



UNIVERSITATEA BABEŞ-BOLYAI DIN CLUJ-NAPOCA (UBB)

Faculty of Psychology and Education Science

'Education, Reflection, Development' Doctoral School

Teacher Dropout from Their Work at Schools for At-Risk Youth

Long Summary

CONDUCATOR DE DOCTORAT

DOCTORAL SUPERVISOR

Prof. VASILE CHIS

STUDENT DOCTORAND

DOCTORAL STUDENT

KEREN BAVLI

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ABSTRACT

This research addressed the problem of teachers dropping out of work at schools for at-risk youth. The study aimed to develop a model for prevention of teacher dropout from their work in schools for at-risk youth. Thus the research examined the professional identity and the self-efficacy of teachers who work in schools for at-risk youth and the factors involved in teachers' dropout from those schools. The research drew on theoretical models from an organizational perspective, characteristics of adolescents, theories of youth at risk, teachers' professional identity and teachers' self-efficacy.

The study employed a mixed methods research that comprised both a quantitative and qualitative methods. The research population consisted of 50 teachers in the quantitative research, 14 teachers and principals in the qualitative research and 4 principals in the focus group.

The findings show that teachers' professional development and occupational horizon are greatly important for the sense of satisfaction and strength when teaching at-risk youth. Teachers' training and tutoring are most essential for their acclimatization at school, particularly during the first year. The school climate is vital for preventing the dropout of teachers in schools for at-risk youth. Teachers working vis-à-vis a dynamic system and an unorganized and disorderly school-based curriculum, are required to demonstrate academic attainments in a difficult reality. Furthermore, experienced teachers in the education system have a higher sense of self-efficacy and teachers with a high sense of self-efficacy, demonstrate a high sense of calling.

Ultimately, the findings allowed the emergence of a systemic model for preventing teachers' dropout, i.e., "**SM-PTD-YaR Schools**" that relates to two main components: consolidation/reinforcement of teachers' professional identity and the enhancement of the sense of self-efficacy of teachers working with at-risk youth. Therefore, in order to reduce the dropout rate of teachers from schools for at-risk youth, it is essential to enhance teachers' sense of self-efficacy and professional identity. For that purpose, we have to act on two interrelated levels: changing the policy of the school and of the Ministry of Education in training teachers for teaching in schools for youth at risk, and building an intervention program based on ongoing support.

Key words: teacher dropout, at risk youth, schools for at risk youth, self-efficacy, professional identity

INTRODUCTION

The Research Problem and gap in knowledge

This research addresses the problem of teachers dropping out of work at schools for at-risk youth. During the years of the research, my work as a principal of a school for youth at risk has shown me that teachers who teach this population tend to drop out of teaching. Teachers, sometimes those who are only at the beginning of their careers in the field of education, drop out of their work with this population, and move to schools in the regular state education system. One out of four teachers on average even drop out of the education system altogether (Central Bureau of Statistics, 2015). Yet, no research was found that addressed the subject of teacher dropout from school for youth at risk.

This issue is of great importance for integrating the teacher into the education system in general, for educating at-risk youth in particular, as well as for students' success in their academic achievements and perseverance in their studies within the education system.

This study can contribute to the education system in recruiting and training teachers who are suitable for working with at-risk youth, and reducing the dropout rate among teachers, in order to increase students' chances of succeeding in the education system.

The Importance of the Study and the possible Contribution to Knowledge

The formal education system makes efforts to apply the laws of education to all Israeli children. Nevertheless, there are still populations for whom the available system does not meet their needs, and does not allow them to realize themselves and their right to education. There are many factors that affect this situation, some are personal, family or community-related factors, or dependent on the education system and school. Education plays a crucial role in motivating the individual to social integration and advancement. Dropout from the education system is one of the main factors that nourish and preserve the social gaps encountered in every society, as well as in Israel (Dovrat, 2006). Furthermore, this research can be a huge contribution to the ministry of education in Israel because it can help the system to internalize and to recognize the reasons to the vast amount of dropout of teachers from schools at risk. Hence, principals could make better decisions when they hire new teachers individually and when they build a new whole professional staff.

Research aims:

1. To examine the self-efficacy of teachers who teach at schools for at-risk youth.

2. To examine the professional identity of teachers who work in schools for at-risk youth.
3. To examine the factors involved in teachers' dropout from schools for at-risk youth.
4. To develop a model for the prevention of teachers' dropout from their work in schools for at-risk youth.

Research questions:

1. What components are involved in the self-efficacy of teachers who teach at schools for at-risk youth?
2. What components are involved in the professional identity of teachers who work in schools for at-risk youth?
3. What factors are involved in teachers' dropout from schools for at-risk youth?
4. What components might comprise a model for preventing teacher dropout from their work in schools for at-risk youth?

Research boundaries

This research paper will deal with the problem of teachers dropping out of work at schools for at-risk youth. The present study was defined as a mixed methods research, since it is conducted in three stages that comprise both a quantitative and qualitative research as follows: *First stage:* Quantitative research - Professional Identity Questionnaire and Self-Efficacy Questionnaire. *Second stage:* Qualitative research – interviews designed to examine the factors involved in teachers' dropout from schools for at-risk youth, as well as to develop a model for preventing teachers' dropout from their work in schools for at-risk youth. *Third stage:* Qualitative research – focus group designed to examine the strengths or the weaknesses of the results of Stages 1 and 2 about factors involved in teachers' dropout from schools for at-risk youth.

The research population consisted of 50 teachers in the quantitative research, 14 teachers and principals in the qualitative research and 4 principals in the focus group.

The chosen research population consisted of principals and teachers working in educational centers for at-risk youth. The researcher of the present study focused on three Technology Education Centers, all of them belonging to the state educational framework. The research was conducted during the years 2017-2018

Keywords: *at-risk youth, Educational characteristics of at-risk youth, school dropout, teacher dropout, Professional identity of teachers, teachers' self-efficacy, schools for at-risk youth, Technological schools*

CHAPTER I: LITERATURE REVIEW

I.1 Theoretical models for explaining teachers' dropout

I.1.1. The Rewards-Resources Model

A school is an organization, so it is important to examine these models in a school context: The first is the rewards-resources model (Sorensen & Tuma, 1981). This model is derived from the human capital theory and posits that the decision whether to remain or leave a job is based on economic considerations of cost/benefit calculations. The decision stems from the gap between the employees' resources, such as human capital, skills, experience, education, and the rewards of the position: wages, promotion opportunities, challenge, prestige, etc.

I.1.2. The Job Demands - Resources

This model involves two dimensions: demands and resources. Job demands refer to the physical, psychological, social, and organizational aspects of the job that require physiological, cognitive, or emotional effort. These represent the effort involved in the realization and implementation of the job demands. On the one hand, they provide individuals with a challenge in their workplace, while on the other hand, they impose on them a heavy toll, due to stressful situations, an unsupportive physical environment, or heavy emotional interactions with colleagues or clients. These situations require that individuals exert many efforts in order to continue performing in the workplace, which could result in burnout. (Bakker & Demerouti, 2007; Demerouti et al., 2001)

I.2 Professional Identity

Despite the considerable ambiguity, researchers seem to concur that teachers' professional identity is a sub-identity of the individuals' self-identity. It answers the questions: "Who am I as a professional?" (Kozminsky, 2008) and "What do I want to be?" (Conway, 2001). The professional identity is shaped dynamically in a complex personal and inter-personal process (Rodgers & Scott, 2008). It develops by training and experience that begin during the teacher education period and even prior to it (Kimberly, 2001), continuing to develop throughout the teachers' professional life (Hoffman-Kipp, 2008).

I.3 Self-Efficacy

The term "teachers' sense of self-efficacy" grew out of the social-cognitive learning theory (Bandura, 1986). It evoked great interest in the context of the professional field in general and in the field of teaching in particular. Teachers' sense of self-efficacy distinguishes between

teachers who feel they can actualize their potential and cope efficiently with challenges of the profession and teachers who feel they have a low capability and, hence, function on a level that is lower than the one they actually have.

I.4 Characteristics of Adolescence

Adolescence is a relatively long process, that usually lasts more than a decade. The issues faced by adolescents during the first part of the process (early adolescence), are not identical with those of late adolescence. However, there is a clear link between these phases – the development of identity and coping with autonomic development, individuation, and transformation of interpersonal relationships.

Erikson (1968) describes the central dimension of adolescence as having the establishment of self-identity at one end, and identity confusion at the opposite end. Erikson explains that in an extreme situation, there could be diffusion and fragmentation of self-image, in the absence of a center on which identity can rely. Yet, the way to coherent identity can be traversed in different paths.

I.5 Characteristics of at-risk youth

There are several characteristics common to excluded at-risk youth, each affecting the students' ability to cope with the challenges of learning and social integration in school. Some of these difficulties are directly related to the adolescents' family background: Many of them come from large families, most of which suffer from chronic problems, parental dysfunctions, delinquency, crisis situations, changes in family structure, unemployment, and economic difficulties (Cohen-Navot et al, 2001).

The emotional characteristics of at-risk students include feelings of helplessness, low self-confidence, and signs of anti-social behavior. At-risk students are characterized by existential anxiety that sometimes makes it difficult for them to be connected to meaningful and valuable learning. The difficulty in promoting them from the status of at-risk students, who are at the margins of society, to students with normative functioning, stems from the complexity of the phenomenon of risk and the existential anxiety with which these students live. They prefer to engage in things that distract them from their anxiety and avoid the risks involved in being connected to or progressing in their studies (Lahav, 2014).

According to Mor (2003), the main characteristic of at-risk students is covert dropout, that reflects an ongoing state of low academic performance. This endangers the continuation of the

adolescents' studies in the educational framework and is characterized by irregular attendance that is part of the dropout process.

I.6 Frameworks for at-risk youth

In the State of Israel, there are several frameworks that cater to students who have dropped out of the mainstream frameworks. Most of these frameworks are under the jurisdiction of the Ministry of Education (n.d.) and a small part are under the jurisdiction of the Ministry of Labor.

Frameworks under the Ministry of Labor - A system of youth vocational schools that enables students to acquire a profession while gaining experience in a technological world.

Frameworks under the Ministry of Education - Division A for the Education of Children and At-risk youth is responsible for at-risk youth.

Department of special schools and frameworks:

Special programs within mainstream schools, with the aim of catering to the pedagogical, personal, emotional, and social needs of at-risk students. There are also various frameworks for at-risk children and youth, including:

- The youth protection authority and youth prisons: hostels and boarding schools that belong to the Ministry of Welfare and juvenile prisons, in which the Basic Education and Supplementary Education Program (HILA) is implemented (Youth Advancement or "HILA").
- Technological education centers ("MAHAT")
- Youth employment project ("Miftan")
- Emergency centers: A comprehensive protective, diagnostic and therapeutic system that provides protection and short-term intervention (about 3 months) for children and youth in times of crisis and danger.

I.7 Vocational Technological Education

In the past, there was a clear distinction in Israel between vocational education, which focuses on acquiring technical skills and training for working life, and technological education, which deals with training for working in technology-intensive environments, with a broad scientific basis. Today there is no clear-cut distinction between the concepts and they are likely to be used to describe similar systems. Vocational and technological education for Israeli youth is divided today between two government ministries: The Ministry of Education, through the Science and Technology Administration, that is responsible for technological pathway in the education

system and the Ministry of Economy through the Department for Education and Youth in the Vocational-Technological Youth Training Division (Goldschmidt, 2014; Vorgan & Natan, 2008). The vocational technological pathway begins in the 10th grade and continues until the 12th grade.

I.8 Theoretical Framework

I.8.1 Preview

The present study addresses the problem of teachers dropping out from schools for at-risk youth. It aims to develop a model for the prevention of teachers' dropout from their work in schools for youth at-risk, examine the professional identity of teachers who work in these schools, examine the self-efficacy of the teachers, and examine the factors involved in teachers' dropout from schools for at-risk youth. The research questions were:

The present study is grounded in theoretical models from an organizational perspective, characteristics of adolescents, theories of at-risk youth, teachers' professional identity and teachers' self-efficacy.

I.8.2 The conceptual framework of the present study

The conceptual framework of this study related then to the problem of teachers' dropout from their teaching positions in schools for at-risk youth. This concept has a mutual relationship with several concepts: teachers' professional identity, teachers' self-efficacy, characteristics of at-risk youth, schools for at-risk youth, technological education, perseverance in the education system.

Teachers' dropout is defined as researchers' accepted distinction between dropout and migration. Migration is defined as transferring or moving to a different teaching job at another school, whereas dropout is defined as leaving the teaching profession for reasons other than retirement (Ingersoll, 2001). Teachers' dropout is associated with teachers' professional identity, a concept that is evolving and changing with age. It does not relate to what people possess but to what they develop throughout their lifetime. Physical and psychological maturity leads people to undergo phases in their life, each with its own unique characteristics regarding the reciprocal relationship between the individual and their surroundings (Erikson, 1968). Furthermore, dropout is related to teachers' self-efficacy, i.e. individuals' belief in their ability to organize and display behavioral patterns required for achieving the results that they consider desirable (Bandura, 1997).

Professional identity and self-efficacy were examined through perseverance in the education system, referring to a number of characteristics, such as teachers' job satisfaction, overwork, and others (Arnon & Reichel, 2007). Moreover, when referring to teachers' dropout, we must address the characteristics of at-risk youth, defined by Schmid (2006) as children and adolescents who live under family and environment conditions that put them in risk. Hence, they are unable to exercise the rights granted to them by the Convention on the Rights of the Child (UNCRC). These include: the right to survive, to life, and healthy development; the right to establish family ties; the right to be educated, learn and acquire skills; the right to enjoy welfare and emotional health; the right to belong to society and take part in it; the right to be protected from others and from themselves in a way that might put them in danger (Schmid, 2006).

The present study investigated teachers' dropout from schools for at-risk youth. In the State of Israel, there are several frameworks that cater to students who have dropped out of the mainstream frameworks. The majority of these frameworks are operated by the Ministry of Education, while a small part of them are supervised by the Ministry of Labor. The Ministry of Labor operates a system of youth vocational schools that enables students to acquire a profession while gaining experience in a technological world. In the Ministry of Education there is a division that is responsible for at-risk youth - Division A for the Education of Children and At-Risk Youth (Division A for Children and At-risk Youth, 2020). This division comprises several departments: department of classes and programs of the education and welfare services in educational institutions, department of special schools and frameworks. The technological education centers ("MAHAT") are designed for students who find it hard to persevere in comprehensive or other schools, namely difficulties in learning, behavior, and regular attendance. These schools integrate academic and vocational studies.

1.8.3 The conceptual framework model

Figure No. I.1 presents the conceptual framework of the present study.

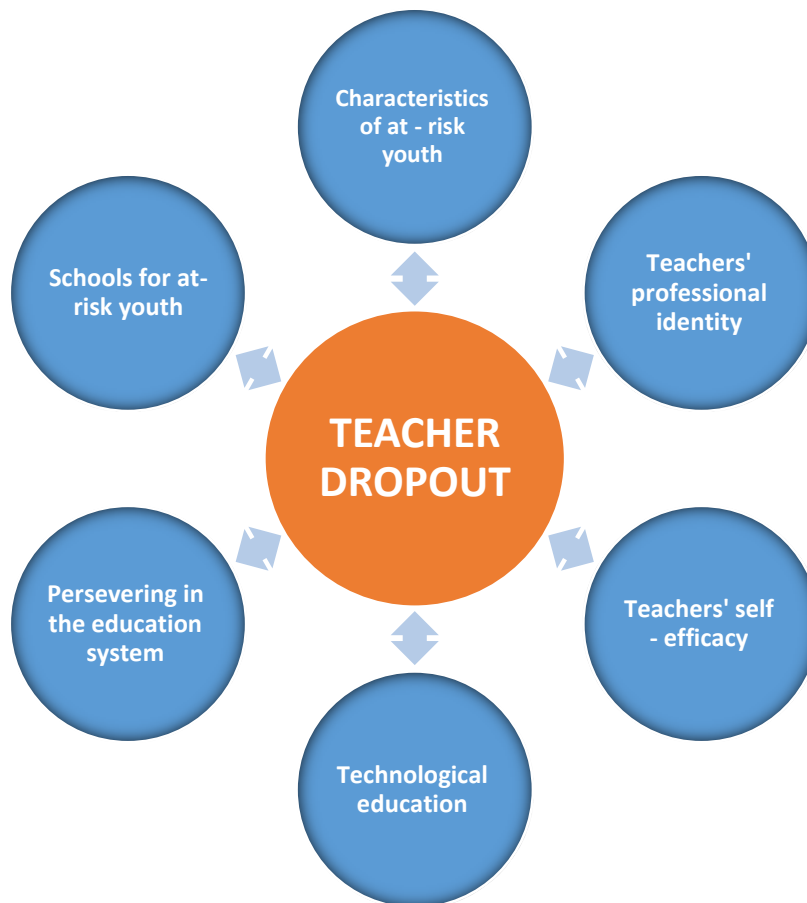


Figure No. I.1: The conceptual framework of the study

The present study explores the reasons for teachers' dropout. The proposed model illustrates how the components involved in teachers' dropout are connected to it, by placing it at the center of the model, with the concepts that help in investigating it placed around it. The present study is conducted in schools for at-risk youth, with a focus on a technological school. Hence, it should refer to the characteristics of at-risk youth - the typical learner population in these schools, examine the causes for teachers' dropout, and relate to teachers' professional identity and self-efficacy through the perseverance of the teachers of these schools.

The main aim of the present study is to develop a model for the prevention of teachers' dropout from their work in schools for at-risk youth. Consequently, this study is conducted according to the mixed methods approach: both quantitative and qualitative methods. The next chapter presents the methodological considerations that underpin the present study.

II. CHAPTER II: METHODOLOGY

II.1 Preview

Educational research is a process in which field people from the system observe their work in a thorough and critical way. They explore practical problems (processes and occurrences), associated with the actualization of educational values and their relevance to the academic-educational-social framework. Educational research aims to comprehend the effectiveness of pedagogical and academic activities performed in the field, as well as to improve and rationalize them. It enables researchers to establish meaningful relations between the accumulated practical knowledge and the aggregated body of knowledge. Research findings serve as an infrastructure for enhancing the teaching-learning methods, developing curricula and promoting the education system. There are three empirical methods for conducting an academic study: quantitative research, qualitative research, and mixed-methods research.

Quantitative research is grounded in the positivist paradigm, arguing that there is constancy in the world. Hence, we can identify and prove the existence of relations between variables, make hypotheses, corroborate or refute them, find/prove a relation between cause and effect, perform empirical measurement and objective comparison between data.

Qualitative research engages in the investigation of occurrences in order to understand them and their meanings for those experiencing them as well as attempt to get closer to the world of the research participants, by collecting data derived by them and in their language.

The mixed-method research integrates the two paradigms (quantitative and qualitative) within the framework of one study.

The present study explores dropout of teachers in schools for at-risk youth and it is conducted according to the mixed methods approach. Quantitative research approach will be applied in order to obtain a broad view of the topic and qualitative research approach will be used in order to attain a thorough understanding of the investigated topic.

Quantitative research will be utilized in order to obtain a broad view of the subject. Qualitative research will be utilized in order to gain a thorough understanding of the subject.

Research aims:

1. To examine the self-efficacy of teachers who teach at schools for at-risk youth.
2. To examine the professional identity of teachers who work in schools for at-risk youth.
3. To examine the factors involved in teachers' dropout from schools for at-risk youth.

4. To develop a model for the prevention of teachers' dropout from their work in schools for at-risk youth.

Research questions:

1. What components are involved in the self-efficacy of teachers who teach at schools for at-risk youth?
2. What components are involved in the professional identity of teachers who work in schools for at-risk youth?
3. What factors are involved in teachers' dropout from schools for at-risk youth?
4. What components might comprise a model for preventing teacher dropout from their work in schools for at-risk youth?

Research Hypotheses:

1. The higher the teachers' sense of self-efficacy, the higher their chances of persevering in the education system
2. The stronger the teachers' professional identity, the higher their chances of persevering in the education system.

Variables:

Dependent variable:

- Perseverance in schools for at-risk youth

Independent variables:

- Self-efficacy
- Professional identity

II.2 Mixed methods research

The present study is conducted according to the mixed methods approach, aiming to present a strong body of data that enables generalization.

The mixed methods research has several objectives:

1. *Extension* – the use of different methods to examine various phenomena that are part of the broad range of the research.
2. *Triangulation* – the use of different methods to investigate the phenomenon, in order to strengthen the confidence in the conclusions drawn about that phenomenon.

3. *Completion* – the use of different methods to explore different aspects or dimensions of the same phenomenon, in order to deepen the interpretations given.
4. *Development* – Findings obtained using one method are used for the development of another method.
5. *Innovation* – as in completion, various aspects of the same phenomenon are investigated, but here the goal is not to validate, but rather to innovate, to create new questions, or to further research directions (Greene & Caracelli, 1997).

The present study was defined as a mixed methods research, since it is conducted in three stages that comprise both a quantitative and qualitative research as follows:

First stage:

Quantitative research - Self-Efficacy Questionnaire.

Quantitative research - Professional Identity Questionnaire.

Second stage:

Qualitative research - interviews designed to examine the factors involved in teachers' dropout from schools for at-risk youth, as well as to develop a model for preventing teachers' dropout from their work in schools for at-risk youth.

Third stage:

Qualitative research - focus group designed to examine the strengths or the weaknesses of the results of Stages 1 and 2 about factors involved in teachers' dropout from schools for at-risk youth.

II.3 Quantitative research

The present study was conducted according to a quantitative research method. It aimed to explore the following:

- a. The factors consolidating the professional identity of teachers working in schools for at-risk youth.
 - * Confidence in choosing the profession.
 - * Self-efficacy for being good teachers.
 - * Sense of a vocation and its contribution to school.
 - * The reputation of teaching.

- b. The sense of self-efficacy of teachers in the present study relates to the organizational level, pedagogical skills and the value-oriented and moral context

According to Cohen & Manion (1980), quantitative research is defined as social research that applies empirical methods and empirical statements.

Another feature of quantitative research is the use of empirical evaluations. Empirical evaluations are designed to determine the extent to which a specific program or policy empirically complies or does not comply with a particular standard or norm. Moreover, Creswell (2014) has concisely defined quantitative research as a type of research that explains occurrences through a collection of numerical data and their analysis by mathematically-based methods (in particular statistics). The first element is explaining these occurrences. This is a key element of all research, be it quantitative or qualitative.

In quantitative research, researchers collect numerical data. This is closely connected to the final part of the definition: analysis using mathematically-based methods. In order to be able to use mathematically-based methods, the data have to be in a numerical form. This is not the case for qualitative research. Qualitative data are not necessarily or usually numerical, and therefore cannot be analyzed using statistics. The last part of the definition conceived by Creswell (2014) refers to the use of mathematically-based methods, in particular statistics, for the analysis of the data. This is what people usually think when they refer to quantitative research, and it is often seen as the most important part of quantitative studies. This is somewhat a misconception. While it is important to apply the right data analysis instruments, it is even more important to use the right research design and data collection instruments. However, the use of statistics for analyzing the data, is the element that puts many people off conducting quantitative research, because the mathematics underlying the methods seems complicated and frightening. Consequently, since quantitative research is essentially about collecting numerical data in order to explain a specific phenomenon, particular questions seem immediately suited to being answered by using quantitative methods.

II.4 Qualitative research

The present study included also a qualitative research, aiming to explore the factors involved in the dropout of teachers from schools for at-risk youth.

The definition of qualitative research is ambiguous: what is the difference between this type of research and other empirical traditions? Where is the borderline between the various research traditions? Denzin and Lincoln (1994) indicated that, “it is difficult to define qualitative

research in a clear way. There is no theory or paradigm that are clearly attributed to qualitative research. Moreover, there is no setup of methods that are comprehensively associated with qualitative research” (p. 3). They proposed a comprehensive definition of qualitative research: The qualitative research approach offers a way of observing the world. Hence, qualitative researchers can explore occurrences in their natural environment and attempt finding their meaning or explaining them by concepts that people use (Denzin & Lincoln, 2000).

Maykut and Morehouse (1994) conceived the following definition: “Qualitative research examines the entirety of people’s words and actions by narrational or descriptive ways that represent more closely the situation as it is experienced by the participants” (p. 2). Strauss and Corbin (1990) presented another definition: “The term qualitative research implies every type of research that illustrates findings not through statistical processes or any other quantitative means” (p. 17).

II.5 Quantitative versus qualitative research

Table II.1: Comparison between quantitative and qualitative research

Quantitative Research	Qualitative Research
Quantitative description of an examined reality. Data can be quantified numerically. The purpose is to draw conclusions that can be generalized and produce universal rules and laws.	Qualitative description of an examined reality. Data collection is factually descriptive, and data cannot be quantified numerically. Report about large amount of data is detailed, accurate and methodical, described in words, pictures etc. The purpose is to attain an in-depth understanding of a human social educational reality, add knowledge about an occurrence and not to judge or express an opinion.
Research questions such as: To what extent? What is the correlation?	Research questions such as: How? What are the factors? What are the characteristics?
Originates in a clear and understood theory	Settles for a vague theory that is consolidated during the research
Research design is determined in advance, including instruments and measurements.	Research design changes and is being adjusted during the research. Research instruments and measurements are determined after and not before data collection.

Quantitative Research	Qualitative Research
Hypotheses are derived deductively from theory and studies.	There are no preliminary assumptions: inductive approach: research question is naturally open, does not hint at assumptions or possible answer directions. Assumptions are formulated inductively during the research as is the analysis of results.
Small number of variables in a representative sample that is as large as possible.	Large number of comprehensive, simultaneous variables from a small number of participants.
Random sampling.	Sampling is not random, but is rather a considered and sophisticated choice of participants.
Focus on outputs/results.	Focus on processes, from the participants' points of view.
Examined unit – a small part of a whole (such as: intelligence, achievements).	Holistic and complete unit: person, class, environment, school.
Isolate variables: strives to focus on an examined factor and isolate it from its environment.	Field based: how participants perceives reality, their beliefs, opinions etc., in their natural surroundings.
Researchers 'neutralize', strive to isolate themselves and refrain from direct involvement in the research (so as to have as little effect as possible).	Researchers are not neutral and are the central instrument for data collection – whilst demonstrating sensitivity.
Structured research instruments: questionnaires, tests, observations and structured interviews.	Research instruments: Researchers draw out data themselves and are intimately familiar with the research site through as direct contact as possible with the examined reality. Open-ended interviews and observations, allowing accurate and true representation of an examined reality, collecting and analyzing documents.
Data are analyzed and statistical probabilities and conclusions are deduced from them.	Continuous data analysis carried out throughout research stages and data collection: answers validated on the basis of objective description of data, with great tolerance for diverse interpretations of data.

II.6 Research Design

Table II.2: Research design

Research stage	Aim	Research instrument	Research population	Data analysis method
Stage 1: Quantitative research	To examine the professional identity of teachers who teach at schools for at-risk youth	Closed-ended questionnaire (Shraga & Itzhak, 2011)	<ul style="list-style-type: none"> • 50 teachers teaching in schools for at-risk youth 	Statistics
	To examine the self-efficacy of teachers who teach at schools for at-risk youth	Closed-ended questionnaire (Kass, 2000)	<ul style="list-style-type: none"> • 50 teachers teaching in schools for at-risk youth 	Statistics
Stage 2: Qualitative research	To examine the factors involved in teachers' dropout from schools for at-risk youth	structured interviews (original contribution)	<ul style="list-style-type: none"> • 5 teachers who teach at-risk youth • 4 teachers who dropped out of teaching • 5 principals 	Content analysis
Stage 3: Focus group	To examine the strengths or the weaknesses of the results of Stages 1 and 2 about factors involved in teachers' dropout from schools for at-risk youth	Focus group discussion	<ul style="list-style-type: none"> • 4 principals 	Content analysis

II.7. Research instruments

Research instruments

- ❖ Teachers' Self-Efficacy Questionnaires - Quantitative research tools.
- ❖ Teachers' Professional Identity Questionnaires - Quantitative research tools.
- ❖ Structured interviews with principals and teachers - Qualitative research tools
- ❖ Focus group discussion with principals - Qualitative research tools.

The first part of the present study was quantitative and consisted of two open-ended questionnaires.

II.8 Researcher's position

Qualitative researchers constitute an inseparable part of the investigation and they are involved as participatory observers, in-depth interviewers or moderators of focus groups. However, at the same time, researchers separate themselves from the investigated situation in order to re-think about the meanings of the experiences. "In order to understand the world, you must become part of it and, at the same time, remain separated from it, both belonging and separate" (Patton, 1980, p. 121).

One of the main methodological problems that qualitative researchers face, is finding the best way between involvement, integration and empathy on the one hand, and distance and critical reflection on the other. Involvement is essential for understanding other people' view, as they see it; seeing how they see others; identifying their problems and concerns and, thus, decoding their discourse and behavior. In order to accomplish that, researchers should have access to the participants: they have to develop relationships of proximity, trust and friendship, connection, identification, sensitivity to the participants' matters as well as the ability to assess their feelings and cognitive inclinations. This type of involvement must be reflexive, namely, researchers should stop and think, conduct a discourse with themselves, process what has happened in the past, be able to stand on the side and re-examine the obtained insights (Maykut & Morehouse, 1994).

From a methodological point of view, researchers have to learn the language of the research participants, with all the nuances and unique vocabulary. They also have to understand other means of communication, - gestures, facial expression, actions, appearances, body language or non-verbal communication – designed to transfer meanings to others. Appearances should be closely investigated, if researchers wish to identify their inner mystery (Geertz, 1973).

Researchers must feel part of the participants' culture and interpret the words and gestures in the way that is customary among the members of the culture or the investigated sub-culture. Qualitative researchers want to find out how the investigated occurrences are understood who experience them and involved in them (Jorgensen, 1989).

The researcher of the present study has a 20-year experience of working with at-risk youth. During the first ten years of her career, she worked as a subject teacher, home-class teacher and subject coordinator in a school of the Ministry of Labor. In the following ten years, she worked in a Technological Education Center, under the jurisdiction of the Ministry of Education, as a subject teacher, home-class teacher, subject coordinator and deputy principal. In recent years, she has managed a Technological Education Center, accumulating vast experience about the population of these schools, namely teachers and pupils. Moreover, she has extensive access to these schools all over the country.

CHAPTER III: FINDINGS

III.1 Findings emerging from Research question No. 1 and Hypothesis 1

What components are involved in the self-efficacy of teachers who teach at schools for at-risk youth?

1. Research hypothesis No. 1 was refuted - No relationship was found between self-efficacy and perseverance in educational practice with at-risk youth.

A Kolmogorov–Smirnov test showed that the distribution of ‘self-efficacy’ deviated from the normal distribution. The general model of the distribution was asymmetric with a ‘right tail’ (see Figure No. III.1). The shape of the distribution explains the values hierarchy of the central indices of the distribution: mean>median>mode.

These findings implied that some teachers felt their sense of self-efficacy was considerably high relatively to their colleagues. The statistical meaning was that the tests required for examining hypotheses were a-parametric.

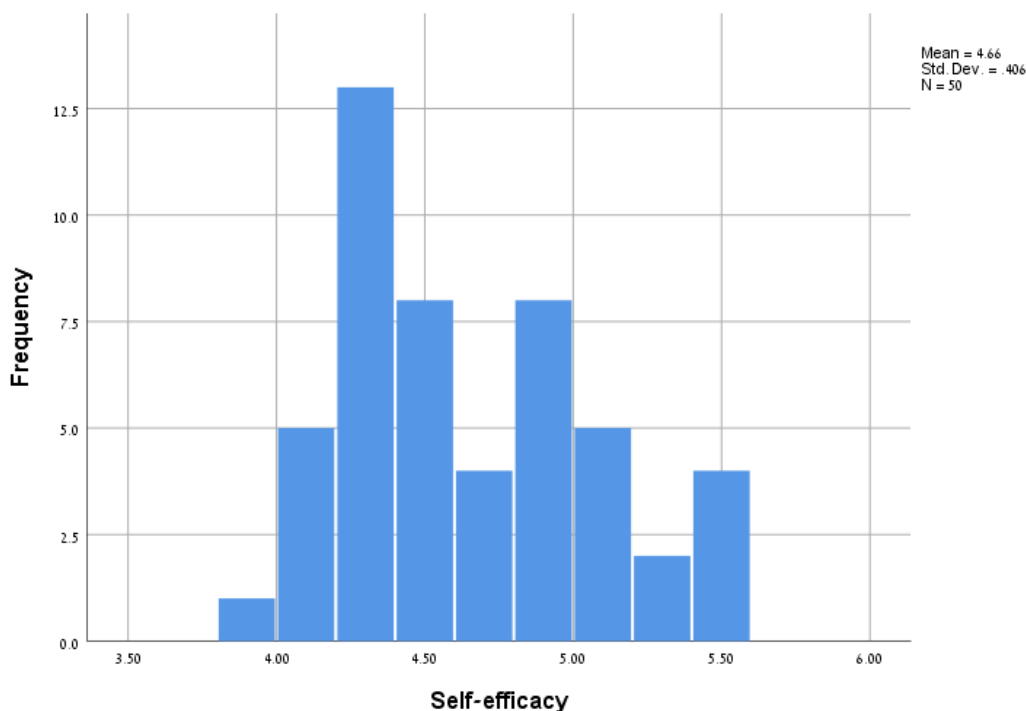


Figure III.1: Self-efficacy

In this hypothesis, the independent variable was self-efficacy and the dependent variable was perseverance. The perseverance was measured by three parameters: number of seniority years in the profession, number of seniority years in the current school and the status of a tenured teachers in the education system.

The statistical relationship between self-efficacy and perseverance was examined by a univariant analysis, calculating the Spearman correlation coefficient.

Between self-efficacy and number of seniority years in the profession, a positive, weak and insignificant relationship was found ($r_p = 0.169$ $p=0.247$).

Between self-efficacy and the number of seniority years in the current school, a positive, weak and insignificant relationship was found ($r_p = 0.147$ $p=0.308$).

Among 32 tenured teachers, the level of self-efficacy was 0.437 ± 4.73 . Among 18 non-tenured teachers, the level of self-efficacy was 0.307 ± 4.52 . The difference between the groups was statistically insignificant ($t=-1.815$ $d.f=48$ $p=0.076$).

2. A positive, intermediately strong, significant relationship was found between the teachers' scope of the position and their self-efficacy. Teachers who have a greater scope of position, demonstrate a high sense of self-efficacy.

Perusal of Figure No. III.2 illustrated that this trend was demonstrated by teachers who worked at least half time and more. The number of teachers in the sample, who had less than a half-time position, was very small, two teachers. Hence, the rate of teachers with less than half-time position was rather rare and, as a general trend, a high scope of position indicated a high self-efficacy.

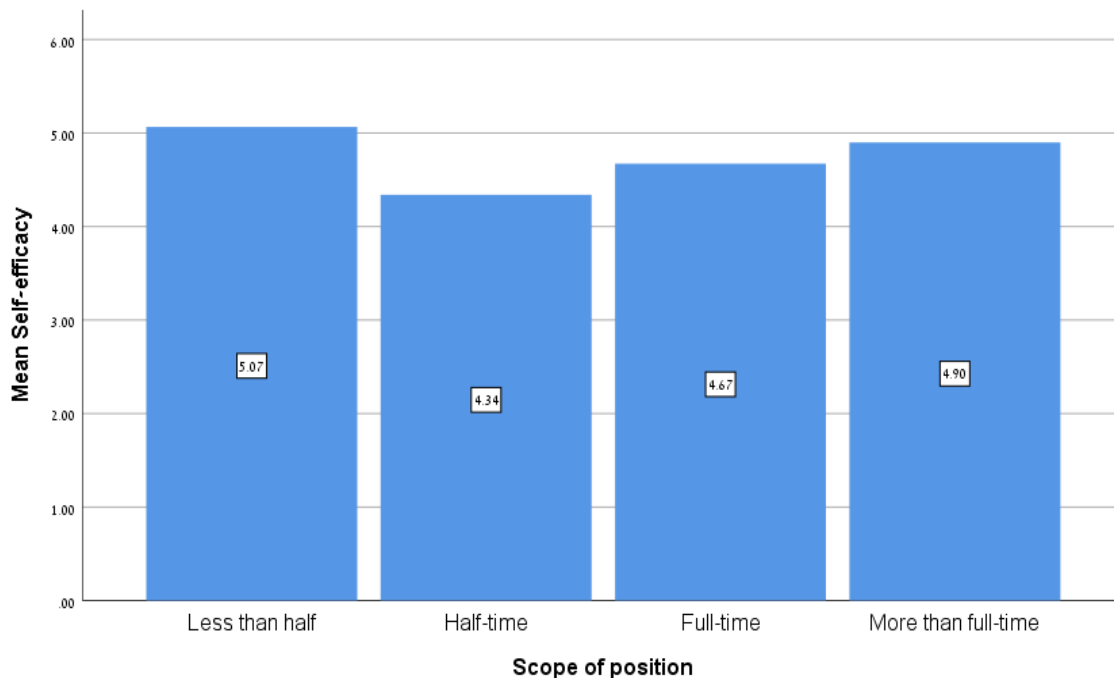


Figure III.2: Scope of position

3. A positive, intermediately strong, significant relationship was found between self-efficacy and sense of calling. Teachers with a high sense of self-efficacy, demonstrate a high sense of calling.
4. A positive, intermediately strong, significant relationship was found between self-efficacy and reputation in teaching. Teachers with a high sense of self-efficacy, have a high perception of reputation in teaching.

III.2 Findings emerging from Research question No. 2 and Hypothesis 2

What components are involved in the professional identity of teachers who work in schools for at-risk youth?

1. Based on the significant relationship between self-efficacy and perseverance, it was concluded that research hypothesis No. 2 was partly corroborated.

In this hypothesis, the independent variable was professional identity and it was measured by four different research variables: confidence in choosing a profession, self-efficacy, sense of calling, and reputation. The dependent variable was perseverance, which was measured by two parameters: number of seniority years in the profession, number of seniority years at the current school and the status of tenured teachers in the education system. The statistical relationship between the professional identity variables and the number of seniority years in the profession and number of seniority years at the current school, was examined by a univariant analysis, calculating the Spearman correlation coefficient (see Table No. III.1).

Table III.1: Relationship between the professional identity variables and perseverance (Spearman correlation coefficient)

Professional identity variables	No. of seniority years in the profession		No. of seniority years at the current school	
	Spearman correlation coefficient	P	Spearman correlation coefficient	P
Confidence in choosing a profession	-0.028	0.849	-0.188	0.196
Self-efficacy	0.283	0.046	0.110	0.452
Sense of calling	0.100	0.488	0.031	0.835
Reputation	0.112	0.438	0.018	0.901

Perusal of Table No. III.1 illustrated that, generally speaking, there was no statistical relationship between the professional identity variables and perseverance. A weak, direct

significant statistical relationship was found between self-efficacy and number of seniority years in the profession. The values of self-efficacy were higher among experienced teachers in the education system.

A t-test of two independent samples examined whether there was a difference in the professional identity variables between tenured and non-tenured teachers in the education system. Perusal of Table No. III.2 indicated that there was no difference in the distribution of the professional identity variables between tenured and non-tenured teachers.

Table III.2: Professional identity variables among tenured and non-tenured teachers

Professional identity variables	Tenured teachers		Non-tenured teachers		t	P
	Mean	SD	Mean	SD		
Confidence in choosing a profession	3.39	.430	3.47	.443	0.582	0.557
Self-efficacy	3.58	.380	3.44	.394	-1.196	0.237
Sense of calling	3.36	.503	3.33	.353	-0.252	0.802
Reputation	3.00	.478	3.09	.521	0.636	0.528

Based on the significant relationship between self-efficacy and perseverance, it was concluded that research hypothesis No. 2 was partly corroborated.

2. There is a direct, weak and significant relationship between self-efficacy and number of seniority years in education. Experienced teachers in the education system have a higher sense of self-efficacy.
3. A multivariate model showed that the research variables of self-efficacy and the research variables of professional confidence in choosing the profession, had a significant contribution to the prediction of the number of seniority years in the profession.
4. A significant difference was found between male-teachers and female-teachers as far as the reputation in teaching variable was concerned. The value of the reputation in teaching variable is higher on average among female-teachers, as compared to this variable among male-teachers.

III.3 Findings emerging from Research question No. 3

What factors are involved in teachers' dropout from schools for at-risk youth?

1. There is no proportion between the extent of investment in the profession and the rewarding. Apparently, the teaching profession is perceived as offering a negative rewarding and, hence, it is a source of frustration.
2. Teachers' status is perceived as low, undermining their self-confidence, and evoking a sense of failure. Teaching is not appreciated and is even disrespected by the involved elements of the system, leading to a feeling of frustration among teachers working in schools for at-risk youth.

Table III.3: Themes and affiliation categories

Themes	Affiliation category	Quotation
Wages	Wages vs. investment	<i>"Unfortunately, teachers' reward versus their investment and coping with the pupils, is inappropriate, particularly in the case of new teachers who have no seniority and no rewards for professional training courses".</i>
School atmosphere	Perception of school as a "home", a "family"	<i>"Most of the teachers who persevere in their work, do not remain because at school because of its atmosphere. I think that we are a small team, a sense of being a family".</i>
	Cooperation	<i>"All this sharing, everything is built on cooperation between the staff members. Once they hear there are ways and someone can help them, then they will not want to leave".</i>
	Sense of belonging	<i>"The atmosphere at school is really the key word because the pupils too see how the teachers are talking with each other. They see the atmosphere at school and it affects them and because of that they actually succeed. Due to the atmosphere and the sense of belonging. I think that the sense of belonging is the most important".</i>
	Shame	<i>"Someone should take the initiative and compliment these teachers since they are really doing a great and important work. I feel that working in such a place means a great shame instead of being a great compliment".</i>
	Damage to the self-confidence	<i>"It is important to raise the confidence of these teachers, letting them know that they are in the most important place and they are the most meaningful. In other schools, teachers might find their place and</i>

Themes	Affiliation category	Quotation
Acknowledge ment of the teachers' status		<i>feel less frustration, less damage to their self-confidence</i> ".
	Sense of failures	<i>"My expectations as a new teacher were more academic. Yet, I am coping with very strong feelings of failure, lack of value, low self-image as a teacher, as an authority, helplessness"</i> .
	Lack of appreciation	<i>"Lack of appreciation, I think, lack of appreciation by the pupils, the parents and sometimes by the management"</i> .
	Disrespect on behalf of the involved bodies (education system, pupils, parents)	<i>"I also get a disrespectful attitude. I am disrespected by the pupils and many times from the parents, from everyone around me... That means there is no 'local patriotism' for the teachers"</i> .
	Status of technological schools	<i>"Every teacher has... I see that some of teachers aspire to teach in schools that are selective... that teachers will be at a selective school and their status is measured accordingly... The centers of technological education and the technological schools are considered as a transit station"</i> .
Teachers' difficulties to cope with students' behavior	Teachers' sense of lack of confidence in class	<i>"A female-pupil who 'made eyes at me', almost caused me to resign. Lack of confidence can stem from violence by the pupils. I think that once disciplinary problems are not addressed, this makes teachers leave"</i> .
Personal development / occupational horizon	Sense of satisfaction	<i>"The process that the children succeed makes me feel eventually satisfied"</i> .
	Sense of frustration	<i>Personal frustration due to their lack of progress. It is very very difficult to promote our pupils and this evokes frustration"</i> .
Tutoring and support	The relationship between tutoring and support and teachers' perseverance in school	<i>"One of the real problems is perhaps the lack of sufficient tutoring, guidance and support. Many teachers who join the education system don't know who they can turn to. They remain alone but for this one needs a lot of tutoring, and lots of support, many talks but this does not happen. The system is not organized for that at all, providing this support to the teachers... it is simply not organized"</i> .
	A feeling of loneliness	<i>"I see teachers who are lonely, simply alone and they need a very extensive support in order to survive and understand that they really wan to continue teaching in general and with these adolescents in particular"</i> .
	The first year is crucial for new teachers' process of absorption and survival in this new system	<i>"I think that what can help teachers remain in the education system is close support by the staff and the management. I mean pedagogical and emotional support and a sense of belonging to the workplace."</i>

Themes	Affiliation category	Quotation
		<i>This support should, in my opinion, be given at least during the first two years and, then, as required”.</i>
	Sharing and presenting difficulties of new teachers	<i>“My mistake was that I did not ask for help because I thought that I could do it alone”.</i>
	Low sense of self-efficacy	<i>“He is an intern and then, really, at the beginning, the talks he had were very hard. He failed to deal with disciplinary problems in the class and esteemed himself as incapable. Perhaps he is not fit to be a teacher. We had many talks about me being successful and he was not”.</i>
Difficulties in coping with the education system and with the management’s attitude	Encouragement and support by the management	<i>“Everything starts and ends with the school management. I think that if the management support the teachers and if the management backups the teachers and if the teachers goes into the class and feel that they are strong vis-à-vis the pupils, that they are authoritative in front of the pupils, then these teachers will persevere in the education system”.</i>
	Difficulty to cope of the education system’s conduct	<i>“There us a problem to maintain good people who come to the education system from the outside... that the system itself is not managed in a sufficiently organized way... it is very disorderly and unorganized”.</i>
	The need for clear discipline and regulations	<i>“Order and organization are the things that are the most important at a school like ours, clear rules. I refer mainly to discipline, clear and defined rules with clear boundaries, combined with containment, order, discipline”.</i>
	Coping with an unorganized and disorderly school syllabus	<i>“Lack of routine... let’s call it by this name because really... eh, the system is even very dynamic and every time there is something, then it is very difficult for he teachers to cope with it, so they leave the school”.</i>
	The gap between the desirable and the existing – between the system’s demands to show attainments and the difficult reality in the field entails a strong sense of frustration	<i>“expectations of... hm, expectations of the standard versus the reality in the field, as if you get connected to the pupils and you understand their objective difficulties but it still echos in your head... everyone should do it, they all have to sit for the final exams, indices, scores, as if these gaps between... what you feel in practice and what is really expected from you”.</i>

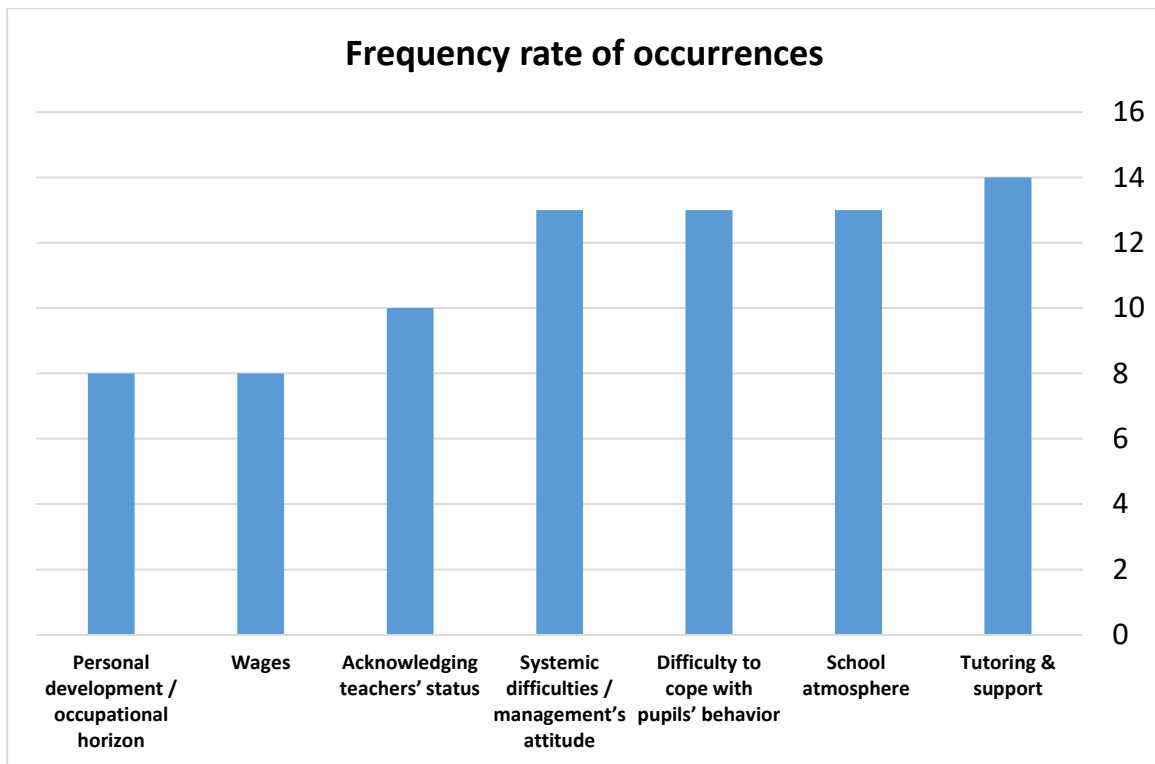


Figure III.3: Frequency rate of occurrences

Figure No. III.3 illustrates that all the interviewees related to training and support, when they specified the factors of preventing teachers' dropout. On the other hand, wages and personal development/occupational horizon were indicated with the lowest reference. The school atmosphere, coping with pupils' negative behavior as well as systemic difficulties/management's attitude, were equally referred to by the interviewees. The element of acknowledging teachers' status received a lower reference in relation to the other elements.

Findings obtained from the focus group

The focus group that consisted of the principals of schools for at-risk youth, aimed to expand and reinforce the quantitative and qualitative findings of the present study. The content analysis of the data obtained from this group, gave rise to 10 themes and 15 affiliation categories, presented in Table No. III.4

Table III.4: Themes and affiliation categories from the focus group

Themes	Affiliation category	Quotation
Years of seniority in the teaching profession	Self-efficacy	<i>“I agree. In my school too I see that the experienced teachers are more dedicated to school”.</i>
	Self-confidence in choosing the profession	<i>“I think that teachers choose this profession not of their free will and teach at our school not because they choose to do it but because they do not find work anywhere else. Every year I replace teachers at my school”.</i>
Reputation of the teaching profession	Second career	<i>“In my school, too, there are teachers who have chosen this profession as a second career. If I think about it, I see that these teachers are more patient, they bring with them something else... They manage to reach the pupils, take them to much better places than do new teachers for whom this is the first career”.</i>
Self-efficacy	Scope of position	<i>“Right, I think so too. I have teachers who work long hours because they have no other alternatives. I must say that these teachers do not always succeed with the children and every year, I, too, have to recruit new teachers for the pathway subjects and it is very difficult for me”.</i>
	Sense of calling	<i>“That’s right, I totally agree”.</i>
Personal development / Occupational horizon	Sense of satisfaction	<i>“I really think this is important. I always check that all the teachers attend in-service training courses that are associated with the subject that they teach but I have not thought about promotion opportunities”.</i>
Teachers’ tutoring and support	Tutoring and support are given in teacher education colleges	<i>“The teachers receive tutoring and support from the colleges”.</i>
School management’s backup	Teachers’ backup for a negative behavior vis-à-vis the pupils	<i>“Wait a moment... backup the teachers for everything? And if they do not behave appropriately with the pupils and the staff?”</i>
		<i>“It is very important to me at school. It is important that school is like a family. Therefore, I</i>

Themes	Affiliation category	Quotation
School atmosphere	Perception of school as 'home'	<i>organize many activities for the staff. I have a very active committee that does a lot for the teachers. There are experienced teachers who have worked many years at the school and I feel that they perceive it like 'home'".</i>
	Sharing	<i>"I also think like that... I too find it important that the teachers feel good at school. I think that if they feel good, they will remain in the school. Sharing is very important in my opinion. Teachers who do not open up or share their difficulties with others, cannot teach nor cope with the pupils. It is impossible, simply impossible to do it alone. We must work as a team, helping one another".</i>
Wages	Demand for additional wages for work with at-risk youth	<i>"I do not understand why we do not receive added wages for the risk involved in our work".</i>
Teachers' status	Sense of failure and disrespect by the environment	<i>"Teaches who work with at-risk youth are teachers at risk, exactly like the children. This is some sort of a circle – they feel unsuccessful and failing like the pupils".</i>
Difficulties in coping with the system and the management's attitude	A difficulty in coping with the education system conduct	<i>"I think that the Ministry of Education always asks us to do something. Results and results... We are under a very great pressure and the pupils are not easy to handle".</i>
	Need for discipline and clear rules	<i>"Children should have clear boundaries and discipline at school. The teachers need it too. I have already said that the teachers are exactly like the pupils and they also need order and discipline".</i>
	Coping with an unorganized and disorderly school-based curriculum	<i>"Because the school is so small,.. I have twenty something teachers and when two teachers are absent on the same day, it has negative implications... all the system changes. Then I have no choice and the teachers have to teach other classes as well. There is no stability, things constantly change and it is very hard".</i>

III.4 Findings emerging from Research question No. 4

What components might comprise a model for preventing teacher dropout from their work in schools for at-risk youth?

1. Teachers' professional development and occupational horizon are greatly important for the sense of satisfaction and feeling of frustration of teachers working with at-risk youth.
2. Teachers' training and tutoring are most essential for their acclimatization at school, particularly during the first year. New teachers, who frequently feel "lonely" in the system, should know how to share with the school staff and management the difficulties with which they cope at school. This will reinforce the teachers' self-confidence and prevent their frustration and low sense of self-efficacy.
3. There is a relationship between teachers' difficulty to cope with pupils' negative behavior and the teachers' sense of confidence in class.
4. The school atmosphere is vital for preventing the dropout of teachers in schools for at-risk youth.
5. Teachers working in schools for at-risk youth have to cope with the education system and the management's attitude. This results in teachers' frustration, a need for the management's backup and support, as well as discipline and clear rules at school.

CHAPTER IV: CONCLUSIONS AND RECOMMENDATIONS

IV.1 Summary of the factual conclusions

The internal factors are:

- Tutoring and support by the school, particularly in the teachers' first year at school.
- School management's backup.
- Creating a positive and supporting school atmosphere.
- High scope of position.

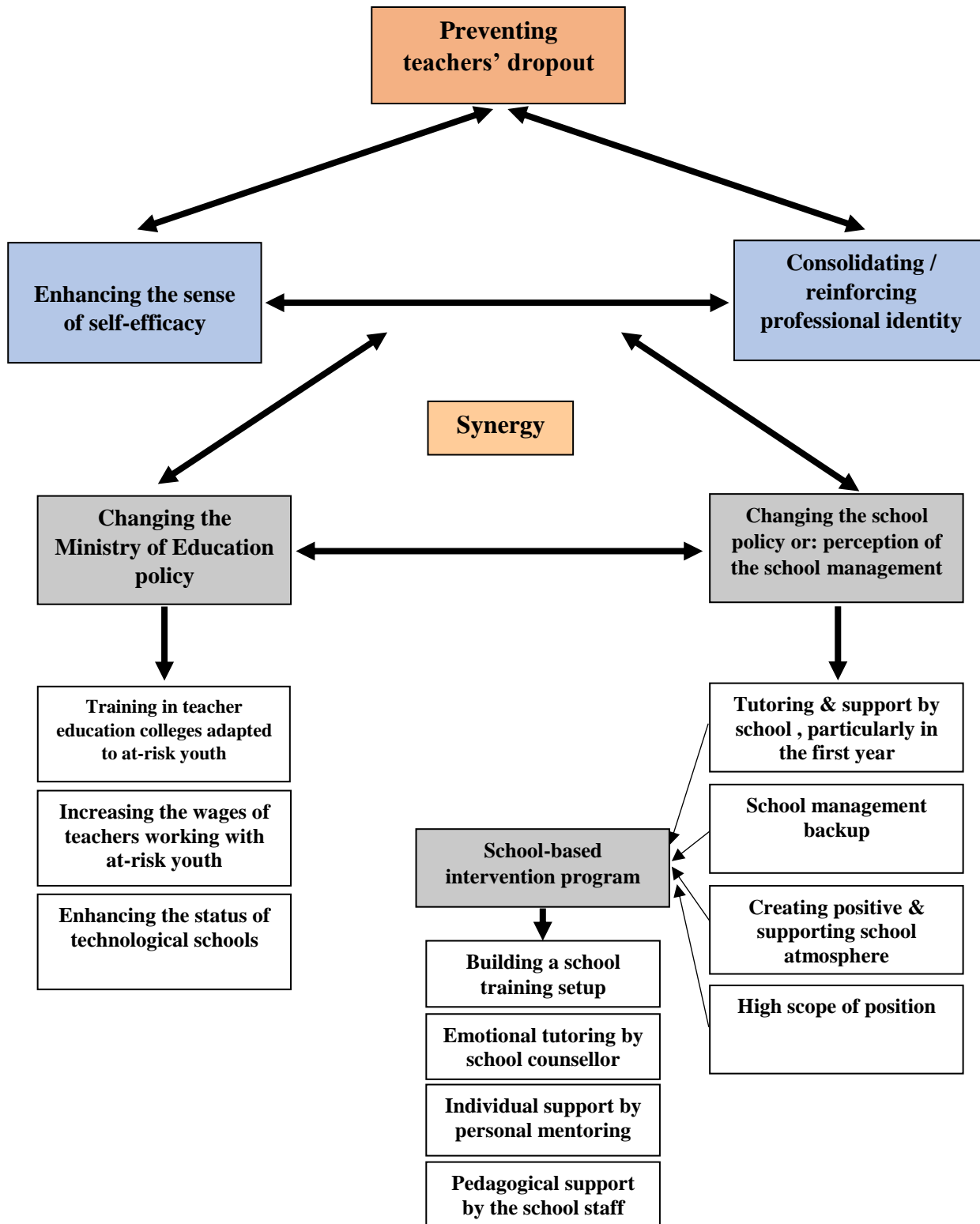
The external factors are:

- Training in teacher education colleges, adapted to teachers of at-risk youth.
- Raising the wages of teachers working with at-risk youth.
- Enhancing the status of schools for at-risk youth.

IV.2 Conceptual conclusions

A systemic model for preventing teachers' dropout from schools for at-risk youth

SM-PTD-YaR Schools



The systemic model for preventing teachers' dropout relates to two main components: consolidation/reinforcement of teachers' professional identity and the enhancement of the sense of self-efficacy of teachers working with at-risk youth. Teachers with a strong sense of self-efficacy and a high sense of self-efficacy, tend much less to drop out from school. Furthermore, in order to reduce the dropout of teachers from schools for at-risk youth, it is essential to enhance teachers' sense of self-efficacy and professional identity. For that purpose, we have to act on two interrelated levels: changing the policy of the school and of the Ministry of Education, and building an intervention program. The change of policy should relate to the training in teacher education colleges, since they have to build programs adapted to at-risk youth; raise the wages of teachers working with at-risk youth; and enhance the status of schools for at-risk youth, namely technological schools.

When building the school intervention program, emphasis should be put on the following elements: (a) tutoring and support, particularly during the teachers' first year at school; (b) school management's backup; (c) a positive and supporting school atmosphere; and (d) a high scope of position. That is, the link of the pedagogical-emotional intervention program with the change in the school and Ministry of Education policy, creates synergy that enhances teachers' sense of self-efficacy and strengthens their professional identity. This increases the chances of teachers of at-risk youth to remain in these schools.

Hence, teachers working with at-risk youth should receive a suitable training and support, in order to increase their self-confidence, get support and backup from the school management, and work in a school, where the atmosphere is positive. The suggested model is holistic, viewing the 'whole', while underscoring the reciprocity between the parts.

This holistic model comprises three key features:

- (1) **Modularity** - this model is built of sub-units that can be 'assembled' according to the various needs of the principals.
- (2) **Flexibility** – in the pedagogical space and in the emotional space.
- (3) **Cooperation** – general responsibility of the principals and the educational staff, as well as the pooling of human resources and other resources.

IV 3. Practical implications and recommendations

1. Tutoring and support of teachers working with at-risk youth - in order to reduce the dropout of teachers from schools for at-risk youth.
2. Creating a positive and supporting school atmosphere.
3. Scope of position - It is recommended allocating a high scope of position to teachers working with at-risk youth.
4. Wages - It is important to raise the wages of teachers working with a-risk youth.
5. Status - The status of schools for at-risk youth should be promoted.

IV.4 Contribution to knowledge

Contribution to theoretical knowledge:

- The findings of the present study refer to factors of dropout of teachers from schools for at-risk youth.
- The data-based model, derived from the present study, bridges the gap in knowledge concerning the prevention of teachers' dropout from their work in schools for at-risk youth.
- Moreover, since this model is original and innovative, it presents the model as an innovation.

Contribution to practical knowledge:

- The dropout prevention model, derived from the present study, can provide guidelines to those who want to develop an intervention program that will prevent teachers' dropout.
- The present study recommends building intervention programs in frameworks of teacher education and professional development, in order to prevent the dropout of teachers from their work in schools for at-risk youth.

IV.5 Further studies

1. It is recommended conducting a more comprehensive study that will encompass a higher number of interviewees.
2. It is recommended conducting a more comprehensive quantitative research, that will include questionnaires also for teachers who have dropped out from schools and measure the dropout rates.
3. It is recommended conducting a study that will investigate whether there is a difference in the factors of teachers' dropout between the Jewish and Arab sectors, comparing these two sectors.
4. On the basis of the findings of the present study, it is recommended conducting a study of the ideal profile of teachers who work with at-risk youth, for the purpose of making an optimal screening of the candidates for work with at-risk youth.

IV.6 A Proposed intervention program for preventing dropout of teachers from schools for at-risk youth

The proposed intervention program relates to new teachers' tutoring and support from both the pedagogical and emotional aspects.

The tutoring and support will be manifested on several levels:

1. Building a school training setup (for the entire teaching staff at school).
2. Individual support by personal mentoring (for new teachers at school and, if possible, also for teachers in their second year at school).
3. Pedagogical support of the staffs (for the entire teaching staff at school).
4. Emotional support by the school counsellor (for the entire teaching staff at school).

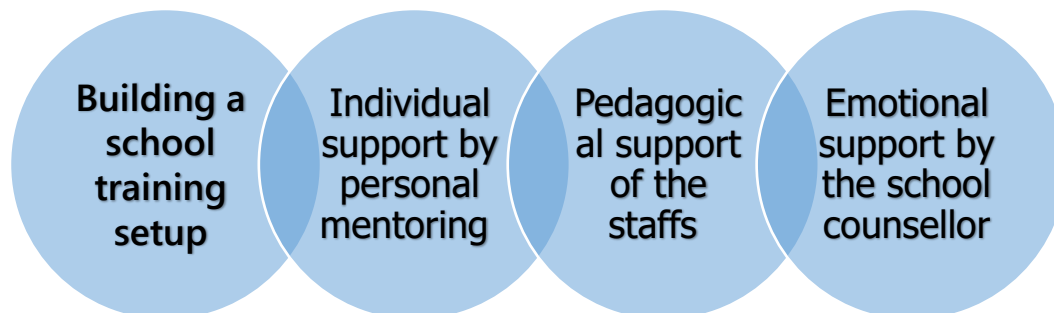


Figure IV.1: A Proposed intervention program for preventing dropout of teachers from schools for at-risk youth

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APPENDIX A

Appendix A - Questionnaires

Dear participant,

The current questionnaire is part of a doctoral dissertation on the subject of teachers dropping out of the teaching profession.

The questionnaire is formulated in masculine form but is intended for both men and women.

There are no correct or incorrect answers, but it is important to answer all the questions honestly.

I would like to emphasize that the research questionnaire is completely anonymous, its findings are confidential and are intended solely for the purposes of this study.

For further questions and information, please contact me directly:

- Mobile: 054-5977716
- Email: kerenbav@gmail.com

Thank you for your valuable time and cooperation,

Best regards,

Keren Bavli

Part 1: General Details

1. **Gender:** A. Woman B. Man
2. **Age:** _____ years.
3. **Nationality:** A. Jewish B. Arab C. Other. Specify: _____
4. **Country of birth:** _____
5. **Ethnic origin** (by parents' country of birth): A. Europe/America B. Asia/Africa
C. Mixed D. Israel (4 generations) E. Other: _____
6. **Family status:** A. Single B. Married C. Divorced D. Widowed
7. **Education:** Number of years of study _____ Degree (highest) _____
8. **Your current work:**
 - A. **Specify your current place of work:** _____
 - B. **Seniority in your current job:** _____ years.
 - C. **Your current position:** _____
 - D. **Seniority in the profession:** _____ years.
 - E. **Do you have tenure in your workplace?** 1. No 2. Yes
 - F. **Scope of your position:** 1. Less than part-time 2. Part-time 3. Full-time
4. More than full-time

Part 2: Questionnaire

Dear teacher,

The following are sentences that describe the feelings of teachers in their work at school.

Please indicate to what extent you thought or felt as described in these statements during the last two or three months of your work in the school.

Please circle the most appropriate number.

	Never	Very rarely	Rarely	Often	Very often	Always
1. I think I teach in an interesting way that creates motivation in students.	1	2	3	4	5	6
2. I think I can allow students to joke in class without feeling I am losing control of the class.	1	2	3	4	5	6
3. I think I can joke with the students without damaging my position as a teacher in their eyes.	1	2	3	4	5	6
4. I think I don't have any real influence on fundamental decisions in the school.	1	2	3	4	5	6
5. I feel that I am assertive in the conversations with my manager.	1	2	3	4	5	6
6. I feel I have high professional ability when I teach.	1	2	3	4	5	6
7. I think that when the academic achievements of students who lack motivation are low, as a teacher I really cannot do much.	1	2	3	4	5	6
8. I think I contribute to shaping the school's policy and its character.	1	2	3	4	5	6
9. I think I have friendly relationships with colleagues at school.	1	2	3	4	5	6
10. I think that I have little ability to influence the achievements of my students, considering other factors such as the home, intelligence, etc.	1	2	3	4	5	6

	Never	Very rarely	Rarely	Often	Very often	Always
11. I think I am capable to decide when to share with my students the decisions related to classroom study subjects.	1	2	3	4	5	6
12. I think that through my teaching I can influence the values and morals of my students.	1	2	3	4	5	6
13. I think that the school administration does not really know me and my opinions.	1	2	3	4	5	6
14. I think I can be very creative in my work with my students.	1	2	3	4	5	6
15. I think I should keep distance from the students to prevent losing my authority in their eyes.	1	2	3	4	5	6
16. I think I have influence when there is a need to help solve whole-school problems.	1	2	3	4	5	6
17. I feel that I am unable to establish good relationships with colleagues in my school.	1	2	3	4	5	6
18. I think I am flexible in my teaching methods in class.	1	2	3	4	5	6
19. I am afraid that I am not charismatic when I stand in front of my students in class.	1	2	3	4	5	6
20. I am an active participant in the important decision-making processes in the school.	1	2	3	4	5	6
21. I think I have the ability to integrate well into the school life and culture.	1	2	3	4	5	6
22. I think I am capable of improvisation in teaching in class, according to what happens in the classroom.	1	2	3	4	5	6
23. I feel that I have difficulty physically touching my students when I want to convey to them a message of warmth and caring.	1	2	3	4	5	6
24. I feel that the school administration does not allow me to present ideas that will advance the educational or social goals of the school.	1	2	3	4	5	6

	Never	Very rarely	Rarely	Often	Very often	Always
25. I think I am able to have good communication with my superiors in the school.	1	2	3	4	5	6
26. When I teach, I know how to adjust the difficulty level of the material to the level of the students, so they will listen and understand.	1	2	3	4	5	6
27. When I decide to share my feelings with my students, I do so easily.	1	2	3	4	5	6
28. I think that if I present the principal (or the management team) with suggestions to promote the pedagogic or social goals of the school, they will be accepted willingly.	1	2	3	4	5	6
29. When there are many difficulties in my relationship with my colleagues or with the management at school, I prefer to give up or retreat.	1	2	3	4	5	6
30. I think I know how to link the material I teach in the lesson to the everyday life of the students.	1	2	3	4	5	6
31. It is hard for me to deal with the discipline problems of students in class.	1	2	3	4	5	6
32. I do not know who makes the important decisions in the school.	1	2	3	4	5	6
33. I can assert my opinions uncompromisingly before management.	1	2	3	4	5	6
34. I think I have the ability to encourage my students to express their thoughts and feelings freely in class.	1	2	3	4	5	6
35. I manage to overcome student disturbances even without shouting.	1	2	3	4	5	6
36. I think that in situations of conflict with colleagues I am able to act in order not to reach an "explosion."	1	2	3	4	5	6
37. If a student does not remember the material from previous lessons, I know how to act so	1	2	3	4	5	6

	Never	Very rarely	Rarely	Often	Very often	Always
that they will remember better in the next lesson.						
38. I feel that the students willingly respond to my requests and instructions in class.	1	2	3	4	5	6
39. I think that if I want to, I can move upward and take on key positions in my school.	1	2	3	4	5	6
40. I feel that I have difficulty in demanding things from the management.	1	2	3	4	5	6
41. I think I have little influence on social relations among my students.	1	2	3	4	5	6
42. I feel loyal to my school.	1	2	3	4	5	6
43. I feel that I do not know who to go to in the school when I have a professional or other problem.	1	2	3	4	5	6
44. I think I know how to detect problems with students and handle them before they get worse.	1	2	3	4	5	6
45. I think I have a good ability to analyse organizational processes taking place in the school.	1	2	3	4	5	6
46. I think that through my teaching I am making a positive change in the lives of my students.	1	2	3	4	5	6

In this part of the questionnaire, you are asked to indicate in the appropriate place the degree of your agreement with the statement.

	Strongly agree	Agree	Disagree	Strongly disagree
1. I'm sure I did right when I chose to be a teacher				
2. I view the teaching profession as a calling				
3. I do not like being a teacher				
4. When what is written in the newspaper harms the status of the teacher, I feel personally hurt				
5. It is good for me to practice in education				
6. I'm glad I chose teaching				
7. I often have doubts as to whether I am suitable to be a teacher				
8. I have personal ability to be a good teacher				
9. I think I am a professional teacher				
10. It was attractive to me to be a teacher				
11. I always wanted to be a teacher				
12. I think I will fulfill myself in another profession that is not teaching				
13. I think teaching is the profession that suits me best				
14. When someone disregards teachers, I feel that they are hurting me				
15. I think I am fulfilling myself by teaching				
16. Teaching plays a central role in my life				
17. I do not think I will leave the field of education				
18. I think I have the professional skills to be a good teacher				
19. I think that anyone who does not like to be a teacher should not practice in teaching				
20. I always thought that my calling was to be a teacher				
21. Anyone who does not see teaching as a calling is better off not being a teacher				
22. I am sure I have the traits to be a good teacher				
23. When I see a teacher I feel respect for them				
24. I express myself in teaching				

	Strongly agree	Agree	Disagree	Strongly disagree
25. I lack basic skills to be a teacher				
26. I feel that I am suitable to be a teacher				
27. I am satisfied with my choice of teaching				
28. I believe I will succeed in teaching				
29. I am ashamed to be a teacher				
30. Teaching is a calling for me				
31. I have a correct approach to students				
32. I'm not sure I will stay much longer in teaching				
33. I have command over the secrets of the teaching profession				
34. I'm sure I have the skills to be a good teacher				
35. When I am mistaken for having a different profession, I correct the mistake and explain that I am a teacher				
36. I know how and what one should do in teaching				
37. The teaching work attracts me				
38. I am content to practice in education				
39. I think there are only a few teachers who can define themselves as professionals in teaching				
40. I manage to make a good connection with the students				
41. Teaching is an intellectual challenge for me				

Appendix B - Interview guide

Questions for the principals

1. Demographic data: age, gender, education, seniority in teaching, number of teachers at school, number of pupils. Seniority in management, seniority as principal in the current school.
2. Please tell me something about yourself, how many years have you been a principal, something about your school, its teachers and pupils, etc.
3. Have you come across teachers' dropout? What do you think about it?
4. In your opinion, what makes teachers drop out of teaching? Do you have figures about the number of teachers who have dropped out of your school in the last three years?
5. In your opinion, what causes teachers to leave one school and move to another?
6. In your opinion, what do you think can prevent teachers from leaving the teaching practice at school? What can help them stay?
7. Based on your experience, to what extent can the school atmosphere help teachers to remain in their work?
8. How do you absorb teachers in your school? Please describe the process.
9. Which difficulties do teachers at your school experience, difficulties that cause them to drop out? Which activities can be performed in order to alleviate these difficulties? Can these activities prevent them from leaving?
10. Which factors are involved in teachers' dropout from schools for excluded youths?

Questions for teachers who have worked in schools for at-risk youth for at least five years

1. Demographic data: age, gender, education, teaching certificate, seniority in teaching, number of teachers at school, number of pupils, seniority in teaching at the current school.
2. Please tell me a little about yourself, how many years have you been teaching? Teaching subject? Something about your experience as a teacher at your school, the teachers, the pupils, etc.
3. Have you faced teachers' dropout? What do you think about it?
4. In your opinion, what makes teachers drop out of teaching?
5. In your opinion, what causes teachers to leave one school and move to another?
6. What makes you stay here at school?
7. What do you think can prevent teachers from leaving the teaching position at school? What can help them stay?

8. Based on your experience, to what extent can the atmosphere at school help teachers remain in their work?
9. How have you been absorbed in your school? Please describe the process.
10. What difficulties do teachers at your school encounter, making them leave? What activities can be performed in order to alleviate these difficulties? Can these activities prevent them from leaving?
11. Which factors are involved in teachers' dropout from schools for excluded youths?

Questions for teachers who have dropped out from schools for at-risk youth

1. Demographic data: age, gender, education, teaching certificate, seniority in teaching, seniority in teaching at the current school.
2. Are you still working in teaching? At what school?
3. Please tell me a little about yourself, how many years have you worked as a teacher, something about your experience as a teacher, about your school, the teachers, the pupils, and so on.
4. Have you ever encountered the phenomenon of teachers' dropout? What is your opinion about this phenomenon?
5. What in your opinion makes teachers leave the teaching profession?
6. What in your opinion causes teachers to leave school and move to another one?
7. What made you leave school?
8. What in your opinion could prevent teachers from leaving the teaching at school? What could help them to stay?
9. According to your experience, to what extent can the school atmosphere help teachers to persevere in their work?
10. How were you absorbed at your school? Please describe the process to me.
11. Which difficulties have teachers at your school experienced, difficulties that could cause them to leave the school? Which activities can be done in order to alleviate these difficulties? Can such activities prevent their leaving the school?
12. Which factors are involved in teachers' dropout from schools for excluded youths?

Appendix C - Informed Consent Form

I, the undersigned:

Last name _____ First name: _____ ID No. _____

Address: _____

- 1, Hereby declare that I agree to participate in the study as specified in this form.
2. Hereby declare that Keren Bavli explained to me the following points:
 - a. The study will explore the factors involved in the dropout of teachers from schools for at-risk youth.
 - b. I can terminate my participation in the study at any moment and no sanction will be imposed on me should I choose to do so.
 - c. Confidentiality of my personal identity will be maintained in scientific publications.
 - d. I can address the researcher by telephone for further consultation regarding any problem associated with the study.
3. Hereby declare that I have received detailed information about the study and, particularly, about the following details that are related to the research aims, research methods, expected duration of the study, the common risks involved in it and the inconvenience that might be caused to me.

I hereby declare that I have given by consent of my own free will and that I have understood all the abovementioned details.

Participant's name	Signature	Date
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4. Researcher's declaration

I obtained the above consent after explaining all the above points to the research participant and made sure that he/she understood all my explanations.

Name of explaining researcher	Signature	Date
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