious schools - grades. This is a state education whose institutions are led by religion rules and the curriculum, teachers and supervisors are religious.

Besides, the education system in Israel can be divided according to two sectors: Jewish sector and Non – Jewish sector: An Arab, Bedouin, Druze and Circassian. Official data published by the

Ministry of Education and standardized exams results conducted a year earlier, revealed to the public in Israel a fact that is well already known: a huge gap exists between the academic achievements of Jewish students and those of Arab students; the percentage of Jewish students entitled to matriculation certificates (59.74%) is almost twice of the eligible Arabs (31.94%). Comparing these data with those published previously reveals the fact that this gap in performance between Jewish and Arab students are not decreasing with time, but rather expanding. In order to examine and promote the conditions of education in the Arab sector, it was formed a committee of the Ministry of Education. An updated picture on the state of the Arab educational system in Israel was presented in the committee report [129]. There were revealed several aspects:

*Academic achievement.* According to Israeli and international tests results, Arab students' achievements fall far from those of their Jewish peers. In addition to the gap in rates of matriculation eligibility, the committee found that there is also a gap between the qualities of their matriculation certificates entitled - 20.4% of Arab students are entitled to matriculation certificates and only (11.1%) of their Jewish peers. Many Arab students are holding certificates that do not allow acceptance to universities.

*Learning disabilities.* There is a lack of information in the Arab education system regarding the number of Arab students with learning disabilities; there is a shortage of qualified professionals, therapists, dealing with learning disabilities and severe shortage of Arabic-speaking psychologists with knowledge and learning disabilities with a degree in counseling. The committee further stated that there is a lack in the awareness regarding the difference between students with learning disabilities and students who have difficulty in school for other reasons.

*Curriculum in the Arab Sector.* The committee revealed a fundamental disagreement in formulating the general objectives among the Arab schools. There are no defined objectives of the Arab educational system and no way to determine the values of organizational structures.

*National priority in education.* Over a decade ago, the Israeli government decided to classify all communities in the country into three categories: communities located in areas defined as a national priority A, communities located in areas defined as national priorities in areas B and communities that are devoid of national priority. The decision stated that the communities found in the first two categories, with national priority, will enjoy from a long list of benefits and incentives in education, more than towns and villages in the third category. The two priority areas included 535 communities among which only four of them, all small and low population, were Arabs.

*Teaching Languages.* There is a difference between standard Arabic and spoken language that makes the standard Arabic language taught in schools as acquired culture and there is not enough attention of state institutions to the Arabic language. All these

things underestimate the value and the importance of the Arabic language even in the eyes of Arab students. Hebrew teaching begins only in the third grade, and English is a foreign language for students which they learn as a third language, yet Arab student begin to learn it in 3<sup>rd</sup> or even the 4<sup>th</sup> class. Furthermore there is a lack in development of teaching materials by teams from the representatives of the Arab society. There is also a lack of equipment for teaching English and Hebrew.

*Matriculation certificate.* The average study units on which Arab students are tested is higher than among Jewish students and one of the main reasons is budgetary. There is not enough money to pay teacher for more teaching hours. Moreover, the gap affects a variety of specialties in school: there are more specialties in the Jewish schools that Arab students can't even dream of. Due to the small number of specialties student are forced to make more units in order to be eligible to receive a certificate. Moreover, there is no sufficient educational advice and guidance to help students build, efficient and high quality learning track.

*School Dropout.* There are many preventing and spotting programs that are activated in the Jewish sector in order to control the phenomena of school dropout. In the Arab sector there is a huge lack in these programs, and even if there are such programs, they are unsufficiently activated.

*Non-formal education.* Arabic-speaking students are rarely involved in non-formal activities in the field of culture, sport, etc. Such activities are always held in the scholastic framework and mostly by the teachers who are not enough qualified to build such activities [131], [137].

**School dropout in Moldova.** Alike Israel, the problem of high school dropout is rather common in the Republic of Moldova. This can be explained by the fact that until recently, high school education wasn't compulsory. An amendment to the Law of Education (*Art. 19 (1):* Secondary school education is compulsory from the 5<sup>th</sup> to the 9<sup>th</sup> forms) [145] was introduced with the adoption of the new Code of Education (2014) where high school is declared compulsory. Art. 138 (2-3) says that parents and tutors are obliged to supervise school attendance of the children of the corresponding age. Children's nonattendance of school leads to nonfeasance of educating and teaching children and is contraventionally punished. In this frame, basic normative acts aimed at compulsory schooling of children from Moldova in institutions of secondary education are: the Constitution, the Law of Education of the Republic of Moldova, Government Decision nr.434 from 23.07.1996 and the Moldovan Education Code (published: 10.24.2014 in the Official Monitor no. 319-324, Art No. 634, date of entry into force: 11/23/2014) [152].

Despite the normative acts mentioned above, Education in Moldova, including access to education is inextricably linked to living standards. Since 1990 the social categories most affected

were people working in agriculture, education. Prolonged economic crisis, poverty, unemployment, corruption affected the quality of education and further realization of the right to education. Thus, migration, negligence, poverty, school drop - became phenomena specific to Moldova. Thus, the number of illiterate children is increasing every year. According to the ombudsman, T. Plămădeală, the basic phenomenon that leads to children's illiteracy however remains dropout. This phenomenon also leads to violence, drugs abuse, human trafficking, delinquency, prostitution, children exploitation through labor etc [153]. Analyses show that, usually children whose parents are abroad, or who come from socially vulnerable families drop out of school. The risk of school dropout is 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 [154]. 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. Education Law 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.

Going abroad with their parents is also one of the most common causes of dropouts. 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. However, a large number of children going to their parents working abroad are integrated into the education system of the country of destination. Out of the total number of children who have left school, 101 are Roma. Most cases of abandonment were recorded in Nisporeni (60 cases). The president of the Union of Young Roma stated that there are about 7,000 Roma children in the country, 80% of them being illiterate [153]. The schools are required to keep a record of minors of the micro sectors under evidence. The persons appointed for minors records report during Administrative Council meetings with teachers.

At high school level, the situation is also delicate. Given the precarious economic situation, the application of recent reforms, very few young people attend high school. After graduating from secondary school, some of them enroll in vocational schools, usually those with mediocre success, and others, for financial reasons, engage as unqualified workers. Reintegration into the system comes later, often in adulthood, when some of those who left high school realize the importance of education for their stability and future perspective. Usually this category of people choose to follow secondary education in the evening schools of the country, which otherwise are not so



numerous (only three in number), but still represent an alternative to get the high school diploma. In recent years, there is an increase in the number of adults attending evening schools.

**School dropout in the OECD countries.** In the USA, the *status dropout rate* represents the percentage of 16- through 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a General Educational Development [GED] certificate). Status dropouts are no longer attending school (public or private) and do not have a high school level of educational attainment. Based on data from the Current Population Survey, the status dropout rate decreased from 12 percent in 1990 to 7 percent in 2013, with most of the decline occurring after 2000 (when it was 11 percent). However, there was no measurable difference between the 2012 rate and the 2013 rate. Between 1990 and 2013, the male status dropout rate declined from 12 to 7 percent, with nearly the entire decline occurring after 2000 (when it was still 12 percent). For females, the rate declined from 12 percent in 1990 to 10 percent in 2000, and then decreased further to 6 percent in 2013. From 1997 through 2012, the status dropout rate was higher for males than for females, but in 2013 the rate for males was not measurably different from the rate for females[158].

The percentage of graduating Latino students has significantly increased. In 2010, 71.4% received their diploma vs. 61.4% in 2006. However, Asian-American and white students are still far more likely to graduate than Latino & African-American students. In 2010, 38 states had higher graduation rates. Vermont had the highest rate, with 91.4% graduating, and Nevada had the lowest, with 57.8% of graduating students. Almost 2,000 high schools across the U.S. graduate less than 60% of their students. These “dropout factories” account for over 50% of the students who leave school every year. 1 in 6 students attend a dropout factory. 1 in 3 minority students (32%) attend a dropout factory, compared to 8% of white students. In the U.S., high school dropouts commit about 75% of crimes [157].

As measured by PISA, one in five students on average across the OECD countries drops out of the education system before finishing upper secondary. Dropout rates range from 2% in Korea to 58% in Turkey. Greece, Iceland, Italy, Mexico, Portugal and Spain have dropout rates of 25% and higher. Several OECD countries touted high school graduation rates of 90 percent or higher. These include Slovenia, Finland, Japan, Korea, the United Kingdom, Germany, the Netherlands, Denmark and Norway. The OECD report contains some other interesting statistics about high school graduation rates worldwide. Across OECD countries on average, students graduate for the first-time from upper secondary schools (equivalent to U.S. high schools) when they are 20 years old. These average ages range from 17 in Israel, Turkey and the United States to 22 or older in Finland, Iceland, Norway and Portugal. The gender of who is most likely to graduate from high school also has changed over time. In almost all OECD countries, young women graduate at

higher rates than young men from upper secondary schools. This is a reversal of historic trends. Overall, upper secondary graduation rates have risen in OECD countries. Since 1995, these rates have gone up by an average of 8 percentage points. The biggest increase has been in Mexico, where graduation rates grew at 4 percent annually between 2000 and 2011 [160].

If we were to take a glance at the general trend, it should be noted that there is a significant increase of graduation rates in most developed countries, fact explained by youths' awareness about the importance of getting a general education certification that opens the door towards a successful integration in society.

## **1.2. Establishment and analysis of factors with impact on school dropout in Israeli Arab sector**

There is no standard profile of a high school dropout. In fact, dropping out from high school seems to be the result of many factors which are specific and unique to each case. Results also revealed that dropping out is a process, not a sudden event, and that dropping out of school is often the result of a long process of disengagement that may begin before a child enters school. We identified four categories of school dropout factors:

### **1. Individual related factors:**

The National Center for Education Statistics (NCES) declared that boys drop out of school more than girls. The main difference between the two genders is the reason for dropping out. Girls informed that they dropped out to support families more than boys. Moreover, Girls reported that they dropped out of school because of marriage or pregnancy. Previous studies also revealed that over 25% of male dropouts reported that they chose work over school while only 10% of females did so. However, for both middle and high school students, girls were more likely to drop out than boys when risk factors were included in the model. Other studies of the relationship between the timing of dropping out and gender revealed that boys are at a greater risk than girls for dropping out, mainly during the second semester of both the ninth and tenth grades. Girls reported family reasons for dropping out second to school related reasons, while boys gave family reasons least of all [68, p.32]

According to the Israel Central Bureau of Statistics, the dropout rate from normative educational frameworks is higher among boys than among girls, and disengagement is also more extensive among boys. The rate also changes according to the Ethnicity, in the Jewish sector 3.9% boys and 1.5 %, while in the Arab sector 6.7% boys and 2.8 % girls have dropped out in 2012. Another relevant data is eligibility for matriculation rate. The gap between boys and girls in the Arab educational system is significant, eligibility for matriculation rates are higher among girls-56%,

than among boys 30%. , compared to Hebrew sector where eligibility for matriculation rates are higher among girls 63 % than among boys 53% [123, p.65].

Dropout was found to be influenced by individual experiences out of school. Especially, when adolescents are forced to take on adult responsibilities, it reduces the possibility of staying in school until graduation. Optimal responsibilities range from getting married and becoming a teen parent, forced to take a job to help out his or her family, or having to care for brothers and sisters [56]. Adolescents and children students may have general attitudes and behaviors patterns that raise the possibility that they will not continue their education until graduation. Many studies have shown a relationship between early exhibition of antisocial behaviors, such as violence, substance use, or trouble with the law o children and adolescents and dropping out of school. Another relation was found between early sexual involvement and dropping out [25]. Thus, individual related factors include:

**Peer Pressure.** Children and adolescents feel social pressure to conform to the group of peers with whom they socialize. This peer pressure can impact the way they dress, the music they listen to, and the way they behave, including risky behaviors such as using drugs, cigarettes, and alcohol, and engaging in sex. The intensity of peer pressure differs from situation to situation .All adolescents usually deal with peer pressure, often on a daily basis. Peer pressure has both positive and negative impacts. Some adolescents go along because they want to be liked, to fit in, or because they worry that other students may make fun of them if they do not go along with the group. Others may give into peer pressure because they are curious to try new things that others are doing. Besides influencing adolescents to ignore their better judgment or their common sense, peer pressure can also be extremely strong and seductive. Many studies [26], [36] have revealed that peer rejection experience during childhood often brings with it serious emotional difficulties, they are frequently discontent with themselves and with their relationships with other children. Moreover many of these kids experience strong feelings of loneliness and social dissatisfaction. Additional consequence of peer rejection is lower self-esteem that renders them more depressed than others. Furthermore studies have shown that significant peer rejection is predictive of later life problems, such as dropping out of school, juvenile delinquency, and mental health problems. Dropping out of school seems to be a particularly frequent outcome. Results from research indicate that, on average, low-accepted children drop out of school more than other children. Having close friends who are involved in antisocial behavior or who have dropped out increases the risk that a youth will also drop out [ibidem].

**Low self-esteem.** Self-esteem is a complex term which is used to refer to many aspects. It is a personality variable that represents the way people generally feel about themselves, a decision people make about their worth as a person, a feeling of affection for oneself that is not derived

from rational, judgmental processes. Finally, self-esteem is used to refer to the way people evaluate their various abilities and attributes. Moreover, researches have also connected the terms self-confidence and self-efficacy with self-esteem. Researchers have also used the term *low academic self-esteem* to define dropouts. There is a significant relationship between low self-esteem and dropping out from school [100].

***Low occupational aspirations.*** Adolescents' perceptions of the economic opportunities available to them also play a role in their decision to drop out or stay in school. Dropouts often have lower occupational aspirations than their peers. Generally speaking, during early adolescence, students are likely to express high educational status and occupational aspirations, regardless of the reality of achieving those goals. These aspirations are lowered for many reasons:

- when individuals do not believe they have the necessary skills or abilities;
- when they believe that the educational or entry-level requirements are beyond their abilities;
- when they do not receive support or possess aspirations that are at odds with family and friends;
- when they perceive significant community or societal barriers to job entry or success.

Many youth experience uncertainty due to the lack of clear occupational aspirations. The level of this uncertainty is especially high among youth from minorities and low socio-economical background. Studies finding have shown that low occupational aspirations have been found to increase the risk of dropout [102], [105].

***Ethnicity.*** According to the Israel Central Bureau of Statistics, there are differences in overall dropout rates among ethnicity groups in Israel. The differences in dropout rates among ethnicity groups are not explained by ethnicity alone, but by the risk factors associated with belonging to a certain ethnic group. According to the updated data: the dropout rates of Arab youth are much higher (2.5%) than those of Jewish youth (1.7%); the dropout rates of immigrant youth from the former Soviet Union are higher than those of non-immigrant youth (2.9%); the dropout rate among immigrant youth from the Caucasus is significant high 6.0%; Dropping out is relatively limited among immigrant youth from Ethiopia (1.6%) [127].

***Locus of control.*** Another psychological variable that is connected to dropout is locus of control. Previous studies have showed that dropouts report external as opposed to internal locus of control. Control orientation is defined as the extent to which one perceives that an event occurs as a result of his/ her own action- internal locus control; or as a result of luck or chance, external locus of control. Researchers have also found that locus of control is connected to academic achievement and consequently to dropout [72, p.70].

***Poor school performance.*** The student's school experiences have been proven to have a major impact on the likelihood that he or she will graduate. Two of the major experiences are *school*

*performance and engagement with school.* One of the most consistent predictor of dropout is poor academic performance which can be measured through grades, test scores, or course failure. Studies have shown that poor school performance impacts dropout starting in the 1st grade and continuing throughout elementary school, into junior high school, and on into high school. Several surveys have also shown that dropouts have usually reported that poor school performance was one of the major reasons that dropouts left school before graduation. Additional major factors are *have to repeat grade* and *being retained* which represent another aspect of school performance linked to achievement. Starting in the first grade on low achievements, retention has been found to influence the chance that the student will drop out. The effects of retention are additive which makes it so powerful; moreover multiple retentions dramatically increase the odds that a student will drop out.

Multiple performance factors were found among students with disabilities, these students are usually behind grade level and their achievements are usually low [98]. Most of dropouts have low academic achievement and performance. Dropouts often score in the bottom quintile; low marks have a different influence on dropout status depending upon the student's ethnicity group. There was a significant gap between the academic achievements among Arab students and Jewish students depending on the results of PIRLS test (Progress in International Reading Literacy Study). Another gap was reported according to the standardized tests results (Mitzav). This gap has increased over the years. Poor achievements are twice as important in explaining dropout status; it significant increases the likelihood of dropping out [136].

***Disengagement from school.*** The student's level of engagement was found to be interrelated with school performance. Alienated and disengaged students are much more likely to drop out. Previous studies have found that disengagement is reflected in both behavior and attitude. It was categorized into four groups: academic, social, behavioral, and psychological disengagement [65].

***Academic disengagement.*** Absenteeism was found to be one of the primary indicators of the student's level of academic detachment and disengagement from school. It was shown that the number of days out of school impacts dropout throughout the whole student's school career starting in the first grade. Moreover some evidence was also found that patterns of absenteeism are consistent across grade levels, at least for students with disabilities. Due to missing many days, students usually have trouble catching up, this being another most reported reason for dropping out. Additional behaviors that can indicate academic disengagement are: cutting classes, truancy, consistently not doing homework, and attending class unprepared [32, p.26]

***Behavioral disengagement.*** Misbehavior is another major indicator that a student is not fully engaged with school. Students' alienation from school can be increased by repeated suspensions or expulsion due to unacceptable behaviors. According to previous studies, a significant positive

relationship was found between discipline problems frequency in both middle and high school dropout rate. Moreover, being involved in troubles with the police has also been correlated with dropout [64].

*Psychological disengagement.* Attitude towards school also reflect school disengagement. School can also appear in attitudes towards school. Students with low educational expectation either lacking plans for education beyond high school or being uncertain about high school graduation are more likely to drop out from school before getting a diploma. Dropouts have constantly reported psychological disengagement from school and a lack of belonging to school, having difficulty in getting along with teachers, and not liking school in general [66, p.16].

*Social disengagement.* Dropouts have constantly exhibited social difficulties, it was difficult for them to get along with their peers, and this difficulty can be explained by having problem with social skills. Dropouts also have been found to be more likely to have trouble getting along with peers at school or have problems with social skills. Studies have also found that dropouts were not only socially isolated but also the friends they had were also at risk of dropping out. Social disengagement is also illustrated by no participation in non-formal school activities such as: sports days, science competitions, parties and etc. These activities were proven to contribute to preventing students from dropping out of school because they enhance the feeling of integration and belonging [62, p.115].

*Retention.* Studies have shown a significant relationship between retention and dropping out (e.g. According to previous studies, students who were retained or held back in the same class, at least once were 45% more exposed to drop out. Students who were retained for two grades were 90% more likely to drop out [77]. Moreover, retention was found to be the most powerful predictor of dropping out at the individual level. Another interesting finding was that repeating a grade between kindergarten and the sixth grade increases the possibility of dropping out even after filling the gap with peers and controlling attendance [99].

## **2. Family related factors:**

*Background characteristics.* An individual's family background and home experience have a powerful impact on educational outcomes, including dropping out of school. Socioeconomic status was found to be one of the most consistent family background factors to influence dropout. Students from lower socioeconomic (SES) families were disproportionately represented among dropouts. Socioeconomic status is measured by parental education, income and occupational level [117].

*Social capital.* Previous studies have shown a significant relationship between social factors and dropping out. These factors include quality of parent relations, family structure, quality of mother-child relationships and the relationship between parents and school. Poor relations between

parents and school, lack of parental involvement, and single-parent homes are also causes for students to be more likely to drop out. Students from single-parent families have parents with less time and resources to contribute to their children's education.

Significant correlation was found between positive mother-child relationships early in childhood and not dropping out. This positive relation has a positive impact on the child's social competence and school engagement. Moreover, the transmitting and internalization of positive values is better done through good mother-child relationships. There has been found out by many researchers a relationship between dropout, mother hostility and rejection of their sons. Strong family attachment usually develops stronger respect for conventional institutions such as school among children. In conclusion, previous studies have revealed a significant relationship between drop out and the different aspects of social capital. Furthermore, the interaction between social capital and financial and human capital of parents influences children's dropping out of school [55].

***Level of home stress.*** High levels of stress at home may increase the possibility of dropping out. Stress can be caused by a variety of incidents such as continuous family conflict, or family financial or health problems. Any unusual or sudden change may produce stress such as moving, such as divorce, death, or remarriage. All these factors also have a negative impact on staying in school [39, p. 246].

***Attitudes, values, and beliefs about education.*** The parental perception, values, attitudes and beliefs have a significant influence on the children's expectation from the education process and the possibility of dropping out. There have been found a negative relationship between the parent's educational expectations and the level of dropping out. Studies also showed that if the parents or older brother or sisters have dropped out of school, this may increase the likelihood of dropping out among students [54].

### **3.School-Related Factors:**

Factors that are related to schools were reported to be one of the four main concepts leading to dropout. Results in this area were most common. Factors related to school are those that are in the control of school and school district.

***School structure.*** Many studies have shown that the dropout rate among private schools is lower than public schools. The exact reasons for these differences is not yet clear due to the fact that many factors are integrated together : student characteristics, school resources, family support, structural or organizational characteristics etc. A relationship between the size of the school and the rate of dropout was found, results have revealed that large school size is linked to higher dropout rate [53, p.12]

***School resources.*** The impact of the school resources on dropout is still controversial, but some studies have shown that schools with high student-teacher ratio and where student perceived their teachers as high quality, the rates of dropout were lower [58].

***Student body characteristics.*** The students' characteristics as a whole have an impact on the rate of dropout. It was found that schools with high concentration of students from a low-income minority had higher dropout rates [57].

***Student body performance.*** Studies have shown that, not only the individual performance as a student has an effect on the dropout chances, but also the general students' performance as a whole. Low academic achievements of the students and the high proportion of retention was found to have an impact on dropout rates [55].

***School environment.*** Most of the factors that were mentioned above can produce a negative school climate. Negative school climate was linked to dropout rates. School environments with high absenteeism rates or high misbehavior rates have been connected to higher individual dropout rates. Dropout rates are also increased by the effect of high risk incoming class such as many individual risk factors, low grades and test scores, and disciplinary problems [55]. Other factors related to high school dropout low attendance, violence and safety problems. Many studies have shown that students' perception of discipline at their school as unfair and perceiving teachers as unsupportive increase the dropout rates [28].

***Supervision and discipline policies and practices.*** Zero tolerance discipline policies that require automatic arrest and suspension or expulsion for substance possession or sales and weapons possessions also have the potential to impact dropout rates. Arrests, suspensions, and expulsions have increased since the early 1990s [73]. These policies often result in a double dose of punishment for students, where they may get suspended or expelled and also have to appear in court for school misbehavior. As was noted earlier, being suspended often or expelled significantly increases the likelihood that a student will drop out. Policies that increase the likelihood of these consequences will increase the number of students put at risk for dropout.

Pressures to suspend, expel, or transfer students who misbehave or who are generally disruptive may also increase with the push for accountability and the use of high-stakes testing practices. Schools may systematically "discharge" or exclude disruptive and misbehaving students from school [106].

#### **4.Community related factors:**

***Location and type.*** Dropout rates are consistently higher in urban than suburban or rural schools [130]. In the Johns Hopkins study of the promoting power of schools, cited by Gausted J., 61 percent of urban schools, 20 percent of suburban, and only 5 percent of rural schools had the



lowest levels of promoting power, where entering freshman had less than a 50/50 chance of graduating four years later [53].

**Demographic characteristics.** Dropout rates are also higher in impoverished communities [74], those with higher proportions of minorities, or those with a large foreign-born population [100]. Higher dropout rates have been linked to communities with high numbers of single-parent households or adult dropouts [96] and with low levels of education. There is some evidence that employment rates are related to dropping out—where low unemployment may encourage youth to leave school early and high unemployment discourage it.

**Environment.** Conditions in communities can increase the likelihood that students will drop out. Higher dropout rates have been found in those communities with a high amount of instability and mobility [49]. Urban, high poverty areas also are more likely to have high levels of violence, drug-related crime, and overcrowding which could also impact school engagement, performance, and ultimately dropout.

**The timing of dropout** may also be as important as other factors. The risk of dropout increases throughout high school, with most students dropping out in the 11th or 12th grades [82]. However, other studies have often found the opposite pattern [56], [79], [108].

There is also evidence that there are differences in predictive factors between early and late dropouts. For example, Goldschmidt & Wang [55] found retention to be the strongest predictor of early dropout and misbehavior to be the strongest predictor of later dropout.

There is evidence of a “traditional” dropout group that is consistent over time and share some common traits: come from low SES families, have poor grades [48], have low test scores [29, p.67] were retained at some point; have discipline and truancy problems [21] and high absenteeism. Many of these students can be identified early in elementary school.

Several studies, however, described other groups with characteristics both similar and dissimilar to traditional dropouts that, although they usually graduate, are prime candidates for dropout. G. Wehlage and R. Rutter [112, p.57] found a group of students that they called “stay-ins” in their sample that graduated but did not plan on going on to college. This group was the hardest to predict because they included students with a wide variety of background characteristics, behaviors, and experiences. They had many similar characteristics and academic experiences as dropouts. What distinguished them were school-related factors—“stay-ins” felt more positive about how their education was going, were more interested in school, and had fewer disciplinary problems. In addition, “stay-ins” had lower self esteem than dropouts which remained lower than that for dropouts even after dropouts left school.

Table 1.1 Risk factors associated to school dropout

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

Another group of dropouts are similar to graduates in that they have average grades and test scores but end up dropping out for a variety of reasons other than academic failure. These “able” or “capable” dropouts may leave school because of run-ins with the school on discipline or as a result of school policy. They also might leave because of factors outside of school, such as finding a job, getting pregnant or married [74], or because of social activities and connections to friends [60]. Some students also stay in school long enough to graduate but never actually finish.

P. Larsen [74] found groups of “non graduates,” students that stayed in high school four or five years, up to one year past their expected graduation date, and still did not receive their diploma. Unlike traditional dropouts, these students are similar to graduates on achievement tests and absences throughout elementary school. They begin to diverge from graduates in middle school, when their absences begin to increase over time, along with failing grades and problem behaviors. Dropouts then, are not a homogeneous group. Some exhibit risk factors early in school, while others not until middle or high school. Factors do not influence all students in the same way—some may have multiple risk factors and not drop out while others have one factor and leave school early.

Even if the main factors behind school dropout lie within the family and community, the responsibility to help reduce the dropout risk focus mainly on schools, considered the main educational factor. Although, it should be underlined that a stable home and school environment, access to social and financial resources strongly influence the likelihood that a student will graduate.

### 1.3. Identification and examination of the consequences of high school dropout

The minimum requirements of the community regarding education needed for the productive integration in the various facets of life are growing constantly. In the first decade of the country "lack of education" meant not continuing to study after fourth grade, and then moved to finishing the elementary school, then ten years of schooling and now graduating from high school. We see that unemployment rates are much higher among those with high school diploma, compared with those holding an academic certificate.

The consequences for youth who drop out of high school are nontrivial, they run deep into their present and into their future on different facets. One of the most obvious and persistent effects of dropping out is remarkably observed in the *labor market*. These youth, more than other young people of the same age, encounter many obstacles on their way to adult life as employees, as family members and as active citizens. According to Kazis and Kopp [69, p.32] youth at-risk face five major barriers in transition from school to the labor market:

1. *Structural changes in economy*. These changes are reflected in the type of available work and the location of jobs. Transition from a focus on industry to service economy, concentration of jobs in the big cities and the expansion of part-time jobs led to worsening shortage of suitable jobs for unskilled workers. It is important to note that teenagers that are not defined as at risk population also face this barrier.
2. *Non-match between the skills of the youth and disadvantaged young people and the needs of employers*. More and more of the economy is based on services, knowledge and information, the demands of employers from their employees are increasing, even non-professional occupations require a wider range of skills, such as service orientation, computer use, reading and writing. Youth who dropped out of high school or have completed it without a high school diploma, encounter many difficulties in the labor market for lack of basic skills required.
3. *Discrimination and prejudice of employers*. For any reason, whether it is correct or not, employers believe that a certain group has a lower chance to succeed at work, after all that they do not want to give members of this group employment opportunities or a chance to prove themselves.
4. *Little community and family support that promotes negative attitudes and behaviors*. Negative impact of the family and the community can be a further barrier to disadvantaged young people well to develop positive careers and adult life. Impact of relationships with family, peers and members of the neighborhood can help young people develop

confidence, motivation and trust in others, but these relationships in disadvantaged neighborhoods may lead to negative attitudes and behaviors.

5. *Lack of care continuity within the system of services for youth at risk.* Services for adolescents often have difficulty in ensuring continuity of care between the different systems. This is reflected both in handling the youth simultaneously (coordination and continuity between the number of services that address the youth at that point in time) and care over time, such as transferring the youth continuous services: vocational training, employment services, etc., after reaching the age of 18 or after the end of treatment at the given service. These weaknesses of youth services, as well as the lack of coordination and cooperation between them make it difficult for young people to use community resources as leverage to exit from the distress. Individuals who have dropped out of school encounter lifelong consequences. They usually suffer from a vague economic future due to their poor educational background; therefore it is difficult for them to find a well-paid job.

*Delinquency and crime.* Dropouts are more probably to become engaged in delinquency and crime. Many researchers have found a positive relationship between dropping out of school and criminal activities. According to J. Amos [22], dropouts between ages of 16-24 were 50% more likely to be arrested than students who have graduated from high school. Moreover, they are six times more likely to be institutionalized than students who graduated. Previous studies have shown that new institutional or structural situations such as: finding a job, going back to school, marriage or residential changes are considered to be turning points in the dropouts lives because of the new opportunities. These turning points contribute to the future of the youth not to become an adult offender. Another interesting finding is that younger dropouts are more likely to be engaged in criminal activities than older ones. This can be explained by their lack of self-control and higher level of individual property which are typical for this age period. One of the reasons for crime among Arab youth is the high dropout rate from schools. Ismael Abu Saad, a professor of education at Ben Gurion University, argues that dropping out of school leads directly to perversion and criminality.

*Family Formation.* Dropouts are more likely to become teen parents and having children outside marriage than students who have graduated from school. Studies [30], [139] have showed that dropout from school generally leads to three main types of childbearing patterns which lead to hostile results for both parents and children:

- Childbearing during adolescence/ teenager childbearing;
- Unplanned childbearing;
- Non-marital childbearing;

On the one hand, children usually have higher risks of poor health outcomes such as low birth weight, preterm birth and infant mortality. On the other hand, teenager mothers are more likely to suffer from depression, marital instability, low level of stable employment, higher level of poverty and greater welfare use. Moreover, teenager mothers are less likely to complete their high school education. Results have shown that only 68% of young mothers who had children before 18 had graduated from high school. Economists have used the term “opportunity cost” to explain the relationship between dropping out from school and early motherhood. This term means that less educated women usually have less economic opportunities than more educated women who have particularly higher income, and have much more to lose by childbearing [ibidem].

In the Arab sector in Israel, especially in the Muslim Community, the phenomena of early marriage is significantly common. There are many reasons for this situation, most marriages are ways of economic survival, for poor families, girls can be a financial burden. Studies have revealed a positive relationship between economic situation and early marriage. Moreover, in traditional patriarchal societies early marriage for girls illuminates the fear of disgracing the family honor, since it ensures that the girl will be under the control of her husband and won't have sexual relationships before getting married [30].

The minimum legal age of marriage in Israel is 17, according to The Marriage Law (1950) [139]. The date of juvenile marriage in Israel is usually reported in delay to the authorities. The most recent statistics data according to the Central Bureau of Statistics [35] between the years 2005-2008 shows the next figures:

Table 1.2. The minimum age of marriage in Israel between 2005-2008

	2005	2006	2007	2008
<b>Jews</b>	15	17	12	9
<b>Muslims</b>	341	308	313	142

*Civil Engagement.* Thomas Jefferson has identified the goals of public education referring not only to the individual benefits but also to the public benefits. One of the main goals stated that public education must help the individual to understand his duties to his neighbors and his country and to be able to discharge with competence the functions confided to him by either [27].

There are two main types of civil engagement which are considered to be crucial to every well-functioning society: *civic participation* and *political participation*. Dropouts are usually less likely to be engaged in the two types. One way of explaining the correlation between dropping out and low political and civic engagement is the lack of trust. Dropouts have experienced a long history of failure and disappointment, therefore they don't trust in others, especially in authorities.

Consequently, they don't usually vote because they believe that no one can help them change the status quo [50].

*Intergenerational Mobility.* Both social and economic scientists have argued that the economic privilege and well-being are transmitted from one generation to another. The family has a major role in transmitting income, wages, occupational status and prestige across generations. Families are also responsible for transferring the economic and social inequality to the future generations. A previous study have shown that poverty is also inherited, moreover children who were poor at birth were also five times more likely to be poor in their young adulthood [31].

*The Social Consequences of Dropping Out.* Student who drop out from school are three times more likely to live in permanent poverty through their life, compared to graduated peers. They are less likely to find a permanent job and more likely to get social assistance. Dropouts are at a higher risk of alcohol and drug abuse and to be involved in criminal activities. The phenomenon of dropping out from high school creates a group of individuals that imposes high costs on society. This group is so restricted in its earning potential that many give up the labor force, turn illegal activity, or need government assistance. High level of dropout population limits the resources that the community can offer to its youth, and statistically common characteristics of dropouts have negative impacts on communities [70].

*Economic consequences.* 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.

The fiscal consequences of dropping out of high school are quite substantial, especially in a small state like Israel where more dropouts are covered by the national insurance system, health care costs being very high. Employers in Israel are legally required to pay taxes to state. Given the higher earnings of high school graduates and their higher employment rates, employers will contribute more to payroll taxes for them rather than high school dropouts.

High school dropouts also raise an economic burden to the government because 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 disability income. Additional cost is the money paid for dropouts who want to continue their diploma.

There are many consequences of dropping out on the labor market. The dropout phenomenon is a serious problem for all countries affected by it, because dropouts are more likely to be unemployed and socially limited [21], [38]. Businesses in areas with high dropout rates have fewer customers and, therefore, generate less income. These areas will also gain less revenue through sales tax, property tax and other forms of taxation that serve to provide revenue for the state government.

In the Arab society in Israel the consequences of dropping out from school is one of the main factors shaping the involvement of Arabs in the Israeli labor market. Despite the fact that the working Arab population (above age 15) is more than 17%, the rate of the Arab participants in the labor market of the total employees rate is only about 25% compared to 41% among the Jewish community. The rate of Arab employment in construction, agriculture and manufacture fields is 43%. These fields give low wages and require low skills. Most of the Arab women are employed in the education and health fields 60%. Non-employment in the training profession is widespread among Arab men. For example 25% of the Arab men with college education in science or agriculture and 40% of graduates in fields of medicine, engineering, architecture, humanities and social science do not work in suitable occupations for their education.

A. Yashiv and V. Kissar [142] stated that there has been a drastic drop in the Arab participation in the labor market since the 70's due to a decrease in the demand for uneducated workers, as a result of the technological changes, the exposure to competing imports, globalization and the entry of migrant workers into the labor market. 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 [75]. Moreover, living in a neighborhood with a high level of youth involvement in crime, there is always the probability of individuals to become involved too. A surrounding full of people exhibiting high risk behavior and low employment level may have a negative influence on the youth, pushing him towards similar behaviors, influencing their decision making and perspective.



Dropouts are contagious, they spread out negative social and economic influences to their peers, family and community [39, p.72]. There was a drastic increase in the level of crime among the Arab youth, one of the main reasons for this increase being the high rate of dropping out from school.

In the absence of concerted efforts to bolster at risk students' academic achievements, formal schooling, occupational skills, and cumulative work experience, their immediate and long term labor market prospects are likely to be quite bleak, for many of these youth they may turn into a labor market depression.

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 student grade retention and subsequent dropout.

#### **1.4. Conclusions on chapter 1**

1. School dropout refers to the phenomenon of youth leaving the school in general or leaving specific academic framework before they reach the end of their study in the same frame.
2. There are two types of school dropout: overt dropout and covert dropout. Overt dropout refers to the situation when pupils have already left school frames and covert dropout refers to cases when pupils are still in school but they had ceased to benefit from it. The aspects of covert dropout include: multiple absences, very low educational achievement, feelings of alienation and disengagement from school learning process, behavior problems and social problems at school.
3. Rating students as dropouts or not is a complex process. The common view is that a student, who is over the school-graduation age and who formally has withdrew from school, and who has reported that he/she will not continue to pursue any additional education, has dropped out of high school.
4. The adolescence period is one of the most risk loaded period in the individual's life. During this period, the individual goes through a lot of changes and crises that determine his identity formation. A significant relationship was found between adolescence and dropout rate due to the risk factors associated to this life period such as: feelings of insecurity, helplessness, anxiety and loneliness and failure in self-discovery and identity building.
5. Youth at risk are more likely to drop out of high school. "At-risk" youth should receive an education that can allow them to overcome the circumstances that have placed them in danger. Students should stay in school to complete their education in order to help them build a healthy life.
6. Dropping out from high school seems to be the result of many factors which are specific and unique to each case. There are many factors that influence dropping out, including: individual related factors, family related factors, school related factors, and community related factors.
7. The consequences of school dropout phenomenon affect both the safety of the individual and of society as a whole, at the level of labor market, delinquency and crime, family formation, social services etc., thus urging us to think deeply on how to eradicate school dropout rates and build a safe, healthy and peaceful environment for humans.

## **2. CONVERGENT MANAGEMENT METHODOLOGIES FOR PREVENTING HIGH SCHOOL DROPOUT**

### **2.1. The functions and components of management methodology**

Management is the art and science of decision making and leadership. It is a distinct process consisting of planning, organizing, directing, controlling and evaluating to accomplish the predetermined objectives of an institution or activity through the coordinated use of human and material resources [7], [16]. The most relevant functions of management can be reduced to: Planning, Organizing, Leading, Staffing, Controlling.

1. Planning is a process of setting objectives and determining what should be done to accomplish them. It sketches a complete mental picture of thing.
2. Organizing is based on a differentiation of task. Integration of differentiated tasks by assigning activities and responsibilities to staff, structuring tasks and coordinating activities in a logical and meaningful order.
3. Leading is path finding and managing is path following.
4. Staffing consists in formulating staff personal policies, recruiting staff, selecting, orienting and assigning duties to staff, providing staff welfare measures.
5. Controlling is regulation of operation in accordance with the objectives specified in plans.

It is essential to ensure that operations are directed towards the attainment of organizational objectives [42].

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.

The methodological subsystem seems to be the most important, due to the impact that management methods, techniques and methodologies have on management functionality in a contextual environment becoming more and more complex. Thus, we should emphasize that the methodological subsystem is determinant in outlining the managers' behavior in a particular situation requiring an adequate treatment. Consequently, the primary field of interest of a management methodology system is represented by the management tools referring to the methods and technique used to perform the objectives of the management process [8].

Management methodology can be defined as a kit of managerial techniques and methods used in conceiving and practicing activities inside an organization. From the functional and structural

point of view, it has several characteristics that ascribe specificity and efficacy to the phenomenon as a whole. Among them we distinguish [ibidem]:

1. A formally marked character explained by the fact that its main components are completely and explicitly defined, being formalized under methodologies, instructions and application rules;
2. Multi disciplinarity —except systems, methods and managerial techniques, it includes methodologies coming from different fields alike: economy, law, computer science, mathematics, statistics, sociology, psychology etc;
3. Heterogeneously marked components;
4. Integrating character that ensues from the use of all its components in the frame of other managerial subsystems: the decisive, the informational and the organizational subsystems;
5. An accelerated rhythm of managerial methods and techniques moral attrition, especially at the level of modalities of use. This characteristic is based on the dynamic of endogenous and exogenous evolution of organization;
6. A strong organizational or service specificity.

Nowadays management acquired an additional meaning. It is viewed as a process of organizing change, innovation, efficacy and even quality and excellence. Although, the peculiarities of management as a whole, with all its components, can be adapted to its new interpretation. Considering the fact that our research object is school dropout management methodology, it means that the key word in our case is *change*, that is the change of the methodology used to approach the school dropout phenomenon. In this context, the change and efficacy expected are related to the quality and innovation of the educational process, so that it could be able to cut down this destroying scourge.

No single methodology fits every situation, but there is a set of practices, tools, and techniques that can be adapted to a variety of cases. We expose below a list of guiding principles for change management. Using these as a systematic, comprehensive framework, executives can understand what to expect, how to manage the change, and how to engage all staff members in the process [7], [15].

**1. Address the “human side” systematically.** Any significant transformation creates “people issues.” Dealing with these issues on a reactive, case-by-case basis puts speed, morale, and results at risk. A formal approach for managing change — beginning with the leadership team and then engaging the others — should be developed early, and adapted often as change moves. This demands as much data collection and analysis, planning, and implementation discipline as does a redesign of strategy, systems, or processes. The change-management approach should be fully integrated into program design and decision making, both informing and enabling strategic

direction. It should be based on a realistic evaluation of the organization's history, readiness, and capacity to change.

**2. Start at the top.** Because change is inherently unsettling for people at all levels, the leaders must embrace the new approaches first, both to challenge and to motivate the rest of the institution. They must speak with one voice and model the desired behaviors. Executive teams that work well together are best positioned for success. They are aligned and committed to the direction of change, understand the culture and behaviors the changes intend to introduce, and can model those changes themselves.

**3. Involve every layer.** As transformation programs progress from defining strategy and setting targets to design and implementation, they affect different levels of the organization. Change efforts must include plans for identifying leaders throughout the organization and pushing responsibility for design and implementation down, so that change "cascades" through the organization.

**4. Make the formal case.** Individuals are inherently rational and will question to what extent change is needed, whether the process is headed in the right direction, and whether they want to commit personally to making change happen. They will look to the leadership for answers. The articulation of a formal case for change and the creation of a written vision statement are invaluable opportunities to create or compel leadership-team alignment.

Three steps should be followed in developing the case: First, confront reality and articulate a convincing need for change. Second, demonstrate faith that the program initiated has a viable future. Finally, provide a road map to guide behavior and decision making.

**5. Create ownership.** Leaders of change programs must overperform during the transformation and be the zealots who create a critical mass among the work force in favor of change. This requires more than mere buy-in or passive agreement that the direction of change is acceptable. It demands ownership by leaders willing to accept responsibility for making change happen in all of the areas they influence or control. Ownership is often best created by involving people in identifying problems and crafting solutions. It is reinforced by incentives and rewards.

**6. Communicate the message.** Too often, change leaders make the mistake of believing that others understand the issues, feel the need to change, and see the new direction as clearly as they do. The best change programs reinforce core messages through regular, timely advice that is both inspirational and practicable. Communications flow in from the bottom and out from the top, and are targeted to provide employees the right information at the right time and to solicit their input and feedback. Often this will require over communication through multiple, redundant channels.

**7. Assess the cultural landscape.** Successful change programs pick up speed and intensity as they cascade down, making it critically important that leaders understand and account for culture

and behaviors at each level of the organization. Thorough cultural diagnostics can assess organizational readiness to change, bring major problems to the surface, identify conflicts, and define factors that can recognize and influence sources of leadership and resistance. These diagnostics identify the core values, beliefs, behaviors, and perceptions that must be taken into account for successful change to occur. They serve as the common baseline for designing essential change elements, such as the new corporate vision, and building the infrastructure and programs needed to drive change.

**8. Address culture explicitly.** Once the culture is understood, it should be addressed as thoroughly as any other area in a change program. Leaders should be explicit about the culture and underlying behaviors that will best support the new way of acting, and find opportunities to model and reward those behaviors. This requires developing a baseline, defining an explicit end-state or desired culture, and devising detailed plans to make the transition.

Change programs can involve creating a culture, combining cultures, or reinforcing cultures.

**9. Prepare for the unexpected.** No change program goes completely according to plan. People react in unexpected ways; areas of anticipated resistance fall away; and the external environment shifts. Effectively managing change requires continual reevaluation of its impact and the organization's willingness and ability to adopt the next wave of transformation. Fed by real data from the field and supported by information and solid decision-making processes, change leaders can then make the adjustments necessary to maintain momentum and drive results.

**10. Speak to the individual.** Change is both an institutional journey and a very personal one. People spend many hours each week at work; many think of their colleagues as a second family. Individuals (or teams of individuals) need to know how their work will change, what is expected of them during and after the change program, how they will be measured, and what success or failure will mean for them and those around them. Team leaders should be as honest and explicit as possible. People will react to what they see and hear around them, and need to be involved in the change process.

The complexity of a management process is very obvious. It requires extreme mobilization on the part of the management board of the institution or situation, so that all activities could be managed efficiently and effectively. Thus, due to its holistic nature, management supposes the administration of a series of mechanisms that determine a system functioning. In our case, school dropout management represents an important mechanism that might have a severe impact on the educational system in particular, and on society, in general. Considering management functions, its subsystems will be taken as guidelines in the process of managing school dropout prevention.

## **2.2. Highlighting the methods, practices and trends for preventing high school dropout**

Israeli Education System has been facing overt and covert dropout phenomenon for many years. Although, in the last years, it has been noticed an apparent decrease in dropout rate. This can be explained by the range of practices implemented within the system, including:

- Maintaining a range of tracks, both in the regular and alternative schools;
- Expanding possibilities of matriculation exams;
- Running special programs aimed at preventing dropouts, help students who have difficulty, help improve school climate and dealing with violence;
- Providing an array of support services in and out of school.

The wide variety of different learning specialties is one of the means that the education system uses to enable youth to choose from different study options according to their needs, preferences and ability. These courses include theoretical and professional courses or technology courses, where the emphasis is on professional training. Emphasis on theoretical study differs among the various technological courses. The existence of different courses is a controversial issue for students. On one hand, the various courses extend the range of learning options of boys and girls in schools and may help prevent dropping out. On the other hand, the mere participation courses, as well as the placement process, create a situation where weak students are given the opportunity to take school courses leading to high school diplomas.

Out of awareness to the serious situation of students with low academic achievements and who are at risk of dropping out of school, the Ministry of Education is running a number of programs to help those students avoid dropping out from school [51]. Most programs are developed and operated under the auspices of the Department to Education and Welfare (Shahar) in the Ministry of Education (Ministry of Education and Culture, 1997), or the Administration of Society and Youth in the Ministry of Education (Ministry of Education, 1996).

“Shahar” Department of the Ministry of Education uses "Orientation Classes" (formerly known as "guidance classes", ie special remedial classes), starting from the ninth grade, aimed at reducing the dropout rate and improve the academic achievement of at risk youth. The classes getting special budgets allow running small classes, so that students can receive special treatment [116, p.25]. To facilitate this transition to high school, a primary program called “Ometz” is run. This program is designed for students who have completed middle school and are not allowed to continue to high schools because of their achievements and educational level. This program prepares students to high school and bridge the gap between them and their peers.

Many programs have been designed to expand and develop the role of the teachers, for example the program of “individual lessons” in which the teacher must choose pupils and work with them individually. In addition, various programs have been developed to train teachers in the use of new methods. For example, the program *Learning strategies*, developed by the department of Education at Ben Gurion University, train teachers for effective classroom practices, including the guidance of a tutor who accompanies the work of the teacher in the classroom.

Another program, designed to raise the level of teaching, is *The new school environment*, developed by JDC – Israel, together with the Ministry of Education and other factors, including the Ministry of Labor and Social Affairs and the City of Be'er Sheva [124]. Another type of services for dropouts is support services. These include services run in the frame of regular schools, intended primarily to reduce disengagement and avoid dropping out, and services which are operated outside the regular education system, designed to encourage young people who have already dropped out of school to go back to school, or find other constructive plans. The educational system offers a variety of support services for children and youth who struggle to adjust to the environment of the school. Services are offered by a number of departments in the Ministry of Education, local authorities and other ministries, especially the Ministry of Labor and Social Affairs [133].

Truancy supervisors have an important role in tracking the regular attendance among youth up to age 16 (the group which applies to compulsory education law). They deal with students who have difficulties within formal education setting and students at high risk of dropping out. Their main goal is to reduce the dropout rate by locating and reporting about dropout cases, to help students return to schools and increase the involvement of educational factors and different treatment factors for dropout prevention [137].

Educational consultants work primarily in middle and high schools, and in some primary schools. Consultants provide training to students with learning, behavioral or emotional problems. The majority of students are addressed to these services by their teachers. Students with more serious problems are usually addressed to other psychological services within the educational system or elsewhere. Educational psychological service provides diagnostic, evaluation and limited personal intervention for children addressed to it. Psychologists at school advise teachers how to deal with the problems of children in the classroom [132].

*Community Youth Support Services* are aimed at helping boys and girls who do not learn, or learn but are in danger of dropping out, or dealing with marginal behavior, such as crime, or close to it. Special attention is given to youth at risk of deterioration, for example due to difficulties they encounter because they are new immigrants. The main services are offered by the department



for youth promotion. The goal of these services is to prevent alienation and separation of at-risk youth and promote reintegration into society, education courses, work, and social and normative community. These services operate at the local level in the community and offer a variety of individual and group interventions for youth, including information centers and services [ibidem].

The Israeli Ministry of Education runs special alternative programs for students who have dropped out from school. This system works alongside with the regular education system and is designed especially for youth, who could not adapt to the regular school that didn't provide them appropriate solutions to their needs or preferences. Most students in alternative frameworks, about 15.000 young people, learn in 80 industrial schools controlled by different networks, including A'mmal and ORT, and are supervised by the Ministry of Labor and Social Affairs. Other major alternative frameworks are education centers and youth centers, operated by Shahar department of the Ministry of Education. Due to its relatively small size, alternative frameworks have the ability to answer the needs of the targeted disadvantaged students.

*Technological (industrial) schools under the supervision of the Ministry of Labor and Social Affairs.* Technological schools work under the supervision of Vocational Training Division of the Ministry of Labor and Social Welfare and are operated by various public bodies. These schools were developed as an alternative system and are designed to give professional training and basic education for young people (aged 14-17), who found it difficult to adjust to normal schools because of their low achievements, attendance, behavior problems, or who are interested in professional training combining study with paid work. At the end of the school year, students who succeed in external tests of the Ministry of Labor, get a professional classification certificate. In addition, industrial schools provide certificates of 12 years of schooling for those finishing twelfth grade that meet certain requirements [136].

*Miftan* frames are designed for boys and girls who dropped out. This population is considered to be at significant risk to end in crime and social problems. In this approach, the student's activity is a compensation of largely productive labor in workshops with theoretical study classes. In addition, there are social activities and enrichment activities aimed to help students acquire a wide range of life skills and coping skills. Moreover, some of the youth get individual or group therapy.

*Education and youth centers.* Education and youth centers are another important national service and alternative education system. These frameworks operated by local authorities and various educational networks are designed to serve dropout youth. These are relatively small schools including a combination of theoretical and professional studies, designed to provide professional training. The programs also include enrichment activities, such as classes and special programs [ibidem].

*Hila plan to complete basic education for dropouts.* The main goal of this program is to help alienated students complete their basic education. Hila program was established fifteen years ago. This program is designed for youth aged 14-18 that are not integrated into the formal education system. The program aims to help these students reintegrate into formal studying frames or complete basic education and enrichment studies. The program opens a variety of options:

- ✓ Obtaining a certificate of completion of eight, nine, or 10 years of schooling;
- ✓ Obtaining high school diploma or a high school diploma in one subject.
- ✓ Enhancement courses;
- ✓ Reintegration in the regular school system after a period of detachment, using "combination classes".

In *Moldova*, the problem of schooling is discussed at the annual meetings of the regional boards, administrative councils of regional/municipal general education of youth and sport, and by professional councils of the educational institutions. As a matter of fact, *Moldova* doesn't have a clearly defined paradigm for preventing high school dropout.

Thus, the activity of the mixed commissions formed of collaborators of educational departments, educational institutions and police consists in:

- Home visits;
- Conversations with pupils and parents;
- Material aid to children from disadvantaged families;
- Intensification of the activities to influence the parents who evade schooling etc.

To prevent school dropout, the Ministry of Education of *Moldova* 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. 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.

Additionally, within the activity program of the Government „*European Integration: Liberty, Democracy, Welfare 2013-2014*”, it is highlighted one of the objectives of the governing: increasing access to qualitative education for all the children at preschool and school age. One of the undertaken actions for this objective was to develop (October 2013) the *National Control Program of early school leaving*, which would assure schooling of representatives of certain social categories, national minorities who usually don't attend school and which should have been implemented till 2014.

The *basic aspects of the program include*: clear principles and practices which will improve with time; a mechanism containing 2 basic components: (1) system of child protection/reference; (2) prevent drop out and absenteeism; an inter-school approach; identified areas of competence and responsibilities of the Ministries/ administrative bodies.

*The program proposes*:

- Combination of activities that do not involve costs, low cost activities and more expensive ones; Development of communication Strategy (internal and external); Identify leaders to promote the Program;
- Documenting good practices to build a set of know-how; Innovative partnerships (among sectors, different levels, agencies that provide intellectual services, NGOs, youth groups, etc.);
- Creative solutions involving civil society, volunteers etc.
- Fundraising activities;
- Reporting mechanisms.

The system doesn't have exact data of how many children are at or out of schools, that's why the problem of providing schooling and preventing dropout remains a priority in the activity of the Ministry of Education of Moldova. Considering the above mentioned facts, it is extremely important to obviate all discrepancies and create equal educational conditions for all youth, no matter their religion, ethnicity or social status.

However, high dropout rates among students of Israeli Arab sector and Moldova high schools remain a blight on school systems across the two countries. Israeli and Moldovan school officials recognize the burden placed on society by the large numbers of students who lack necessary educational and social skills, that's why awareness about school dropout risks should be raised as early as possible, involving all educational factors.

**The system of methods and programs for preventing school dropout in the OECD countries.** After reviewing a number of programs and methodologies for youth at risk of dropping out in the OECD countries, we summarized their unique characteristics, with reference to their target population, objectives, characteristics, and components. In the USA, the population in these programs are generally characterized by one or more of the following: at risk youth who are on the verge of dropping out of school; At risk youth who have already dropped out from school; At risk youth who came from a low socio-economic background; At risk youth who came from families suffer with problem; At risk youth with behavioral problems; At risk youth with educational problems; At risk youth placed in frameworks outside their home or in prison; Female at risk –youth who had children and left school to rear them. A number of sub-points have been set: Dropout prevention; Providing basic education to the dropout; Strengthening the

understanding of the relationship between the present and the future. The programs 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.

*Comprehensiveness.* Due to the complexity of the problems and characteristics of youth at risk, most programs designed for them do not focus on one area; these programs are comprehensive and involve reference to many problems and areas of life.

Depending on their nature, employment programs for youth at risk include managerial elements of both training and professional guidance, elements of supplementary education, life skills, care and support services:

- Training, guidance and professional advice: some programs provide professional training in specific areas, consulting services and career guidance, and help finding a job and workplace integration;
- Dropout prevention and supplementary education: programs that integrate educational focus also address the retention of students on the verge of dropping out of school, completing the education of youth dropouts, promoting disadvantaged youth for college and providing advice and guidance in their studies. Many programs designed for students on the verge of dropping out, occupational class, combining theory and practical work;
- Development of life skills: different employment programs combining work with youth on topics such as time management (for example, how long they are out and how often they stay up after the 2 am, keeping a schedule for sleeping and waking up in the morning, meeting with friends after 12 at night and hanging out with friends during the day), budget management, parenting skills development( for example, care and treatment of children, how much time to spend with children, how to be a role models and how often to use babysitters) inter- personal skills development, education for health, etc.
- Therapeutic answer: Most programs and methodologies also incorporate therapeutic answer, taking into account the emotional and developmental needs of youth, whether by a treatment team or by the presence of contact with a treatment agent in connection with the youth;

- Providing support services: Some programs provide youth employment with various support services, including assistance with transportation, caring for the children, helping with housing, financial assistance, scholarships, providing professional equipment and so on.

Management programs designed for youth at risk put emphasis on the support of youth over time, while providing advice and guidance:

- Long-term plans: recognizing that the contribution of short-term programs in raising the percentage of teens employed and in raising their potential wage is less than most of the long-term youth employment programs [111].
- Attaching a mentor or a role model to each youth: according to Jekielek et al.(2002) relationships with significant adult support are key to achieving positive results in terms of success and acquiring employment for youth at risk. Accordingly, the program called “Career Beginners”, hired adult facilitators from the business community as role models to meet with the youth in personal meetings in order to help them make plans for the future. In another plan, JAG recruited an expert to work with 30-50 teenagers to be directly responsible for the progress of the program. Another program, “Project Craft”, union members work as mentors within the program, finance and help in building a link between youth participating in the program and the services they need.
- Consulting services: Some of the programs are, as noted, consulting services and support for youth, both in the work, providing professional advice and guidance on education, finding a job and workplace integration.
- Tracking service: tracking program for graduates to examine their integration into the labor market.

*Emphasis on individual attention for each youth [89].* Most management programs for youth at risk are addressed individually to each of the participants, which are expressed at several levels:

- Progress in steps: There are plans (WAY scholarship program) comprised of several steps that participants in the program have to go through and through which they advance. It means developing responsibility and larger rewards under programs. In this method the progress of each of the participants is personal, depending on their wishes and abilities.
- Building a personal plan: There are personal plans (e.g. Jobstarter) built for each participant, focusing on his areas of strength and interest. Personal programs give youth a sense of control over their learning process and as a result, a control on his professional future.

*Emphasis on youth empowerment .* Different programs worked on leadership development among youth, by volunteering in the community, political activity and improved self-esteem

Additional Features:

- A combination of classroom study and work and interconnecting actions, for example the program *Jobstarter* allows the program participants to start working its early stages, in parallel to humanistic studies, because in previous programs youth lost patience and dropped out of the program as they could not immediately begin employment programs.
- Creating a culture of positive peer group based on pride and a sense of belonging (e.g WAY : Scholarship Program)
- Cooperation with the business community: Intensive marketing of the programs among the employers to open job opportunities for program participants.

Here are some of the most important programs for youth in the USA :

**WAY scholarship program.** This program is designed for youth who have been removed from their families as a result of negligence, abuse or other problems and are being treated in community care centers. It focuses on impartation of skills in order to help them to become economically independent. It is a long-term program which can last up to five years. The program is composed of five stages through which every youth has to go and through which he progresses [108].

In stages 1-3, which take place in the local care center, they use individual plans which are built according to the development level of each participant. The main goals of this stage are:

- To help the students bind between the school and success in the occupational field;
- To help students acquire work ethics;
- To help the student develop a sense of control over their lives and their future.

The responsibilities and the rewards rise through these stages and the participants acquire good working habits and develop performance of their duties. The experience scale is designed to enable the youth to become involved in direct work experiences, such as job with payment, work with subsidized wages and job which the employer pays for. These experiences provide a solid basis for the future. In the 4<sup>th</sup> stage, youth at the age of 15 can work in factories or in local businesses.

The 5<sup>th</sup> stage is the most advanced. It is called WAY scholarship. Students are chosen for this stage and then they continue in the program for four more years after leaving the care center. This stage focuses on the long-term and encourages the participants to stay at school and to work in part-time jobs in order to save money for their future studies. The main components of the program are: long-term counseling, emphasis on success in school and work experience, future savings incentives, imparting life skills and creating a positive culture of peer group based on pride and sense of belonging. The program combines with therapy in the youth village, and the youth's treatment plays a key role in the program. The program ends at 21 years of age. 51% of

the participants completed high school in college, 80% of the participants of this age completed high school or participated in employment and only 9% dropped out of school. 68% of the participants worked for four out of the five year program.

**CRAFT project.** This program is designed for youth delinquents, who are in prisons and in detention centers. It aims to reduce the rates of decline in recurring crime and to integrate the youth in the community, through productive work and changing their approach [114]. The project is managed by the constructors' organization. The activities included in this project were:

(1) 210 hours of classroom study, including industry-related mathematics, literacy, GED preparation and testing communications; (2) 630 hours of work-based learning of various building projects; (3) Certificate given to those who have completed at least 420 hours of classroom study or work-based learning; (4) The plans and programs were designed to improve leadership, self-confidence; (5) Life skills development, including work ethics, social skills and budget management; (6) Consulting Services; (7) Providing help in integration at workplace; (8) Equipment for construction work (helmet, tools and tool box ) for program graduates; (9) Tracking services for the program participants include:

The classification process for participants in the program included two days of interviews and orientation. After classification, participants go through two weeks of evaluation process before determining their working and study plans. During evaluation it is being examined the participants' degree of motivation and interest in the work of building. Members of the local constructors' organization serve as mentors and financiers and help link between participants and the services they need, such as housing, completing education, mentoring, etc.

The program achievements: 93% of youth completed the program, 86% were employed, returned to school or joined the army, 36% joined the mentoring program, part of the youth were released from prison or rehabilitation institutions, 39% were convicted of other crimes – the rate of reiteration to crime was 26%, compared to ranging from 70% to 80% - in the country, among youth who returned to crime, 60% did so in the first year after the program.

**JOBSTART.** This program is designed for dropout youth between ages 17 to 21, characterized by low socio-economic status and by low reading skills. Activities offered by the program:

- Providing basic paced-academic skills (at least 200 hours)
- Providing occupational skills in the classroom, combining theory and practical work (at least 500 hours)
- Support Services - help with transportation, caring for the children, counseling services, financial aid and imparting life skills.
- Help in finding a job.

These activities allow youth to find work while attending academic studies, because in other programs youth lost patience and dropped out of the program as they could not immediately begin employment programs. Expansion of the program to include developmental needs of the youth, such as emotional development, personal security, housing, health and personal skills.

**Youth Build.** This program is designed for detached youth of 16 to 24 years of age. Participants are mostly boys, with no high school certificate or GED. They are from minorities, unemployed and come mainly from disadvantaged neighborhoods. The program aims to improve the lives of these youth by providing basic life and work skills, combining work and study in alternative plan, when an individual preparing for X program is provided consulting services and leadership development courses. The program's achievements: program attendance rates were higher on average compared to other programs. In addition, a higher percentage of participants achieved a Certificate of GED compared to other programs, drop-out rates were relatively low, and graduates of the program have shown improvement in positive behaviors such as time management (how long they stay out and how often they stay up after 2 am, keeping a schedule of sleeping and wakening in the morning, meeting with friends after 12 at night and hanging out with friends during the day). Moreover, there was a tendency to positive leadership (volunteering in the community, political activity etc.) concern and care for their children (amount of time their children spend, try to be modeling, and how often to use babysitter) morality, drugs and crime [111].

**JAG (Jobs for America's Graduates)** .This program designed for youth who are at risk of dropping out of school, and suffer from learning gaps of a year or more compared to their peers. The main goal of the program is to ensure quality jobs for graduates that will enable them to develop a successful career. This goal is achieved by caring for keeping these youth in school until graduation and providing them with job skills all along the way. In fact, the program provides services for nine months in school, and nine months of follow-up after finishing high school, through which the graduates have to fill a monthly report to monitor their status. *Key components of the program:* "expert" who works with 30-50 young people and is directly responsible for their progress; Reducing the barriers that may cause the boys not to finish school, not to work or not to pursue higher education or training; Classroom guide on job skills, as defined by the local business community; Participation in the business community; Intensive marketing for program among employers to open job opportunities leading to careers; At least 9 months of follow-up and support after the end of school; Computerized monitoring on the performance of graduates of the program and its results;

In addition, JAG operates longer plans to expand their services, to the lower grades, it locates youth at risk of dropping out, starting by the eighth class and trying to prevent it;



The program's achievements: a high percentage completed high school, high employment rates among graduates and decrease in the unemployed rate. In fact, only one-fifth was not employed or attended any Education program or any training after school. Third of the participants purchased further education.

**Career Beginnings.** This program started by identifying potential high school students for college, they want to college but the barriers are their school grades and their family's economic background or the low education they get. Through a combination of educational and employment services, this program helps young people to be accepted to college or get better jobs. In fact, the program provides four types of support: finding a career, teen education, mentoring and employment. The population of young people who participated in the program was high school students in their senior year, who do little more than minimum academic requirements. These are a relatively average students compared to their classmates presenting personal motivation and commitment beyond their school achievement (for example, participation in school or community activities). Half of the participants came from low economic backgrounds, and 80% of teenagers' parents don't have college degrees [111]. *The program Components:* Cooperation between local college or university and public high schools and the business community; Working in the summer between junior and senior years; Monthly workshops during the 15 months of the program, on a variety of topics related to occupational skills and career development; Counseling designed to help students make decisions regarding education and employment; Guiding adults from the business community as role models to meet with young people in personal meetings to help them plan their future.

**New Chance.** This program is designed for girls who became pregnant at a young age, gave birth to their child and dropped out of school. Studies show that these at-risk girls, who drop out of school because of their pregnancy, are the group with the highest risk of being dependent for a long-term on the welfare system. Also, even if these girls go to the labor market, they do not earn higher wages than they receive from the welfare, unless they acquire special skills. This is a volunteer project which was established in the mid of 80s in the USA, where the phenomenon of young mothers began to be more and more common, and is designed to increase the well-being of young mothers and their children and allow them to support themselves. Follow-up study after the girls fulfilled 18 months of participation showed an increase in the percentage of girls who got the certificate GED, greater use of good quality preschools and a slight improvement in parental skills. On the other hand, it was found that 80% of the girls were still supported by the welfare. It also found a high rate of repeated pregnancies among the girls and intermittent participation in the program. Interviews with the girls revealed that some of the factors were: unwanted pregnancies, lack of stability in the workplace, the girls' ambivalence about the extent of the balance between

commitment to the family and the work and the degree of support of the girl's family and partner. Another study, conducted 42 months later, when they were at the age of 22 on average, showed no significant improvement in the situation of girls as compared to the situation of girls with the same characteristics who did not participate in the program. Evaluation research emphasized the importance of preventing constellation of poverty, failure in the education system and having children outside of marriage at younger age [107].

**Job Corps** is a training and employment program run by the U.S. Department of Labor and a large number of local authorities for young people between the ages 16-24 and who came from low socio-economic status who didn't complete high school. By the existence of a wide and comprehensive range of services provided in a coordinated and organized framework, the program provides solutions to the barriers encountered by these youth in the labor market.

Services provided by this program include: entrance exam for diagnosing reading and the mathematics level of the participants completing basic education, including reading, math, GED certificate, health education, parenting, introduction to computers and learning for driving licenses; professional education in accordance with the capabilities of the youth, plans for strengthening the relationships within the group; counseling and support services; routinely monitor student progress; leadership programs and life skills, work experience, recreation and leisure programs, help finding a job. In addition to these services, the program provides various support services: help keep the kids, giving loans, pocket and clothing money, meals and health services. The program prohibits the presence of adverse violence or drug and alcohol abuse.

Each of the programs analyzed above supposes much implication of both students at risk and program managing team. Yet the purpose of all of them is rather noble: to bring the youth to become independent and self-sufficient adults who are able to earn their living and to decrease their future dependence on the welfare systems.

Among the OECD countries, unlike the United States, the efforts 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 [92].

The OECD report on improving equity in education systems to help disadvantaged students education outlines five recommendations:

1. Eliminate grade repetition. This is costly and ineffective. In Belgium, the Netherlands, Portugal and Spain, the direct costs of grade repetition account for nearly 10% of the annual spending on primary and secondary education. The academic benefits are also slight and short-lived.
2. Avoid early tracking which hurts students moved on to lower tracks, without raising student performance as a whole.
3. Manage school choice to avoid segregation. Over the past 25 years, more than two-thirds of OECD countries have increased parental school choice, particularly via government-dependent private schools. Financial incentives could encourage the best schools to take disadvantaged students.
4. Allocate funding according to student needs, and invest in early ages. Most OECD countries under-spend on early childhood education and care, investing nearly 2.5 times more in tertiary. In addition to targeting spending at disadvantaged students and schools, giving schools more autonomy coupled with accountability can help.
5. Encourage students to complete by improving the quality of secondary-level vocational training courses, including work-based training and making the different secondary pathways equivalent [159]. This requires training and mentoring, as well as improved working conditions and incentives that could attract and retain the best staff. It is also important to build bridges with parents, through more communication and clear expectations to align schools and parental efforts.

Henceforth, we'll present the main characteristics of "safety nets" for youth and young adults at risk in the OECD and display the operation of such a network in Denmark. Moreover, information systems also will be described by focusing on examples in Austria and Japan. Finally, we'll present the implementation mechanisms in different countries to promote the transition to the world of work among young people at risk.

"Safety nets" are comprehensive systems designed for the population of teenagers and young adults which aim on the one hand, to avoid dropping out of education and lack of employment, and on the other hand to ensure supervision of the dropouts from any work or study frame in order to help them return to an educational framework. A way of building a "safety net" is through legislation and procedures that provide preferential treatment for teenagers and young people, and this is reflected in countries with developed markets of training systems and human resources. For example, in the case of Austria, Denmark and Switzerland, the joint involvement of a number of corporate partners for the creation of a large variety of training places for young people plays a fundamental role in providing an opportunity to work for a large number of young people, including youth at risk [94].

Regarding the youth at risk of dropping out, countries such as Denmark, Finland, Norway and Sweden are making tremendous efforts in developing the education system to become as inclusive as possible, in order to provide a wide and accessible assistance to these youth.

Various systems have been created to answer the needs of the students who are weak or at high-risk of dropping out of school and which would have difficulties to find good employment frameworks in the future. In the 90s 'support networks' were developed in the Nordic countries which were designed for dropouts who are not employed at all. They were part of comprehensive attempts to provide a concrete meaning to the concept of guarantee for young people, a term that grew in the northernmost in the 80s in response to the disappointing results achieved by many programs which had been developed as a result for the increase in unemployment among young people in the 70s [ibidem].

Denmark will make every effort to provide assistance to the population of school dropouts and give them another opportunity to get certification. Accordingly, these youth are encouraged to actively return to the education system or integrate in employment, through a combination of 'stick and carrot method ". For example, the law, which was effective in April 1996, every local authority must track youths under the age of 20 who dropped from education without being entitled to any certificate [93] schools are legally obligated to inform the urban monitoring network or youth counseling services about these youth. These systems detect the youth and young adults who are not in school and not part of any work framework. These teens are called for a personal interview, and with the help of a counselor or a mentor they must develop a personal action plan. This plan may be a job, or a combination of study and apprenticeship courses, but the ultimate goal must be returning and reintegration into the education system as quickly as possible. To check the progress towards the goals they have set for themselves in the personal program, young people must have at least two interviews per year.

Youth under the age of 18 are not eligible to any kind of income unless they participate in the program of study and apprenticeship, and those young people over the age of 18 will receive financial support only if they work to achieve personal goals in cooperation with the youth counseling services. If the individual refuses to accept the help and assistance of this service, they report to the local authority and their entitlement to financial support is compromised. Counseling service for youth can offer a young adult a very wide range of education and training, depending on the circumstances, interests and skills. These can include ordinary school system combined with part-time job or basic theoretical courses.

**Information Systems and Training.** Good, useful and accessible information is an important element in the process of decisions making among youth regarding jobs and courses. This process must be based on the basis of choice out of holistic knowledge. Moreover, in addition to

information young people need specific guidance to develop self-awareness about their interests and professional aspirations, as well as understand the opportunities and difficulties they have to deal with in the labor market. Information and training are becoming more and more important as young people are facing consistent increasing range of choices. In particular, information and training may play a fundamental role in encouraging these who are at risk of leave school and to persuade them to stay in order to receive a high school diploma, along with providing assistance to those who have already dropped from the system to go back.

### **Examples of information and guidance systems developed in Austria and Japan**

*Austria* gives special importance to the development of information systems and training for teenagers and young adults. This is related both to the rapid changes in the labor market and the education system highly divided which requires relatively early decisions about students' learning tracks. Information on professional tracks and training provided through both legislation and through cooperation between a large number of different factors. For example, workers and local employers operate training centers and information for young people. These services are a supplement to the services provided in schools and government employment. In addition, various government ministries, social organizations, educational institutions and local and regional authorities work together in partnership, for example, organizing job fairs attract visitors.

However, it is important to note that although a comprehensive information and guidance, Austria experiences relatively high dropout rates. In the past there was a tendency to blame the training and information systems, however, a deeper observation of the phenomenon, revealed that the high dropout rate is a result of the high number of barriers and adequacy of the structure and functioning of the education system in the country, which dominates the information system.

*Japan.* Consulting and training in schools in this country plays an important role in guiding students to different educational tracks and diverse employment opportunities. At the same time, it is part of a wide range of relationships between private companies and schools [92] since about 97% - of junior high students move to high school, therefore the middle school counseling focuses on choosing the right school depending on the student's capabilities and achievement. In the Secondary school the education system requires that schools should spend 10 hours per year on vocational counseling. Teachers from the school staff, in charge of the subject, are responsible for career guidance, including classes, coordinating visits and interviews with employers who have already completed a high school. In addition, classrooms educators are used as personal advisors for students in their classrooms.

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 some cases the development of local partnerships and entities mediators were due to incentives and prodding of government policy, and in other cases such developments occurred as offering a solution to specific local obstacles in the transition between school and the world of work. The local or regional partnerships are of particular interest. Austria and Norway are notable examples of partnerships like this. In several cases the local partner is a means to build closer cooperation among organizations.

**Financial intermediaries.** Governments should encourage the creation of mediator entities acting as a link between youth, schools and employers and should support the process of transition to the workplace. Financial intermediaries, who are often work non-profit organizations, can provide various services, both to the youth and various business-owners. For example, when a business is unable to expose the young worker to a variety of skills, or when there is a lack in the resources to provide the full training program on its own, financial intermediaries can help spreading the training over a number of different businesses. This extends the possibility of small businesses and medium to take part in the formal training, as well as ensures the expansion of training tracks. Intermediary bodies can help businesses to recruit students, supporting them to expand training opportunities and reducing the time and cost of finding a place for training [94].

*England* is an example of a country that is using various intermediary bodies successfully. On the local level, 100 Training and Enterprise Councils – TEC were established to serve as a link between training providers, employers and young people. Private companies are appointed to fill a national mission and are funded mainly from public funds. Their main purpose is to promote local partnerships to support local economic development and implement public policy regarding training frameworks. An example of intervention and activities of the council and entrepreneurship training is the project “Gwent Compact” where employers are involved in preparing young people to the world of work in the last stages of the middle schools( ages 14-16). The program is a partnership between local schools, colleges and businesses, designed to increase the motivation and aspirations and improve the achievements of students in preparation for a future career. Moreover, with the assistance of a personal guide, students set for themselves a

number of realistic goals for improvement and change. Similar to what is happening in the workplace, their progress is evaluated and recorded. Employers may also serve as mentors for students through group and face to face meetings. In addition, they work with students on job interview skills, resume writing and organizing visits to various jobs. Employers also benefit from this program in various way:

1. The ability to influence the quality and skills of the future generation of work by helping young people be highly motivated, with appropriate education and training to employment;
2. Equip the youth with a better understanding of the workplace;
3. Contribute in decreasing the shortage of skilled workers, in that they make sure that the future generation of workers will be enough professional;
4. Create a positive contribution to the local community by helping young people;
5. Developing their skills and team skills through using their workers as mentors.

Indeed the highest performing education systems across OECD countries are those that combine quality with equity. Equity in education means that personal or social circumstances such as gender, ethnic origin or family background, are not obstacles to achieving educational potential (fairness) and that that all individuals reach at least a basic minimum level of skills (inclusion). These education systems act so that the vast majority of students have the opportunity to attain high level skills, regardless of their own personal and socio-economic circumstances.

### **2.3. Management methodology system for preventing dropout in high schools of Israeli Arab sector**

According to a series of studies, most teenagers leave school because of negative experiences in school. Therefore, in order to deal effectively with the needs of overt and covert dropouts - the education system must take responsibility for promoting adaptation and improving their experience in school. Due to the complexity of the phenomenon of dropout and dropouts' multiple needs, the Israeli Ministry of education has developed a comprehensive view of the student's needs in high school that, additionally to learning, deals with the student's emotional and social situation and his family situation and implications on him.

Generally, there are two main programmatic approaches to dropout prevention. One approach is to provide supplemental services to students within an existing school program. The second approach is to provide an alternative school program either within an existing school (school within a school) or in a separate facility (alternative school). Both approaches do not attempt to change existing institutions serving most students, but rather create alternative programs or institutions to target students who are somehow identified as at-risk of dropping out. Whatever might be the approach, all approaches should provide:

- *A non-threatening environment for learning;*
- *A caring and committed staff who accept a personal responsibility for student success;*
- *A school culture that encourage staff risk-taking, self-governance and professional collegiality;*
- *A school structure that provide a low student-teacher ratio and a small size to promote student engagement.*

Considering 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.



Any case of school dropout has at its origins some specific *factors*. The literature analysis speaks about four main categories: individual factors; family factors; school factors and community related factors. As educators, our main task consists in localizing that very factor that lead to school dropout and act into implementing the right remedial strategy.

Otherwise the consequences might be dramatic. In this frame, we found extremely important to raise awareness about the influence of school dropout on the future of both individuals and society.

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 *general objectives* of the *Management Methodology System for preventing high school dropout* are:

1. To increase the coverage of young people in high schools;
2. To raise awareness among students about the risks to which they are exposed by dropping out;
3. 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.

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*;

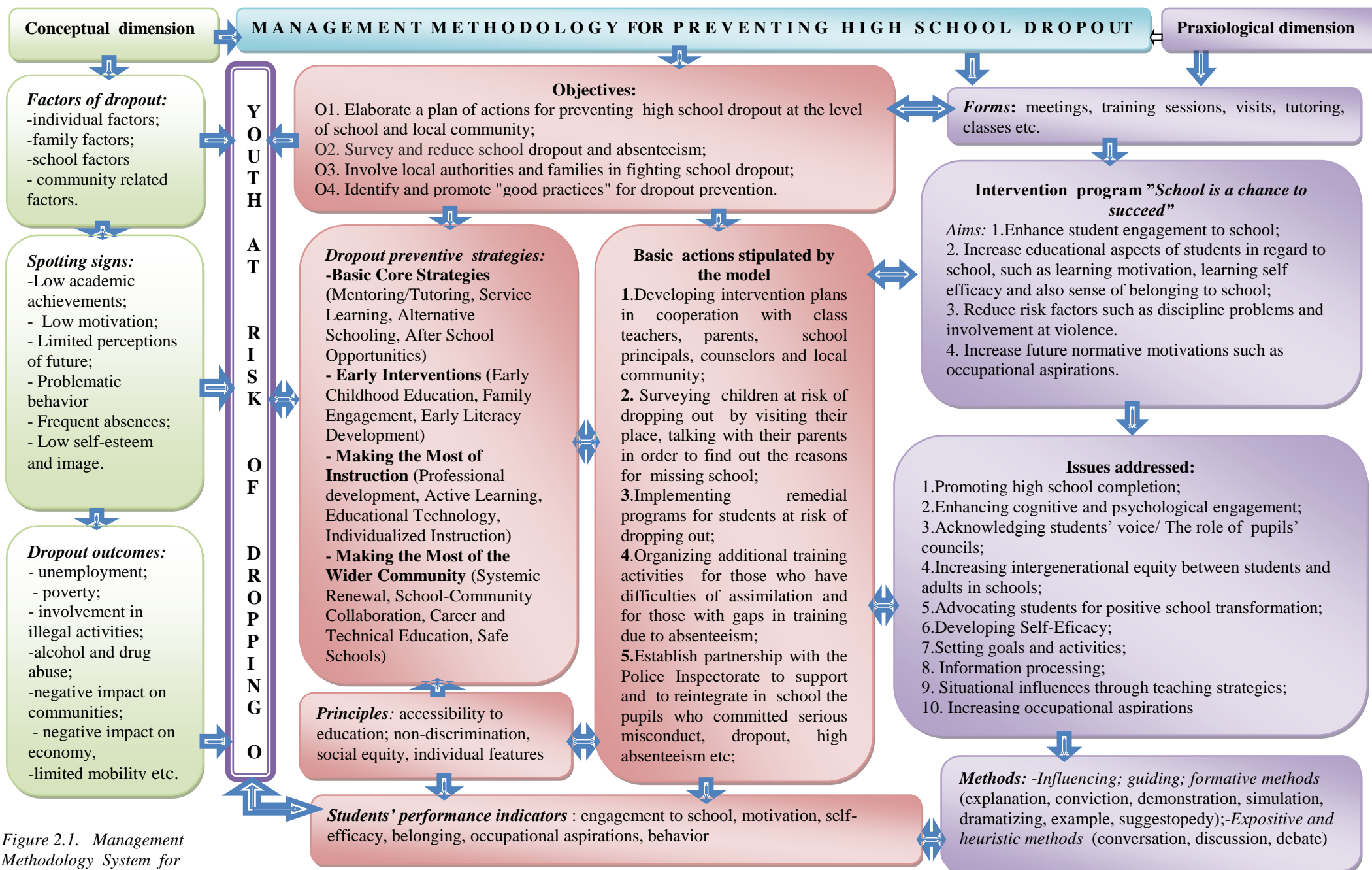


Figure 2.1. Management Methodology System for preventing high school dropout

*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..

Implementation of programs directed towards school dropout prevention raises three major issues:

- First, the choice between the various plans, usually done by the school principals. However, in relation to the vast majority of programs, there is no systematic information on the results or the degree of success among different populations, allowing managers to opt for the most appropriate program for the high school.
- Second, to make sure that high schools have created suitable conditions in order to enable a successful implementation of the program.
- Third, the content does not meet all students' needs, especially in the Arab high schools.

In order to deal successfully with the effects of dropping out within the educational system there is a need to develop additional services:

*Expanding the teacher's role.* The approaches to expand the teacher's role aim to change the daily routine of high school teachers and their relationship with the students. These approaches aim to achieve comprehensive change in high school activities. The ultimate goal is to expand the concept of the teacher's responsibilities beyond teaching the material in the curriculum. According to this approach, the teacher also cares for the student's adjustment to high school and to the positive learning experience. Repertoire of teacher's strategies also expands to allow a distinct choice between a rich variety of teaching methods to suit the student as an individual, as they vary over time and under different circumstances. These changes in the perception of the teacher's role must

be accompanied by imparting appropriate pedagogical tools for teachers. Israeli Ministry of Education has developed programs aimed at dealing with dropouts and help teachers learn how to work more effectively with students' complex needs in various fields [132]. However, the range of these programs is still limited. We proposed below some of the most efficient strategies that could be addressed while fighting high school dropout:

*Early prevention activities.* Provision of care and treatment to the factors associated with dropout rates in younger ages can help reduce the extent of the phenomenon and even contribute to its elimination. Dedicating efforts for early detection of problems and deficiencies that impede learning, early intervention in the areas of learning habits and paying attention to families and their decisive role in supporting the child during school are preventive measures which have to be taken in younger age. During the process of formulating policies to meet the needs of dropouts, a number of issues were taken into consideration:

*Building a mixture of frames.* The literature points to the need for a variety of courses, which meet youth needs, abilities and preferences to gain different quality of education which is valuable to the future. To provide appropriate solutions to youth with different needs, the policy makers decide about the desired mix of frames and various courses in the comprehensive system of services for drop out youth.

*Ensuring the quality of all frames.* The main alternative available to dropout students in the regular school is professional studies; most professional schools are supervised by the Ministry of Labor and Social Affairs. However, there is no uniformity among vocational schools in their ability to provide quality professional training demanded in the labor market and open employment opportunities to graduates. However, alternative frameworks have many advantages: the youth attending them express great satisfaction with the opportunity to experience working life and get paid, the frames are small, better adapted to the unique needs, provide more personal relationship with each student and therefore have the potential to provide answers to personal needs.

*Eligible certificates.* In recent years, the education system has set as a main goal to bring the largest possible percentage of students for matriculation certificate. This trend is also reflected in expanding options for matriculation in a wider range of frames and tracks. Therefore, there was an increase in the percentage of eligible high school diplomas, but this increase is very slow and still half of Jewish youth and most of the Arab youth are not eligible for these certificates.

*Partnerships with entities outside school.* Diverse needs of boys and girls falling in different areas, indicate the need for the intervention of professionals outside the school. Youth who are not in

school are turned to the welfare services to help them return to school or be absorbed in a suitable employment.

*Distribution of various services.* The distribution of services is not uniform across the country, and there are areas where services are more limited. The lack of services is particularly evident in the Arab sector through the high rate of dropouts.

*Coordination and clear division between the services.* Services aimed to help dropouts youth are activated by different offices and focus on different problems and address different population groups. This situation creates a situation of confusion.

*Coordination and joint work between these services and schools.* The cooperation between these services and schools allows building more inclusive solutions for dropout students and will form the basis that increases the options of returning to school.

*Dealing with the dropout rate among different population groups.* The policy aims to respond to the special needs of youth from different groups:

- Arab youth, in light of the high dropout rates and the gaps within the provided services;
- Immigrant youth, especially from the Caucasus and from Ethiopia;
- Girls compared to boys. Indeed, dropout among girls is less frequent than among boys.

*Partnership with the family.* The family has an important role in life boys and girls and it has a central place in the service system in the attempt of preventing dropout. It is important to develop and implement comprehensive interventions which deal with the child in the context of his family and find ways to make the full partnership of family education and other services in providing solutions to the needs of dropout youth.

*Partnership with youth.* We cannot finish without regard to the importance of the perspective of the boys and girls themselves. The findings in the report indicate that teenagers, dropouts and non-dropouts should be aware of their condition, consider the advantages and disadvantages and see the pros and cons of the educational facilities and services. These findings indicate that the youth should be partners in designing their own learning plan and formulating various means of intervention.

The preceding analysis of why students drop out suggests several things about what can be done to design effective dropout intervention strategies. First, because dropping out is influenced by both individual and institutional factors, intervention strategies can focus on either or both sets of factors. That is, intervention strategies can focus on addressing the individual values, attitudes, and behaviors that are associated with dropping out without attempting to alter the characteristics of families, schools, and communities that may contribute to those individual factors. Many dropout

prevention programs pursue such programmatic strategies by providing would-be dropouts with additional resources and supports to help them stay in school.

Alternatively, intervention strategies can focus on attempting to improve the environmental contexts of potential dropouts by providing resources and supports to strengthen or restructure their families, schools, and communities. Such *systemic strategies* are often part of larger efforts to improve the educational and social outcomes of at-risk students more generally.

Second, because dropping out is associated with both academic and social problems, effective prevention strategies must focus on both arenas. That is, if dropout prevention strategies are going to be effective they must be *comprehensive* by providing resources and supports in all areas of students' lives. And because dropouts leave school for a variety of reasons, services provided to them must be flexible and tailored to their individual needs.

The National Dropout Prevention Center [89] has identified 15 Effective Strategies that have the most positive impact on the high school graduation rate. These strategies, although appearing to be independent, frequently overlap and are synergistic. They can be implemented as stand-alone programs (i.e. mentoring or family involvement projects) when school districts develop an improvement plan that encompasses most or all of these strategies positive outcomes.

### **The Basic Core Strategies:**

*Mentoring/Tutoring.* Mentoring is a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust. Tutoring, also a one-to-one activity, focuses on academics and is an effective way to address specific needs such as reading, writing, or math competencies.

*Service Learning.* Service learning connects meaningful community service experiences with academic learning. This teaching/learning method promotes personal and social growth, career development, and civic responsibility and can be a powerful vehicle for effective school reform at all grade levels.

*Alternative Schooling.* Alternative schooling provides potential dropouts a variety of options that can lead to graduation, with programs paying special attention to the students' individual social needs and the academic requirements for a high school diploma.

*After School Opportunities.* Many schools provide after-school and summer enhancement programs that eliminate information loss and inspire interest in a variety of areas. Such experiences are especially important for students at risk of school failure.

*Early Childhood Education.* Birth-to-three interventions demonstrate that providing a child educational enrichment can modify IQ. The most effective way to reduce the number of children who will ultimately drop out is to provide the best possible classroom instruction from the beginning of their school experience.

*Family Engagement.* Research consistently finds that family involvement has a direct, positive effect on children's achievement and is the most accurate predictor of a student's success in school.

*Early Literacy Development.* Early interventions to help low-achieving students recognize that focusing on reading and writing skills is the foundation for effective learning in all subjects.

**Making the most of instruction.** No sustained and comprehensive effort to keep students in school can afford to ignore what happens in the classroom. Strategies that produce better teachers, expand teaching methods to accommodate a range of learning styles, take advantage of today's cornucopia of technological resources, and meet the individual needs of each student can yield substantial benefits.

*Professional Development.* Teachers who work with youth at high risk of academic failure need to feel supported and need to have an avenue by which they could continue to develop skills, techniques, and learn about innovative strategies.

*Active Learning.* When educators show students that there are different ways to learn, students find new and creative ways to solve problems, achieve success, and become lifelong learners.

*Educational Technology.* Technology offers some of the best opportunities for delivering instruction that engages students in authentic learning, addresses multiple intelligences, and adapts to student's learning styles.

*Individualized Instruction.* A customized individual learning program for each student allows teachers flexibility with the instructional program and extracurricular activities.

**Making the most of the wider community.** Students who come to school bring traces of a wider community; when students leave school, either before or after graduation, they return to that community. It's impossible to isolate "school" within the walls of the school building. Effective efforts to keep students in school take advantage of these links with the wider community.

*Systemic Renewal.* Systemic renewal calls for a continuing process of evaluating goals and objectives related to school policies, practices, and organizational structures as they impact a diverse group of learners.

*School-Community Collaboration.* When all groups in a community provide collective support to the school, a strong infrastructure sustains a caring environment where youth can thrive and achieve.



*Career and Technical Education.* A quality guidance program is essential for all students. School-to-work programs recognize that youth need specific skills to prepare them for the larger demands of today's workplace.

*Safe Schools.* A comprehensive violence prevention plan, including conflict resolution, must deal with potential violence as well as crisis management. Violence prevention means providing daily experiences at all grade levels that enhance positive social attitudes and effective interpersonal skills in all students.

The above mentioned strategies were developed by Dr. Jay Smink, Executive Director of the National Dropout Prevention Center at Clemson University, the associates of the Center and Mr. Franklin Schargel [ibidem]. They have been recognized by the U.S. Department of Education and the National Education Goals Panel as "the most effective strategies to help prevent school dropouts." • Since the problematic attitudes and behaviors of students at risk of dropping out appear as early as elementary school, dropout prevention strategies can and should begin early in a child's educational career. Dropout prevention programs often target high school or middle school students who may have already experienced years of educational failure or unsolved problems. Similarly, dropout recovery programs must attempt to overcome longstanding problems in order to get dropouts to complete school. Consequently, such programs may be costly and ineffective. Conversely, early intervention may be the most powerful and cost-effective approach to dropout prevention.

Taking into account the recommended activities and strategies, we emphasize that all services should concentrate towards a single important thing: education. Education for all is a need of our time. It depends on every educational factor in part, on the responsibility and involvement of all that it became a reality in which each youth could learn and grow.

## 2.4. Conclusions on chapter 2

1. Management is the art and science of decision making and leadership. It is a distinct process consisting of planning, organizing, directing, controlling and evaluating to accomplish the predetermined objectives of an institution or activity through the coordinated use of human and material resources. Management methodology can be defined as a kit of managerial techniques and methods used in conceiving and practicing activities inside an organization. Dropout prevention strategies must be comprehensive, flexible and tailored to pupils' individual needs.
2. Israel implements several practices aimed at preventing school dropout, including: Maintaining a range of tracks, both in the regular and alternative schools; Expanding possibilities of matriculation exams; Running special programs aimed at preventing dropouts; Providing an array of support services in and out of school.
3. In Moldova, the problem of schooling is discussed at the annual meetings of the regional boards, administrative councils of regional/municipal general education of youth and sport, and by professional councils of the educational institutions. The practices aimed at preventing school dropout include: Home visits; Conversations with pupils and parents; Material aid to children from disadvantaged families; Intensification of the activities to influence the parents who evade schooling etc.
4. USA programs for youth at risk have four key characteristics determining and shaping their components: comprehensiveness; emphasis on the guidance of youth; emphasis on individual attention; emphasis on youth empowerment and other characteristics. Depending on their nature, employment programs for youth at risk include elements of both training and professional guidance, elements of supplementary education, life skills, care and support services. In the OECD countries the efforts 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.
6. *Management methodology system for preventing high school dropout* bases on cooperation and partnerships between educational factors: school, local community and family. It includes both a conceptual and praxiological dimension stipulating the implementation of the most efficient strategies that could enhance those performance indicators of pupils at risk of dropping out that could help them realize the importance of continuing high school studies.

### 3.MANAGEMENT METHODOLOGY FOR PREVENTING HIGH SCHOOL DROPOUT IN ISRAELI ARAB SOCIETY

#### 3.1. The correlation between the factors related to high school dropout and the level of pupils' performance indicators

The pedagogical system (which includes school administration, teachers, school staff, local authority education department etc.) and the ongoing work of the schools have a central role in formulating methods of dealing with dropouts, along with support services within and outside the school. In addition, the students' family has a major role in preventing this phenomenon. In order to get a comprehensive picture of this process all the components should be checked.

In this frame, it was organized a pedagogic experiment divided in three stages: ascertaining experiment, formative experiment (intervention) and experiment of control.

**The basic research periods:** The research had been carried out from 2012 to 2014 and included 4 periods:

1. The first period– orientational: We studied literature related to school dropout.
2. The second period (2011-2012) – design: projecting the methodological program for school dropout prevention.
3. The third period (2012-2014) – experimental: further elaboration of the methodological program for school drop out prevention, fulfilling the ascertaining experiment to define the current situation related to school dropout, program approbation
4. The fourth period (2014) – summarizing: working out the research findings, i.e. analysis, generalization, systematization, summarizing, and description of the experimental research results; studying connections between the theoretical and empirical conclusions, elaborating perspective directions for further scientific researches in this domain.

**The research methodology** included several methods: *theoretical methods*: synthesis, generalization, classification, systematization, comparison, modeling, surveys; *empiric methods*: observation, testing, questionnaires, conversations, ascertaining, formative and control experiments; *statistical methods*: Cronbach's alpha, students' t test for independent samples, students' t test for a single sample, two way analysis of variance, one way analysis of variance etc:

- Cronbach's alpha measure for internal reliability – to assess the reliability of the questionnaires;
- One way analysis of variance – to detect differences between 3 or more groups;

- One way analysis of variance – repeated measures design – to detect differences between the same participant's answers;
- Two way analysis of variance – mixed design – to detect differences both by different groups and by different answers of the same participant;
- Students' t test for a single sample – to detect differences between variables and the middle of their scale;
- Students' t test for independent samples - to detect differences between the 2 groups;
- Pearson correlations – to detect relationships between variables, when both variables are measured on at least an interval scale;
- Spearman correlations – to detect relationships between variables, when at least one of the variables is measured on an ordinal scale.

The principal research method was quantitative. It is appropriate to the subject of this study because it stipulates assumptions based on theoretical literature determining its contents. Quantitative research provides us the opportunity to solidify and validate the questions and hypotheses we are investigating, as well as the tools for generalization of the findings.

There are several features that made us choose this option:

1. The possibility to use an unlimited sample;
2. Having full control during the study;
3. Uniformity of research tools (the same questions to all participants);
4. Numerical information;
5. Clear rules for viewing and reporting of findings;
6. Relationships can be drawn between the variables tested in the study;
7. Distribution description of the examined phenomenon as it occurs in the natural environment.

The questionnaire is one of the most effective research means to estimate the results of a certain practical situation that characterizes the largest research population. In our research it was used for gathering information on the main aspect of this study - the identification of factors and indices related to school dropout. The gathered data are quantifiable and measurable, and give a picture of the studied situation. This method helps to predict behavior and examine the correlations between the variables and hypotheses.

**Descriptive statistics:** The complete descriptive analysis of the research variables is conducted with the ordinal measurement of the independent and dependent variables. The ordinals had been

upgraded so that they would be related to as intervals. The variables values had been determined regarding each respondent as the average of his responses to all the variable's items.

**There are several potential limitations of the research:**

1. Locate dropouts: students who left the education system are difficult to be located.
2. Non-cooperation: in case of locating dropout students, they may refuse to cooperate perhaps out of shame or lack of interest. On the other hand, some parents are unwilling to participate in research, provide information about their children, or be willing to cooperate with the investigator to examine the causes and factors that made their sons dropout. Parents are not interested in exposing their financial situation - out of shame or fear of being truant officers - and thus they refuse to cooperate;
3. Non-cooperation on the part of the managers: they didn't want to reveal what was happening inside their schools to an outsider. They may not want to be seen as bad managers and that students drop out of their school.

Being a phenomenon caused by several factors, school dropout frequently falls under the impact of the relationships between the latter. P. Gleason and M. Dynarski [54] stated that the risk of dropping out is higher when there is a combination of risk factors: high absenteeism, being overage for grade, low grades, having a child, having a sibling who has dropped out, having previously dropped out, being unsure of graduating from high school, and spending less than one hour per week on homework. Cairns and colleagues [37] found that it was the combination of high aggression, poor performance, and being older than their peers in the 7th grade, rather than each factor alone, that was the best predictor of dropping out of school. According to several studies [43], [42], [57], four factors were found to significantly impact dropout. Three of these four factors are individual ones and include *low achievement*, *retention/over-age for grade*, and *poor attendance*. The fourth factor found to be significant across all school levels was the family factor of *low socioeconomic status (SES)*. SES family level has been tied in numerous studies to other educational outcomes at all stages of a student's school career and its appearance at all levels in predicting dropout is consistent with this pattern.

Taking into account the factors of school dropout, 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.

Thus, to generate the picture of the 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, subsequently tested over a sample of 108 students and 625 staff:

*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 .

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 is divided into two parts testing the research dependent variables:

**1.Satisfaction with school climate:**

- The Physical environment of the school (the physical structure and infrastructure of the school);
- Social atmosphere at school;
- Emotional atmosphere within the school and the relationship between students;
- The learning environment at school;
- The students;
- Management and school teachers.

**2. Dropout phenomenon. Reasons and causes of students to leave school:**

- Educational factors; -Family factors; -Organizational factors -Personal attitude regarding the dropout phenomenon.

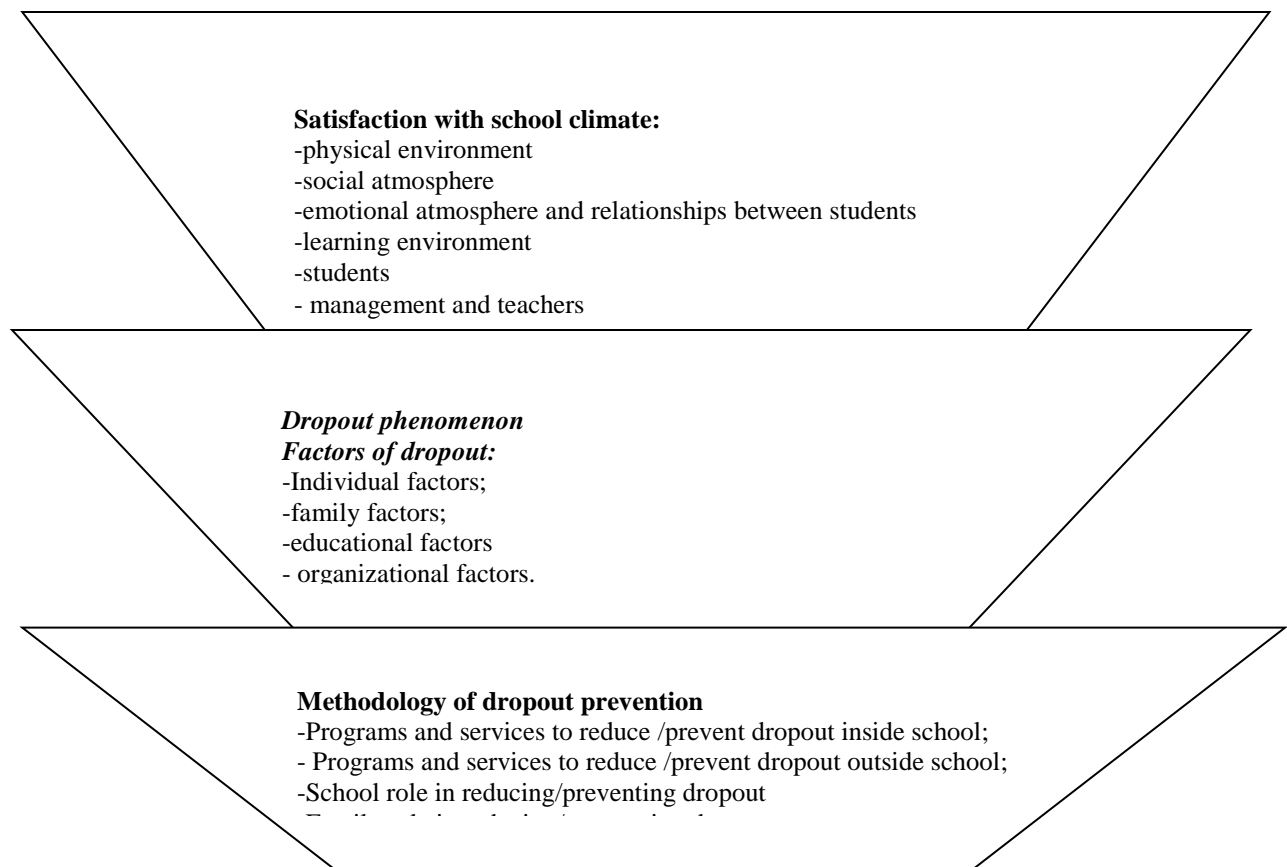


Figure 3.1. Questionnaire structure

Israel's Arab population is multicultural and composed of many religious and ethnic groups. So, my sample should represent the different sub-groups in the Arab society. Therefore, the sample was chosen with a consistent view to all ethnic groups in the Arab society. The questionnaires were distributed in the three communities of the Arab sector -Muslim - Bedouin and Circassian, Christian and Druze, among different communities of youth in high schools:

Our sample is divided into two major groups:

### **1.Students**

- Students within the formal education from all sectors of the Arab society (Muslim - Bedouin and Circassian, Christian and Druze);
- Students outside the formal education, from other settings, include: Youth Promotion Unit, Youth at Risk Unit, Hila, Training Centers, informal educational frameworks, young leaders unit and young guide in knowing the homeland unit;
- Students who were defined as students at risk for dropout;

### **2.Functionaries** in the education system (teachers, managers, supervisors etc...)

The dropout phenomenon is the result of a process lasting for several years, rooted in the entire experiences the students had within the framework of the regular curriculum in schools and classrooms, experiences outside school and home, and it moves on a continuum between the mode of invisible dropping out to the situation of leaving school. In this context, the research variables were defined as follows:

- **Dependent variables:** Satisfaction with the physical environment of the school (school physical structure and infrastructure); Satisfaction with social atmosphere at school; Satisfaction with the emotional atmosphere within the school and the relationship between the students; Satisfaction with the learning environment at school; Satisfaction with the students; Satisfaction with the school management and teachers; Academic factors; Family Factors; Organizational factors; Personal attitude towards the phenomenon of dropout; The school role in reducing /preventing the dropout phenomenon; The family role in reducing /preventing the dropout phenomenon; The education authorities' role in reducing /preventing the dropout phenomenon.
- **Independent variables:** Age; Gender; Marital status; Qualification; Occupation; Religion.

The first stage of our experiment involved students and staff members. Their background variables are presented in Appendix 1. Table 1.1 and Table 1.3. According to the given data, about 55% of the students were females. About 50% were 17 years old and the rest were 18 years old. About 84% were Muslim, about 10% were Christian and the rest were Druze. About 43% of all



students identified themselves as religious, 13% as traditional and about 29% as secular. About 34% students had 4 rooms at their home, about 27% had 3 rooms, about 20% had 5 rooms and the rest had more than 5 rooms. About 31% of the students reported that their father finished high school, about 27% reported that he finished high school and studied a profession, and the rest reported different educational status for their fathers. Finally, about 57% of the students reported that their mother finished high school, about 24% reported that their mother finished only elementary school, and the rest reported that their mothers continued studying after high school.

In order to test the reliability of the measures used in the current study, Cronbach's Alpha for internal reliability was used. The results are shown in Appendix 1, Table 1.2 Cronbach's Alpha results. As can be seen from Table 1.2, all variables had satisfying reliability values. After having established the validity of the questionnaire, there were examined the properties of the participants in the study.

According to Appendix 1, Table 1.3 **Background variables of staff members**, about 55% of the staff members were females. About 47% were older than 34. About 44% were married, about 23% were single and the rest had other familial status. 47% had seniority of 1-9 years, 23% had seniority of 10-12 years, and the rest had seniority of 13 years or more. About 82% had a B.A. and the rest had other educational status. About 91% were teachers and the rest were managers or informal staff members. Finally, About 32% were teaching a profession and the rest were specializing at other fields.

In order to test the first study hypothesis, which states that *students will claim that dropout is caused more by educational and organizational factors than by the familial factor*, a repeated measure analysis of variance was used. Results are shown in tables 3.1-3.2. As can be seen in tables 3.1-3.2, in accordance with the first study hypothesis, a significant difference was found in students' reports of dropout causes [ $F_{(2,1248)}=1439.50, p<0.01$ ].

Table 3.1. Means and Standard deviations for dropout factors – Students' answers

Factor	Mean	Standard deviation
Educational	3.91	0.35
Familial	2.79	0.73
Organizational	4.49	0.59

To locate the source of the difference, a tukey post-hoc test was used. Results of the test showed that the familial factor ( $M=2.79, SD=0.73$ ) was lower than the educational factor ( $M=3.91, SD=0.35$ ) by

a significant margin ( $p<0.01$ ). It means that the aspects of the educational factor have a greater impact over school dropout.

Table 3.2. Results of repeated measures analysis for differences in factors – Students<sup>1</sup>

Source	SS	Df	MS	F
Factor	935.72	1.7	538.05	1439.50**
Error	405.62	1085.18	0.37	

\* $p<0.01$

The results also showed that the familial factor was lower than the organizational factor ( $M=2.79$ ,  $SD=0.73$ ) by a significant margin ( $p<0.01$ ). The hypothesis was supported. Results are also shown in figure 3.2. Analyzing it, we can conclude that the organizational factor has a decisive role in preventing dropout. Together with the educational factor, they should join their efforts into designing appropriate teaching and management techniques that could prevent further display of dropout risk factors.

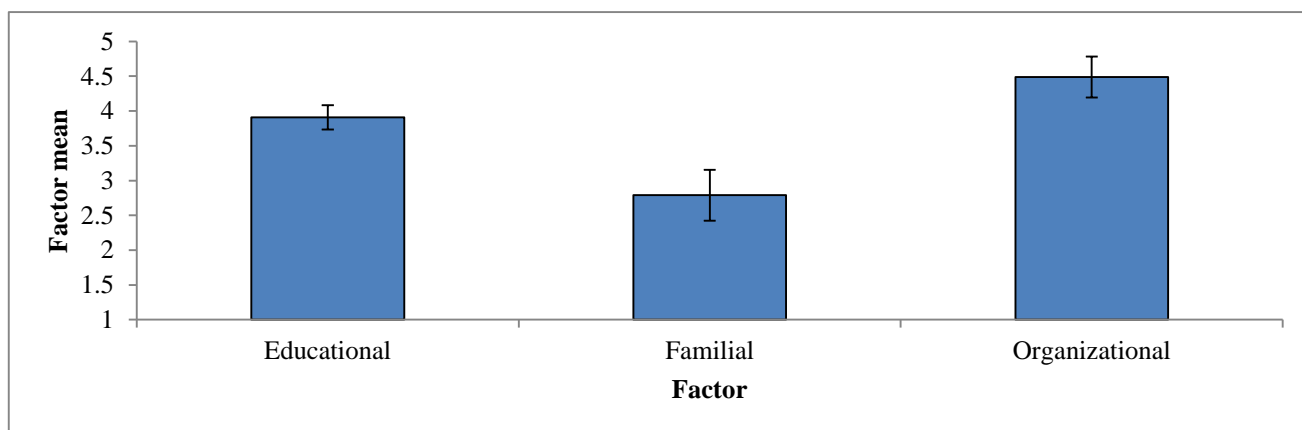


Figure 3.2. Means and Standard deviations for dropout factors- Students' answers

In order to test the second, third and fourth study hypotheses, which state that *the school staff will claim that dropout is caused more by the familial factor than by the educational and organizational factors, and that while teachers will claim that dropout is caused by organizational factor more than by educational factor, managers will claim the opposite*, a mixed analysis of variance was used. Results are shown in the tables below. In accordance with the second study hypothesis, a significant difference was found in staff reports of the causes of dropout [ $F_{(2,1188)}=564.12$ ,  $p<0.01$ ].

<sup>1</sup> Mauchly's test of Sphericity was performed and the null hypothesis was rejected. Therefore, sphericity was not assumed and the Huynh-Feldt correction was used instead, which resulted in fractional degrees of freedom and a change in MS values. However, these values will only be shown in the table. In the report that follows regular values will be used.

Table 3.3. Means and Standard deviations for dropout factors – Staff's answers

Factor	Managers		Teachers		Total staff	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Educational	2.43	0.29	2.01	0.27	2.03	2.91
Familial	4.54	0.78	4.41	0.77	4.42	0.77
Organizational	2.73	0.31	3.16	0.36	3.14	0,37

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 ( $p<0.01$ ).

Table 3.4 Results of repeated measures analysis for differences in factors – Teachers' answers

Source	<i>SS</i>	<i>df</i>	<i>MS</i>	F
Factor	283.17	1.31	216.53	564.12*
Interaction: Factor X Staff	10.01	1.31	5.01	19.94*
Error	298.16	776.79	0.38	

\*  $p<0.01$

The second hypothesis was supported. However, in contradiction with the third and fourth study hypotheses, although a significant interaction between the factors and the staff was found [ $F_{(2,1188)}=19.94$ ,  $p<0.01$ ]. The organizational factor was found to be more responsible for dropout than the educational factor, both by teachers ( $M=3.16$ ,  $SD=0.36$ ;  $M=2.01$ ,  $SD=0.27$ , respectively) and by managers ( $M=2.73$ ,  $SD=0.31$ ;  $M=2.43$ ,  $SD=0.29$ , respectively). The third and fourth hypotheses were not supported. Results are also shown in figure 3.3.

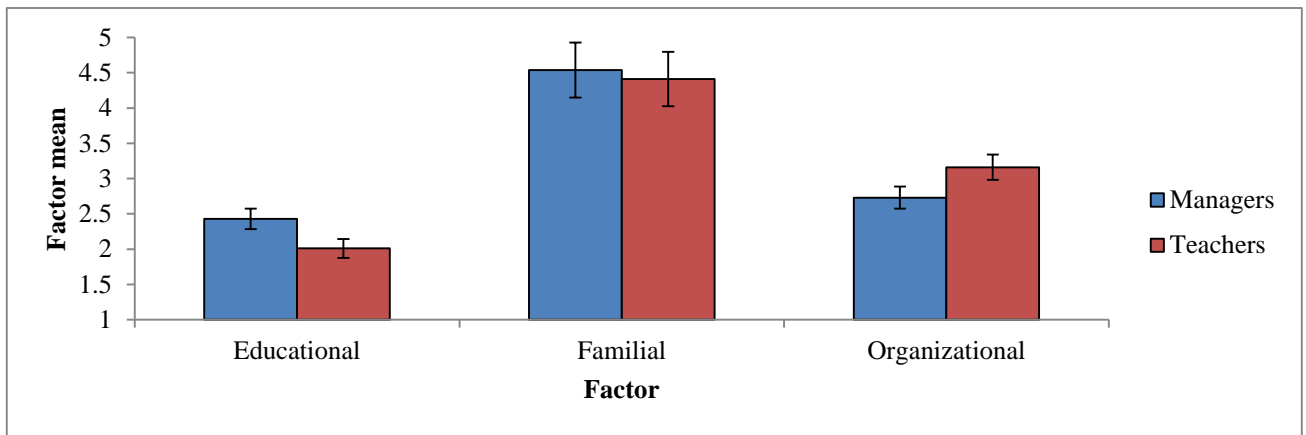


Figure 3.3. Means and Standard deviations for dropout factors – Staff's answers

In order to test the fifth hypothesis, which states that *no connections will be found between the students' background and their reports of the factors for dropout*, several background variables were used. First, the difference in reports by gender was tested, using student's *T test* for independent groups. Results are shown in table 3.5.

Table 3.5. T test for independent groups – difference by gender

	Male		Female		<i>T</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
Educational	3.86	0.36	3.91	0.34	-1.77
Familial	2.81	0.62	2.82	0.58	-0.34
Organizational	4.45	0.46	4.51	0.50	-1.58

As can be seen from table 3.5, according to the fifth hypothesis, the educational factor for male student ( $M=3.86$ ,  $SD=0.36$ ) was not different than that of female students ( $M=3.91$ ,  $SD=0.34$ ), significantly [ $t_{(623)}=-1.77$ ,  $p=N.S.$ ]. Furthermore, the familial factor for male student ( $M=2.81$ ,  $SD=0.62$ ) was not different than that of female students ( $M=2.82$ ,  $SD=0.58$ ), significantly [ $t_{(623)}=-0.34$ ,  $p=N.S.$ ]. Finally, the organizational factor for male student ( $M=4.45$ ,  $SD=0.46$ ) was not different than that of female students ( $M=4.51$ ,  $SD=0.50$ ), significantly [ $t_{(623)}=-1.58$ ,  $p=N.S.$ ]. After testing for gender differences, it was examined if the factors differed by the student's parents living with each other. In order to do so, a student's T- test for independent groups was used. Results are shown in table 3.6.

Table 3.6. T-test for independent groups – difference by parents living together

	<u>No</u>		<u>Yes</u>		<i>t</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
Educational	3.88	0.33	3.88	0.35	0.00
Familial	3.31	0.53	2.75	0.58	7.87*
Organizational	4.50	0.56	4.48	0.47	0.35

\* $p<0.01$

As can be seen in table 3.6, in accordance with the fifth hypothesis, the educational factor for students whose parents did not live together ( $M=3.88$ ,  $SD=0.33$ ) wasn't different in comparison to students whose parents did live together ( $M=3.88$ ,  $SD=0.35$ ), significantly [ $t_{(623)}=0.00$ ,  $p=N.S.$ ]. Furthermore, the organizational factor for students whose parents did not live together ( $M=4.50$ ,  $SD=0.56$ ) was not different from that of students whose parents did live together ( $M=4.48$ ,  $SD=0.47$ ), significantly [ $t_{(623)}=0.35$ ,  $p=N.S.$ ]. However, in contradiction with the fifth hypothesis, the familial factor for students whose parents did not live together ( $M=3.31$ ,  $SD=0.53$ ) was higher than that of students whose parents did live together ( $M=2.75$ ,  $SD=0.58$ ), significantly [ $t_{(623)}=07.87$ ,  $p<0.01$ ]. Results are also shown in diagram 3.4.

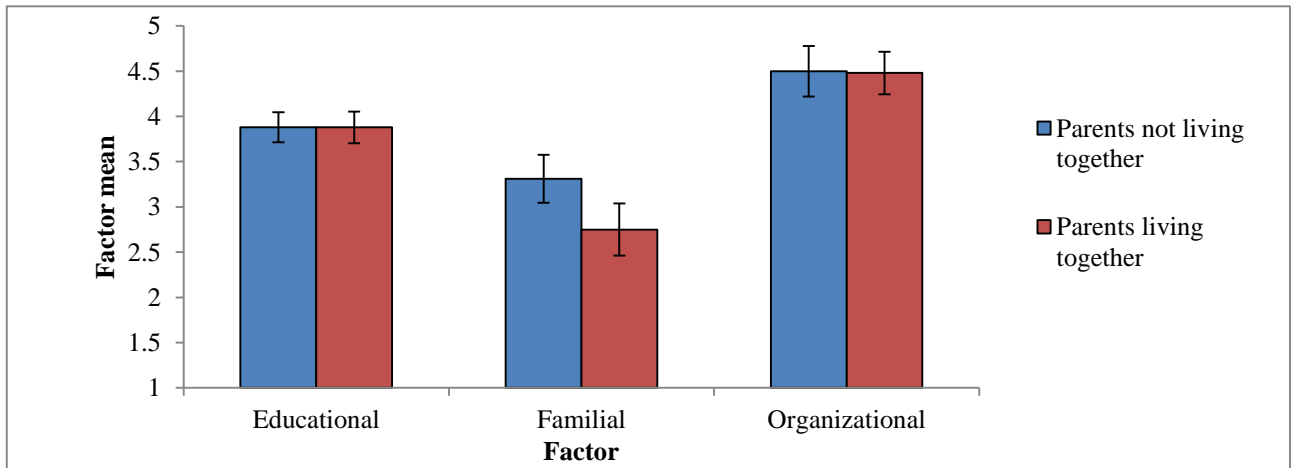


Figure 3.4. Means and Standard deviations for educational for dropout factors by students' parents living together

After checking for difference by the students' parents living together, differences by religion were examined. In order to do so, one way analysis of variance was performed. Results are shown in the tables below:

Table 3.7. Means and Standard deviations for dropout factors by students' religion

Factor	Muslim		Christian		Druze	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Educational	3.89	0.34	3.85	0.36	3.85	0.43
Familial	2.81	0.61	2.89	0.47	2.78	0.67
Organizational	4.49	0.49	4.48	0.44	4.46	0.50

In accordance with the fifth study hypothesis, no significant difference was found in educational dropout factor by religion [ $F_{(2,622)}=0.67$ ,  $p=N.S.$ ]. Furthermore, no significant difference was found in familial dropout factor by religion [ $F_{(2,622)}=0.53$ ,  $p=N.S.$ ]. Finally, no significant difference was found in organizational dropout factor by religion [ $F_{(2,622)}=0.04$ ,  $p=N.S.$ ].

Table 3.8. Results of repeated measures analysis for differences in factors by religion

Factor	Source	<i>SS</i>	<i>MS</i>	<i>F</i>
Educational	Between groups	0.16	0.08	0.67
	Within groups	74.74	0.12	
	Total	74.91		
Familial	Between groups	0.38	0.19	0.53
	Within groups	222.84	0.36	
	Total	223.22		
Organizational	Between groups	0.02	0.01	0.04
	Within groups	146.96	0.24	
	Total	146.97		

After checking for difference by students' religion, differences by religiosity were examined. In order to do so, one way analysis of variance was performed. Results are shown in tables 3.9. and 3.10

Table 3.9. Means and Standard deviations for dropout factors by students' religiosity

Factor	Secular		Traditional		Secular	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Educational	3.90	3.48	3.88	3.06	3.88	3.41
Familial	2.83	0.61	2.73	0.60	2.81	0.60
Organizational	4.53	0.49	4.42	0.50	4.45	0.48

As can be seen in tables 3.9. and 3.10, in accordance with the fifth study hypothesis, no significant difference was found in educational dropout factor by religiosity [ $F_{(2,526)}=0.20$ ,  $p=N.S.$ ]. Furthermore, no significant difference was found in familial dropout factor by religiosity

[ $F_{(2,526)}=0.82$ ,  $p=N.S.$ ]. Finally, no significant difference was found in organizational dropout factor by religiosity [ $F_{(2,526)}=2.62$ ,  $p=N.S.$ ].

Table 3.10 Results of repeated measures analysis for differences in factors by religiosity

Factor	Source	<i>SS</i>	<i>MS</i>	<i>F</i>
Educational	Between groups	0.05	0.02	0.20
	Within groups	60.33	0.12	
	Total	60.37		
Familial	Between groups	0.60	0.30	0.82
	Within groups	192.42	0.37	
	Total	193.02		
Organizational	Between groups	1.25	0.63	2.62
	Within groups	125.11	0.24	
	Total	126.36		

After checking for difference by students' religiosity, differences by studies at school were examined. In order to do so, one way analysis of variance was performed. Results are shown in tables 3.11-3.12

Table 3.11. Means and Standard deviations for dropout factors by students' studies at school

Factor	Literature		Science		Sociology			Physical education		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Educational	3.91	0.36	3.87	0.36	3.81	0.34	3.88	0.34	3.92	0.33
Familial	2.76	0.56	2.87	0.57	2.78	0.62	2.85	0.63	2.84	0.61
Organizational	4.50	0.46	4.43	0.48	4.40	0.43	4.55	0.48	4.46	0.55

In accordance with the fifth study hypothesis, no significant difference was found in educational dropout factor by studies at school [ $F_{(2,526)}=1.35$ ,  $p=N.S.$ ]. Furthermore, no significant difference was found in familial dropout factor by studies at school [ $F_{(2,526)}=0.80$ ,  $p=N.S.$ ]. Finally, no significant difference was found in organizational dropout factor by studies at school [ $F_{(2,526)}=1.71$ ,  $p=N.S.$ ].

Table 3.12 Results of repeated measures analysis for differences in factors by religiosity

Factor	Source	SS	MS	F
Educational	Between groups	0.65	0.16	1.35
	Within groups	74.26	0.12	
	Total	74.91		
Familial	Between groups	1.14	0.29	0.80
	Within groups	222.08	0.36	
	Total	223.22		
Organizational	Between groups	1.60	0.40	1.71
	Within groups	145.37	0.23	
	Total	146.97		

Finally, in order to test the relationships between the dropout factors and the students' background, Spearman correlations were calculated between the factors and the student's age, number of rooms at home, number of brothers at home, and their parents' education. Results are shown in table 3.13.

Table 3.13 Correlations between dropout factors and students background variables

	1	2	3	4	5	6	7
Educational factor	--						
Familial factor	0.01	--					
Organizational factor	0.29**	0.03	--				
Age	0.00	-0.04	-0.04	--			
Rooms	-0.02	0.02	0.01	-	--		
Siblings	0.03	-0.03	-0.01	0.02	0.44**	--	
Father's education	-0.03	-0.03	0.04	0.07	0.01	0.02	--
Mother's education	-0.05	0.06	-0.04	-	0.08*	0.07	-0.09*
				0.06			

\* $p < 0.05$ ; \*\* $p < 0.01$

As can be seen from table 3.13, in accordance with the fifth hypothesis, no significant correlations were found between the educational factor and any of the background variables. Furthermore, no significant correlations were found between the familial factor and any of the background variables. Finally, no significant correlations were found between the organizational factor and any of the background variables. In conclusion, with the exception of a difference in the familial factor, for



students whose parents were not living together, no relationships were found between background variables and dropout factors. The fifth hypothesis was majorly supported.

Results are shown in tables 3.14-3.15

As can be seen from table 3.14, 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 [ $r_{(623)}=-0.23$ ,  $p<0.005$ ].

Table 3.14 Spearman correlations between dropout factors and school environment variables – Students' answers

	1	2	3	4	5	6	7	8
Educational factor	--							
Familial factor	0.00	--						
Organizational factor	0.28*	0.07	--					
School surroundings	-0.01	-	-	--				
		0.02	0.14*					
Social atmosphere	0.02	-	0.04	-	--			
		0.03		0.26*				
Emotional atmosphere	0.01	0.05	0.00	0.14*	0.09	--		
Educational environment	-	0.03	-0.03	-0.02	-0.02	0.17*	--	
	0.23*							
Students' behavior	0.05	0.04	-0.01	-0.03	0.12*	0.01	-	--
							0.03	
Staff behavior	-	0.05	0.06	-0.04	-	-	-	-0.08*
	0.15*				0.13*	0.13*	0.02	

\* $p<0.005$

Thus, it means, with a confidence level of 99.5%, 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 [ $r_{(623)}=-0.14$ ,  $p<0.005$ ]. This means, with a confidence level of 99.5%, that the higher is the school environment, the lower is the organizational factor for dropout.

Table 3.15 Correlations between dropout factors and school environment variables – Teachers' answers

	1	2	3	4	5	6	7	8
Educational factor	--							
Familial factor	0.03	--						
Organizational factor	0.21*	0.04	--					
School surroundings	0.01	-0.02	-	--				
Social atmosphere	-0.00	-0.00	-0.01	-	--			
Emotional atmosphere	-	-0.02	-0.02	0.23*	0.13*	--		
Educational environment	0.25*	-0.01	-0.06	0.05	0.04	0.16*	--	
Students' behavior	0.01	-0.03	-0.07	0.03	0.08	0.05	-0.03	--
Staff behavior	-	0.03	-0.01	-0.06	-0.00	-	-0.12*	-0.03
	0.15*					0.23*		

\* $p < 0.005$

According to the sixth hypothesis, table 3.15 shows a significant positive correlation between the educational factor and the organizational factor [ $r_{(623)}=0.21, p<0.005$ ]. It 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 [ $r_{(623)}=-0.25, p<0.005$ ]. It can be said 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 means 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 the organizational factor and the school environment [ $r_{(623)}=-0.11, p<0.005$ ]. It can be said, with a confidence level of 99.5%, that the higher is the school environment, the lower is the organizational factor for dropout. In conclusion, a positive correlation was found between the educational factor and the organizational factor, for both population groups. The sixth hypothesis was supported. Also, a negative correlation was found between the organizational factor and school surroundings, for both population groups. The seventh hypothesis was supported. Finally, a negative correlation was found between the educational factor and staff behavior for both population groups. Furthermore, a negative correlation was found between the educational factor and the educational environment for students, and between the educational factor and the emotional atmosphere of the staff. The eighth hypothesis was supported.

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 3.16

Table 3.16 Student's t test for a single sample on dropout measures

	<i>M</i>	<i>SD</i>	<i>t</i>
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

\* $p < 0.01$

Table 3.16, in accordance with the ninth hypothesis, shows that 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. Results are presented in table 3.17

Table 3.17 Pearson correlations between Students' reports of dropout factor and staff reports of dropout prevention measures – By school (N=25).

	1	2	3	4	5	6
Educational Factor	--					
Organizational Factor	0.10	--				
Programs	-0.01	0.02	--			
Locating students at risk	0.09	-	-0.12	--		
		0.53*				
School role at reducing dropout rates	-0.03	-	-0.14	0.20	--	
		0.53*				
Family role at reducing dropout rates	0.19	0.24	0.45	-0.09	-0.44	--
Municipality role at reducing dropout rate	-	-0.05	-0.05	-0.17	-0.09	-0.28
	0.68*					

\* $p < 0.01$

As can be seen from table 3.17, in accordance with the tenth hypothesis, *a significant negative correlation was found between the educational factor and Municipality role in reducing dropout rate* [ $r(23) = -0.68$ ,  $p < 0.01$ ]. It means, with a certainty level of 99%, 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.

**Interpretation of statistic data.** The hypotheses advanced before the experiment appear in the next light: 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. For example National Education Longitudinal Study of 1988 graders reported on a wide variety of reasons for those who dropped out. In this survey, school-related reasons were mentioned by 77 %, while family-related reasons were mentioned by only 34 % (work-related reasons were mentioned by 32 %). The most specific reasons were: “did not like school.” (46 %), “failing school” (39 %), “could not get along with teachers.” (29 %), and “got a job” (27 %).

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. Studies indicated several school factors influencing more than others dropout such as: (1) student composition; (2) resources, (3) structural characteristics, and (4) processes and practices. The first three factors are sometimes considered as school inputs by economists and others who study schools because they refer to the “inputs” into the schooling process that are largely “given” to a school and therefore not alterable by the school itself. The last factor refers to practices and policies that the school does have control over and thus can be used to judge a school’ s effectiveness.

Second, third and fourth hypotheses stated 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. Results showed that 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 that showed that family background alone could explain most of the variation in educational outcomes [40].

Other studies emphasized the importance of the socioeconomic status, most commonly measured by parental education and income, as a powerful predictor of school achievement and dropout behavior [81]. Research has also demonstrated that students from single-parent and step families are more likely to drop out of school than students from two-parent families [55] Therefore, weak families have also low capital. As mentioned earlier in this study, according to human capital theory, parents make choices about how much time and other resources to invest in their children based on their objectives, resources, and constraints which, in turn, affect their children’ s tastes for education (preferences) and cognitive skills [59]. Empirical studies have found that students whose parents monitor and regulate their activities, provide emotional support, encourage independent decision-making (known as authoritative parenting style), and are

generally more involved in their schooling are less likely to drop out of school [103].

The fifth hypothesis claimed that no connections will be found between the students' background and their reports of the factors for dropout. This hypothesis was confirmed. This result is inconsistent with prior studies which showed significant associations between several background demographics of students and dropout from school such as gender, race and ethnicity, immigration status, and language background [55], [48]. Other individual attributes have also been shown to predict school dropout, including low educational and occupational aspirations, and teenage parenthood [46]. In addition, it was shown that ethnic minorities suffer from higher dropout proportions in comparison with other groups in the population [21]. It is possible that students' answers for the questions in this study was affected by social desirability in which students tended to compensate their weak background characteristics and show high school engagement. Controlling this tendency could eliminate this bias and show significant correlations between background of students and their dropout intentions.

Sixth, seventh and eighth hypotheses stated that correlations will be found between educational and organizational factors, and between all three dropout factors and the school environment variables. Results of testing these hypotheses showed a positive correlation between the educational factor and the organizational factor, for both students and teachers, meaning the higher the educational factor, the higher the organizational factors affecting dropout rates. This result stresses the close relationship between the educational and organizational factors, both influencing school climate and therefore holding great impact on students. This claim fits in one line with other studies which showed the importance of school features - both educational and organizational in preventing dropout. For example, schools with high student-teacher ratio and students' perception of their teachers as high quality were negatively correlated with the rates of dropout [106].

Also, a negative correlation was found between the organizational factor and school surroundings, for both population groups. This finding is consistent with other studies which showed that school climate is highly important in order to strengthen organizational characteristics in a way that promotes students' engagement to school. For example P. Goldschmidt and J. Wang [55] showed that school environments with high absenteeism rates or high misbehavior rates have been connected to higher individual dropout rates. Dropout rates are also increased by the effect of high

risk incoming class such as many individual risk factors, low grades and test scores, and disciplinary problems.

Furthermore, a negative correlation was found between the educational factor and staff behavior for both population groups. This finding indicates the high impact of school policies and practices on reducing dropout rates. Several studies found academic and social climate, as measured by school attendance rates, students taking advanced courses, and student perceptions of a fair discipline policy – able to predict school dropout rates, even after controlling students' background characteristics as well as the resource and structural characteristics of schools [105]. These policies and practices, along with other characteristics of the school (student composition, size, etc.) may contribute to voluntary withdrawal by affecting conditions that keep students engaged in school. This perspective is consistent with several existing theories of school dropout and departure that view student engagement as the precursor to withdrawal [112, p.260]. Therefore staff behavior has a strong impact on school processes which in turn could prevent dropouts.

Finally a negative correlation was found between the educational factor and the educational environment for students, and between the educational factor and the emotional atmosphere of the staff. These results fit the theory of R. Baumeister and M. Leary [26] who pointed out that the need for belonging explains a great variety of human behaviors, cognitions, motivational processes, and emotions. Students' sense of belonging involves feelings of being an important part of the classroom community, being recognized, valued and encouraged by others in that community [56]. In other cases, when students' need for belonging is not satisfied, they often look for satisfaction in inappropriate places and groups, which may result in the development of detrimental habits such as drug use or criminal tendency [26].

Perceived school connectedness among younger and older students is related to lower levels of emotional distress and suicidal tendencies, and, therefore, is considered to be a protective factor for students [97]. Compared to those with lower sense of belonging, early adolescents with a greater sense of belonging report higher academic self-efficacy, lower self-consciousness, and higher academic success [99]. The lack of a sense of belonging in adolescence leads to physical withdrawal from school activities and eventually results in academic failure provoking non-identification with the school (e.g., emotional withdrawal) and alienation [49] Awareness of this relation between sense of belonging and positive emotions might be beneficial in reducing school drop-out rates because increased negative emotions toward school potentially leads students to drop out.

In addition, only little steps made by schools towards reducing dropout rates were found. A possible explanation for this finding might be a lack of knowledge and expertise among managers, teachers and school staff in reducing dropout rates. School might not have the appropriate resources in order to implement a long term program to reduce dropouts. In this vein, several studies suggest that resources influence school dropout rates. Two studies found that the pupil /teacher ratio had a positive and significant effect on high school and middle school dropout rates even after controlling a host of individual and contextual factors that might also influence dropout rates [80]. One of those studies found that the higher the quality of the teachers as perceived by students, the lower the dropout rate, while the higher the quality of teachers as perceived by the principal, the higher the dropout rate.

Another factor which could also depend on financial resources of school in reducing dropouts is school structure [33, p.139]. For example, school size also appears to influence dropout rates both directly and indirectly, although the largest direct effect appears to be in low SES schools. This latter finding is consistent with case studies of effective dropout prevention schools suggesting that small schools are more likely to promote the engagement of both students and staff [48]. These results are consistent with the tenth hypothesis, which found negative relationships between the schools (and municipal) dropout measures and between the educational and organizational dropout factors. Schools which are well budgeted by their municipalities have more resources to invest in programs which aim to reduce dropout rates. On the other hand, schools with low budget from their municipalities can find it much more difficult to do so.

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.

**Indicators of school dropout.** Before implementing the intervention program, we assessed these indicators at the level of both the intervention and control groups, on a sample of 108 students. In



this context, in order to gather data for this study, students filled questionnaires with the following sections:

1. **Student Engagement Instrument (SEI)** [149] was developed from a review of the relevant literature using computerized databases (e.g., Education Full Text, ERIC, and Psych INFO) and hand searches from reference lists for selected articles. Terms including engagement, belonging, identification with school, self-regulation, academic engagement, behavioral engagement, cognitive engagement, and psychological engagement were used in the literature search. Scale construction involved creating a detailed scale blueprint that captured the broad conceptualizations of cognitive and psychological engagement discussed in the literature. These conceptualizations were gathered from empirical studies as well as by reviewing existing scales that were closely related to engagement. Probes (broad queries) and items (specifically phrased questions) were subsequently created to construct a preliminary scale.

Following the construction of the initial scale, the researcher continued to monitor the literature, refining or adding items as relevant research and theory suggested. The full version of the SEI contained 10 items intended to measure students' levels of cognitive engagement (e.g., perceived relevance of school) (Cronbach's Alpha 0.627) and 10 items intended to examine psychological engagement (e.g., perceived connection with others at school) (Cronbach's Alpha 0.600) from the perspective of the student. All items were scored via a four-point Likert-type rating (1 = strongly disagree to 5 = strongly agree) and coded so that higher scores indicated higher levels of engagement.

2. **Learning motivation scale-** based on Harter's [148] scale of intrinsic versus extrinsic orientation in the classroom- provided the basis for our separate measures of students' reported intrinsic and extrinsic motivation. The original scale seeks to assess the extent to which students see themselves as either more intrinsically or more extrinsically motivated in school by asking them to report on their usual motivations for a variety of diagnostic classroom behaviors. Specifically, this scale asks students to indicate whether they see the reasons behind a number of their everyday classroom actions as more like one group of students described to them as extrinsically motivated or another group of students described to them as intrinsically motivated.

In particular, Harter (1981) sought to assess three major dimensions in students' reported intrinsic versus extrinsic motivational orientations: preference for challenge (i.e., a desire for challenging vs. easy tasks), curiosity (i.e., a focus on personal curiosity/interest vs. a focus on pleasing the teacher and/or getting a good grade), and independent mastery (i.e., a desire for independent mastery vs. a

dependence on the teacher for guidance and direction). 24 items were introduced to participants while each item described internal or external motivation. All items were scored via a four-point Likert-type rating (1 = strongly disagree to 5 = strongly agree).

*Internal motivation* scale measured students' orientations toward internal purposes for participating in the academic activities of the class. It included items, such as "The most satisfying thing for me in this course is trying to understand the content as thoroughly as possible,"  $\alpha = .505$ .

*External motivation* scale measured students' orientations toward external purposes for participating in the academic activities of the class. It included items, such as "I am not satisfied with trying to understand the content,"  $\alpha = .840$ .

**3. Learning self- efficacy.** The questionnaire used in our research is based on 11 items used by Zimmerman et al. [150]. Sample items read: "I can finish homework assignments by deadlines," "I can study when there are other interesting things to do," "I can concentrate during class," and "I can arrange a place where I can study without distractions". Scores on this Self-Efficacy for Self-Regulated Learning scale have shown significant positive correlations with more specific forms of self-efficacy beliefs ranging from self efficacy for solving specific problems to self-efficacy for academic achievement . A response scale ranged from 1 (not at all true) to 5 (very true). The Cronbach's reliability coefficient was .793.

**4. Sense of school belonging.** C. Goodenow [56] originally developed the Psychological Sense of School Membership (PSSM) with middle school students as a measure of their subjective sense of school membership. It assesses the extent to which students feel like an accepted, respected and valued part of their academic context. The PSSM has been used to assess students' sense of belonging at both the classroom level and at the whole school level. A response scale ranged from 1 (not at all true) to 5 (very true).

*Class belonging.* With this scale, we assessed students' subjective sense of belonging within a specific class. We instructed students to respond to those items in regard to the class in which they felt the greatest sense of belonging. Researchers who used similar measures with younger adolescent populations reported reliability estimates ranging between .77 and .88 [ibidem]. The scale in our study included 10 items, such as "I feel like a real part of this class,"  $\alpha = .848$ .

*School belonging.* This scale included a subset of items to which students responded in relation to the school as a whole and reflected a global sense of belonging to the institution. There were 5 items, such as "Sometimes I feel as if I don't belong to this school" (reverse coded),  $\alpha = .751$ .

**5. Discipline problems and involvement in violence** Participants were presented with 12 items which describe situations of discipline problems or violence such as "physical violence between students" or "disturbing the teacher while teaching". Students were asked to rate the frequency of their involvement in these situations between 1 (not at all) and 6 (usually)  $\alpha = .894$ .

**6. Occupational aspirations.** Participants were asked "What do you expect to be your first full-time-job?" The responses to the open ended question were coded according to different categories reflecting the social status of the occupational choice. They were given a choice of occupations with the following introduction: "Nearly everyone of your age has some sort of idea of what they will want to do in life. Here is a list of types of jobs/careers/professions for which various amounts of training are necessary. How about your choice? . . . Please tick a box to indicate your first choice for type of career." Afterwards all job categories were rated between 1 (skilled, semiskilled, or unskilled jobs) and 6 (professional or managerial occupations).

Below we expose data analysis procedures.

*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 3.18. Statistic differences regarding student's engagement to school

group		Mean	SD	N
<b>Cognitive Engagement</b>	Control	2.607	0.515	55
	Intervention	2.597	0.505	53
	Total	2.602	0.500	108
<b>Psychological Engagement</b>	control	2.506	0.497	55
	intervention	2.480	0.476	53
	Total	2.493	0.486	108

As seen in this table, it was found that students in the control group had higher cognitive engagement ( $M=2.607$   $SD=0.51$ ) unlike those in the intervention group ( $M=2.597$ ,  $SD=0.50$ ). 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 intervention 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.

### 3.19. Statistic differences regarding student's educational aspects

Indicators	Group	Mean	SD	N
Internal motivation	control	2.173	0.598	55
	intervention	2.174	0.598	53
	Total	2.456	0.580	108
External Motivation	control	2.911	0.623	55
	intervention	3.166	0.475	53
	Total	3.038	0.549	108
Self Efficacy	control	3.080	0.461	55
	intervention	3.084	0.465	53
	Total	3.082	0.463	108
Class Belonging	control	3.608	0.554	55
	intervention	3.563	0.705	53
	Total	3.584	0.629	108
School Belonging	control	3.508	0.454	55
	intervention	3.019	0.736	53
	Total	3.263	0.595	108

It means that the intervention program should concentrate upon increasing it, the other indicators would improve in chain, under its influence. In order to analyze student's discipline problems and involvement in violence, an ANOVA test was conducted. The analysis indicated a moderate level of violence involvement in both the control ( $M=2.99$ ,  $SD=0.44$ ) and the intervention group ( $M=2.89$ ,  $SD=0.35$ ), with no difference between them.

Concerning the level of student's occupational aspirations, it was very low. The analysis, showed approximately equal results in both cases: the intervention group-  $M=3.81$ ,  $SD=0.53$ ; the control group- $M=3.94$ ,  $SD=0.43$ . The level of occupational aspirations would increase if at risk students' internal motivation increases. Once the students realize the importance of studies for a decent life, once they understand the difference between having and not a profession, the strive to improve life and ensure a safe future will determine them to set long term goals and follow them.

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.

### 3.2. Implementation and validation of the Management methodology system for preventing dropout in Israeli high schools

The *Management Methodology System for preventing high school dropout* was put in practice throughout the intervention program *School is a chance to succeed*, in the frame of the formative experiment which involved 53 students, defined as students at risk of dropping out. Their demographic characteristics are shown in Appendix 1, *Table 1.1. Background variables of students*. Participants were assigned into two groups, the first (N=53) went through the intervention while the other (N=55) was a control group which didn't experience any program. As can be seen in the table mentioned above, about 57.3% of the students were males. About 21.8% were 17 years old and the rest (78.2%) were 18 years old. About 15.5% were Muslim, about 64.5% were Christian and the rest (20%) were Druze. About 9.3% of all students identified themselves as secular, 28.7% as traditional, about 37% as religious and 25% as very religious. About 56.6% students had 2 rooms at their home, about 17% had 3 rooms, about 18% had 4 rooms and the rest had more than 5 rooms. 18.7% of the students had one sibling, 31.8% had 2 siblings, 25.2% had 3 siblings, 15% had 4 siblings and 9.3% had 5 siblings. 85.5% of all students reported their parents live together. About 17.1% of the students reported that their father finished high school, about 25.7% reported that he finished high school and studied a profession, and the rest reported high educational status for their fathers.

Table 3.20. 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.

<p><b>O2. To survey school dropout and absenteeism</b></p>	<p>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.</p>	<p>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.</p>
<p><b>O3. To identify and promote "good practices" for preventing dropout and absenteeism.</b></p>	<p>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.</p>	<p>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.</p>
<p><b>O4. To involve local authorities and social services in fighting school dropout.</b></p>	<p>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.</p>	

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. 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). 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. The interpersonal language and model of relating to others used in the intervention derives from the circumflex model. According to the circumflex model [71], all interpersonal behaviors are categorized by two orthogonal dimensions called status-anchored at one end by dominance and at the other by submission- and affiliation-anchored at one end by hostility and the other by friendliness. Complementary interactions occur when other individuals respond to offered interpersonal styles reciprocally on the status dimension i.e., dominance “pulls for” submission; submission “pulls for” dominance and similarly on the affiliation dimension, friendliness “pulls for” friendliness; hostility “pulls for” hostility.

The status and affiliation dimensions are orthogonal to one another and can be crossed to form the four major interpersonal styles deriving from Carson’s (1969) interactional theory: friendly–dominant (FD), friendly–submissive (FS), hostile–dominant (HD), and hostile–submissive (HS).

Interpersonal situations may be understood through the application of the circumflex model. For example, if Person A acts in a friendly–dominant style, that person is asking for Person B to respond similarly on the affiliation dimension and opposite on the status dimension or in a friendly–submissive manner. The FD–FS relationship is a congenial one that tends to keep the interpersonal process moving forward. In contrast, if Person A acts in a hostile–submissive style, the bid is for Person B to respond in a hostile–dominant style. This HS–HD relationship is usually characterized by negative affect and unpleasantness. These two examples represent two interpersonal relationship styles that are seen as the most frequent among youth at risk during classes, teachers usually presenting themselves with friendly dominance and students, most often, showing hostile submissiveness. For teachers, the goal is to help students understand that interpersonal styles affect the teacher–student relationship.

In addition to learning a relationship language and a model for understanding relationships, students in the program were taught how to use more skillfully nonverbal communication. Nonverbal communication has been found to be significantly involved in the outcome of social interactions. Identification of emotion in facial expressions and tones of voice have been found to be associated with social competence in children and adults [78]. Difficulty in processing nonverbal cues has been found to be related to the degree of depressive mood [24] and to the external locus of control [91]. Deficits in identifying emotion in facial expressions and tones of voice also have been found to be related to a number of psychological problems. I assumed that students undergoing this intervention had deficits in reading nonverbal indicators of others’ feelings, a difficulty that may contribute to both their failed relationship attempts and higher external control expectancies. Thus, the intervention program “School is a chance to succeed” was organized as a non formal activity addressing several issues:

**Meeting 1: Sharing motivation for participating in the program.** During the first meeting all students were introduced to one another, while every student shared with his/her friends the main reasons and motivations to participate in this program. Most students expressed their wish to reduce their problems at school. In addition, they described how their parents insisted on them to follow the instructions of the program, since it is their last chance not to drop out of school. From a research point of view, during the introduction meeting, the study staff gathered the questionnaire for the first measurement point.

**Meeting 2-4: Promoting school completion.** During meetings 2, 3 and 4, the intervention mostly focused on engagement concept, as we described to students the importance of engagement



for school, as well as for other activities and especially for work. Engagement is considered the primary theoretical model for understanding dropout. It is necessary to promote school completion, defined as graduation from high school with sufficient academic and social skills to partake in postsecondary enrollment options and/or the world of work. Sufficient engagement with school, however, does not occur for far too many students in the program. Therefore, together, we defined ways to promote engagement to school. Several students described their difficulties in this area and said: "For all of my life it has been hard for me to keep going to school. In fact, I do not remember finishing anything important. I always quit before that". The program succeeded in enhancing both cognitive and psychological engagement of students to school. In the end of the program students reported higher rates of showing to school and keeping up the educational assignments. Relationships between students and adults in schools, and among students themselves, are a critical factor of student engagement. This is especially true among students considered to be at-risk, without other positive adult interaction. There are several strategies for developing these relationships, including *acknowledging student voice*, *increasing intergenerational equity students and adults in schools*, and *sustaining student-adult partnership throughout the learning environment*.

In **the second meeting** we focused on **acknowledging student voice**, we did that first by inviting a social education coordinator and asked him to give a lecture on the role of student council. Then we asked each of them to write a letter to the school administration or the local council or any other authorized factor in which he/ she complains or talks about any problem he/ she has at school. Moreover, we asked them to write their own suggestion for solutions. Finally, the students built a complains box, they decorated it and chose its motto "*The pupils have a voice, listen!!*". We agreed with the school's administration to put this box next to the secretary office and one teacher volunteered to be responsible for this box.

In **the third meeting** we focused on increasing **intergenerational equity between students and adults in schools** which based on the necessity of not only listening to students, not only engaging students, but actually on giving students the platform to create, inform, and advocate for positive school transformations. We invited meaningful adults from school to this meeting, principals, home teachers, counselors, regular teachers, we made a trial role play in which students and adults exchanged roles and each one had to stand in front of a jury and defended his/ her contribution to the learning process in school. In this way both students and adults could see things in the others' perspective.

In the **fourth meeting** we focused on **sustaining student-adult partnership**. During the **meeting** we invited meaningful adults. The participants were divided into mixed groups of students and adults and they both worked together towards the common purpose of “improving pupils and teachers partnership constitution”.

**Meetings 5-7: Learning self-efficacy in school.** In those meetings, the intervention mostly focused on educational aspects in school, mainly on learning skills that contribute to self-efficacy in school. We organized many activities, which gave them a feeling of academic success. As students engaged in activities, they were affected by personal [e.g., goal setting, information processing] and situational influences [e.g., rewards, teacher feedback] that provided them with cues about how well they are learning. Therefore the program succeeded in enhancing self-efficacy when they perceived they are performing well or becoming more skillful. Those meetings were aimed to deal with slow progress that doesn't necessarily reduce self-efficacy if learners believe they can perform better by expending more effort or using more effective strategies.

In the **fifth meeting** we focused on **setting goals and activities**. We started by explaining why “goals setting” is important, we explained for the students that:

The most important purposes of goal-setting are:

1. Goals guide and direct behavior.
2. Goals provide clarity.
3. Goals provide challenges and standards.
4. Goals reflect what the goal setters consider important.
5. Goals help improve performance.
6. Goals increase the motivation to achieve.
7. Goals help increase mentees pride and satisfaction in his/her achievements.
8. Goals improve mentees self-confidence.
9. Goals help decrease negative attitude.
10. People who use goal-setting effectively suffer less from stress, are better able to concentrate, show more self-confidence, and seem to feel happier

We adapted the SMART model of goal setting and activities:

<b>S-Specific</b>	A goal of graduating from high school is too general. Specify how this will be accomplished. (Study more in order to receive better grades.)
<b>M-Measurable</b>	Establish criteria for how a goal is to be achieved. Measurable does not refer to a timeline; it means determining a way to measure the mentee's success in completing the long-range goal.
<b>A-Action-oriented</b>	Be proactive in taking action that will result in reaching the desired goal.
<b>R-Realistic</b>	Strive for attainable goals, considering the resources and constraints relative to the situation.
<b>T-Timely</b>	Allow reasonable time to complete each goal, but not so much time the mentee loses focus or motivation.

[Adapted from Discovery Focus on Your Values and Accomplish Your Goals. Franklin Quest, 1996]

Accordingly, we organized a number of activities such as deciding / numbering/ discussing the most valuable decisions for the student (such as Going to college, Finding a job right out of high school, Finishing high school, Having a car is important, Living in a clean, safe area... etc.).

In the **sixth meeting** we focused on **information processing**. Until recently, memory has been compared to a computer and defined by an information-processing model in which information goes through three discrete stages: encoding, storage, and retrieval. Additionally, E. Kessler [24] posited that information goes through three stages: sensory, short-term memory, and long-term memory. We adapted activities from the work Memory (A Five-Day Unit Lesson Plan for High School Psychology Teachers). Some activities suggested in the book can be applicable to the academic and personal spheres of student's daily lives, as they can enhance their abilities to study and learn in general. We used the materials to present research on the accuracy of memories, how memories can change, implications for eyewitness testimony, and more. We focused on the set of systems that allow students to encode, store, and retrieve information. We presented students with exercises and activities which provide a deeper understanding of specific topics and generate long-term retention of concepts, while directly applying the concepts in the activity. Examples of the activities we have chosen are "Pervasive Role of Memory in Everyday Life", "How to Study Actively", "Constructive Memory/Schemas: The Rumor Chain" and more [57].

In the **seventh meeting** we focused on **situational influences**. We know that teachers have very little control over individual interest. What teachers do have control over is situational interest, since this type of interest is linked to the learning environment. If teachers understand what stimulates situational interest, then they can play a more active role in the development of students' academic

interest. Situational interest can be enhanced through the modification of certain aspects of the learning environment and contextual factors such as teaching strategies, task presentation, and structuring of learning experiences. Moreover, students need to be actively engaged in the learning process in order to make meaning of their learning experiences. To that meeting we invited teachers and curriculum developers. We distributed a survey to the participants. We used the Situational Motivation Scale (SIMS). Students had to rate the importance of each statement relative to their motives to engage in any learning activity. We changed the original question of the scale which was: “Why are you currently engaged in today’s activity?” to “ Why are you usually engaged in any school activity?”. The teachers and curriculum developers had to relate to the same statements but regarding pupils:” Why do you think, pupils are usually engaged in any school activity? “. They responded on 7-point Likert-type scale, ranging from 1 = strongly disagree to 7 = strongly agree. Items from the SIMS included:

- (a) because I think that this activity is interesting;
- (b) because I am doing it for my own good;
- (c) because I am supposed to do it; and
- (d) there may be a good reason to do this activity, but personally I don’t see any.

Then we held a discussion on the issue.

**Meeting 8-9: Increasing occupational aspirations.** These meetings were aimed to increase occupational aspirations of students and especially teach them ways to succeed in business development. We taught them how to think about innovations, how to build a business plan, how to recruit people to their idea, and how to get money and invest it in smart ways. Students felt much more capable to start a new business after these meeting. One of them even said: "I feel so inspired; I have never thought I could start a business of my own".

In the **eight meeting** we focused **on building a business plan and recruiting people** to their idea. Students at any level of education can use the concept of preparing a business plan as a method of exploring all kinds of ideas for starting a business. It is merely a series of questions that lead them to think about the requirements and the possibilities of any kind of business. To this meeting we invited R. Obied, the manager of the international educational center IZIENG, a lawyer, patentee, educator, journalist, intellectualist, computerist, coacher and more ( [www.izieng.com](http://www.izieng.com)). He has a long experience in patents and building a business plans we have invited him to give them new directions in life.

Dr. R. Obied has opened their eyes to new horizons which they can shatter and enter. He explored with them a new field for the Arab community in Israel, patents and inventions, his lecture has given them inspiration and new hope, they can think “out of the box”, they don’t have to worry that if they learned the available subject in college or the university they may not find a job. We could see how interested they were in this subject. Then, he told the students his story and explained the steps and importance of building a business plan. He explained to them that the business plan is a tool designed to help them find and explore opportunities. It also provides them with a way to analyze potential opportunities continuously. A business plan is personal and should never be "canned" or prepared professionally by others. No one knows them or their ideas better than they do. It is the process of seeking the answers to important questions about their enterprise that are important as they try to realize the dream of owning their own business.

Then, the students were given a list of questions which they had to answer. The students could use the questions to make decision about a business idea of their choice and to write answers. Examples of the questions were: (1) Can you describe the business in only one paragraph, please?, (2) What is your product, or service?, (3) Who will buy/ use it?, (4) Where should you locate the business?, (5) How can you attract customers?... and so on.

In the **ninth meeting** we focused on how to **get money and invest it in smart ways** . If pupils develop good financial skills from an early age, they'll be ready for the financial challenges of adulthood. Giving them a good foundation and teaching them about money matters is critical for their personal development. Showing them the basics such as how to budget, spend and save will establish good money habits for life. First we had discussions about the meaning and importance of budget to give them the big picture about costs and spending. Then we showed them some videos that explained the importance of having a budget. Then we had the “budget planner activity”. Each of them had to plan his life for a week using a certain amount of money. At the end we gave them some ideas that can help them manage their budget such as : Shopping lists , Research purchases , Shopping safe online, Needs vs. wants , critical look at ads and so on.

**Meeting 10: Summary.** In this meeting, we decided to give them more psychological support, we invited Dr. R. Obied again and, this time, he gave them a lecture about “ How to be a leader?”. During this meeting, he gave them ways how to take their life into their hands. He also gave them communication skills such as how to express themselves, how to organize their thoughts, how to be assertive and the most important thing how to believe in themselves.

Then, we summarized the program and asked them for future plane. Most students who participated described feelings of higher competence and strong will to participate in school, as well as starting a business right after school.

Below we expose data analysis procedures, presented together with results by goals order. The level of significance for all data analysis procedures was 5%.

### **Goal 1. Intervention will enhance student's engagement to school.**

In order to examine the efficacy of the intervention to enhance student's engagement to school, a MANOVA test was conducted, as seen in the following table.

Table 3.21 Statistic differences regarding student's engagement to school

group		Mean	SD	N
Cognitive Engagement	Control	2.637	0.568	55
	Intervention	2.836	0.620	53
	Total	2.735	0.600	108
Psychological Engagement	control	2.606	0.514	55
	intervention	2.911	0.623	53
	Total	2.756	0.587	108

As seen in this table, it was found that students in the intervention group had higher cognitive engagement ( $M=2.83$ ,  $SD=0.62$ ) unlike those in the control group ( $M=2.63$ ,  $SD=0.56$ ) ( $F(1,106)=3.010$ ,  $p<.05$ ). In addition, students in the intervention group had higher psychological engagement ( $M=2.91$ ,  $SD=0.62$ ) in comparison to the students in the control group ( $M=2.60$ ,  $SD=0.51$ ) ( $F(1,106)=7.702$ ,  $p<.01$ ). The first goal was confirmed, as the intervention program succeeded in enhancing students' engagement to school.

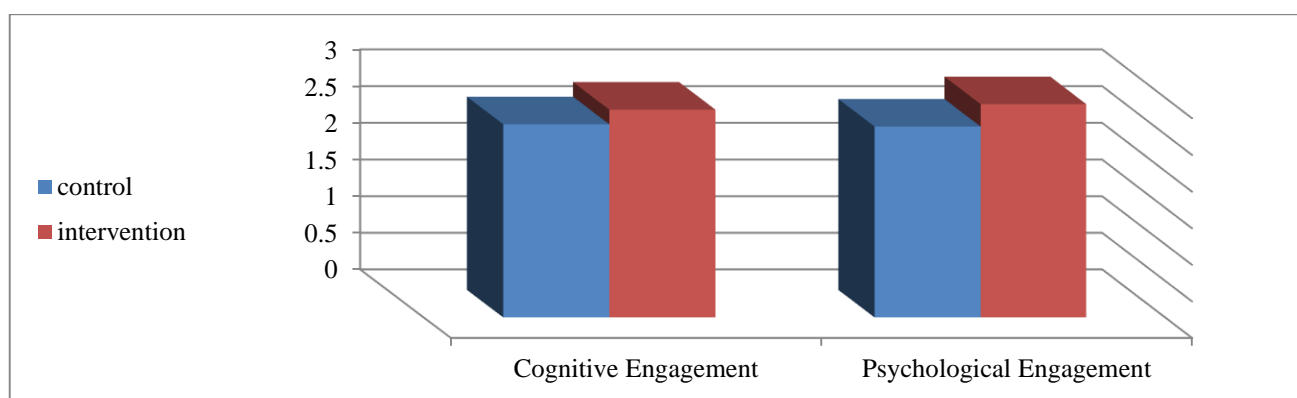


Figure 3.5. Comparison between intervention and control groups in engagement to school

**Goal 2. Intervention will increase students' educational aspects regarding school, such as learning motivation, learning self- efficacy and also sense of belonging to school.**

In order to examine the efficacy of the intervention to enhance student's educational aspects, a MANOVA test was conducted, as seen in the following table.

Table 3.22. Statistic differences regarding student's educational aspects

Indicators	Group	Mean	SD	N
Internal motivation	control	2.173	0.598	55
	intervention	2.660	0.659	53
	Total	2.616	0.627	108
External Motivation	control	3.166	0.475	55
	intervention	3.817	0.531	53
	Total	3.741	0.507	108
Self Efficacy	control	3.084	0.465	55
	intervention	4.895	0.467	53
	Total	4.090	0.464	108
Class Belonging	control	3.942	0.439	55
	intervention	4.891	0.576	53
	Total	4.016	0.514	108
School Belonging	control	3.119	0.836	55
	intervention	3.608	0.554	53
	Total	3.563	0.705	108

Concerning internal motivation, it was found that students in the intervention group had higher internal motivation ( $M=2.66$ ,  $SD=0.65$ ) in comparison with the students in the control group ( $M=2.17$ ,  $SD=0.59$ ) ( $F(1,103)=3.498$ ,  $p<.05$ ). In addition, regarding external motivation, students in the intervention group had higher external motivation ( $M=3.81$ ,  $SD=0.53$ ) compared to students in the control group ( $M=3.16$ ,  $SD=0.47$ ) ( $F(1,193)=5.235$ ,  $p<.05$ ).

As for learning self-efficacy, students in the intervention group had higher self-efficacy ( $M=4.89$ ,  $SD=0.46$ ) in comparison with students in the control group ( $M=3.08$ ,  $SD=0.46$ ) ( $F(1,103)=4.112$ ,  $p<.05$ ).

Class belonging was stronger in the case of the students in the intervention group ( $M=4.89$ ,  $SD=0.57$ ) in comparison with the students in the control group ( $M=3.94$ ,  $SD=0.43$ ) ( $F(1,103)=7.13$ ,  $p<.05$ ).

Regarding school belonging, students in the intervention group felt more belonging to school ( $M=3.56$ ,  $SD=0.70$ ) than students in the control group ( $M=3.11$ ,  $SD=0.83$ ) ( $F(1,103)=4.72$ ,  $p<.05$ ).

The second goal was confirmed, as intervention program succeeded in increasing educational aspects of students in regard to school, such as learning motivation, learning self efficacy and also sense of belonging to school.

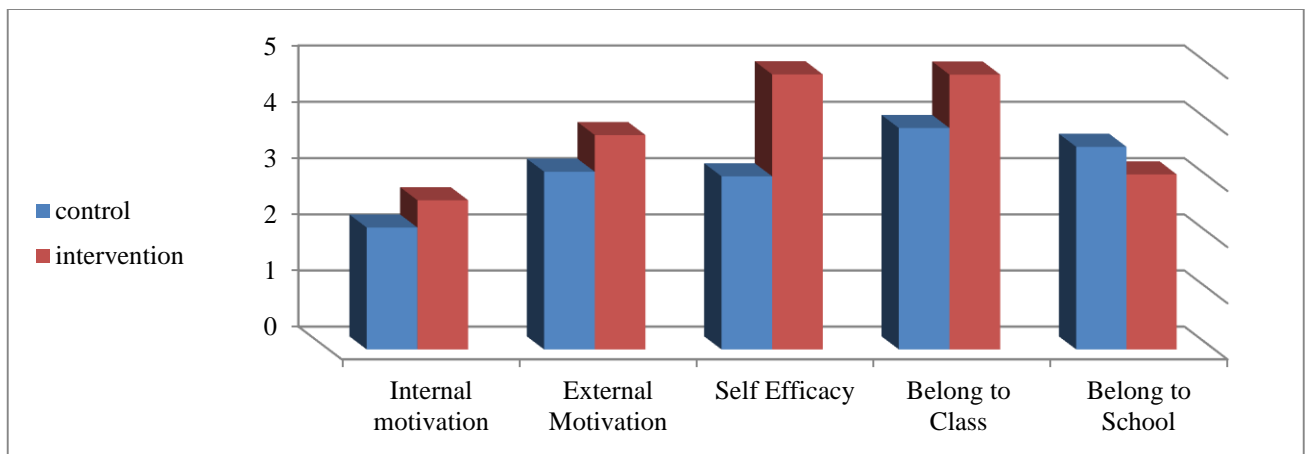


Figure 3.6. Values of school performance indicators before and after intervention

### **Goal 3. Reduce risk factors such as discipline problems and involvement in violence.**

In order to examine the efficacy of the intervention to reduce student's discipline problems and involvement in violence, an ANOVA test was conducted. In this analysis, no difference was indicated in violence involvement between the control group ( $M=2.89$ ,  $SD=0.44$ ) and the intervention group ( $M=2.81$ ,  $SD=0.61$ ). It seems that in both groups, a moderate level of violence was indicated with no difference between them. The conclusion from this analysis is that the intervention didn't influence violence reduction or discipline problems. The third goal was not confirmed.



#### Goal 4. Increase future normative motivations such as occupational aspirations.

In order to examine the efficacy of the intervention to increase student's occupational aspirations, an ANOVA test was conducted. In this analysis, it was found that students in the intervention group had higher occupational aspirations ( $M=5.64$ ,  $SD=1.04$ ) in comparison with students in the control group ( $M=4.087$ ,  $SD=0.90$ ) ( $F(1,101)=6.179$ ,  $p<.01$ )

The fourth goal was confirmed, as intervention program succeeded in increasing students' occupational

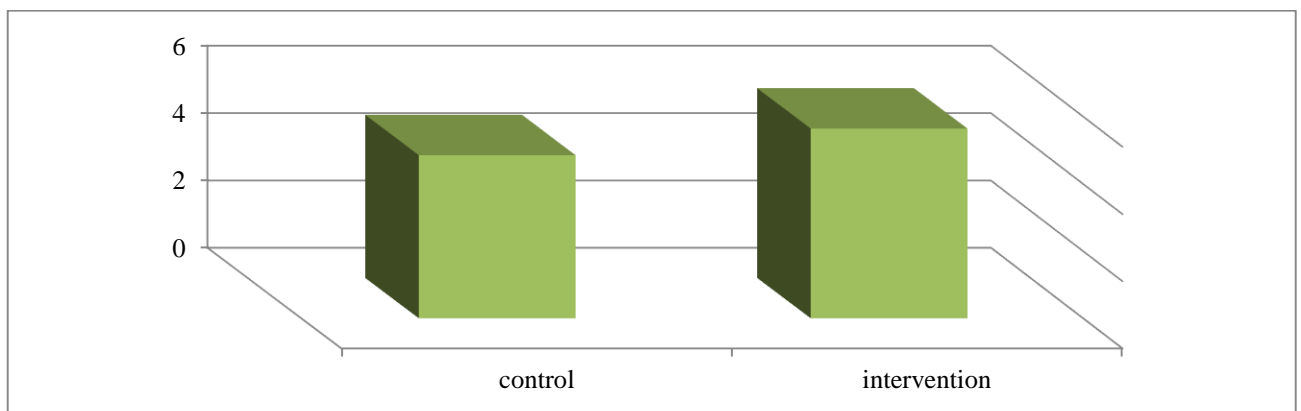


Figure 3.7. Comparison between the occupational aspirations of intervention and control groups

The statistic analysis of the repeated questionnaires results allowed the identification of some significant differences between key performance indicators of the intervention group and those of the control group before and after the implementation of the Management Methodology Model for preventing school dropout. The intervention also contributed to the improvement of the key performance indicators of the students from the intervention 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.

Below we expose the values of key performance indicators of both groups before and after the intervention.

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.

Table 3.23. 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)	
	Intervention group	Control group	Intervention group	Control group
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 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:

(1) in enhancing both cognitive and psychological engagement to school of students at risk of dropping out;

(2) in increasing educational aspects of students as related to school - learning motivation, learning self-efficacy and also sense of belonging to school;

(3) 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 dropping out 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.

### 3.3. Conclusions on chapter 3

1. The aspects of the experimental research pursued the prevention of dropping out from high school among the students of Israeli Arab society through the valuation of a *Management Methodology System* elaborated on the basis of ascertaining experiment results.

2. The data provided by ascertaining experiment showed the correlation existing between dropping out factors and helped us decide about those factors that could be influenced through a pedagogic experiment and consequently prevent school dropping out. It was concluded that engagement to school, motivation, self-efficacy, belonging, occupational aspirations and behavior have a significant impact over dropping and they can be exposed to a formative intervention. Further in the research they are called pupils' performance indicators.

3. The evaluation of pupils' performance indicators level in both groups showed the necessity of an intervention that could improve them and served as a criterion in elaborating the formative program, in choosing the issues addressed during the intervention, and subsequently in elaborating and adapting the educational forms, strategies and methods with a formative perspective.

4. The efficacy of the formative program, activities and methods aimed at preventing school dropping out depends on the degree of involvement of the educational factors concerned: family, school, community and the students themselves. The relationships established among the different components of the Management Methodology System proposed positively influenced the intervention and the formative process as a whole.

5. All activities within the intervention program 'School is a chance to succeed', the partnership school- family-local community had as a result the melioration of pupils' performance indicators, whose low value represents a certain way to drop out from school.

6. The actions stipulated by the Management Methodology System and the issues addressed during the intervention program stages: 1.Promoting 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, had as a result the following important phenomena: - students awareness of school dropping out outcomes; - improvement of at risk students' performance indicators; - the decrease of high school dropping out cases.

## 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 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. Dropping out 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 a 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 capitalization of 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 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;
  - Implementing 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.

### **SUGGESTIONS FOR FURTHER RESEARCH**

In addition to families and schools which could affect dropouts, communities and peer groups can also influence students' withdrawal from school. There is at least some empirical evidence that differences in neighborhood characteristics can help explain differences in dropout rates among communities apart from the influence of families. There is a threshold or tipping point on the quality of neighborhoods that results in particularly high dropout rates in the lowest quality neighborhoods. The odds of boys dropping out of school increased substantially as the neighborhood poverty rate increased. In order to settle these puzzling results, it is recommended that future studies would test the associations between peer relationships and neighborhood climate on dropout rates.

In addition, the current study examined mainly Arab schools. It is important to test factors which influence dropout rates in other minorities such as the Bedouin or Druz minorities. Similar to the Arab sector, the awareness for protective factors against potential dropouts in these minorities is relatively low, the financial resources allocated for this issue being also a problem. Therefore researches that could shed light on developing dropout prevention programs are essential.

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## APPENDIX 1. Population characteristics

Table 1.1. Students' background variables

	% N
<b>Gender</b>	
Male	45.4%
Female	54.6%
<b>Age Group</b>	
17 years old	50.1%
18 years old	49.9%
<b>Religion</b>	
Muslim	84.3%
Christian	9.6%
Druze	6.1%
<b>Religiosity</b>	
Religious	42.6%
Traditional	13.0%
Secular	28.8%
Non-Muslim	15.7%
<b>Number of rooms in house</b>	
1	1.6%
2	13.3%
3	26.7%
4	34.1%
5	20.3%
6+	4.0%
<b>Number of Siblings living in house</b>	
0	11.0%
1	10.1%
2	14.2%
3	16.2%
4	18.4%
5	9.1%
6	10.7%
7	10.2%
<b>Parents living together</b>	
No	11.5%
Yes	88.5%
<b>Father's education</b>	
Elementary	13.8%
High school	30.9%
Professional	27.4%
B.A.	18.7%
M.A. or higher	9.3%
<b>Mother's education</b>	
Elementary	24.3%
High school	56.6%
Professional	6.2%
B.A.	9.3%
M.A. or higher	3.5%

Table 1.2 Cronbach's Alpha results

Questionnaire	Reliability
School surroundings - Students	0.785
Social atmosphere - Students	0.829
Emotional atmosphere - Students	0.857
Educational environment - Students	0.758
Students behavior - Students	0.777
Managements and teachers - Students	0.734
Educational factor - Students	0.740
Family factor - Students	0.800
Organizational factor - Students	0.785
School surroundings - Teachers	0.790
Social atmosphere - Teachers	0.842
Emotional atmosphere - Students	0.842
Educational environment - Teachers	0.819
Students behavior - Teachers	0.822
Managements and teachers - Teachers	0.838
Educational factor - Teachers	0.733
Family factor - Teachers	0.846
Organizational factor - Teachers	0.780
Identifying children at risk	0.740
School role in reducing dropout rate	0.743
Family role in reducing dropout rate	0.878
Municipality role in reducing dropout rate	0.824



Table 1.3. Background variables of staff members

	%N
<b>Gender</b>	
Male	33.6%
Female	66.4%
<b>Age Group</b>	
18-22	6.2%
22-26	14.4%
26-30	16.3%
30-34	16.2%
34+	46.9%
<b>Familial status</b>	
Single	22.9%
Engaged	14.2%
Married	43.8%
Divorced	14.4%
Widowed	4.6%
<b>Seniority</b>	
1-9	47.0%
10-12	23.0%
13-16	15.5%
16+	14.4%
<b>Education</b>	
High School	1.8%
Professional	0.8%
B.A.	81.6%
M.A.	14.7%
Phd. or higher	1.1%
<b>Position</b>	
Manager	4.5%
Teacher	90.9%
Informal	4.6%
<b>Specialization</b>	
Managerial	4.5%
Literature	15.7%
Science	7.7%
Computers and communication	9.4%
Sociology	13.0%
Professional	32.3%
Physical education	12.8%
Informal	4.6%

Table 1.4. Students' demographic characteristics are shown in the following table:

Variables of students	%N
<b>Gender</b>	
Male	57.3%
Female	42.7%
<b>Age Group</b>	
17 years old	21.8%
18 years old	78.2%
<b>Religion</b>	
Muslim	15.5%
Christian	64.5%
Druze	20%
<b>Religiosity</b>	
Secular	9.3%
Traditional	28.7%
Religious	37%
Very religious	25%
<b>Number of rooms in house</b>	
2	56.6%
3	17%
4	18%
5	5.7%
6	2.8%
<b>Number of Siblings living in house</b>	
1	18.7%
2	31.8%
3	25.2%
4	15%
5	9.3%
<b>Parents living together</b>	
No	14.5%
Yes	85.5%
<b>Father's education</b>	
Elementary	5.7%
High school	17.1%
Professional	25.7%
B.A.	41%
M.A. or higher	10.5%
<b>Mother's education</b>	
Elementary	18.7%
High school	31.8%
Professional	25.2%
B.A.	15%
M.A. or higher	9.1%

## **Appendix 2. Students' questionnaire**

### **Management methodology for preventing school drop out in high schools of Israel, Arab society.**

Hello Ladies and Gentlemen,

Dear participant, I am conducting this questionnaire to fulfill my research project in the frame of Ph.D. program. I'm investigating Management methodology for preventing school drop out in high schools of Israel, Arab society.

The questionnaire is anonymous; Details and information about the respondents of this questionnaire will remain confidential. The information gathered from this questionnaire will only be of statistical uses in the Research Project. The information it contains is not disclosed to third parties under any circumstances, in neither the present nor the future.

There is no need to specify the name or any personal identifying information. Your answers will be stored anonymously, your name will not appear in any way, and identity repository is irrelevant data analysis.

The questionnaire is written by masculine tongue just for convenience only, and if you feel discomfort while completing the questionnaire, you may stop at any time.

This study is a part of my study graduate duties and does not represent my university - Tiraspol State University

I would appreciate it if you agree to participate in my study.

***Murad Tariq***- PhD student, Tiraspol State University, Carmel College

***ID 059403220***

Dear participant, the questionnaire is divided into two sections: Section 1 and section 2.

Please answer the questions with maximum honesty

**Section 1: General information**

*The purpose of this section is to obtain some general information about you and your educational experiences.*

**1. What is your gender?**

a) Male

b)Female

**2. How old are you?**

a) 16      b) 17      c) 18      d) more than 18

**3. What is your specialty at school? (If there are more than one subject, choose the most important subject)**

a) Humanities (literature)   b) Mathematics and Sciences   c) Computer and communication   d)  
Sociology   e) Sports

## Section 2: Satisfaction with school climate

The questions in this chapter correspond with your level of satisfaction with the school climate.  
(divided from A-F)

There are no right or wrong answers. Please read each of the items or statements carefully and use the appropriate scales from each group of items to record your answers.

### A- School Physical Environment

1) Please select the response that best describes your agreement or disagreement with the following statements regarding the school physical environment.

☺ *Kindly circle the appropriate number!*

Physical Environment	not agree at all	slightly agree	0	agree	strongly agree	completely agree
1- My school building is in good condition.	1	2	3	4	5	6
2- School building contains over number of pupils.	1	2	3	4	5	6
3- pupils are, and feel, safe and comfortable everywhere on school property	1	2	3	4	5	6
4- Classrooms and grounds are clean and well-maintained	1	2	3	4	5	6
5- The principal keeps the school focused on academic achievement.	1	2	3	4	5	6
6- The school facilities (chairs, boards, desks ...) are in a good condition.	1	2	3	4	5	6

## B- School Social Environment

Please select the response that best describes your agreement or disagreement with the following statements regarding the school social environment.

☺ *Kindly circle the appropriate number!*

School Social Environment	not agree at all	slightly agree	0	agree	strongly agree	completely agree
1. Pupils have the chance to be involved in decision making	1	2	3	4	5	6
2. Pupils are treated fairly by the teachers in the school	1	2	3	4	5	6
3. The school is a caring and nurturing place	1	2	3	4	5	6
4. Pupils feel welcomed at the school	1	2	3	4	5	6
5. The communication between the school principal and the teachers is excellent	1	2	3	4	5	6
6. The communication between the school principal and pupils is excellent	1	2	3	4	5	6

## C. The Affective Environment

Please select the response that best describes your agreement or disagreement with the following statements regarding the school affective environment.

☺ *Kindly circle the appropriate number!*

Affective Environment	not agree at all	slightly agree	0	agree	strongly agree	completely agree
1. The school is open to diversity and welcoming to all cultures.	1	2	3	4	5	6
2. Pupils feel that they are contributing to the success of the school.	1	2	3	4	5	6
3. There is a constant communication between the school staff and the parents	1	2	3	4	5	6
4. The staff members cooperate with the parents to prevent problems / conflicts	1	2	3	4	5	6

#### D. Academic Environment

Please select the response that best describes your agreement or disagreement with the following statements regarding the school academic environment.

☺ *Kindly circle the appropriate number!*

Academic Environment	not agree at all	slightly agree	0	agree	strongly agree	completely agree
1. All levels of intelligence and abilities are respected	1	2	3	4	5	6
2. Pupils' achievements and performance are rewarded and praised.	1	2	3	4	5	6
3. The school library has up-to-date resource materials.	1	2	3	4	5	6
4. The classes are often interrupted.	1	2	3	4	5	6
5. The class schedule is convenient and interesting.	1	2	3	4	5	6

#### E. The Pupils' population

Please select the response that best describes your agreement or disagreement with the following statements regarding the school pupils' population.

☺ *Kindly circle the appropriate number!*

Most pupils in my school	not agree at all	slightly agree	0	agree	strongly agree	completely agree
1. treat each other well.	1	2	3	4	5	6
2. have opportunities to express themselves at school.	1	2	3	4	5	6
3. Have feeling of belonging to the school.	1	2	3	4	5	6
4. They get professional guidance	1	2	3	4	5	6
5. Parents are being reported about their children situation	1	2	3	4	5	6
6. There is cooperation with parents to help their children in time of need	1	2	3	4	5	6

## F. The administration and the teachers in school:

Please select the response that best describes your agreement or disagreement with the following statements regarding the school teachers.

☺ *Kindly circle the appropriate number!*

The school teachers...	not agree at all	slightly agree	0	agree	strongly agree	completely agree
1. Teachers are confident and knowledgeable.	1	2	3	4	5	6
2. Are sensitive to the pupils' problems and difficulties.	1	2	3	4	5	6
3. Treat pupils with respect.	1	2	3	4	5	6
4. Manage the classroom effectively.	1	2	3	4	5	6

## Section 3: Dropout phenomenon

*The questions in this chapter correspond with your level the dropout phenomenon.*

*There are no right or wrong answers. Please read each of the items or statements carefully and use the appropriate scales from each group of items to record your answers.*

Dropout factors: (divided into four parts 1-4)

☺ *Kindly circle the appropriate number!*

Which of the following academic factors do pupils experience?

1) Academic Factors	Never	Not often	Often	Very often
1. They dislike the teachers.	1	2	3	4
2. They don't trust their teachers	1	2	3	4
3. They don't trust the school administration	1	2	3	4
4. The material is difficult	1	2	3	4
5. They dislike subject (s).	1	2	3	4
6. They feel that they don't need the school in the future	1	2	3	4



<b>2) Family Factors</b>	<b>Never</b>	<b>Not often</b>	<b>Often</b>	<b>Very often</b>
1. They are not motivated by their parents.	1	2	3	4
2. They do not have proper study facilities at home	1	2	3	4
3. They experience domestic troubles at home.	1	2	3	4
4. Parents don't trust the school.	1	2	3	4

<b>3) Institutional Factors</b>	<b>Never</b>	<b>Not often</b>	<b>Often</b>	<b>Very often</b>
1. Pupils are usually suspended.	1	2	3	4
2. Overcrowded classes.	1	2	3	4
3. Pupils are absent from school	1	2	3	4
4. The school offers reinforcement class.	1	2	3	4
5. The school turns pupils at risk of leaving school to the school counselor.	1	2	3	4

*I am thankful for your cooperation 😊*

**Murad Tariq- PhD student**

### **Appendix 3. Functionaries' questionnaire**

A questionnaire

Management methodology for preventing school drop out in high schools of Israel, Arab society.

Hello Ladies and Gentlemen,

Dear participant, I am conducting this questionnaire to fulfill my research project in the frame of Ph.D. program. I'm investigating Management methodology for preventing school drop out in high schools of Israel, Arab society.

The questionnaire is anonymous; Details and information about the respondents of this questionnaire will remain confidential. The information gathered from this questionnaire will only be of statistical uses in the Research Project. The information it contains is not disclosed to third parties under any circumstances, in neither the present nor the future.

There is no need to specify the name or any personal identifying information. Your answers will be stored anonymously, your name will not appear in any way, and identity repository is irrelevant data analysis.

The questionnaire is written by masculine tongue just for convenience only, and if you feel discomfort while completing the questionnaire, you may stop at any time.

This study is a part of my study graduate duties and does not represent my university - Tiraspol State University

I would appreciate it if you agree to participate in my study.

***Murad Tariq***- PhD student, Tiraspol State University, Carmel College

***ID 059403220***

Dear participant, the questionnaire is divided into two sections: Section 1 and section 2.

Please answer the questions with maximum honesty

### **Section 1: General information**

*The purpose of this section is to obtain some general information about you and your educational experiences.*

#### **1. What is your gender?**

b) Male

b)Female

#### **2. How old are you?**

a) 18-22

b) 22-26

c) 26-30

d) 30-34

e) more than 32

#### **3. Marital Status:**

a) Single

b) Married

c) Divorced

d) Widow

e) Undisclosed

#### **4. In total, how many years have you been in the field of education?**

a) 1 to 9

b) 9 to 12

c) 12 to 16

d) Over 16 years

#### **5. What is your higher education?**

a) non

b) Diploma

c) BA or B.Sc.

d) MA or M.Sc.

e) PhD or more

#### **6. What is your position in the educational system?**

a) Student in a collage or a university

b) Supervisor /manager /Curriculum Developer / coordinator

c) Teacher

d) Educational Activities Official

#### **7. What is the subject you are responsible for in the school? (If you are responsible for more than one subject, choose the subject you do most often or have more experience in)**

a) Administrative and Management

b) Humanities

c) Mathematics and Sciences

d) Computer and communication

e) Sociology

f) Sports and Athletics

g)

Educational Activities

## Section 2: Satisfaction with school climate

*The questions in this chapter correspond with your level of satisfaction with the school climate.*

*There are no right or wrong answers. Please read each of the items or statements carefully and use the appropriate scales from each group of items to record your answers.*

## G. Physical Environment (divided into two parts 1+2)

**2) Please select the response that best describes your agreement or disagreement with the following statements regarding the school physical environment.**

**1 = not agree at all**                      **2 = slightly agree**                      **3 = 0**

**4 = agree**                      **5 = strongly agree**                      **6= completely agree**

☺ *Kindly circle the appropriate number!*

The Physical Environment						
1. My school building is in good condition.	1	2	3	4	5	6
2. School building contains over number of pupils.	1	2	3	4	5	6
3. pupils are, and feel, safe and comfortable everywhere on school property	1	2	3	4	5	6
4. Classrooms and grounds are clean and well-maintained	1	2	3	4	5	6
5. The school is safe	1	2	3	4	5	6
6. The pupils keep the school's properties	1	2	3	4	5	6
7. The school facilities ( chairs, boards, desks ...) are in a good condition	1	2	3	4	5	6
8. The school rest rooms are maintained properly.	1	2	3	4	5	6

## H. School Social Environment

Please select the response that best describes your agreement or disagreement with the following statements regarding the school social environment.

<b>1 = not agree at all</b>	<b>2 = slightly agree</b>	<b>3 = 0</b>	<b>4 =</b>
<b>agree</b>	<b>5 = strongly agree</b>	<b>6= completely agree</b>	

☺ *Kindly circle the appropriate number!*

1. Parents and teachers are partners in the educational process.	1	2	3	4	5	6
2. Staff is open to suggestions	1	2	3	4	5	6
3. Pupils have the chance to be involved in decision making	1	2	3	4	5	6
4. Pupils are treated fairly by the teachers in the school	1	2	3	4	5	6
5. The school is a caring and nurturing place	1	2	3	4	5	6
6. Pupils feel welcomed at the school	1	2	3	4	5	6
7. The communication between the school principal and the teachers is excellent	1	2	3	4	5	6
8. The teachers manage the classroom effectively	1	2	3	4	5	6
9. The teachers are sensitive to my pupils' individual learning styles	1	2	3	4	5	6
10. The communication between the school principal and pupils is excellent	1	2	3	4	5	6

## I. Affective Environment

Please select the response that best describes your agreement or disagreement with the following statements regarding the school affective environment.

<b>1 = not agree at all</b>	<b>2 = slightly agree</b>	<b>3 = 0</b>	<b>4 = agree</b>
<b>5 = strongly agree</b>	<b>6= completely agree</b>		

☺ *Kindly circle the appropriate number!*

1. Pupils trust teachers and staff.	1	2	3	4	5	6
2. The school is open to diversity and welcoming to all cultures.	1	2	3	4	5	6
3. There is a mutual respect between teachers, staff, and pupils	1	2	3	4	5	6
4. Teachers, staff and pupils feel that they are contributing to the success of the school.	1	2	3	4	5	6
5. Parents perceive the school as warm, inviting and helpful.	1	2	3	4	5	6
6. The communications skills among the school staff is excellent.	1	2	3	4	5	6

7. There is a constant communications between the school staff and the parents.	1	2	3	4	5	6
8. The staff members are ready to solve problems /conflicts	1	2	3	4	5	6
9. The staff members cooperate with the parents to prevent problems	1	2	3	4	5	6
10. The staff members cooperate with the parents to solve problems	1	2	3	4	5	6

## J. Academic Environment

Please select the response that best describes your agreement or disagreement with the following statements regarding the school academic environment.

1 = not agree at all                      2 = slightly agree                      3 = 0                      4 =  
agree                      5 = strongly agree                      6= completely agree

☺ *Kindly circle the appropriate number!*

<b>Academic Environment</b>						
1. All levels of intelligence and abilities are respected						
2. Progress is monitored regularly.	1	2	3	4	5	6
3. Results of evaluations are promptly communicated to pupils and parents.	1	2	3	4	5	6
4. Pupils' achievements and performance are rewarded and praised.	1	2	3	4	5	6
5. Teachers' achievements and performance are rewarded and praised						
6. I am satisfied with the variety of courses this school offers.	1	2	3	4	5	6
7. The school library has up-to-date resource materials.	1	2	3	4	5	6
8. The classes are often interrupted.	1	2	3	4	5	6
9. The class schedule is convenient	1	2	3	4	5	6

## K. The Pupils population

Please select the response that best describes your agreement or disagreement with the following statements regarding the school pupils' population.

**1 = not agree at all**                      **2 = slightly agree**                      **3 =0**

**4 = agree**                      **5 = strongly agree**                      **6= completely agree**

☺ *Kindly circle the appropriate number!*

Most pupils in my school	1	2	3	4	5	6
1. treat each other well.	1	2	3	4	5	6
2. have opportunities to express themselves at school.	1	2	3	4	5	6
3. Are given opportunities to work and learn independently	1	2	3	4	5	6
4. Have feeling of belonging to the school.	1	2	3	4	5	6
5. They get occupational guide	1	2	3	4	5	6
6. Parents are being reported about their children situation	1	2	3	4	5	6
7. There is cooperation with parents to help their children in time of need	1	2	3	4	5	6

### **L. The administration and the teachers in school:**

**Please select the response that best describes your agreement or disagreement with the following statements regarding the school teachers.**

**1 = not agree at all**                      **2 = slightly agree**                      **3 = 0**

**4 = agree**                      **5 = strongly agree**                      **6= completely agree**

☺ *Kindly circle the appropriate number!*

### **Section 3: Dropout phenomenon**

*The questions in this chapter correspond with your level the dropout phenomenon.*

*There are no right or wrong answers. Please read each of the items or statements carefully and use the appropriate scales from each group of items to record your answers.*

**A- Dropout factors: (divided into four parts 1-4)**

☺ *Kindly circle the appropriate number!*

**1 = Never          2 = Not often          3= Often          4 = Very often**

Which of the following academic factors do pupils experience?

<b>4) Academic Factors</b>				
1. They dislike the teachers.	1	2	3	4
2. They don't trust their teachers	1	2	3	4
3. They don't trust the school administration	1	2	3	4
4. There are no teachers they can talk to about their academic problems	1	2	3	4
5. The material is difficult	1	2	3	4
6. The material far from them	1	2	3	4
7. They don't benefit from the material they learn	1	2	3	4
8. They dislike subject (s).	1	2	3	4
9. They feel that they don't need the school in the future	1	2	3	4
10. They feel that they don't need the school financially	1	2	3	4
<b>Family Factors</b>				
11. Parents don't have confidence in their children.	1	2	3	4
12. They are not motivated by their parents.	1	2	3	4
13. They do not have proper study facilities at home	1	2	3	4
14. They experience domestic troubles at home.	1	2	3	4
15. don't have confidence in the school and its staff	1	2	3	4
<b>Institutional Factors</b>				
16. Pupils are usually suspended.	1	2	3	4
17. Overcrowded classes.	1	2	3	4
18. Pupils feel that tutors unfair evaluation of their assignments.	1	2	3	4
19. Pupils do not agree with school rules	1	2	3	4



20. Pupils are absent from school	1	2	3	4
21. The school offers reinforcement class.	1	2	3	4
22. The school turns pupils at risk of leaving school to the school councilor	1	2	3	4
23. The school turns pupils at risk of dropout to the school councilor	1	2	3	4
24. The school offers encouragement for pupils to promote attendance	1	2	3	4
25. The school administration encourages parents' involvement.	1	2	3	4

#### **Section 4 : Methodology for school dropout prevention**

*Questions in this chapter are related to the existing methodology to prevent school dropout. (Divided from A to E)*

*There are no right or wrong answers. Please read each of the items or statements carefully and use the appropriate scales from each group of items to record your answers.*

**The availability of programs and services to reduce /prevent the dropout phenomenon in the settlement : (divided into two parts 1 +2)**

- 1) Have /are the following services or programs provided /being provided to address the needs of pupils at risk of school dropout of school in your settlement? (Put a signal (X) in the appropriate place)**

<b>The program / service</b>	<b>Yes</b>	<b>No</b>	<b>Don't know</b>
1 - courses / programs for professional development			
2 - Volunteers from the community			
3 - Child Protective Services			
4 - The agency responsible for community mental health			
5 - social organizations (such as clubs for boys and girls)			
6 - Employment Center			
7 - Center for Crisis Intervention			
8 - Center for Addiction Treatment			
9 - Center for Family Planning			
10 - Government or local agencies which provides financial assistance to needy families			

- 2) To which extent are /were the following factors being used /used in your settlement to identify pupils at risk of dropping out of school? (Put a signal (X) in the appropriate place)**

<b>The factor</b>	<b>not at all</b>	<b>somewhat</b>	<b>don't know</b>	<b>pretty much</b>	<b>very much</b>	<b>Completely</b>
1. Excessive truancy and absenteeism						
2. academic failure						
3. involvement with the criminal justice system						
4. teen pregnancy / childbirth						
5. dealing with materials addiction						
6. learning difficulties						
7. mental health problems						
8. noticeable change in the attitude of the pupil year						
9. noticeable change in the conditions of a pupil's life						
10. frequent change of address						

**3) The role of school in reducing / preventing dropout phenomenon :: (divided into 3 sections: 1+2+3)**

1) To extent does the school administration do the following steps to reduce /prevent the dropout phenomenon among pupils? (Put an (X) in the appropriate place)

<b>The statement</b>	<b>very much</b>	<b>pretty much</b>	<b>don't know</b>	<b>Moderat e extent</b>	<b>some what</b>	<b>not at all</b>
1. The school administration update parents about their children absence						
2. The school administration plans programs to improve the teaching skills of pupils						
3. The school administration provides remedial programs for pupils						
4. The school administration plans remedial programs for pupils with underachievement						
5. The school administration strives to identify pupils at risk of dropping out.						
6. The school administration offers reinforcements for attendance commitment						

7. The school administration provides teacher with the needed educational experience needed to prevent the dropout phenomena						
8. The school administration strives to prevent dropping out						
9. The school administration distributes flyers and brochures on the risks of the dropout phenomena						
10. The school administration honors teachers who deal with the pupils problems						
11. The school administration communicates with the parents with pupils with frequent absences						
12. The school administration hold sessions for the pupils and their parents						
13. The school administration invites officials in the civil institutions to attend the Parents' Council to provide advice and guidance						
14. The school administration asks the parents to visit the school regularly						
15. The school administration keeps parents informed of any strange things about their children						
16. The school administration tries to increase activities and leisure trips						
17. The school administration cares for activity lessons						
18. The school administration holds an open day at school						
19. The school administration give special care for pupils who suffer from physical disabilities						
20. The school administration give special care to make dropouts come back						

**4) The role of the family in reducing/ preventing dropout phenomena:**

**To what extent does the family follow the following steps to prevent / reduce the dropout phenomenon among pupils? (Put a signal (X) in the appropriate place)**

<b>The statement</b>	<b>very much</b>	<b>Pretty much</b>	<b>I don't know</b>	<b>Average</b>	<b>somewhat</b>	<b>Not at all</b>
1 - To encourage and motivate the pupil to complete his studies						
2 - continuous monitoring to their children						
3 - create a suitable family atmosphere by providing appropriate time and place to study at home						
4- help the children overcome their educational problems and difficulties						
5 - Not assigning difficult family missions to their children pupils.						
6 - provide the physical and moral needs of the pupil						
7- Provide an opportunity for pupils to develop a sense of responsibility						
8 - positive attitude towards education						
9- expressing disappointment that their son did not finish his studies						
10 - want their daughter to marry more than help her to finish her study						
11 – keep a constant contact with the school						
12 - visit the school on an ongoing basis						
13 - answering school invitations						
14 - participate in meetings						
15 - ready to volunteer at school						

- 5) **The role of the responsible educational authorities in reducing / preventing dropout phenomenon: To what extent does the responsible educational authorities (Such as: the Ministry of Education or the local council) follow the following steps to prevent / reduce the dropout phenomenon among pupils? (Put a signal (X) in the appropriate place)**

	Not at all	somew hat	I don't know	Pretty much	very much	completely
1. choosing the best qualified individuals for management and education						
2. improving social and economic conditions of teachers						
3. Providing the necessary requirements for the school such as the library, laboratory, teaching aids and stadiums						
4. Modifying the curriculums in proportion to the reality of the Arab sector and aspirations						
5. Work on teacher training and give them scholarships for scientific progress						
6. Concentration visits supervisors for teachers for the purpose of guidance and counseling.						
7. Work on creating reinforcements of creative teachers like the best teacher award						
8. Working on issuing a law prohibiting marriage for girls before finishing high school						
9. Working to increase the number of counselors in every school						
10. Planning a special program for pupils who dropped out in order to return to school						
11. guidance sessions for managers and teachers on the subject of the dropping out						
12. the establishment of a public campaign to fight the phenomenon of dropout						
13. Distributing flyers and brochures to raise the awareness about the dangers of the dropout phenomena						
14. using the media to raise the public awareness to the problem of dropout						
15. building a special unit which takes care of pupils in danger of dropping out						

*I am thankful for your cooperation ☺*

**Murad Tariq- PhD student**

#### Appendix 4. The Student Engagement Instrument (SEI)

✎ Circle the correct answer:

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Don't know</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. My family or guardian(s) are there for me when I need them.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2. After finishing my schoolwork I check it over to see if it's correct.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
3. My teachers are there for me when I need them.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
4. Other students here like me the way I am.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
5. Adults at my school listen to the students.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
6. Other students at school care about me.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
7. Students at my school are there for me when I need them.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
8. My education will create many future opportunities for me.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
9. Most of what is important to know you learn in school.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
10. The school rules are fair.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
11. Going to school after high school is important.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
12. When something good happens at school, my family or guardian(s) want to know about it.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
13. Most teachers at my school are interested in me as a person, not just as a student	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
14. Students here respect what I have to say.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
15. When I do schoolwork I check to see whether I understand what I'm doing.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
16. Overall, my teachers are open and honest with me.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

17. I plan to continue my education following high school.	1	2	3	4	5
18. I'll learn, but only if my teacher gives me a reward.	1	2	3	4	5
19. School is important for achieving my future goals.	1	2	3	4	5
20. When I have problems at school my family or guardian(s) are willing to help me.	1	2	3	4	5
21. Overall, adults at my school treat students fairly.	1	2	3	4	5
22. I enjoy talking to the teachers here.	1	2	3	4	5
23. I enjoy talking to the students here.	1	2	3	4	5
24. I have some friends at school.	1	2	3	4	5
25. When I do well in school it's because I work hard.	1	2	3	4	5
26. The tests in my classes do a good job of measuring what I'm able to do.	1	2	3	4	5
27. I feel safe at school.	1	2	3	4	5
28. I feel like I have a say about what happens to me at school.	1	2	3	4	5
29. My family or guardian(s) want me to keep trying when things are tough at school	1	2	3	4	5
30. I am hopeful about my future.	1	2	3	4	5
31. At my school, teachers care about students.	1	2	3	4	5
32. I'll learn, but only if my family or guardian(s) give me a reward.	1	2	3	4	5
33. Learning is fun because I get better at something.	1	2	3	4	5
34. What I'm learning in my classes will be important in my future.	1	2	3	4	5
35. The grades in my classes do a good job of measuring what I'm able to do.	1	2	3	4	5

Adapted from: Kennedy, P.(2014). Measuring the effects of instructional environment and student engagement on reading achievement for struggling readers in middle school. A dissertation, University of Oregon

### Appendix 5. Harter's scale of intrinsic versus extrinsic motivation

✎ Color the suitable circle:

	Really true for me	Sort of true for me				Sort of true for me	Really true for me
1.	<input type="radio"/>	<input type="radio"/>	Some kids would rather play outdoors in their spare time	<b>BUT</b>	But Other kids would rather watch T.V.	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	Some kids like hamburgers better than hot dogs	<b>BUT</b>	But Other kids like hotdogs better than hamburgers.	<input type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	Some kids like hard work because it's a challenge	<b>BUT</b>	Other kids prefer easy work that they are sure they can do	<input type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>	When some kids don't understand something right away they want the teacher to tell the answer	<b>BUT</b>	Other kids would rather try and figure it out by themselves.	<input type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>	Some kids work on problems to learn how to solve them	<b>BUT</b>	Other kids work on problems because you're supposed to.	<input type="radio"/>	<input type="radio"/>
6.	<input type="radio"/>	<input type="radio"/>	Some kids almost always think that what the teacher says is OK	<b>BUT</b>	Other kids sometimes think their own ideas are better	<input type="radio"/>	<input type="radio"/>
7.	<input type="radio"/>	<input type="radio"/>	Some kids know when they've made mistakes without checking with the Teacher	<b>BUT</b>	Other kids need to check with the teacher to know if they've made a mistake	<input type="radio"/>	<input type="radio"/>
8.	<input type="radio"/>	<input type="radio"/>	Some kids like difficult problems because they enjoy trying to figure them out	<b>BUT</b>	Other kids don't like to figure out difficult problems	<input type="radio"/>	<input type="radio"/>
9.	<input type="radio"/>	<input type="radio"/>	Some kids do their school work because the teacher tells them to	<b>BUT</b>	Other kids do their school work to find out about a lot of things they've wanting to know.	<input type="radio"/>	<input type="radio"/>
10.	<input type="radio"/>	<input type="radio"/>	When some kids make a mistake they would rather figure out the right answer by themselves	<b>BUT</b>	Other kids would rather ask the teacher how to get the right answer.	<input type="radio"/>	<input type="radio"/>
11.	<input type="radio"/>	<input type="radio"/>	Some kids know whether or not they're doing well in	<b>BUT</b>	Other kids need to have grades to know how well they are	<input type="radio"/>	<input type="radio"/>



			school without grades		doing in school.		
12.	<input type="radio"/>	<input type="radio"/>	Some kids agree with the teacher because they think the teacher is right about most things	<b>BUT</b>	Other kids don't agree with the teacher sometimes and stick to their own opinion.	<input type="radio"/>	<input type="radio"/>
13.	<input type="radio"/>	<input type="radio"/>	Some kids would rather just learn what they have to in school	<b>BUT</b>	Other kids would rather learn about as much as they can	<input type="radio"/>	<input type="radio"/>
14.	<input type="radio"/>	<input type="radio"/>	Some kids like to learn things on their own that interest them	<b>BUT</b>	Other kids think its better to do things that the teacher thinks they should be learning	<input type="radio"/>	<input type="radio"/>
15.	<input type="radio"/>	<input type="radio"/>	Some kids read things because they are interested in the subject	<b>BUT</b>	Other kids read things because the teacher wants them to	<input type="radio"/>	<input type="radio"/>
16.	<input type="radio"/>	<input type="radio"/>	Some kids need to get their report cards to tell how well they are doing in school	<b>BUT</b>	Other kids know for themselves how they are doing even before they get their report cards	<input type="radio"/>	<input type="radio"/>
17.	<input type="radio"/>	<input type="radio"/>	If some kids get stuck on a problem they ask the teacher for help	<b>BUT</b>	Other kids keep trying to figure out the problem on their own	<input type="radio"/>	<input type="radio"/>
18.	<input type="radio"/>	<input type="radio"/>	Some kids like to go on to new work that's at a more difficult level	<b>BUT</b>	Other kids would rather stick to the assignments which are pretty easy to do	<input type="radio"/>	<input type="radio"/>
19.	<input type="radio"/>	<input type="radio"/>	Some kids think that what the teacher thinks of their work is the most important thing	<b>BUT</b>	For other kids what they think of their work is the most important thing	<input type="radio"/>	<input type="radio"/>
20.	<input type="radio"/>	<input type="radio"/>	Some kids ask questions in class because they want to learn new things	<b>BUT</b>	Other kids ask questions because they want the teacher to notice them	<input type="radio"/>	<input type="radio"/>
21.	<input type="radio"/>	<input type="radio"/>	Some kids aren't really sure if they've done well on a test until they get their papers back with a mark on it	<b>BUT</b>	Other kids pretty much know how well they did even before they get their paper back	<input type="radio"/>	<input type="radio"/>
22.	<input type="radio"/>	<input type="radio"/>	Some kids like the teacher to help them plan what to do next	<b>BUT</b>	Other kids like to make their own plans for what to do next	<input type="radio"/>	<input type="radio"/>
23.	<input type="radio"/>	<input type="radio"/>	Some kids think they should have a say in what work they do in school	<b>BUT</b>	Other kids think that the teacher should decide what work they should do		<input type="radio"/>
24.	<input type="radio"/>	<input type="radio"/>	Some kids like school subjects where it's pretty easy to just learn the	<b>BUT</b>	Other kids like those school subjects that make them think pretty hard and		<input type="radio"/>

			answers		figure things out		
25.	<input type="radio"/>	<input type="radio"/>	Some kids aren't sure if their work is really good or not until the teacher tells them	<b>BUT</b>	Other kids know if its good or not before the teacher tells them		<input type="radio"/>
26.	<input type="radio"/>	<input type="radio"/>	Some kids like to try to figure out how to do school assignments on their own	<b>BUT</b>	Other kids would rather ask the teacher how it should be done		<input type="radio"/>
27.	<input type="radio"/>	<input type="radio"/>	Some kids do extra projects so they can get better grades	<b>BUT</b>	Other kids do extra projects because they learn about things that interest them		<input type="radio"/>
28.	<input type="radio"/>	<input type="radio"/>	Some kids think its best if they decide when to work on each school subject	<b>BUT</b>	Other kids think that the teacher is the best one to decide when to work on things		<input type="radio"/>
29.	<input type="radio"/>	<input type="radio"/>	Some kids know they didn't do their best on an assignment when they turn it in	<b>BUT</b>	Other kids have to wait till the teacher grades it to know that they didn't do as well as they could have		<input type="radio"/>
30.	<input type="radio"/>	<input type="radio"/>	Some kids don't like difficult schoolwork because they have to work too hard	<b>BUT</b>	Other kids like difficult schoolwork because they find it more interesting		<input type="radio"/>
31.	<input type="radio"/>	<input type="radio"/>	Some kids like to do their schoolwork without help	<b>BUT</b>	Other kids like to have the teacher help them do their schoolwork		<input type="radio"/>
32.	<input type="radio"/>	<input type="radio"/>	Some kids work really hard to get good grades	<b>BUT</b>	Other kids work hard because they really like to learn things		<input type="radio"/>

Adapted from: Fathallan, H. (2007). Examining the relationship between parenting styles and intrinsic and extrinsic motivation, American University of Beirut, Beirut, Lebanon

## Appendix 6. Self - efficacy scale adapted from Zimmerman

✎ Circle the correct answer:

	not at all true	Slightly true	Don't know	true	very true
I can finish homework assignments by deadlines	1	2	3	4	5
Whatever the task may be, I can complete it with accuracy.	1	2	3	4	5
I can study when there are other interesting things to do	1	2	3	4	5
I can concentrate during class	1	2	3	4	5
I can arrange a place where I can study without distractions	1	2	3	4	5
I can handle tasks in a well-structured manner.	1	2	3	4	5
I am able to do good at analyzing cause and effect.	1	2	3	4	5
I think I am skilled in accurate evaluation.	1	2	3	4	5
I am able to do good at planning	1	2	3	4	5
When I feel that something is not going well I can quickly steer it back in the right direction.	1	2	3	4	5
I can set goals and then assess my state of progress in light of those goals.	1	2	3	4	5
I am able to utilize any information required to complete a given task.	1	2	3	4	5
I am capable of overcoming difficult situations.	1	2	3	4	5
I can continue to work even when I am having trouble.	1	2	3	4	5
I am able to discriminate between what I can or cannot do.	1	2	3	4	5
Even when I am unsuccessful at first, I hang in there until I am successful.	1	2	3	4	5

Adapted from: Ahyoung, K. (2000). Hierarchical Structure of Self-Efficacy in Terms of Generality Levels and its Relations to Academic Performance: General, Academic, Domain-specific, and Subject-Specific Self-Efficacy, Ewha Womans University, Seoul, Korea.

## Appendix 7. Sense of belonging to school scale

	<b>not at all true</b>	<b>Slightly true</b>	<b>Don't know</b>	<b>true</b>	<b>very true</b>
I feel like a really part of my school.	1	2	3	4	5
Sometimes I feel as if I don't belong at this school	1	2	3	4	5
I feel like a real part of this class.	1	2	3	4	5
It is hard for people like me to be accepted here	1	2	3	4	5
Other pupils in this school take my opinions seriously.	1	2	3	4	5
Most teachers in my school are interested in me.	1	2	3	4	5
There is at least one teacher or adult in this school I can talk to if I have a problem.	1	2	3	4	5
People at this school are friendly to me.	1	2	3	4	5
Teachers here are not interested in people like me.	1	2	3	4	5
I am included in lots of activities in my school.	1	2	3	4	5
I am treated with as much respect as other pupils.	1	2	3	4	5
I feel very different from most other pupils.	1	2	3	4	5
I can really be myself at school.	1	2	3	4	5
The teachers her respect me.	1	2	3	4	5
People here know I can do good work.	1	2	3	4	5
I wish I were in different school.	1	2	3	4	5
I feel proud of belonging to my school.	1	2	3	4	5
Other pupils here like me the way I am.	1	2	3	4	5

Udputed from: Price, E. (2010). Exploring the effectiveness of inclusion: is a sense of school belonging the key factor in understanding outcomes? , University of Southampton.

## Appendix 8 Discipline problems and involvement at violence

✎ Circle the correct answer:

	<b>not at all</b>	<b>rarely</b>	<b>Don't know</b>	<b>sometime s</b>	<b>many times</b>	<b>usually</b>
1. I have pushed, shoved, slapped, hit, or kicked someone and wasn't just kidding around	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
2. I have been afraid of being beaten up	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
3. I have been in a physical fight	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
4. I have damaged school property on purpose	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
5. I have been threatened with harm or injury	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
6. I have made fun of, insulted, or called someone names	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
7. I have skipped classes	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
8. I have been expelled	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
9. I have been kicked out of class	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
10. I have had a problem with a teacher	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
11. I have disturbed a lesson	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
12. I have threatened someone	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

## **Appendix 9. Developing Occupational Aspirations**

**Issue addressed:** *Professional guidance and career*

**Learning outcomes:**

*By the end pupils will be able:*

1. To reveal the aspects of vocational identity;
2. To realize the necessity and implications of career management for personal and professional success;
3. To establish responsibilities and roles in choosing a profession;
4. To analyze critically the personal behavior as related to the choice of the professional path ;

**Didactic tools:**

1. Methods and didactic proceedings: exposition, explanation, heuristic conversation, discussion with elements of debate etc.
2. Didactic means: worksheets, computer, projector etc.
3. Forms of activity: frontal, individual, in groups

### **ACTIVITY 1- Jobs and Careers**

Watch the extract from the picture *Casualty*, then, with colleagues:

- List the jobs you see being performed.
- Which have the longest training, and which the shortest?
- Which allow for a relaxed and interesting lifestyle? Which ones do not?
- Which jobs would you say are ‘careers’ and which are ‘just a job’?
- Consider how you would define the terms: *job*, *occupation* and *career*?

### **ACTIVITY 2- Discover your vocation**

**Read the information from *Worksheet 1* and approach it critically following *Worksheet 2***

#### **Worksheet 1**

**What are your natural talents?**

We all have natural talents, certain tasks that come easy to us. When we use our natural talents, time moves fast and we tend to receive compliments for our abilities. Knowing [where your natural talents lie](#) is key to choosing the right career. Of course we’re capable of doing other things, but those other tasks usually feel more like work. What do you always enjoy doing, and how can those skills be applied to a job? [See the full list of [50 Best Careers of 2011](#).]

**What’s your work style?**

Each of us has a preferred work style, even if we don’t realize it. That style can sometime conflict with a career choice. For example, a flexible work environment might allow you to deliver projects

on various dates, while a structured environment would require specific deadlines and strict guidelines. What works better for you? In which environment do you tend to thrive?

### **Where do you like to work?**

What's your preferred work location? Your preference could vary from a small regional office to corporate headquarters to a home office, an airport hotel in Buffalo or a beach suite in South Florida. How often do you like to work away from home? Do you mind traveling for your job? If living out of a suitcase makes you cringe and you need a consistency in your workplace, avoid careers that require a lot of moving around.

### **Do you enjoy social interaction?**

Do you like working with others or as part of a team? Are you motivated by the needs of others and your ability to provide a solution? This is critical because some people shy away from that connection and would rather deliver value behind the scenes—without the complications of interacting with colleagues and clients. Know your social needs so you can choose a career that matches them.

### **How important to you is work-life balance?**

Do you value a short commute and a home-cooked meal every night? Do you live for weekends out at the soccer field watching your kids play? If you need those creature comforts on a regular basis, pick a career that will give you the time to enjoy them. Look for jobs with regular hours and little to no requirements to work overtime or on weekends.

### **Are you looking to give back?**

Some careers have a component of [giving back](#), where the beneficiary of your hard work is not a corporation's bottom line but rather a sick child, an endangered species or the planet's air quality. If it's important to know that your hard work makes a difference in the world, this could be a significant driver in your career choice. [See [Tips for Landing Jobs on Our Best Careers List](#).]

### **Are you comfortable in the public eye?**

Certain careers encourage or even require employees to have a public persona. You may become known in your local community. If you're a spokesperson, that recognition could extend to a nation level. Or if you serve as your company's representative at trade shows or special events, you may become known in that niche community. How does this strike you—as an opportunity or an obligation? If you thrive on recognition and the chance to [build a personal brand](#) while promoting your company's work, look for careers that allow you to stand out front.

## **Do you deal well with stress?**

Some of us thrive on big deadlines, or being on the hook for important projects. We like [being the glue](#) that holds everything together. In this role, people trust you and expect that you'll suck it up and deal well with the pressure. Of course, we all have different stress thresholds. If you thrive under the gun, you may do well in a high-stress career. But if stress makes you want to run the other way, look for jobs that are more laid-back.

## **How much money do you want to make?**

As you look forward in life, what are your expectations for money? You might be single now, but maybe you hope to become your future family's breadwinner. Or maybe you're part of a successful two-income family and need to decide whether you're comfortable living on less or compromising on other career aspects, like work-life balance, to earn a better income. If money is the reward you seek, there are careers to match. [For more career advice, visit *U.S. News* [Careers](#), or find us on [Facebook](#) or [Twitter](#).]

If choosing a career feels like too much pressure, here's another option: Pick a path that feels right today by making the best decision you can, and know that you can change your mind in the future. In today's workplace, choosing a career doesn't necessarily mean you have to stick with that line of work for your entire life. Make a smart decision, and plan to re-evaluate down the line based on your long-term objectives.

Recognize that you'll change as time rolls on. Your needs for money, freedom, balance, and recognition will change with you. But for now, think through each of these ideas, and you'll be well on your way to choosing a career that's best for you.



# CRITICAL THINKING SKILLS

<b>1</b> <b>Knowledge</b>  <b>Identification and recall of information</b>	define fill in the blank list identify	label locate match memorize	name recall spell	state tell underline  Who _____? What _____? Where _____? When _____?
<b>2</b> <b>Comprehension</b>  <b>Organization and selection of facts and ideas</b>	convert describe explain	interpret paraphrase put in order	restate retell in your own words rewrite	summarize trace translate  Re-tell _____ in your own words. What is the main idea of _____?  What differences exist between _____? Can you write a brief outline?
<b>3</b> <b>Application</b>  <b>Use of facts, rules, and principles</b>	apply compute conclude construct	demonstrate determine draw find out	give an example illustrate make operate	show solve state a rule or principle use  How is _____ an example of _____? How is _____ related to _____? Why is _____ significant?  Do you know of another instance where _____? Could this have happened in _____?
<b>4</b> <b>Analysis</b>  <b>Separating a whole into component parts</b>	analyze categorize classify compare	contrast debate deduct determine the factors	diagram differentiate dissect distinguish	examine infer specify  What are the parts or features of _____? Classify _____ according to _____. Outline/diagram/web/map _____.  How does _____ compare/contrast with _____? What evidence can you present for _____?

## ACTIVITY 3 My potential profession

*Learn about the job responsibilities, employment opportunities, and training or education requirements prior to pursuing a specific career. Follow these steps to narrow potential career options:*

### Worksheet 3

## 7 Steps To Take Before Choosing A Career

<http://www.careerprofiles.info/choosing-a-career-steps.html>

**1. Assess yourself** - Each individual has different goals, talents, interests, and values. In other words, there are certain careers each individual should not pursue and others where they'd excel and be satisfied. Determine what you would enjoy and excel at by taking career evaluations, receiving career counseling, and conducting thorough self-evaluation.

**2. Make a list of potential occupations** - After conducting some self-evaluation, it should be apparent the types of careers you should pursue. It is not possible to pursue each one, so the list should be used to determine where to begin your career search. Select 5 or 10 careers and create a new list with these choices. When making your choices, select jobs that interest you, are recommended following career evaluation tests, and ones matching your skill set.

**3. Explore the options** - Learn about each potential career after narrowing your list. Be sure to learn about educational or training requirements, job duties, employment outlook, annual earnings, and promotion opportunities. Information can be obtained from the Internet, but try to meet with a professional in each field to obtain in-depth details about each profession. If you not know professionals in these fields, contact willing participants and schedule informational interviews. However, you will probably find that you have relatives, colleagues, and school mates currently working in fields that interest you. During an informational interview, collect details about annual salary, employment prospects, and entry-level employment requirements. It's not recommended to request employment during these interviews, but take advantage of networking opportunities.

**4. Narrow down your list** - Eliminate careers that no longer interest you after thoroughly reviewing each one. Many people become dissuaded from pursuing a career after learning about education requirements, annual earnings, and declining industry growth. Once you've become acquainted with each career, narrow your list to 1-2 options.

**5. Set goals** - After your list has been narrowed, establish attainable goals. You should be informed enough to establish short and long term goals. Typically, short-term goals can be met between 1-3 years and long-term between 3-5 years. It will not be easy reaching each goal, so be prepared to work hard, make adjustments when necessary, and remain committed. Goals are typically achievable when they're defined, flexible, realistic, and attainable within a specified time period.

**6. Create a career action plan** - Once you've established career goals, begin developing a career action plan consisting of goals and specific steps to reach them. Additionally, career action plans contain possible obstacles, steps to address them, and resources that can be utilized when assistance is needed. This plan will clearly define how you will receive required training or education, obtain employment, and develop professionally once you've begun your career.

**7. Obtain training** - Obtaining required career training will probably consume the majority of your time and efforts as you pursue a career. Depending on the profession, you may be required to earn a college degree, complete vocational training, learn new skills, or complete an apprenticeship or internship.

### **ACTIVITY 3- Equal chances for professional development**

*Fill in the space below following the requirements. Use the clues in the brackets to give appropriate answers.*

<b>Positive aspects</b> (State the advantages of a successful career.)	<b>Negative aspects</b> ( State the disadvantages of being irresolute about your future profession.)
<b>Opportunities</b> (What actions do you daily make in favor of your future profession?)	<b>Menaces</b> (What actions you daily make could endanger your future profession?)



## 4 ways to develop self-efficacy beliefs

- **Performance accomplishments:** The experience of mastery influences your perspective on your abilities. Successful experiences lead to greater feelings of self-efficacy. However, failing to deal with a task or challenge can also undermine and weaken self-efficacy
- **Vicarious experience:** Observing someone else perform a task or handle a situation can help you to perform the same task by imitation, and if you succeed in performing a task, you are likely to think that you will succeed as well, if the task is not too difficult. Observing people who are similar to yourself succeed will increase your beliefs that you can master a similar activity
- **Verbal persuasion:** When other people encourage and convince you to perform a task, you tend to believe that you are more capable of performing the task. *Constructive* feedback is important in maintaining a sense of efficacy as it may help overcome self-doubt.
- **Physiological states:** Moods, emotions, physical reactions, and stress levels may influence how you feel about your personal abilities. If you are extremely nervous, you may begin to doubt and develop a weak sense of self-efficacy. If you are confident and feel no anxiety or nervousness at all, you may experience a sense of excitement that fosters a great sense of self-efficacy. It is the way people interpret and evaluate emotional states that is important for how they develop self-efficacy beliefs. For this reason, being able to diminish or control anxiety may have positive impact on self-efficacy beliefs [156].

## Appendix 11. Descriptors of Performance indicators

Indicators	Descriptors
<b>Motivation</b> (Howse, Lange, Farran, & Boyles, 2003)	<p>The student is competitive with self and/or other children.</p> <p>The student is a self-starter: independent.</p> <p>The student can interest self.</p> <p>The student prefers challenging rather than non challenging tasks.</p>
<b>Self-efficacy</b> (Performance accomplishments, Vicarious experiences, Verbal persuasion, Emotional arousal )	<p>The students approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities.</p> <p>They set themselves challenging goals and maintain strong commitment to them.</p> <p>They heighten and sustain their efforts in the face of failure.</p> <p>They quickly recover their sense of efficacy after failures or setbacks.</p> <p>They attribute failure to insufficient effort or deficient knowledge and skills which are acquirable.</p> <p>They approach threatening situations with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression.</p>
<b>School engagement</b>	<p><b>Behavioral engagement:</b> The students participate in school related activities, involve in academic and learning tasks, show positive conduct.</p> <p><b>Emotional engagement:</b> The students are in good relationships with teachers, peers, and academics.</p> <p><b>Cognitive engagement:</b> The students invest in learning and show willingness to go beyond the basic requirements to master difficult skills.</p>
<b>School belonging</b>	<p>Students participate in academic and non-academic activities at school, have good relations with teachers and other students, and they are more likely to identify with and value schooling outcomes.</p>

## **STATEMENT**

I, the undersigned, declare on my own responsibility that the materials presented in the present doctoral thesis are the result of my own researches and scientific achievements. I confirm this fact; otherwise, I will bear the consequences in accordance with the law in force.

Sincerely,

Murad Tariq

Signature

10.03.2015



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