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**FORMING LEARNING MOTIVATION OF STUDENTS AT RISK OF SCHOOL  
DROPOUT THROUGH EFFICIENTIZING DIDACTIC COMMUNICATION**

**531.01 - General Theory of Education**

**PhD thesis in Educational Sciences**

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**FORMAREA MOTIVAȚIEI DE ÎNVĂȚARE A ELEVILOR CU RISC DE  
ABANDON ȘCOLAR PRIN EFICIENTIZAREA COMUNICĂRII DIDACTICE**

**531.01. - Teoria generală a educației**

**Teză de doctor în științe ale educației**

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**CHIȘINAU, 2023**

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## ADNOTARE

Kakoon Katy

### Formarea motivației de învățare a elevilor cu risc de abandon școlar prin eficientizarea comunicării didactice,

teză de doctor în științe ale educației, Chișinău, 2023

**Structura tezei:** introducere, 3 capitole, concluzii generale și recomandări, bibliografie (210 titluri), adnotări; 145 pagini text de bază, 24 tabele, 19 figuri, 10 anexe. 9 lucrări științifice.

**Cuvinte-cheie:** elevii în risc, abandon școlar, comunicarea didactică eficientă, motivația didactică, motivația de învățare, factori, condiții, program ludic-formativ, model pedagogic.

**Domeniul cercetării:** Teoria generală a educației.

**Scopul cercetării** constă în fundamentarea teoretică și metodologică a Modelului pedagogic de eficientizare a comunicării didactice pentru formarea motivației de învățare a elevilor cu risc de abandon.

**Obiectivele cercetării:** determinarea reperelor teoretice privind abandonul școlar a elevilor în situații de risc; identificarea dimensiunilor teoretice ale motivației de învățare a elevilor cu risc de abandon școlar; stabilirea cadrului teoretico-metodologic pentru eficientizarea comunicării didactice a profesorilor cu elevii în risc de abandon școlar; analiza unor modele de comunicare eficientă ale profesorului școlar cu elevii în situații de risc; elaborarea, implementarea și validarea Modelului pedagogic de eficientizare a comunicării didactice de formare a motivației pentru învățare a elevilor cu risc de abandon școlar; examinarea impactului comunicării verbale și nonverbale al profesorului școlar asupra nivelului de performanță didactică pentru formarea motivației de învățare a elevului; stabilirea valorii aplicative a Programului ludic-formativ pentru formarea motivației de învățare a elevilor cu risc de abandon școlar.

**Noutatea și originalitatea științifică a cercetării:** au fost actualizate conceptele de abandon școlar, motivația învățării elevilor expuși riscului, comunicarea didactică eficientă; au fost stabilite principiile de comunicare optimă a profesorilor, de colaborare cu elevii cu risc de abandon școlar; a fost proiectat, elaborat și validat *Modelul pedagogic de eficientizare a comunicării didactice pentru formarea motivației de învățare a elevilor cu risc de abandon*, bazat pe Programul ludic-formativ.

**Rezultatele științifice obținute în cercetare:** stabilirea și validarea fundamentelor teoretice și metodologice ale *Modelului pedagogic de eficientizare a comunicării didactice pentru formarea motivației de învățare a elevilor cu risc de abandon*, implementarea căruia a contribuit la deschiderea și flexibilitatea profesorilor de comunicare cu elevii; îmbunătățirea prezenței continuă în școală și a abilității de a rezolva conflictele, acțiuni ce au condus la sporirea motivației de învățare a elevilor, confirmată prin creșterea participării la lecții, realizării temelor, proiectelor tehnice.

**Semnificația teoretică a cercetării** este asigurată de: contribuția la dezvoltarea teoriei motivației pentru învățare, prin fundamentarea importanței creșterii motivației pentru învățare a elevilor cu risc de abandon prin implicarea lor la eficientizarea comunicării didactice; identificarea factorilor și condițiilor psihopedagogice adaptate la necesitățile și dificultățile elevilor în situații de risc; contribuția la dezvoltarea teoriei comunicării prin definirea comunicării eficiente, inclusiv în raport cu abandonul școlar.

**Valoarea aplicativă a cercetării** rezidă în elaborarea și validarea ansamblului de instrumente pedagogice și fundamente teoretico-metodologice, înglobate în Modelul pedagogic de eficientizare a comunicării didactice pentru formarea motivației de învățare a elevilor cu risc de abandon, bazat pe Programul ludic-formativ, care contribuie la îmbunătățirea motivației de învățare și prezintă un instrument valoros pentru manageri și profesori în prevenirea abandonului elevilor; oferirea unui cadru metodologic a comunicării didactice eficiente, adaptate necesităților elevilor.

**Implementarea rezultatelor științifice** a avut loc la Liceul Hadera pentru elevii cu risc de abandon școlar din Israel.



## ANNOTATION

**Author: Kakoon Katy**

**Forming of learning motivation of students at risk of school dropout by improving the efficiency of the didactic communication,  
PhD thesis in educational sciences, Chisinau, 2023**

**Thesis structure:** introduction, 3 chapters, general conclusions and recommendations, bibliography (210 titles); 145 pages of basic text, 24 tables, 19 figures, 9 annexes. 9 publications.

**Key-words:** students at risk, school dropout, effective didactic communication, didactic motivation, learning motivation, factors, Playful-formative program, pedagogical model.

**The Field of Research:** General Theory of Education.

**The Goal of the research:** consists in the theoretical and methodological foundation of the Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout.

**The research objectives** determination of theoretical benchmarks regarding school dropout of students in risk situations; identifying the theoretical dimensions of the learning motivation of students at risk of dropout; establishing the theoretical-methodological framework for the efficiency of teachers' didactic communication with students at risk of dropout; analysis of effective communication models of the school teacher with students in risk situations; elaboration, implementation and validation of Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout; examining the impact of the school teacher's verbal and non-verbal communication on the level of didactic performance for the formation of the student's learning motivation; establishing the applicative value of the Playful-formative program for training the learning motivation of students at risk of school dropout.

**The novelty and scientific originality of the research:** the concepts of school dropout, learning motivation of students at risk, effective didactic communication were updated; the principles of optimal communication between teachers and collaboration with students at risk of dropout were established; *the Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout, based on a Playful-formative program*, was elaborated and validated.

**The scientific results obtained in the research** consist in the establishment and validation of the theoretical and methodological foundations of the *Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout*, implementation of which contributed to the openness and flexibility of teachers to communicate with students; improving continuous attendance in school and the ability to resolve conflicts, actions that led to increased student motivation to learn, confirmed by increased participation in lessons, completion of assignments and involvement in technical projects.

**The theoretical significance of the research** is ensured by: the contribution to the development of the theory of motivation for learning, by substantiating the importance of increasing the learning motivation of students at risk of dropout through their involvement in the efficiency of didactic communication; identification of psycho-pedagogical factors and conditions adapted to the needs of students in risk situations; contribution to development of communication theory by defining effective communication, including in relation to school dropout.

**The practical value of the research** consists in the elaboration and validation of the set of pedagogical tools and theoretical-methodological foundations, Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout, based on a Playful-formative program; providing a methodological framework for effective didactic communication, adapted to students needs. **Implementation of the scientific results:** High School Hadera for students at risk of school dropout in Israel.

## Аннотация

Автор: Кати Какун

### **Формирование учебной мотивации школьников с риском ухода из школы за счет повышения эффективности дидактического общения,**

Диссертация на соискание ученой степени доктора педагогических наук, Кишинэу, 2023

**Структура диссертации:** введение, 3 главы, общие выводы и рекомендации, библиография (210 наименований), 145 стр. основного текста, 24 таблиц, 19 рисунков, 9 приложений. 9 публикаций.

**Ключевые слова:** учащиеся группы риска, уход (отсев) из школы, эффективная дидактическая коммуникация, мотивация, Лудико-образовательной программы, педагогическая модель.

**Область исследований:** Общая теория воспитания.

**Целью исследования** является разработка теоретико-методологического обоснования Педагогической модели оптимизации эффективности дидактического общения для реализации учебной мотивации учащихся с риском ухода из школы.

**Задачи исследования:** определение теоретических ориентиров отсева учащихся из школ в ситуациях риска; выявление теоретических аспектов учебной мотивации студентов с риском ухода; создание теоретико-методических основ эффективности дидактического общения учителей с учащимися, находящимися в группе риска ухода из школы; анализ моделей общения учителя школы с учащимися в ситуациях риска; разработка, внедрение и валидация Педагогической модели оптимизации дидактического общения для формирования мотивации к обучению у учащихся с риском ухода из школы; изучение влияния коммуникации школьного учителя на уровень дидактической результативности для формирования учебной мотивации учащегося; установление прикладной ценности Лудико-образовательной программы формирования учебной мотивации учащихся группы риска ухода из школы.

**Новизна и научная оригинальность исследования:** были обновлены концепции ухода (отсева) из школы, учебной мотивации учащихся группы риска, эффективной дидактической коммуникации; установлены принципы оптимального общения учителей, взаимодействия с учащимися с риском ухода из школы; *была разработана и апробирована Педагогическая модель оптимизации эффективности дидактического общения для реализации учебной мотивации учащихся с риском ухода из школы, на основе Лудико-образовательной программы.*

**Научные результаты, полученные в ходе исследования,** заключаются в установлении и обосновании теоретико-методологических основ Педагогической модели оптимизации эффективности дидактического общения для реализации учебной мотивации учащихся с риском ухода из школы на основе Лудико-образовательной программы, реализация которой способствовала открытости и гибкости учителей в общении с учащимися; улучшению непрерывного присутствия в школе и способности разрешать конфликты, действия, которые привели к повышению мотивации учащихся к учебе, что подтверждается более активным участием в уроках, выполнением заданий и вовлечением в технические проекты.

**Теоретическая значимость исследования** обеспечивается: вкладом в разработку теории мотивации к обучению, путем обоснования важности повышения мотивации к обучению у учащихся группы риска ухода за счет их вовлечения в эффективность дидактического общения; выявление психолого-педагогических факторов и условий, адаптированных к потребностям и трудностям обучающихся в ситуациях риска; вклад в развитие теории коммуникации путем определения эффективной коммуникации, в том числе в отношении ухода из школы.

**Практическая ценность исследования** заключается в разработке и апробации комплекса педагогических средств и теоретико-методических основ, включенных в Педагогическую модель оптимизации эффективности дидактического общения для реализации учебной мотивации учащихся с риском ухода из школы на основе Лудико-образовательной программы, которая способствует повышению мотивации к обучению и представляет собой ценный инструмент для руководителей и учителей в предотвращении ухода учащихся; предоставление методологической базы для эффективной дидактической коммуникации, адаптированной для потребностей учащихся. **Внедрение результатов исследования:** Лицей Хадера для учащихся, с риском ухода из школы, в Израиле.

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### LIST OF ACRONYMS

EU	European Union
NCES	National Center for Education Statistics
OEDC	Organization for Economic Cooperation and Development
PBL	Problem-based learning
RM	Republic of Molova
SDG	Sustainable Development Goal
UN	United Nations

## INTRODUCTION

**The research theme relevance:** According to International standards all children have a right to education [62]. The new global education goal, SDG 4, covers an ambitious range of targets, including the pledge to ‘ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes’ and to ‘eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations’ by 2030 (United Nations, 2015) [36].

However, globally, beyond the policies adopted and existing successes, 244 million children and youth between the ages of 6 and 18 worldwide were still missing out on school in 2021 [210].

In the Europe 2020 Strategy, one of the goals is to have at least 40% of 30-34-year-olds complete higher education. Reducing dropout and increasing completion rates in higher education is one of the key strategies for achieving this goal, which is regarded as crucial for creating the high-level skills that Europe’s knowledge-intensive economic sectors need as well as for Europe’s capacity to innovate and foster productivity and social justice. [64]

Data from previous years show that the rate of adolescents not studying in Israel is similar to that of most European countries and the US, and in some cases is lower than the OECD average. In Israel, 15% of 17-year-olds were out of school compared to the OECD rate of 21% [56, p.4]. In Israel, 70% of young people leave education between the age of 18 and 24, the highest rate across OECD countries. Among 18–24-year-olds, 16.9% are neither in education nor in employment or training (NEET) and 53% are not in education and employed – the highest share across OECD countries, where the average is 33%. This is explained by the fact that conscripts into the army are considered to be employed [184, p.4]. At the same time, the insufficiency of statistical data in dynamics limits the estimation of the phenomenon on the whole country.

The education system which is responsible to constraint the inclusion policy is practically faced with a complex variety of problems around the mainstreaming of pupils at risk, from which their probable dropout is the most disturbing one since it may have harsh implications on society at large. Since students at risk are likely to become a social problem if not approached adequately, the educational system keeps looking for strategic solutions to these problems.

Both the education system in Israel and in the Republic of Moldova are involved in the process of adjusting to international standards. Respectively, the analysis of the phenomenon of

school dropout from various perspectives and of the strategies for solving it, including by streamlining the didactic communication, represents a major interest for both countries.

Students at risk of dropout live in similar but still different circumstances than their *normative* colleagues, sharing similar IQ-s and similar age-oriented issues that have to do with re-defining their own world and their chances to turn into successful productive citizens but unlike their colleagues their starting point is far behind, putting a significant educational challenge in front of their teachers who must assist them in reaching their legitimate goal to realize their potential.

The present work explores the correlation between the teacher's communication skills and its impact on student's learning motivation, as it is manifested by mutual executive factors such as: regular attendance of teacher and of student, teacher's availability as it is manifested in his implication in coordinating PBL learning of his students, the pupil's readiness for completing homework making, participation during lessons, elaboration and accomplishment of a technological project till the attainment of the Technological Certificate from the Ministry of Education for a period of three years which lasts from the tenth to the twelfth grade.

At the same time, teachers need special competence to adapt themselves to these realities. Consequently, teachers who work with these types of pupils must assume the responsible role of preparing them for coping with potential challenges and failures by providing them with precious life skills that in turn can be further used by them in military and civilian life.

In an era of major technological developments when providing pure information has become almost redundant, teacher's traditional role as the exclusive source of conveying knowledge has fundamentally changed, impelling him to assume new roles such as that of a model and a facilitator who paces and leads the way of pupils to look for relevant knowledge in the ever-flowing, who teaches how to attain knowledge from information that is continuously available for young people from various sources and by various ways. This reality is true for "regular" pupils, but more so for pupils at risk of dropping out with learning difficulties, who have experienced failures during their years in elementary and middle schools, and who by now have low self-images no matter what their real unaccomplished learning potential might be, and as a result find it hard to integrate in the regular high schools.

Many ways have been tried to deal with these difficulties, but the most suitable way to integrate pupils at risk with learning difficulties in regular classes at the stage of the sustaining of this research remains virtually and still practically an unsolved problem although its damaging

implications are unanimously recognized alized within educational systems throughout the world, including in Israel.

### **The description of the situation in the field and the identification of the research problem**

Due to the fact that our research covers many aspects such: dropout/dropping out, pupils/students' learning motivation, teachers' communication skills and others, we analysed different bibliographical sources. Thus, we would like to present the findings from the literature review.

Dropout phenomenon (content, factors, variables) was analysed /described by many authors: Burrus and Roberts, 2012 [54]; Bonneau, 2015 [55]; Allensworth, 2005 [41]; Neild & Balfanz, 2006 [108]; Rumberger, 2004 [123]; De Witte et al., 2013 [59]; Lee and Burkam, 2003 [100]. School dropout was examined from a multidimensional approach: where individual, family and school (Andrei et al., 2012 [40]; Fortin et al., 2013 [73]; Korhonen et al., 2014 [96]) correlates of school dropout were analyzed among juvenile offenders, a population with a high risk of school dropout (Dianda, 2008 [183]; Ou and Reinolds, 2010 [112]; Andrei et al., 2012 [40]; De Witte et al., 2013 [59]; Korhonen et al., 2014 [96]; Rossi, 1995 [121]; Henry and Knight, 2012 [84]; Fernández-Suárez et al., 2016 [72]).

Gonzalez, Kennedy, & Julien (2009) [76] explored the issues of history and policies / best practices in the field. Valdez, Román, Cubillas, & Moreno (2008) analysed the subject through perspective: dropout or self-exclusion? [197]. The problem of Migrants and Vocational Education in the European Union through access and dropout was reflected by Jasper Dag Tjaden (2013) [194]; Jakobsen and Rosholm (2003) [188].

Although there are some studies [64]; [78]; [82]; [99]; [187] focusing on factors that may have an impact on the study success of individual students, research on study success policies and their effectiveness is rare, particularly research taking an international comparative perspective. In addition, the data that is available across Europe on study success is diverse in terms of availability, data collection methods, definitions, and usage. At the same time, Israel was not included in European study [64] and it is difficult to compare the figures and construct the full pictures.

In Israel, the phenomenon of school dropout has been the subject of research for some specialists in the field of education, psychology and sociology, as follows: K.Alexander, 2001 [38] explored the dropout process in life course perspective; Al-Haj, 1996 [43] analyzed the particularities of education among Arabs in Israel; Ajaj, 2016 [37] and Ben, 2000 [150] explored the



students' dropout in Bedouin sector. Lewis, Romi, Qui, Katz, 2005 [101] conducted comparative research on teachers' classroom discipline and student misbehavior in Australia, China and Israel. Ben-Rabi et al., 2016 analysed "hidden dropouts" [47]. Ayalon et al., 2019 [67] addressed the issues of non-Equality in Education in Israel.

The topic of school dropout in Israel, in the Arab sector, at managerial level was explored by Tariq, this finding significant differences between sectors [32]; [131]. Cocieru and Kakoon studied the availability of teacher communication with students at risk in Israel [57]; Kakoon explored different aspects of dropout phenomenon in Israel [89], [90]; [93]; [92].

It was important for information and exchange of experience in this research to get acquainted with the work of Moldovan researchers dedicated to the studied topics: of abandon and students at risk, teachers' communication. Several practical studies focused on the different aspects of school dropout: Cojocaru (2006) [13] studied preuniversity educational management; Silistraru (2014) examined the significance of general human values in the education process [30]; Uncu and Penu (2011) explored the psychological aspects of school dropout [34], Ianachevici (2009) approached the intercultural perspective of school dropout causality [21], Bulgaru (2005) investigated the methods of social assistance that can be used while dealing with pupils at risk of dropout [10]; Silistraru (2011) [31], Cuzneţov (2012) [17] and Braghiş (2010) [9] addressed the dimensions of school dropout from the perspective of general-human values and the role of the school-family-community partnership in the educational process; Barbăroşie and Gremalschi (2009) mentioned school dropout in the context of a "child-friendly" school [5], Paniş (2014) explored the ethical perspective of behavior [28]; Panico, Gubin (2011) [27] focused attention on education for development.

In Romania, Neamţu (2003) thought the perspective of family education sociology and school deviance, and proposed some psycho-educational strategies [25] etc. Apostu, Fartusnic (2014) offers an overview of the school abandonment phenomenon in Romania in the past decade and describes an intervention programme based on the model of Educational Priority Areas (ZEP) [4]. Andrei, Teodorescu, Oancea (2012) analysed the causes of school dropout [40].

Although most of the existing research in the field do concentrate on the importance of the integrating pupils at risk in the main stream (Avigdan, Lampert & Amit, 2005) [145] and the need of training teachers in dealing accurately with the needs and features of pupils at risk (Mor, Bar Shalom, 2007 [107]). [We did not find any substantial research dealing enough with *the concrete*

*indicators* and principles of the mutual exclusion cycle phenomena, as it may be expressed in class and ways of encountering its devastating consequences. Recently, there have been elaborated a few successful interventional programs have been incorporated in several schools for students at risk of dropping out in Israel but there are not yet any long-term research findings. The current study focuses on an interventional program tailored to the needs of students at risk, stressing the abilities of these students as they are manifested in the context of the improvement of their attendance rate at school, the accomplishment of the technological project examining and validating the mutual effect of teachers on improved communication availability on the students' intrinsic learning motivation (Harel, Keni, Rahav, 1997 [162]; Weinblatt&Omer, 2008 [136]).

Aspects related to didactic communication with students at risk are studied by authors such as: Rosenfeld&Richman (2004) explores the relationship between supportive communication and school outcomes for two groups of lower socioeconomic high school students: those identified as "at-risk "of poor school performance and those not identified as "at-risk [120]. Urea (2013) focused attention on the impact of teachers' communication styles on pupils' self safety throughout the learning process [132] etc. Buck et al., 2002 [53] are focused on verbal and nonverbal communication. Availability is approached more from a functional-technical perspective (Bocan, 2006 [6]), a broader approach is required, through multidisciplinary interference - availability of communication, which requires exploration at the educational system level. The issue of teacher communication skills is addressed by several authors in Moldova and Romania: Cojocaru, Zagaievschi, 2014 [12]; Callo, 2014 [11]; Cristea, 2010 [16], Goraş-Postica, Botezatu, 2015 [20] etc

The research was based on the epistemological values of normative documents such as: *the Convention on the Rights of the Child, the "Education 2030" Strategy, the Compulsory Education Law of Israel, the Education Code of the Republic of Moldova, etc.*

Some of these familiar **contradictions** which are further mentioned:

- On the one hand, students at risk of learning difficulties, with low academic learning skills, learn in crowded classes (of 40 students each), a fact that complicates the activity of all parties involved in the learning process; on the other hand, teachers, who have to deal especially with students at risk, in turn face problems when enrolling them in regular classes in accordance with the policy of the Ministry of Education (Alexander et al., 2001 [38]; Cohen-Navot, Ellenbogen-Frankovits, 2012 [56]; Bar-Ilan, Sapir, 2002 [146]; Horowitz, 1984 [164]).

- On the one hand, students at risk of learning difficulties and low learning skills, and facing school failures from the experience of regular schools, suffer from a lower self-image compared to their peers, who learn better even if they have learning difficulties (Sasson-Peretz, 1998 [173]; Alivernini&Lucidi, 2011 [39]).
- On the one hand, the number of students at risk of learning deficiencies increases every year in the school that suffers from invisible drop-out, on the other hand, the education system is not yet organized to solve this problem (Szabo-Lal &Hasin, 2011 [178]; Shmid, 2006 [177]).
- On the one hand, structural changes at the economic level require a skilled workforce, capable of self-improvement and efficient at the productivity level. On the other hand, it has been found that young people who drop out of school are more often involved in delinquency, especially those who drop out before completing high school ([179]; Wolensky, 2003 [139]; Antoci, 2010 [3]) and other.

Although the need of very specific strategies of dealing with students at risk is a known subject which has been widely dealt in the research field, the issue of the relevance of implementing available communication strategies to the teachers of these students had been ignored/under debated (Simington, 2013 [126]).

According to *the principle of social justice*, students at risk with lower initial academic abilities due to learning deficiencies in addition to their low socio-economic status can decrease the gap and even achieve equally as their regular colleagues, *by providing them with special adaptive conditions* that may lead to success such as: a limited number of students in class (20 max), reducing the number of subjects (students at risk with learning deficiencies are exempted from learning Arabic as a foreign language, physics or biology); mediation hours in challenging subjects such as: English, mathematics, Hebrew language, management (5 units), human resources and more.

In order to meet the special needs and features of students at risk, it is essential to adapt the educational system by firstly *equip the immediate change agents*-namely teachers, *with suitable available communication strategies*. A most significant approach stemming from the communication skills/ability paradigm which had been defined and elaborated in the frame of the current research is the *permanent support* students are offered within and without school. The whole school system including the management and the staff continuously supports and helps the students at risk as being an available source of emotional and academic support throughout and beyond the school day (Schmidt, 2006 [177]; Arcavi et al., 2014 [42]; Kakoon, 2015 [92]).

Therefore, emphasis is placed on placement of qualitative and empathetic teachers in these classes who had been empowered through the interventional procedure of the current research. The selected teachers for the study are management teachers, who teach a variety of subjects related to management such as correspondence, human resources, information systems, word processing, education for career, etc. and are consequently in close daily touch with their students.

**Study rationale:** Studies show that students at risk behave in different ways depending on their personalities, and respond in different ways to the teacher based on his specific behavior towards each of them. Usually, the relationship between the teacher and the students at risk are reciprocal - when the teacher manages to constitute an inspiring model, his conduct evokes intimacy, commitment and consequently the student gradually starts behaving similarly, whereas a cold and hostile teacher who displays a fragmentary behavior is treated similarly by the pupil (Weinblatt and Omer, 2008 [136]; Fleshman & Avnet, 2005 [161]).

In order to respond to the special needs and characteristics of students at risk, it is essential to adapt the education system through the initial equipping of the agents of immediate change - namely of the teachers, with appropriate communication strategies.

The contradictions mentioned and the analysis of the studies and materials in the field conducted to the identification of **research problem**: What are the theoretical and the methodological fundamentals of the efficient teacher's communication in order to improving learning motivation of students at risk of school dropout?

**The object of the research:** the process of the formation of the learning motivation of students at risk of school dropout by streamlining the teachers' didactic communication.

**The purpose of the research** consists in theoretical and methodological foundation of the Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout.

**The general hypothesis of the research:** The process of streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout will be more effective if we:

- explore the correlation between factors and conditions of school dropout;
- promote optimal conditions for effective didactic communication between teachers and students;

- determine the epistemological and methodological context of teacher training, communication skills serving the emotional, social and cognitive needs of their students;
- identify the main communicative premises and the conditions for achieving the learning motivation of students at risk of dropout;
- develop, implement and validate the Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout, based on Playful-formative program.

In order to achieve the purpose and hypothesis of the research, the following **objectives** were foreseen:

1. Determination of theoretical benchmarks regarding school dropout of students in risk situations.
2. Identifying of the theoretical dimensions of the learning motivation of students at risk of dropout.
3. Establishing the theoretical-methodological framework for the efficiency of teachers' didactic communication with students at risk of dropout.
4. Analysis of the school teacher's effective communication models with students at risk.
5. Elaboration, implementation, and validation of the Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout.
6. Examining the impact of the school teacher's verbal and non-verbal communication on the level of didactic performance for the formation of the student's learning motivation.
7. Establishing the applicative value of the Playful-formative program for the formation of the motivation for learning of students at risk of school dropout.

#### **Synthesis of the research methodology and justification of the chosen research methods.**

The research was based on the analysis of theories, concepts, principles in the field of pedagogy, psychology, sociology, dedicated to learning motivation, didactic communication, school dropout.

In particular, the theoretical benchmarks were: the concept of school dropout by Y. Kashti and M. Arieli [165], R. Rossi [124], R. Suleimani [130], P. Gleason and M. Dynarski [77], M. Ianachevici [21], V. Uncu, M. Penu [34]; the Skinner behavior motivation theory in education [127]; Self-Determination Theory (E. Deci et al. [61, 62]); Causal Attribution Theory (Weiner, 2010 [140]); approaches to the learning motivation of students in risk situations by A.J. Elliot, C.S.

Dweck, [69]; F. Guay [82], M. Cohen-Navot, S. Ellenbogen-Frankovits and T. Reinfeld [151]; theory of positive/ negative politeness of Brown & Levinson [208]; ideas with reference to didactic communication by M.Cojocaru, Zagaievschi [12]; Buck et al. [53]; C.Buzelli, B.Johnston [51], S. Cristea [16], I. Cergit [14], R. Urea [132] and others.

**The research methodology at the epistemological level** - scientific documentation, inductive-deductive method, conceptual analysis and hermeneutic synthesis, reasoning and argumentation; *at the theoretical level* - modeling the pedagogical experiment, observation, data collection; *at the statistical level* - mathematical-statistical data processing, t-Student, data interpretation; *at the hermeneutic level* - interpretive synthesis, systematization and commentary, deduction; *at the praxiological level* - questioning, observation, pedagogical experiment, analysis of the products of the experienced subjects, synthesis.

**The novelty and the scientific originality:** through the process of theoretical-experimental research were updated the concepts of dropout, motivation to learn students at risk, didactical communication; the principles of optimal communication of teachers, of collaboration with students at risk of school dropout were established; the Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout was developed and validated, based on the Playful-formative program.

**The main scientific results obtained in the research** consist in the establishment and validation of the theoretical and methodological foundations of the Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout, the implementation of which contributed to the openness and flexibility of teachers to communicate with students; improving continuous attendance in school and the ability to resolve conflicts, actions that led to increased student motivation to learn, confirmed by increased participation in lessons, completion of assignments and involvement in technical projects.

**The theoretical significance of the research is ensured by:** contribution to the development of the theory of motivation for learning marked by grounding the scientific argument about the importance of increasing learning motivation among youth at risk of school dropout by linking its implementation to the teachers' efficient communication; identification psycho-pedagogical factors and conditions precisely adapted to the needs and difficulties of students at risk, using psycho-didactic models to maintain a fluent open relationship between teacher and students as a means of improving the learning motivation of students at risk; contribution to the development of

communication theory by defining efficient communication, including in relation to school dropout, finding the correlation between the efficiency of teacher-student communication and its impact; conceptualization of praxiological strategies for adopting an effective classroom communication vocabulary.

**The praxiological value of the research** consists in the development and validation of the set of pedagogical tools and theoretical-methodological foundations, embedded in the *Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout*, based on a Playful-formative program, which contributes to improving learning motivation and presents a valuable tool for managers and teachers in different schools to prevent students' dropout; providing a basis for practical training and implementation of effective teaching communication, adapted to students with emotional, cognitive and social risks; formulating recommendations for teachers, decision makers, school managers, aimed at increasing the learning motivation of students at risk of dropout, providing a methodological framework for effective didactic communication, adapted to students with emotional, cognitive and social risks.

**Implementation of scientific results.** The research results were implemented in the Hadera Specialized Technological High School for students at risk of school dropout in Israel by applying the Playful-formative program to motivate students at risk of school dropout during 2018-2020, in the process of teaching activity of school teachers, supported by the Israel Ministry of Education.

**The experimental sample:** 20 teachers, 120 students, of which 60 were included in the experimental group (EG), while another 60 students who were not involved in the intervention program were considered as control group (CG).

**Approbation of the research results.** The theoretical and practical results of the research were discussed and approved within the Department of Pedagogy and General Psychology, State University of Tiraspol, Chisinau; approved and validated through publication in specialized scientific journals, communications within scientific forums (Conferința științifică „Integrare prin Cercetare și Inovare”, 7-8 noiembrie, 2019, USM, Chisinau; Conferința „Prerogativele învățământului preuniversitar și universitar în contextul societății bazate pe cunoaștere”, 7-8 noiembrie 2014, UST, Chișinău; Международная конференция “Актуальные научные исследования в современном мире”. Переяслав –Хмельницкий, Украина, 2015).

**Publications on the topic of the thesis:** the research results reflected in 9 scientific articles.

**The volume and structure of the thesis.** The thesis contains: introduction, 3 chapters, general conclusions and recommendations, bibliography (210 titles), annotation, key concepts, list of abbreviations; 145 pages of basic text, 24 tables, 19 figures, 9 appendixes.

**Key words:** students at risk, school dropout, effective didactic communication, didactic motivation, learning motivation, factors, conditions, Playful-formative program, pedagogical model.

### **Summary of the thesis chapters**

**Introduction** includes the relevance and importance of the problem addressed, the research goal and objectives. It highlighted the theoretical guidelines of the research, connection between the teacher's communication ability and the students at risk level' learning motivation. The scientific innovation, theoretical and practical value of research reflects the main scientific results obtained.

**Chapter 1, "Theoretical landmarks for the formation of learning motivation of students at risk of school dropout"**, contains the conceptual approaches of dropout phenomenon, typology of students at risk of abandon; predictors of dropout risk; historical evolution. Despite of different researches and publications on dropout phenomenon, the subject represents continuously interest for education system, especially in the context of Agenda 2030 and other international standards. Also, special attention was focused on analysis of leading learning motivation theories and dimensions designed for students at risk of dropout, theoretical trends/ approaches to learning motivation and communication. Educational and systemic challenges in dealing with the integration of students at risk dropout are explored in this chapter. Every teacher has to know the motives pushing the pupils/students at risk, and adapts a curriculum and teaching methods which fulfill these needs. The analysis of education system and programs in Israel and general overview of situation in the Republic of Moldova reflects valuable points and exemples.

In the **Chapter 2, "Theoretical-methodological framework for the efficiency of teacher's communication with students at risk of school dropout"**, the epistemological and practical conceptualization of teachers communication availability had been presented, high lightening the methodological frame of developing learning motivation through the efficiency of teachers' communication, proceeding to the indication of the most relevant ways of enhancing teacher's efficient communication in the context of the specially designed format of the vocational classroom in which students at risk of abandon emotional needs are been met often for the first time in an academic journey characterized by repeated failure and consequent low self-images; these targets are attained by creating a direct way of communication which takes into consideration the students



own interests. In this context, the indicators of the most basic academic executive skills which can be both challenging but attainable by students at risk of abandon had been determined in the form of: improved level of attendance, homework accomplishment and readiness to accomplish a technical project. A last step in the process of reaching the motivation of students at risk of abandon was- developing Self-Feedback tools within teachers and students. Thus, The Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout and Playful-formative program, were elaborated.

**Chapter 3, “The experimental framework to improving the efficiency of the teachers’ didactic communication for the formation of learning motivation of students with risk of school dropout”**, includes the experimental pedagogical approach organized in three stages: finding, training and validation. The Pedagogical Model for streamlining the teachers’ didactic communication for the formation of the learning motivation of students at risk of school dropout and the Playful-formative program, had been implemented within the context of an at-risk high school teachers' training. The general goal of the program was the enhancing of effective communicational coping skills of teachers especially in the form of practical recognizable coping strategies and also as a vaster holistic resource to be furtherly used in the service of the at-risk high school student'. The formative stage of the research had been implemented after accomplishing the ascertaining stage and after establishing the main factors of teachers' effective communication that may have an impact on the students’ motivation to learn.

The main findings of the research refer to the good results after the formative program implementation and correlation of variables of formative and control group. For learning to occur, the school must ensure the physical comfort of the student, and teacher should ensure the pshychological confort. Thus, teacher’s friendly communication and respect, without judgement of the students at risk, contributed to increased learning motivation, expressed by increased level of motivation for homework preparation, attendances, involvement in the technological projects.

The **General conclusions and recommendations** summarize the theoretical results of the research and the results of the practical scientific experiment carried out in this research, as well as the strategies how to improve learning motivation of students at risk of dropout and suggestions for further research.

## I. THEORETICAL LANDMARKS REGARDING LEARNING MOTIVATION OF STUDENTS AT RISK OF SCHOOL DROPOUT

### 1.1. Conceptual approaches and factors of the risk of school dropout

The new global Agenda 2030, Sustainable Development Goal 4, covers an ambitious range of targets, including the pledge to ensure that all girls and boys complete free, equitable and quality primary and secondary education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities and children in vulnerable situations by 2030 (United Nations, 2015) [36].

According to statistical data, globally, 263 million children, adolescents and youth between the ages of 6 and 17 were out of school in 2016 [99]. New UNESCO data show that 244 million children and youth between the ages of 6 and 18 worldwide were still missing out on school in 2021 [210]. Based on statistical data and different researches, we can identify the following trends and challenges in the field:

- The numbers of excluded children and adolescents fell steadily between 2000 and 2007, but progress has since slowed down. The same trend can be observed in the percentages of out-of-school children, adolescents and youth.

- ❖ *Between 2000 and 2007, the primary out-of-school rate fell from 15% to 10%, and declined only to 9% by 2014. The lower secondary out-of-school rate fell from 25% in 2000 to 18% in 2007 and 16% in 2014. Only the upper secondary out-of-school rate declined steadily over the entire period, from 49% to 37%, a trend mirrored in the evolution of the number of out-of-school youth since 2000. Today, 1 out of 11 primary school age children, 1 out of 6 lower secondary school age adolescents, and 1 out of 3 upper secondary school age youth are not in school. [99]*
- ❖ *From 2000 to 2020, the number of out-of-school children of lower secondary school-age shrank from 98 million to 63 million, and the number of out-of-school children of upper secondary school-age fell from 175 million to 132 million.[207]*

- Out-of-school rates for youth of upper secondary school age are far greater than those for children and adolescents of primary and lower secondary school age.
- Girls are more likely to remain excluded from education while out-of-school boys stand a greater chance of eventually entering school.
- Globally, lower-secondary-age adolescents are nearly twice as likely to be out of school (16%) as primary-age children (9%). Upper-secondary-age youth are four times as likely to be out of school (37%) as children of primary school age.

- This increase in out-of-school rates with age is found in all regions to varying degrees.
- As challenges can be mentioned increased migration and military/religious conflicts. At the same time, refugees and internally displaced children are not reflected by global data.

With the adoption of the Sustainable Development Goals (SDGs), countries have made commitments to achieve universal completion of primary and secondary education by 2030.

Despite the progress has been made in the past few decades, especially in the field of legal framework, challenges remain in reducing regional disparities among secondary school-age students from different socioeconomic backgrounds [207]. One of the challenges in this field is dropout phenomenon. Although of different researches and publications on dropout phenomenon, the subject represents continuously interest for education system.

The epistemology of the concept of school dropout was based on ideas, concepts and theories that demonstrate its negative impact on the formation of personality from a holistic point of view, a reality that has always concerned the researchers in the field of education, psychology and sociology: Abu-Ashbah et al. [142], Al-Haj [43], Rossi [121], Harel et al. [162; 163], Cohen-Navot, Ellenbogen-Frankovits and Reinfeld [151], [152], Ekstrom et al. [68], Gleason, Dynarski [77], Lovitt [102], Silistraru [30], [31]; Cojocaru [13], Uncu, Penu [34], Albu [1], Ianachevici [21], Andrițchi [2], Panico [27], Botnari [8], Golu [22], Vigotschi [23], Nour [26], Bodean, Olteanu [7], Mîslițchi [23], Calo [11], Cuznețov [17], Zlate [35] etc.

Dropout is a process that begins well before high school, and students exhibit identifiable warning signs at least one to three years before they dropout (e.g., Allensworth, 2005 [41]; Neild & Balfanz, 2006 [108]; Rumberger, 2004) [123]).

Dropout can be presented as “temporary or permanent withdrawal from an education or training program before its completion”. (Note: In English this word can also refer to a person who has failed to complete a course. This usage is often derogative.) [184]; [185]. Dropping out means leaving high school, college, university or another group for practical reasons, necessities, or disillusionment with the system from which the individual in question leaves (Marrero [192]).

The notion of the “dropout” and the pejorative nature of the term is relatively new, having developed in the early 1960s in response to what was believed was a substantial increase in the number of students leaving high school before graduation (Dorn, 1996 [apud 76]). Initially, the term was the complement to high school graduation and referred to those without a high school diploma. Over time, however, it came to reflect societal views regarding dependency, delinquency, and the

importance of the high school as a societal institution. Before “dropping out” could be labeled a problem, it was necessary that high school graduation be established as a norm in American society [196]; [76], but not only.

*From hystorical perspective:* dropout phenomenon has gone through specific stages. Before 1900 only a very select population attended high school and even fewer graduated. It was the time when few employers required their employees to be high school graduates, thus with low level of youth motivation to learn.

By mid-century a shift in the labor market had occurred. Driven by “technological changes in work, the availability of adult immigrant labor, (and) growing child-labor law enforcement” (Dorn 1996, [apud 76] increased enrollment of students in school for increased lengths of time. More students attending high schools meant two things: as more attended school, more would graduate, and more graduates would lead to the increased reliance on the diploma as a credential for employment. Due to the fact that employers increasingly used graduation as a method of screening potential employees, this practice increased the value of a high school diploma and thus, provided adolescents with further incentive to remain in and graduate from high school. It was accompanied by a shift in the general expectation of high schools. By the beginning of the 1960s graduation had come to be seen as the norm and the idea of the “dropout” was soon to follow.

Although the modern-day notion of the “dropout” evolved in the 1960s, early concerns about attrition existed throughout the beginning half of the twentieth century. This concern, however, is characterized by Dorn as “idiosyncratic and unfocused” (1996, p.51). Also influencing this generally unlinked concern was the enduring attitude that attrition was a natural product of a system that enrolled a majority of students: attrition was seen as unfortunate but was accepted as commonplace (Tyack 1974). Despite its acceptance, attrition was a concern and broad thinking about attrition focused more specifically on the link between the economy and schools [apud 76].

The dominance of the dropout issue in the 1960s reflected the establishment of a shared value of the importance of high school graduation and the definition of the dropout issue as a social problem affecting individuals and society. By the 1960s there was widespread attendance in high schools and high schools had come to be seen as comprehensive, not selective, institutions (Conant 1959b). In this context the high school dropout was receiving a great deal of attention: labeled as a source of delinquency, social dependency, and economic liability. Increased attention created the view that high school dropouts were accumulating en masse as “social dynamite” (Conant 1961,

p.2) in American cities: “a youth who has dropped out of school and never has had a full-time job is not likely to become a constructive citizen of his community...as a frustrated individual he is likely to be antisocial and rebellious, and may well become a juvenile delinquent” [76, p.35].

Dropout or abandon phenomenon has strong connection with others such: “early leaving from education”, “at risk situation”. Early leaving from education and training (ELET) is linked to unemployment, social exclusion, and poverty [68]; [189]. Some times the terms dropout and school abandonment are used interchangeably (Doran M. Flynn, 2015 [63]).

Expulsion, permanent exclusion, withdrawing, or kicked out of school refers to the removal/banning of a student from a school system or university for an extensive period of time due to a student persistently violating that institution's rules, or for a single offense of appropriate severity in extreme cases. Laws and procedures regarding expulsion, dropping out vary between countries and states [64].

Children and teenagers who live in situations that put them at risk within their families and environments and as a result of these situations their ability to their rights according to the treaty for the rights of children in the following areas: Physical existence and development, belonging in a family, studying and acquiring skills, emotionally belonging, socially, defense from others, from themselves.

“At risk situation” tries to point out the connection between risk factors and the results of certain situations, including physical, emotional or spiritual challenging conditions on children and teens. Lahav, 2000 [166]; Burt & Resnick, 1996 [52] define ‘risk’ according to four basic components:

1. risk factors.
2. risk markers.
3. risk behaviors.
4. risk outcomes.

The risk factors relate to the close environment that have a negative influence on the development of the child or youth and are identified by three main characteristics: dysfunctional family, poverty and delinquent social environment (Ricard, Pelletier, 2016 [119]; Shmid, 2006 [177]). Signs of risk are seen in such behaviors of the child or youth as dysfunction at school or non-normative behavior which, together with other risk symptoms noted above, will reasonably point to

risk of negative behavior. These risk behaviors may cause the child or youth harm directly or indirectly (Resnick, 2003 [117]; Resh, Dar, 2012 [118]).

These behaviors are usually identified with risk factors and signs of risk as shown above, the most prominent are: frequent absence from school, smoking, abuse of alcohol and drugs, sexual relations at a young age and attachments to groups of known delinquents, homeless, involvement with prostitution, drugs, criminal behavior, suicides, dropping out and detachment from the education system and social community environment (Lahav, 2000 [166]).

The definition of “population at risk” is based on the constant attempt to identify and find these populations and to develop prevention programs. Glenn & Nelson, 1988 [75] claim that all adolescents are in a state of risk of one type or another. During the gradual change from childhood to maturity, the youth experience a difficult period, full of emotions and excitements, characterized by physiological, cognitive and emotional changes. During this period the adolescent forms personal autonomy and creates a new type of responsibility toward his parents and significant environment.

Therefore, according to research data, most risk behavior takes place between the ages of 13-18, when adolescents with risk factors present higher certainty of risk behavior than normative adolescents (Gross & Capuzzi, 2004 [80]). In contrast with this approach, there are versions where only half of the 10-17 year’ old adolescents are at risk and only a quarter of these are at high risk. On this matter, Resnick, 2003 [117] claims that the probability of adolescents to present risk behavior is not dependent on any particular reason of puberty but is connected to risk markers or to environmental conditions.

During puberty, as part of the process of adolescent identity formation of the adolescent, the idea of ‘myself’ is formulated (Shmid, 2006 [177]). This is a developmental process during which the adolescent turns to inspiration, ideologies, worldviews and criteria for success. According to the theory of differential identity, one sticks with perverse behaviors at a measure which he identifies with real or imaginary figures, which from their point of view, illegal behavior seems perfectly normal (Razer, M., Friedman, V., Sulimani, R., & I, 2003 [171]). In other words, people who merge self-image with deviant behavior and perverse image will tend to behave in a deviant manner.

Other approaches place emphasis on ‘risk factors’ in personality or environment, factors which influence the chances of the adolescent to deviate from social norms and it is society which defines norms, perversions and who is considered a deviant (Mashunis, 1999[168]).

Another point of view for defining deviation is presented claims that breaking rules is evidence of the type of societal arrangements. Society places goals for the individual; people with no means of attaining these goals are placed in conflict which thereby creates conflict and possible deviation (Lahav, 2000 [166]).

In the same context, Miller (1992) maintains that deviant societies develop mainly amongst youth of lower classes, since legitimate venues open to them are more limited to other strata of the population. Moreover, according to the branded theories, social deviation is the result of deviant behavior created through mutual social relationships, where society places negative labels on individuals or groups (Avidan, Lampert and Amit, 2005 [145]).

The labeled individuals or groups detach themselves from the normative social life styles and look for alternative ways and norms, and adopt deviant behaviors (Mashunis, 1999[168]).

Today, one of the most popular models for characterization and analysis of risk behavior amongst adolescents is *the eclectic-ecological approach* (Gross & Capuzzi, 2004 [80]) which we found adequate to the objectives of the current research. This is a multi-dimensional approach to analyze educational and psychological problems of individuals, performed by relating to complex interaction between an individual's characteristics and the characteristics of his environment (Grolnick&Ryan, 1989 [81]; Guay et al., 2008 [82]).

This approach combines theories of adolescent development and environment-ecological environments in peer groups, families, school and extensive community of the adolescent, where the adolescent is involved in reciprocal relations (Schwarz, 2001 [125]).

The Micro system includes activities, roles and reciprocal relations with individuals, as experienced by the youth and his family. The characteristics of the adolescent and his family make up this environment. Another environment is the close social environment that the youth is involved in (Mesosyststem), which includes activities and interpersonal relations experienced by the adolescent outside of his family. Such are frameworks that offer different services, such as education, health, welfare. In contrast, a more distant environment (exosystem) is an environment in which the adolescent takes no active part but is influenced by indirectly (Duerden, Witt, 2010 [65]).

The variables in this environment define the socio-economic background such as financial distress in his residential area, level of health and community services and accessibility to social support for parents (Bronfenbrenner, 1996 [50]; Burt & Resnick, 1996 [52]). Based on the theories and research presented above, risk situations shall be described as a situation where the individual

lives in a harmful or potentially harmful environment for normative development and ability to reach full potential of his abilities (Cohen-Navot, Ellenbogen-Frankovitz, Reinfeld, 2001[152]).

#### *Personal and Family variables*

Risk factors can stem from an internal source- intrapersonal, pathological development of individual's character, or physical impairment. From observing extensive research in Israel on adolescents with impairments, it appears that certain characteristics of the individual and his family, thought to be headed toward risk situations, appear frequently amongst families with impaired adolescents (Razer, Mittleberg, Motola, and Bar Hoshen 2015 [116]).

Also, youths with learning disabilities and attention disorders are found to be at higher risk for another personal source that could prophesy deviant or risk behavior and damage, is low self-esteem (Merom and Uziel, 2001[167]). A value judgment develops through experience of personal success and failure, interactions with others, social learning, maturity and heredity. Self esteem is expressed by emotions of self-capabilities, efficiency or belief in personal control over results.

Research shows that there is a connection between high self-esteem and adolescents who are successful both in social and learning contexts, while adolescents with low self-esteem are found to be potential delinquents, dropping out of school and even may show suicidal tendencies.

Family is the first social agent. Different risk factors are contributed to the family, such as parental behavior toward the environment, family difficulties, family functionality and parental functionality in the family. These characteristics influence the child and the adolescent. It has been found that, even though during adolescence the influence of the peer group rises, there is still a large proportion of parental influence on the world of the teenager (Razer, Mittleberg, Motola, and Bar Hoshen, 2015 [116]).

#### **Characteristics of risk and the affinity between them**

The term "young people at risk" refers to students at risk who do not learn at a normative pace and do not function in a way that adapts to the normative school environment. Theorists refer to the sequence as a "risk chain" that has risk factors, signs, behaviors, and outcomes (Adler, 1980 [144]; Dovrat, 2005 [154]; Lahav, 2000 [166]; Burt & Resnik, 1996 [52]). Research shows that there are additional variables, such as: the student's cultural and community context, school characteristics, and educational system policies, which influence students' attitudes toward school risk, behaviors, and school dropout (Adler, 1980 [144]; Dovrat, 2005 [154]; Cohen-Navot, Elenbogen-Frankovitz and Reinfeld, 2001 [153]; Gross & Cappuzi, 2004 [80]; Erhardt, 2001 [156]).



Personal relations with the pupils at risk, belief in their abilities while using a variety of teaching and appropriate evaluation methods, are important variables that can impact attendance in the normative framework. Also, the popular opinion of teachers with positive experience at school raises internal motivation of student' s feeling of capability, while at the same time raising the feeling of belonging at school.

Another developmental factor to be taken into account is that adolescence is in itself a period of self-expression of the will to control and impact (Seruf, Cooper, Woodhart, 1988 [172]. When they arrive in a class where there is little opportunity to make decisions and choices, a lack of suitability between their developmental requirements and the opportunities given in class and at school a decline in motivation that touches on different areas of their lives and increases the feeling of detachment from the system occurs.

Evaluation research: 'AMETZ' This reality stands out in the unique situation of the pupils at risk of dropout that included ten AMETZ classes in senior high schools, showed only 5% dropouts and of those who kept attending there was a 95% level of impressive achievement [157]. It appears that one of the reasons which help to understand these results is in the program AMETZ and the composition of the classes. According to the evaluation study, 62% of the Grade 12 graduates who studied in the 'AMETZ' program reached matriculation status and dropout levels were minimal. The main goal of the program is defined as preventing dropping out and attaining a full matriculation certificate through daily attendance. These findings reflect the efficiency of the program, whose main component is creating sequential, focused study tasks where the student experiences success. Another principle of the program is to keep up a personal quality dialogue between student and teachers [157].

Following are some of the data published by the council for child welfare presented to the President

- The number of children in Israel has grown over the past five years by 11% (206,600)
- The increase in the number of children over the past twenty years is 53%
- The increase in the number of children over the past forty years is 120%
- Over 800,000 children suffer from poverty and lack of financial means leading to social detachment
- A fifth – 21.1% - of Jewish children and 22.2% of non-Jewish children live under the poverty line

- 33.7% of children in Israel, more than a third of all children, live under the poverty line. The figure has grown to 4 times during the past three decades (from 8.1% in 1980 to 33.7% in 2012)
- Over 450,000 children suffer from high risk from very dangerous situations, where children have fallen victim to familial abuse. Children suffer sexual abuse; children become invalids due to improper care; children lack status or basic rights, etc.
- More than half the Jewish children (49%) and two-thirds of Arab children (67.6%) reported that they some sort of injury.
- 8%-11% of the Grade 4- Grade 11 pupils at risk reported suffering from violence through the use of digital communication
- As the age lowers, pupils at risk feel they are less protected in school: 13% of Grade 11 pupils at risk feel they are not protected at school while 13% of Grade 7-10 feel they are not protected and 21% of Grades 4- 6 feel so
- A very high percentage of children in Israel use the internet - 89.3% of 9 years' old children, 89.9% of 12-13-year-olds and 39.1% of 15-17-year-olds
- Half of the adolescents from 12-19 years of age use the internet daily and for at least 7-9 hours daily
- 45% of 10-17 year' olds report being verbally injured online, 56% report receiving verbal messages that were intended to injure and 54% injured someone else using ICQ/Messenger or telephone conversations.

In the context of the above, we propose an exhaustive formula of school dropout: *School dropout is the final behavior of voluntarily leaving the education system, regardless of the level reached, before obtaining a full vocational qualification or training taken before starting studies.*

## **1.2. Theories and dimensions of learning motivation for students at risk of school dropout**

Theoretical approaches to learning motivation and communication. The study of motivation involves "why" of behavior and the goal of motivation research in education is to answer the question "Why do pupils at risk learn?" (Adar, 1969 [143]). The education literature presents this question in a slightly different wording: "How to motivate pupils/students at risk to learn?", i.e. the question of directing and determining behavior comes instead the more general question, related to

the sources or causes of that behavior. Motivation is essential to learning. A pupil learns only when he wants to learn. Thus, despite of the discrepancy of years, this statement remains valid today too.

Teachers have scientific theories about the students at risk' motivation. Statements such as: "My students at risk this year have no motivation", "I found an activity that really increased the student motivation," or "this school directs the motivation of students at risk to achieve grades only", express beliefs about the nature of motivational processes. The first statement expresses the idea that motivation lies in students at risk; the second says that motivation is a characteristic of the task, and the third believe that school has an impact on the nature of the students at risk' motivation.

Developing theories of motivation is an ancient practice. The modern form can be found in many fields - philosophy, psychology and neurobiology. In psychological-educational research field, motivation was a central theme in the first half of the 20th century, and one may even say that theories about motivational processes defined the field of psychology of those years. Instincts, needs, habits, arousal reinforcements and punishments, drives and outcome expectancies, are part of the research issues. Interest in motivational processes decreased in the 60s' following cognitive revolution, when thinking processes flourished and were the center in psychology and educational psychology, in particular. Only in the mid 70's, the study of motivation theory returned, and during the 80s' the area has developed so that in 1992, declared one of the leading social psychologists in the United States: "motivation is back!" (Pervin, 1992 [114]).

In recent decades there is a growth in recognition of the central role of motivational processes in the success of students at risk in school and other adjustment processes, such as: feelings toward learning and school, disruptive behavior in the classroom, dealing with difficulty and failure, and of the well-being in general. This recognition has risen alongside the development of theories and research programs trying to understand the motivations and processes behind the behavior of pupils at risk at the school (Wentzel, 1993 [141]). A major objective of these studies and theories is their application on situations where student's motivation is less than optimal, and indeed, in recent years there have been many attempts and many successes in operating programs for encouraging and promoting student motivation in school (Al-Haj, 1996 [43]; Ames, 1992 [44]; Ben Rav, 2003 [149]; Szabo-Lael, 2017 [128]).

The word **motivation** comes from the word motion. Indeed, motivation is a term that describes motives for behavior. Motivation theories try to explain processes that drive the person to behave in a certain way. During the development of psychology as a field of knowledge and

research, many explanations of human behavior were offered. Some theorists have argued that balance of psychological energies lead to behavior when it is violated. Others argued that behavior is the result of planned learning, by reinforcement and punishment. There are those who focused on man's innate needs and others emphasized, the man sets himself goals and works to achieve them. There are also theorists pointed to the strong cultural and environmental impact, defining goals and behaviors for men. How do we know that one student is more motivated or motivated differently than another student? To hair growth, we do not attribute motivation, but to cutting it – we do. Physiological activities such as growth and sleep are not considered as motivation included. In contrast, ignoring, reading and conversation are activities that have motives. It seems therefore, that behaviors, we are especially motivated by behaviors which, are those that we assume can be controlled and adjusted for any purpose. More specifically, we attribute motivation to behaviors that include choice between alternatives of goals and means.

Maehr et al., 1986 [103] defined three aspects of motivational behavior: direction, intensity and quality. "Direction", says Maehr "refers to the choice one makes when he adopts one activity over another. Preserving certain activities, even when difficulties arise, or when there are other alternatives, or continue in a particular activity even when it is not required to do so." "Intensity" is the level of investment a person invests in an activity. "Quality" of activity distinguishes between the natures of motivations – problem solving using innovative ways, instead of hard work using an unsuccessful strategy; critical thinking and evoking deep penetrating questions that may anger the teacher, instead of a safe stride towards the desired grade.

Earlier theories of motivation focused on the first two dimensions. Current theories place great emphasis on the third dimension - *the quality of a person's involvement in the mission*. For example, when the focus of activity is deep learning, it is important to know whether the student performs the task well learning from significant cognitive involvement, or working superficially, trying to finish as fast as possible.

Recently, motivation researchers have begun to highlight the physiological experience of the student, in addition to quality: feelings about his activities in which he is engaged, feelings toward learning and toward school in general, and evaluation of colleagues. Theories of motivation suggest explanations of the processes that bring pupils at risk to choose, persistent, and invest in their studies, as well as in community involvement and assistance to others. Also, they try to explain what

factors bring high quality investment in learning and social involvement - both in terms of student feelings and in terms of academic output.

### **Different motivation theories and dimensions**

Researchers have different perceptions about desired educational goals of the school and theories reflecting these perceptions. Differences in the perception of school goals necessarily affect the way schools define desired motivation and proposed ways to encourage motivation among pupils at risk and teachers. Theories have evolved from different approaches and reflect the different philosophical views on man's nature. For instance, theory of Self-Determination (Deci et al., 1991 [61]) comes from the humanistic approach which emphasizes the universal tendency of the individual to develop its potential and realize his authentic self. In contrast, other theories, such as theories of Self-efficacy (Schunk, 1991[124]) or the theory of achievement goals emphasize processes of socio - cognitive focus on the subjective perception of oneself and its surroundings and built while interacting with those around him.

*Cultural-historical dimension*, in which theories of motivation were developed, greatly influenced their emphases. The questions that guided the researchers, the philosophical approaches, ideas introduced in the centers and events that occurred at work, whether at school or if outside it, are all part of that influence. While the emphasis on certain processes of one theory can possibly lead to a better understanding of the differences in response to the failure of pupils at risk of the same ability, the focus of another theory, may lead to a better understanding of a pupils at risk' behavior problem.

As in any field, there is no theory that encompasses all the complex processes leading to a full understanding of pupils at risk' motives and behaviors. However, we hope that a variety of processes and models suggested by various theories, give to the educator or researcher, tools and concepts that will help him understand the phenomena that is interested in and dealing with them. One way of distinguishing between different motivational theories is to characterize them according to dimensions that highlight different perspectives.

There are four such dimensions: the degree of emphasis of theory on the quality of motivation - *Focus more or less on emotions and feelings of student toward learning*; *theory perception about the source of motivation* - the person or the environment; *theory perception about the stability of motivational process* - constant over time and conditions or varying and theory that highlight the *specific processes of motivation* - general or specific.

Each theory can be characterized by these four dimensions. For example, the behavioral theory motivation (Skinner, 1968 [127]) is more interested in the frequency of the behavior and less in the meaning of the behavior for the student. It puts a strong emphasis on the environment as a source of motivation, suppose motivation varies with reinforcement and punishments in any situation and that the behavior is repetitive in the process of motivation to specific actions. For example, the motivation of a rat, clicks on a pedal, or student's motivation to perform a specific task in the classroom. Compared to this theory, Maslow's hierarchy theory (Maslow, 1954 [105]) emphasizes the significance of behavior for man and claims that the source of motivation is in the internal needs. His motivation varies according to the degree of satisfaction of needs in different situations and focuses on general motivation process, such as self-esteem and fulfillment of individual potential.

Educators who want to implement motivational processes should notice these emphases, because they reflect the strengths and weaknesses of theories. For example, using the principles of behavioral theory can be effective in influencing the motivation of a student in a particular situation. In addition, the environmental emphasis in the theory, gives the teacher the absolute control over the pupils at risk' behavior shaping, but the use of behavioral approach to increase the intensity of behavior may develop negative emotions in relation to the behavior itself, or in relation to the teacher reinforces it. However, using the principles of humanistic approach may make it more difficult to achieve immediate behavioral outcomes and involves patience and flexibility, but a change in motivation is expected in the long term.

**Motivation as a personality character.** One of the most dominant approaches, at least until the 70<sup>th</sup>, claimed that motivation for specific actions in a given situation (situational motivation) is mainly influenced by long-term personal motives. For example, this approach argues that the motivation to invest in learning for a test draws its intensity from a psychological need for achievement. McClelland, 1961[apud Striker [129], one of the leaders of this approach, claims that this need is unconscious. It is designed in the early life of a child, by experiences in family (or group) and the culture in which he grew up, and set his personal tendency to try and succeed in achievement situations. According to his thinking, McClelland used projective tools (test-TAT) to measure the level of need for achievement of individuals. In this measurement, the evaluator does not ask participants directly about their motivation, but asks them to tell stories about some pictures, when stories are used as samples for the intensity of the participants' achievement motive. Strength

of achievement is motive evaluated - by analysis of frequency and the way the stories are related to achievement.

**Theory of self-determination** recently became one of the most important theories of motivation in general and in particular in educational motivation. It shows that internal and external motivation is not a dichotomy, but two poles of a continuum in which actions are perceived as autonomy and meaningful. Some motives are placed at one the in the internal motivation side and some in the external side of sequence, but some are located on between these two poles.

The theory focuses on student perception of the reasons for his behavior. For example, do these internal reasons the student feels, reflect his interests (intrinsic motivation)? Are they reasons of guilt or pride that the student sees them as a source of coercion and pressure? Or external reasons clearly related to rewards or material losses. Deci et al., 2001 [62] argue that while intrinsic regulation describes as a condition in which a person performs activities of pleasure, extrinsic motivation may be different levels of internalization. In the outer shell there are behaviors that a person performs because of an external force which clearly dominates when reinforcement or threaten punishment are assured - extrinsic regulation. In lower external level, behaviors a person does to fulfill other people's expectations are classified- interjected regulation. A person performs these behaviors because he is afraid to disappoint his parents or his teachers, because he feels guilty, or because he feels other people and therefore, himself, will think he is wiser, more important, or better if he does them. The theory argues that these behaviors, including self-giving of reinforcement or punishment is, accompanied by a feeling of coercion; but coercion is internal. On a higher level of internalization, behaviors will be classified according to what behaviors that the person does when he identifies with the value of behavior (identified regulation). A person can think of some behavior as important, or as having moral values although it is not interesting or fun. For example, a teacher who does not enjoy dealing with Internet or computers, but enjoys teaching, will invest in improving his abilities in controlling it, because he thinks that the computer and the Internet are resources, he needs in order to teach better and in a way that is interesting and more satisfying for him. This identification with the behavior results in a feeling of choice accompanies the performance and gives it a more internal location than the previous two types of motivation.

Theory of self-determination was recently a framework for interventions aimed at increasing the level of motivation and its quality, among students at risk in different contexts.

**Motivation as cognitive processes: Self efficacy**

Easy goals can possibly contribute to the perception of initial self-efficacy, but only for the short term. Increasing perception can come only as a result of success in challenging assignments. Other ways to increase self-efficacy of students at risk included a combination of setting short-term, specific and challenging goals, with information about the ability of the peer group members to perform the task successfully, and with the belief of the pupils at risk they can succeed. Schunk, 1991 [124] also indicates that teaching strategies for solving tasks contributes to self-efficacy and to selection of more challenging goals by the pupils at risk. The concept of self-efficacy was one of the pillars for the development of a theoretical approach called cognitive- social approach for motivation. This approach is based on the assumption that human behavior is mediated by cognitive processes, and these processes are developing through social interaction. Basic assumptions of this approach are that the environment, human cognitive processes and human behavior influence each other mutually. Bandura, 1986 [46] argues that a human, just like a scientist, tries to understand his surroundings.

### **Causal attribution for success and failure**

One of the most influential theoretical frameworks developed as part of the social- cognitive approach for learning motivation, is *Causal Attribution Theory* (Weiner, 2010 [140]). This theory assumes that the person is trying to explain to himself the reason for events such as success and failure. When a student succeeds in the exam, the theory claims, he will explain to himself the reasons for success: investing in learning for the exam, high capacity in the test subject, the test was easy, luck, or any other reason. Similarly, when a student fails, he will explain to himself the reasons for failure. The theory argues that the nature of the reasons perceived as contributing to success and failure will affect the expectations of the student to succeed or fail at similar events in the future, the sense of control that he has for future successes and failures, his feelings for his mission and about himself, and therefore his motivation.

While any student can attribute successes and failures to many and varied reasons, causal attributions theory claims it is possible to characterize the reasons according to several dimensions. The dimensions characterize the reason are those that affect the students at risk' motivation in the future and not the specific reason. Weiner claims that there are three main dimensions causes of success and failure:

- Location - is the reason perceived as internal or external.
- Control - is the reason perceived as controlled or not.



- Consistency - is the reason perceived as a constant characteristic or not.

Each dimension affects cognitive and emotional processes and the combination of all three dimensions in every reason, leads to a development of expectations and emotions that will affect the student's motivation to invest and to succeed in the future (Weiner, 2010 [140]). Weiner described several classic reasons students at risk use to explain successes and failures in school. These include effort, ability, luck and task difficulty. Effort, for example, is characterized by many students at risk as an internal reason, controlled and unstable. Luck, on the other hand, is characterized by many students at risk as external reason, uncontrolled and unstable. The fact that the effort is perceived as internal and luck as external, brings different emotions related to perceived responsibility among students at risk who attribute success and failure to effort or luck. For example, a student who perceives her success in a particular mission as a result of an investment and effort will tend to feel more pride about her success than a student who thinks her success is connected to luck. Causal Attribution Theory claims that different emotions give the task a different value for the students at risk, therefore affects their motivation to succeed. The perception of effort as controlled and luck as uncontrolled will influence the orientation of students at risk and encourage them to try influence the success and failure situations in the future, similar to the current situation.

### **Achievement goals theory**

One of the relatively new theoretical frameworks developed in the two recent decades and became important in field of research and educational work is *Achievement Goal Theory* (Ames, 1992 [44]). This theory focuses on the various goals pupils at risk have when they do tasks at school. Achievement Goals Theory defines goals in intermediate level. While goals are specific to particular learning situation, they are not the specific thing that the student tries to achieve in the task (e.g. solving the exercises correctly), but express a deeper purpose (for example, improving skills of deep learning processes, in social psychology, or demonstration of high ability in mathematics or psychology). Thus, the theory does not focus on "what the students at risk try to do in class", but on "why students at risk do what they do in class".

Achievement goals theory, which belongs to the cognitive - social approach, evolved from the merger of subsidiaries, provided various research programs, each of which by itself can be a theoretical framework for understanding the processes of motivation among pupils at risk. One research program which contributed significantly to the development of this theory deals with the differences in patterns of dealing with difficulty among pupils at risk with similar abilities

(Dweck&Leggett, 1988 [66]). The question that led to this research program was: why some pupils at risk show patterns of "learned helplessness", including despair in case of difficulty or failure, while other pupils at risk have the same level of ability to show adaptive patterns and persist in an attempt to deal with difficulty.

Carol Dweck and colleagues (Elliot&Dweck, 2005 [69]) make guesses that the difference between these students at risk is in the theories they have about intelligence. Adaptive students at risk think that intelligence or wisdom are things that can be developed (incremental theory), while helpless students at risk, think intelligence or wisdom are things fixed and static (entity theory).

Students at risk who believe that intelligence is something that can be developed set learning goals in class, aimed at improving their ability. These students at risk tend to look for different ways to solve problems, looking for tasks that contribute to the development of their ability, and enjoy challenges as difficult and complex task. In contrast, pupils at risk who believe that intelligence are a fixed thing, set goals that demonstrate their ability (performance goals). When these pupils at risk perceive themselves as having high ability level, they will try to demonstrate their ability by obtaining high scores, or by doing better than the other pupils at risk. If these pupils at risk perceive themselves as having low ability, they will try to avoid demonstrating their ability by using different strategies such as avoiding from tasks that they may have difficulties with. These students at risk may also internalize the perception that they have low ability and stop try learning, a behavior characterize with learned helplessness.

### **Development trends in motivation research**

*Self as motivator.* According to Ericsson, school has a central role in creating a self-image. Success in school tasks affects positively the self-image, but failures hurt it and create a feeling of inferiority. The school years are indeed important in shaping the self-image and self-esteem. Self-image refers to perceptions of the child himself about different areas (physical, educational, social, family, etc.). Self-assessment means the value the child attributes to perceptions of himself (to what extent "my characteristics are worth something ").

In our society, academic achievements are one of the primary factors that affect self-image, and many studies have found positive correlations between self-esteem and academic achievements. For example, according to the studies (Sasson-Peretz, 1998 [173]), the self-image and self-esteem of pupils at risk in special classes were lower than that of normal-achieving pupils at risk in regular classes. Was stated that pupils at risk from special classes had lower self-esteem than their

counterparts in regular classes, who have low academic achievements, but no differences were found in self-esteem: self-esteem of students at risk in both groups was low, since the value of a student is measured by success in school. The self-image of students at risk in special classes was the lowest amongst the three groups compared. This finding shows that classification of students at risk as belonging to a special class created in them a stigma that hurt their self image.

This self-image leads to failure which reinforces the negative self-image, and this is indeed a vicious circle. Another cycle is of the student with a positive self-image: he expects success and therefore invests more efforts. As result, he succeeds and this success strengthens his positive self-image. Self-image and self-esteem are not affected only by the learning experiences, as Erikson claimed, but also affect them. That is, the concept of "self" and its various components has a motivational effect: a student with a positive self-image, invests more in learning, expecting more success and therefore he is more successful.

The tendency to refer to the components of self as motivational factor is also reflected in the approach of Rogers, 1959 [122]. Rogers describes two types of self-esteem: a real self-image and an ideal self-image. Real self-image refers to a person's actual self perceptions. Ideal self-image refers to an ideal and desired perception of the person about himself. According to Rogers, too big a gap between the real and the ideal self-image or lack of any gap between them, are undesirable, since they have a negative effect on the person motivation. A large gap creates a sense of frustration and despair, while the absence of a gap creates a feeling of self satisfaction, which prevents improvement and progress. According to this approach, a moderate gap between the ideal and real self-image has a motivating force, pushing the person toward improvement and perfection.

In contrast the "Higher Self" is characterized by a positive self-esteem which is not contingent on environmental factors. It is a feeling of well-being, the person is pleased with himself, and motivated by internal motivation that pushes him towards creativity, learning, awareness and contribution to the environment. A person driven by the higher self does not act out of stress to please others, to prove himself or make achievements, but is motivated to do something out of pleasure, satisfaction of doing aimed to enhance capacity and develop a sense of control. This motive reminds the motive for self-realization mentioned by humanists, like Maslow, 1954 [105] or Rogers, 1959 [122], is caused by an innate inner desire.

Mills, 2003 [106] argues that positive motivation is related precisely to a sense of satisfaction and well-being. In other words - when a person is pleased with himself and accept himself as he is, he would be motivated by the positive internal motivation, namely by the "higher self".

From the above, we can assume that students at risk learn due to different reasons. Some learn to satisfy the social need (need for belonging and love), curiosity need, conscientiousness, self-fulfillment, achievement, etc. Among educators there is a tendency to encourage a particular type of motivation, such as the need for achievement or curiosity. Our current research deals with widening the teachers' communication availability by training teachers to take into consideration the different additional styles and different types of motivation on the basis of praxiological paradigms such as BASICPH, USE and the triarchic model.

Theories detailed so far, describe key processes that constitute the focus of research in motivation and intervention in schools. Field studies have examined the effects and the difficulties of the level of self-efficacy, different causal attributions, various internalization levels of activity or achievement targets on processes such as coping with difficulty and failure, self-regulation of learning, effective learning strategies, disruptive behavior in class, copying in tests, feelings at school, and even general well-being.

The studies go on to examine the connection between these motivational processes and other processes such as social goals that students at risk have in the school (e.g. Urdan and Maehr, 1995 [133]; Wentzel, 1993 [141]), relationships between groups (e.g. Darawsha, 2019 [18]), internalization of values in different cultures (e.g. Silistraru, 2011 [31]), decision-making and an educated choice [111], and teachers' behaviors that contribute or suppress motivation among students at risk (Ricard and Pelletier, 2016 [119]).

Also, attempts are made to use terms of motivation for understanding the behavior of teachers and its impact on student engagement: for example, behaviors that suppress autonomy, processes of resistance to change among teachers and factors that may strengthen willingness to internalize educational reforms (Urea, 2013 [132]; Nicoll, 1994 [110]). At the same time, there are the trends of theoretical developments, when these developments can be seen complementary trends [111].

One trend that can be seen among theorists of motivation continues to be breaking down concepts and processes to specific components, which seem more significant for explanation to the different qualitative behavior of pupils at risk. For example, in recent years researchers have observed two different orientations, one is "*orientation approach*" which describes a situation where

the student aimed at the possible positive consequences of his behavior. So, mastery goals approach aim, is to improve his ability to learn and progress. Performance-approach is a motivational orientation in which the student is involved in a mission aiming to demonstrate the high capacity. The second orientation is called "*avoidance orientation*" which describes a situation where the student aims to possible negative consequences of his behavior.

Although the trend for finding wide processes, most studies in the field of motivation theories were in specific frames, and only very few researchers have tried to bridge, in their study, over motivational processes from other theories. In addition, differences in definitions of key motivational concepts make it hard to transfer the understandings reached in one theoretical framework and promote understanding of the motivational processes from another theory. Many researchers have expressed dissatisfaction with this situation where the motivation theories do not contribute to the development of coherent body knowledge and recently, we can see attempts to clarify the different overlapping processes in the different theoretical frameworks. For example, a special issue of Contemporary Educational Psychology Journal (Vol. 25, No. 1, 2000) was devoted to the issue of motivation in education.

Finally, another trend in the development of the theoretical field of motivation is the intensification of the tendency to combine different research methods in the study of motivational processes. Like different theories, different research methods aimed at answering different questions and can provide other purposes. So, in the 70's and 80's which were years when major theoretical frameworks were in the initial stages of development, the dominant research methods were mainly experimental and qualitative research methods such as interviews. These methods, which employ a relatively small number of participants, allow a detailed study of the processes involved in motivational experience. Later, when the main concepts and processes were based, the research emphasis shifted to the use of psychometric methods which mainly include questionnaires. This sort of research allows testing of processes in large samples and their suitability to explain motivation in different populations.

In recent years there is a trend towards the integration of different research methods in the study of motivation processes, and researchers are increasingly seeing the benefits of checking psychological process - by different measures that allow multi-dimensional, deeper and wider view.

*Reinforcement as motivation:* behavioral theories, such as that of Skinner, 1968 [127], claim that consequences of behavior influence the motivation to perform it in the future: we are motivated

to perform a behavior which previously receive reinforcement and refrain from a behavior for which we were punished or did not receive reinforcement. This approach is essentially hedonistic, as it refers to a human being as motivated by a desire to avoid pain and seek pleasure. This motivation is extrinsic, because the human being is activated by outside factors (reinforcements and punishments). This approach has difficult to explain behaviors that exhibit sacrifice, and suffering in the present in order to achieve a long-term goal. The issue of internal motivation (intrinsic), i.e. motivation from a pleasure in performing the behavior itself, did not get attention of extreme behavioral theories. Moreover, behavior researchers have ignored motives such as of curiosity, a need for achievement, a need for relationships and for power and control, as these motives are not suitable for observation and objective measurement. They also abstain from referring to internal-cognitive factors affecting motivation.

Indeed, reinforcement influences greatly upon our behavior, including - the behavior of students at risk. We know that high scores, praise, and smiles, stimulate many students at risk to learn. However, the theoretical assumptions of extreme behavioral theories, arouse strong and various criticisms. The main criticism is that human behavior is more complex than the behavior of animals, and is influenced by the interpretations the person gives to the reinforcement. For example, a teacher's positive comment can be interpreted by one student as true, and by another as just a statement designed to encourage, rather than a real compliment. A second criticism against Skinner's theory (1968) is that additional factors affect motivation - values, attitudes, and context of the behavior. For example, a student who received in the past reinforcement for learning mathematics may not learn the next day, because he does not believe investing much in learning, or because he has a football game ticket. A third criticism, concerns the claim that reinforcement reduce internal motivation for learning, and because first and foremost we want our pupils at risk to learn by internal motivation, that is, from the fun of learning - the joy of discovery, interest, curiosity and pleasure involved in learning [Bar-El, 1996 [147].

External motivation is described as motivation arising from factors outside the task itself. For example, a child learns to get a good grade or a gift that was promised to him. Intrinsic motivation is defined as motivation arising from factors related to the task itself. For example, a child learns because the material interests him, opens new horizons and challenging.

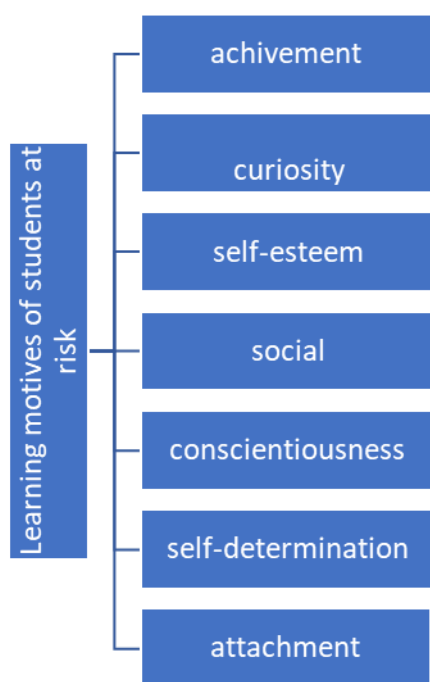
Humanistic theorists, such as Carl Rogers [122], spoke of innate motive for self-realization, in all people. In his approach, an accepting and unconditioned environment is essential for realization

of this motive. In contrast, Maslow [105], also a Humanistic researcher, claimed the existence of other motives, which are a prerequisite for satisfying the need for self-fulfillment. Other authors have identified dozens, perhaps hundreds of motives causing people to behave in one way or another, some of them related to specific motives for school learning (apud Lai, 2011 [190]).

### **Classification of students at risk according to their motives**

Different motives affect the choice of learning material, the extent of efforts and perseverance, and preference of one learning method or another.

Based on analysis of different theories and publications we propose the complex configuration of learning motivation of students at risk of school dropout (figure 1.1.)



**Fig. 1.1. Learning motives of students at risk**

Adar, 1969 [143] distinguished between four types of students at risk, each driven by a different motive: (1) Achievement-oriented student: motivated by motivation to achievement, he strives to excel and gain appreciation and respect; (2) Curious student: motivated by a curiosity drive; (3) Conscientious student: motivated by the need to fulfill the obligations imposed on him ("be all right"); (4) Social student: motivated by the need to associate with others.

Not all theorists discern between students at risk according to their motivation. Some refer to motives that affect the learning of all pupils at risk. One approach includes organismic theories, which assume that pupils at risk, like other people – have natural and internal tendency to explore their environment, and to assimilate and integrate new knowledge. This tendency is reflected in two

directions: (1) A tendency to develop skills and abilities for competitive tasks, control and direct them at will (competence motive, corresponding essentially to what is called "achievement motive", or motive autonomy); (2) A tendency to form close social ties based on cooperation and support, intimacy motive corresponding to what others called "affiliation motive", social motive or need for attachment.

According to this approach, only when these motives are provided, the inherited disposition to learn and grow is expressed. Pupils at risk learn and invest efforts only when their psychological needs are provided. This is the main idea of the organismic approach in general implemented in schools. Based on his approach, teachers may avoid using power and external environmental measures, support the pupils at risk' autonomy and develop motivation to learn. This will help teachers to create motivation for learning.

Indeed, many studies support these assumptions (Deci et al., 1981 [60], Grolnick&Ryan, 1989 [81], Bar-El,1996 [147]). Pupils at risk of teachers who support pupils at risk autonomy (refer to their initiative and point of view) were more curious and independent, looking for challenges, develop their ability and feel higher self-esteem, compared with pupils at risk with teachers who tended to external control of motivation (by reinforcement, competitiveness, etc.).

Similar results were found when the social motive is emphasized. It is also found that there is a connection between the two factors - teachers who support their student's autonomy were regarded by the pupils at risk as warmer and attachment with them is described as safer (RayanPowelson (1991), in Bar-El, 1996 [147]). These studies point to the important influence that interpersonal context has on learning motivation (supporting autonomy and making contact). The practical lesson arising from these researches is the need to emphasize effective and emotional goals in teaching and creating a positive climate in the classroom.

Many studies have examined the relationship between achievement motive and different variables (Deci et al., 1981 [60]; Lamote et al., 2013 [98]). It is not surprising that they usually indicate a positive relationship between the need for achievement and success in school tasks (Stipek,1993; Harrell,1983, in Bar-El, 1996 [147]). Even when the researchers controlled the IQ which affects achievements, the same picture appeared. Today, there is an opinion, that achievement motive is affected by environmental processes, especially the educational style of the person during childhood [113]. People with a high need for achievement were having parents who encouraged them during childhood to make independent achievements and support them (even when they



failed), therefore, they strive for achievement and are not afraid of failure. Even the personal examples of parents, which set themselves challenges and deal with them successfully, have a positive effect on the development of achievement motivation (Grolnick& Ryan, 1989 [81]).

**Curiosity motive.** Curiosity is one of the most important motives that influence motivation to learn. The accepted assumption now is that a person was born curious, and curiosity motivates the human to explore his surroundings. The curiosity assumption rests on two observations: first, also babies exhibit curious behavior and second, even among animals like chimpanzees we can see behavior related to the study of the environment. Curiosity has great adaptive value, because the more a person knows about his environment, the more he controls it. Indeed, there is close relations between curiosity motive and achievement motive. Without curiosity motive mankind was not able to reach achievements as the discovery of electricity, facsimile, flight to the moon, etc. Curiosity can be approached within the conceptual framework of intrinsic motivation ((Deci et al., 2001 [62]). Studies show that people have a need for stimuli. An environment that lacks stimuli affects adversely the people's emotions and behavior.

**Attachment motive.** The saying "I am not good that the man be alone" emphasizes the importance of attachment motivation. In humans, like many animals, there is a tendency to be in contact with other human beings. This motive is analogous to the belonging and love motives in Maslow's hierarchy of needs. Besides being an innate need, it seems that human attachment motive has many benefits:

1. The company of others provides stimuli.
2. Through our relationship with other human beings, we gain important information for our physical and mental existence. Even information about a good movie contributes to our well-being.
3. Contact with others provides us with financial and mental support.
4. Other reasons are provided by our social connections: sex, control, curiosity, etc.
5. Presence of others may give a sense of security, so people under stress – more likely connect with others. An example is a child clinging to his mother when a dog approaches him.
6. People need others to compare themselves with them. Festinger's social comparison theory shows that we tend to connect with others similar to us.

According to this theory, a person compares himself with others in his position and condition, not only to get information on how to behave, but also to evaluate himself. For example, a student

who gets 80 on a math test will compare his score with pupils at risk with similar level and not with those who are weaker or stronger. Studies show that attachment motive is correlated negatively with academic achievements (Bar-El, 1996 [147]). The negative correlation says that pupils at risk motivated by attachment motive, are occupied more in making social connections than in getting academic achievements.

The motivation theories suggest explanations to processes that cause students at risk to choose to cope with and invest efforts in learning, as well as in social involvement and assisting others. These theories also try to explain what are the factors that result in high quality investment in learning and social involvement, both in regard to the student's feelings and in regard to the educational product. Various researchers have different concepts regarding the optimal educational school goals, and the theories reflect this diversity which is based on different philosophical views regarding the human being (Kaplan, Maehr, 2007 [97]).

**Self-determination theory** suggests that the origin of the motivation is in the inherent internal needs the human beings are born with. Maslow grades the human motives in a hierarchical order (see details in sub-chapter "The 'Game Model' for creation of motivation"). At the top of the hierarchy stands the motivation for self-actualization, pursuing the inner talent and creativity fulfillment. Meeting those needs brings the individual to deep and high-quality involvement in his activities, while interrupting them will decrease the quality of the motivation. Deci et al. [61] propose the the Self-determination perspective of motivation and education.

**Behavioral theory** emphasizes the environmental influence on the individual's behavior. Skinner, 1968 [127] suggests that the individual is basically motivated by his pursue of positive experience and avoiding negative ones. This approach did not deal with the quality of the motivation and it was criticized by researchers from the humanistic approaches.

**The self-efficacy theory** suggests that motivation includes the individual's expectations to the results of his behavior (Bandura [46]). Social interactions, according to this theory, are used as reinforcements and punishments for the individual, and are the basis of the evolvement of expectations for success and for self-efficacy. This concept was one of the pillars of the development of of the cognitive-social approach.

**The causal attribution theory** assumes that the individual attempts to explain to himself the reasons for events like success and failure. Weiner [140] suggests that effort, ability, luck and the

difficulty in performing the task are part of the classic reasons used by pupils at risk in explaining their successes and failures in school.

**Achievement Goal Theory** focuses on the various goals pupils at risk have while doing their school tasks. The educational system transmits to the pupils at risk what the important goals in the class are. The educational environment may be divided into several overlapping dimensions: learning tasks, authority structure in the class, the way teachers' express acknowledgment to the pupils at risk, the use of time in the class etc. These dimensions structure the educational environment which emphasizes either goals of knowledge or learning process (Kaplan, Maehr, 2007 [97]). Teachers will show willingness to invest efforts in learning motivation theories if the main goal is to raise the quality of the learning process and not the achievement of high grades.

**We conclude** that the activities in the class tend to focus on rational and measurable qualities, but we also know the importance of emotions in the education process— this is what motivates the attentiveness, which in turn motivates the learning and memory. The teaching profession has not yet dealt fully with the important relationship system between positive and motivating class experience in emotional terms, and the total health of both pupils at risk and teachers.

### **1.3. Educational and systemic challenges in addressing the integration of students at risk of school dropout**

There are theoreticians who claim that every teenager is potentially at risk. If this is the case, in order to identify populations at risk, mental and emotional behavior of each adolescent at school and at home should be evaluated (Gross & Capuzzi, 2004 [80]).

The international comparison shows that the rate of teenagers not studying in Israel is similar to the rate of most European countries and in the U.S., and in some cases is lower than the averages in the OECD countries. In Israel, 15% of 17 year' old teenagers were not in school in comparison with the OECD rate of 21% [184].

In Israel, the Central Bureau of Statistics reports that 12 percent of 15-16-year-old' Jewish youth and 43 percent of 15-16 non-Jewish (Muslim, Christian and Druze) youth are outside the framework of the formal educational system and are not participating in the normative adolescent experiences of school or work environments. This situation tends to affect their ability to internalize basic social values and causes them to become alienated from society. Over time, social isolation and alienation can lead to a life of aimlessness and delinquency. [191]

In Israel there is nearly no information that allows for research as to the characteristics of the actual teenage school dropout in order to make a comparison with unlisted dropouts. According to research meant to teach the differences between dropouts and those who attend school regularly in the program “towards adulthood”, it was found that the low achievements and scant attendance of the pupils at risk are key characteristics of impending dropping out of school. Also, the approach of low self-esteem of the student is also a critical characteristic for foreseeing leaving of the framework. No certain socio-economic variables or approach of the pupils at risk to school were found, but it may be that these variables influence other factors connected to the tendency to leave school (Cohen-Navot, Alenbogen-Frankovtiz & Reinfeld, 2001 [151]).

According to additional studies [56; 152], it has been found that there is a certain connection between adolescents that is characterized by a feeling of social detachment and non-adaptive behavior in school. Moreover, adolescents who reported the feeling of detachment were absent and dropped out of school more than other adolescents who did not feel this high level of detachment.

Also present in the observations is that adapting to the framework of school influences the phenomenon of regular attendance or dropping out. The higher the ability of the student to adapt, so are the chances of his attending regularly and being stable in the framework of school. Sarid, 1976 [176]; Shemesh, 1987 [174; 175] also claims that as the feeling of fitting in rises, the behavior of the adolescent will be expressed in kind. Negative attitudes toward school are among the aspects that incline toward unlisted dropping out (Karp, 1988 [88]). In fact, a positive connection has been found between the adolescent’s attitude toward school and his scholastic achievements. Positive attitudes raise the probability for regular attendance and lack of satisfaction may cause passive or disruptive behavior (Sasson-Peretz, 1998 [173]). It is important to note that difficult social problems and behavioral problems characterize unlisted dropping out. Social problems may be expressed by social rejection and becoming a frequent victim of violence. Violent behavior at school is one of the radical aspects and it reflects behavioral problems. In the framework of an international study (HBSC) that observes risk behavior patterns and emotional welfare, the data collected in Israel show that 5% of the pupils at risk have experiences social rejection and that 17% reported that they actively participate in violence, carry weapons for self-defense more than once a month (Harel, Tillinger and Molechi, 2003 [163]).

Also, from the observations, it appears that among studying adolescents the use of any type of drug and alcohol is 9.9%, while detached adolescents show a rate of 19.9% using. According to data

it may be said then, that as the rate of detachment rises, so does deviant behavior (the Israel anti-drug authority, 2005 [179]). These research characteristics presented on unlisted dropping out: frequent absence from school, low scholastic achievement over time and in a number of subjects, feeling of detachment toward school, non-adaptive behavior and violent behavior. From this multi-dimensional presentation that relates to all expressions of dropping out mentioned above, it appears that amongst all pupils at risk, 39% are not characterized by any of the expressions of unlisted dropping out listed above, 31% have one characteristic and the rest – 11% have 3 or more expressions listed above (Cohen-Navot et al., 2009 [153]).

Following the waves of immigration to Israel over the years, the cultural basis has changed in the country. Schools have become a social area where children represent varied styles of behavior, values and norms. Education for this multi-cultural phenomenon is in itself the promise of the continuation of the State of Israel (Gur Ze'ev, 2003 [158]). It is important to note that there are differences in norms and expectations among adolescents coming from different backgrounds and they differ from the norms of the educational organization. It has been found that cultural factors influence dropping out. The attitude of the environment of adolescents on the importance of education is influential on their desire to continue learning, or alternatively – to leave school. The influence is apparent also in the relation of the education system with the pupils at risk from cultures seen as different, both from the aspect of the absorbing pupils at risk and from the aspect of the staff. Adolescent immigrants are found to be at high risk, from many aspects of unique problems and conflicts [188; 194]. The breadth of dropping out amongst immigrant adolescents from the ex-Soviet Republic is higher than that of other adolescents. Immigrants from Caucasus show an especially worrying level of both recognized and unlisted dropping out. Amongst Ethiopian youth the levels of dropping out are not especially high, but the unlisted level is higher and most of them transfer regularly from one school to another [201].

The goals of the school framework are similarly academic and to provide values. School provides an important social framework for youth which may be simultaneously become a risk factor or a strengthening device. When pupils at risk experience school as a pleasant and secure environment, they achieve better scholastic results and have their feeling of success rises (Gross & Capuzzi, 2004 [80]). Actually, the individual developing a feeling of higher self-esteem has an easier time in establishing self-identity (Gross & Capuzzi, 2004 [80]). In general, school, community and state that adopt an open approach to interaction between the different cultures in

their midst allow for multi-cultural and pluralistic education which promises its existence in a time of change (Shemesh, 2005 [175]).

Learning in Israel is protected by the “Law of Compulsory Education 1949” for children from the ages of 5 to 15. The law states that from the ages of 5-17 schooling is for free (1994). In fact, a decrease in the phenomenon of dropping out is one of the main goals of the education system. Attaining this goal requires a unified definition and measurement of the phenomenon of dropping out and a data base to systematically follow up on pupils at risk. Accordingly, the education system acts on three parallel and complementary levels: the first, to strength regular attendance of pupils at risk and to ensure their success in normative frameworks in order to prevent at risk populations from dropping out. The second, to recall adolescents who have dropped out of regular or alternative schools and third, compensation and completion of education and learning to ‘detached’ pupils at risk that did not fit in (Dovrat, 2005 [154]). The responsibility of carrying out the law of compulsory education is in the hands of the truant officer who should make timely visits at the local councils. Supervision of his performance is handled by the pedagogical director. The truant officer’s role after timely visits is to find and follow-up, to report and deal with the pupils at risk who find it difficult to function in the formal education framework. Formally, the responsibility of follow up after the regular visit and treatment of a school age student is placed on the shoulders of the principal and home-room teacher. The home-room teacher’s role is to report to the principal on any student who is absent without a known reason for three consecutive days during any school month and even to pay a home visit (1994). The homeroom teacher is defined as “the director of therapy” for unlisted dropouts in his classroom and has professionals, trained to help the student with studies and welfare, at his disposal (Cohen-Navot, Ellenbogen-Frankovits, 2012 [56]).

The guidance counselor is responsible for the general welfare of the pupils at risk at school. As an expert amongst the support system, the guidance counselor should be a key figure in applying the school policy to prevent dropping out and frequent absences. The role of the councilor is, among other things, to deal with pupils at risk individually or in groups, to instill preventative programs for the pupils at risk, to make sure there is an in-school staff for guidance and to council parents and connect them with welfare community services for schools (Neukrug, 2012 [119]).

The support services given in the community are primarily to guide the detached youth but also is for pupils at risk who are at risk of dropping out. The central services are units for promotion of adolescents, the services for youths and the educational psychology unit. The educational

psychology service in the community supplies observation services, evaluations and involvement with pupils at risk who have been referred by the schools, while the psychological services work within the schools to care for situations where the student is in a personal, social or familial crisis beyond development of situational difficulty (Cohen-Navot, Alenbogen-Frankovtiz & Reinfeld, 2001 [152]). Systematic work based on cooperative action between the different function within the system and externally, creates a basis for multi-dimensional thought and patterns. So it is that a basis for intervention programs built on sequences have been proven efficient to promote adolescents. (Ben Ezra and Zilberman, 2001 [148]).

### **School Intervention Programs in Israel**

By allowing for a number of tracks to approach the matriculation exams, both within schools and in alternative frameworks. Indeed, there appears to be a consistent rise in percentages of matriculation applicants (Cohen-Navot, Alenbogen-Frankovtiz & Reinfeld, 2001 [152]). In the past decade the Ministry of Education has formulated a corrective policy which instills more equality of opportunities to all pupils at risk in Israel. As a result of this policy, the Dept. of educational and welfare services has developed programs for schools providing organizational, pedagogical, cultural and budget tools in the aim of providing a solution for at-risk populations. The track called LEV (towards matriculation) is popular in the formal education system and is aimed at adolescents found to be at risk of dropping out or having learning difficulties. This track includes regular matriculation classes and self-esteem classes that help to raise expectations for achievement. The regular classes are part of the matriculation track while the others are on technological studies tracks (welfare and education dept. 2004). Additionally, each school permitted to run 'toward matriculation' classes must have a professional body whose purpose is to aid the school's directors and teaching staff in all problems stemming from turning low-achievers into successful and achieving pupils at risk. The principal of the school appoints a coordinator for these classes for follow up and evaluation of the project and supervisors are on site for constant contact with the school, giving detailed reports about everything connected to the progress of the pupils at risk (Education and welfare services, 2004).

In the school framework there are intervention programs for the entire student body, with the purpose of improving learning in general and also the climate of the school. There are also programs for pupils at risk classified with risk situations and the trend is to provide additional attention to these pupils at risk, in order to bridge gaps that have developed over the years. An example of programs of this type is the 'toward matriculation' programs that provide intensive studying for

pupils at risk who have failed. Through them the special learning framework at school answers their need for extensive flexibility (Cohen-Navot et al., 2009 [153]).

While searching for alternative education in a normative framework, there are those who embrace the mediating approach of Feurstein, 1998 [160] as a basis for intervention. According to this approach, through cognition, the individual is capable of self-changing, taking control of emotions and has motivation to act. However, in order to make a change a process of mediation is meant to occur between the adolescent - the mediating agent and the rest of the world; the mediating agent has knowledge, experience and intention to mediate between the adolescent and the world, making him in a way that is significant. In order for change to occur, learning must occur, the environment must make this an option, be empathetic, supportive and guiding.

There are models in which the professional team is required to actively intervene with the pupils at risk at risk and to combine them in the general framework. A model for an intervention program of this type is the model that emphasizes unique physical education as a supportive connection for strengthening expertise in learning, social expertise and emotional abilities. The supporters of this approach claim that understanding the variables connected with attaining desirable behavior and preventing and erasing undesirable behaviors is the basis of every educational intervention program. A gradual change in reciprocal relations between the behavior of the individual and others, objects and different events found in his environment are the basis for change and development at every age. There are those who claim that through physical education the pupils at risk experience situations which are “a reflection of life”, where varying events can change limits and rules in a short time. In fact, this is a structured framework that can be suited to pedagogical goal achievements.

Over a period of time the State of Israel has implemented different projects, where the model presented is used as a basis for intervention. Following are a number of examples: “the program for schools’ ecological improvement” (2001), “program for decrease in violence through physical education “(1996), “Rehabilitation class for school behavior” (1995), and more [191]; [86];[169].

A different approach for treatment through teaching dropout pupils at risk in school is implemented in the program “space for alternative teaching”. This program is taught in a permanent physical area in the school where a team acts to create a positive constant connection with the pupils at risk in order to open opportunities for learning. Through this learning connection with the staff, the student can experience better learning and also belonging to the framework. The main change



and innovation of the program is the actual existence of the staff at school, whose professional training is in active occupation with the population of dropout pupils at risk as well as unlisted dropouts (Joint Israel, 2005 [189]).

Another approach to education and significant learning in the age of change emphasizes the development of cognitive and non-cognitive skills. The non-cognitive variables are combined in the processes of cognitive learning. Wolensky, 2003 [138] suggests this as an applicable program for this approach, the early matriculation certification. In this program the student learns towards a modular matriculation certificate, that will let him study for a complete matriculation and give him employment orientation. Wolensky and Rimon, 2002 [139] claim that school policy should reflect an eclectic-ecological approach and educational vision that sees the entire community as its responsibility.

As a part of this eclectic-ecological approach the trend is to combine occupational studies as a promotional unit for the pupils at risk at school. The idea is that the school site is a significant educational and social focus for the adolescent, who is at the center of the educational – therapeutic intervention that combines between school, family, the adolescent and the community. At a number of councils' evaluations and interventions of this type were found to significantly improve behavior and achievements of the youths who participated in the programs (Shemesh, 2005 [175]).

An example of the model that emphasizes the importance of the connection between community and school is the community focus program. This program is a three-year model and the target group is the pupils at risk of 'challenge'. The main suggestion of the program is that each high school would have the 'challenge' pupils at risk in a framework of after school hours. The school staff, community members and parents would be involved. The school would be open for different activities, both scholastic and social. The assumption is the raising the feeling of belonging of the pupils at risk within school and community would influence risk-behavior of the pupils at risk and substantially reduce rates of open dropping out or unlisted dropping out (Birdman and Navon, 2003). Another program, called 'muses', is based on cooperation between bodies and community funds and the Ministry of Education (dept of education and welfare). This program is a model for high schools intended only for high-risk adolescents who are motivated and are interested in art. 'Muses' schools are study centers where the pupils at risk are fitted with personal study plans including personal counseling and support from professional in an individual and group framework including counseling for parents. The intention is that the adolescents be involved in community

volunteer activities according to their own choice. The scholastic program in “Muses” includes studies for matriculation and a track for art and business skills that are taught to them by people in the community “Muses” provides an alternative solution for at-risk pupils at risk who don’t fit into normative school frameworks, through individual development, maintenance and skills (Wasserman et al., 2005 [134]).

In conclusion, it is important to note that the programs presented above are only a small number of the variety of programs to promote youth at risk. Therefore, the heads of schools and the educational staff are faced with significant challenges in choosing programs, fitting them to the needs of the pupils at risk and with the educational policies that they represent. As noted, the programs reflect varied educational approaches and provide many options for efficiently coping with the phenomenon of dropping out of school [191].

For many Israeli pupils’ lack of certainty is not only a function of their own fast-paced changing world, but a matter of a world without options. It is popular to deal with the question of uncertainty in education in relation to the quickly changing world. The world is changing so rapidly and it is difficult to know the exact tools and directions to focus our efforts. We have no idea what kind of a world awaits children who are attending our schools at present. For them it is not just a confusing world that holds so many opportunities to choose from, rather, for them, it is a matter of mere survival.

It is not a matter of which path to take, but the feeling of hitting a dead end with nowhere to turn. We have no way to promise certainty. That would involve charlatanism and empty promises. What we can promise is an opportunity. That is why, as educators, we are obligated. But the painful truth is that in Israel there is no equal opportunity. Even though we wish to tell a more ‘rose-colored’ story, the facts remain without any doubt: those born in the outskirts whether geographically or socio-economically, it is probable that the academic achievements will be lower and less varied and education towards employment will be much more limited.

In the city, and this is fact, the numbers are definite: Israel does not grant equal opportunities. According to the data for 2013 the gap between fifth grade pupils from high socio-economic backgrounds and those from the lower echelons: 40 points in science and technology, 41 points in English, 52 points in Hebrew and 56 points in mathematics. In eighth grade the gaps showed: 80 points in English, 86 points in Hebrew, 93 points in science and technology and 110 points in mathematics. According to 2012 data, Israel is in first place for gaps in achievement between

schools. The peripheral schools have fallen far back as far as student achievements in comparison with the stronger areas [67].

At the same time, in the Arab sector there is a huge lack in these programs, and even if there are such programs, they are unsufficiently activated (Tariq M., 2015 [32]).

### **Experience of the Republic of Moldova.**

In the Republic of Moldova, all children have rights to education based on the Constitution (1994). Code of Education (2014) declared high school as 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. Special protection of children at risk is ensured by legal framework. Pupils at risk of dropout are the following category: from vulnerable families (affected by poverty, alcohol abuse, domestic violence); from families affected by migration. The most vulnerable category are the orphan children and children without parental care. Romani girls are particularly vulnerable to school drop out and low educational attainment, due to the role many are required to play in their family. The failure to ensure housing for the orphans and the graduates of boarding schools has remained a problem during the last years.

On January 1, 2014 the Law No. 140 on Special Protection of Children at Risk and Children Separated from Parents came into force. The law stipulates clearly the duties of the guardianship authorities in terms of protection of child's rights. The law stipulates that the identification, record-keeping, evaluation, assistance and monitoring of children at shall be done by the guardianship authority. Evaluation, assistance, and monitoring of the child at risk is done through the case management method. However, there are cases when the guardianship authority fails to fulfil its duties. According to the Ombudsperson, the actions taken by the education authorities aim at contributing to the development of the child, but it is important that the Government passes the draft "2015-2021 Cross-Sector Strategy for Developing Parental Abilities and Competences", and that responsible persons ensure the implementation of policy documents and intervene promptly in each case. [198]

Also, according to Strategy for child protection for the years 2014-2020, adopted in 2014, the subject of the Strategy's intervention was focused on three main areas for the development of child protection policies: the reform of the residential child care system, the violence against the child and

the reconciliation of family life with professional activity from the perspective of the rights of the child.

According to legal framework, all cases of children/pupils at risk should be reported and monitored by LPA, school staff, social assistants, police officers responsible for minors. There are some NGOs working with pupils at risk. At national level the Council for Child Rights should be mentioned. At the same time, it is important to distinguish between temporary absenteeism and school abandonment (final leaving school). Despite of the comprehensive legal framework, education in Moldova, including access to education, is linked to living standards. One of the main challenges remain implementation of the existing legal framework with relevant financial mechanism.

In 2017, the Republic of Moldova was in first place in Europe in terms of school dropout, according to the data provided by the Save the Children Organization. According to Save the Children's End of Childhood Index data, the school dropout rate in the Republic of Moldova was 17.9%, followed by Macedonia - 13.1% and Romania - 12.1% [204]

Despite of notable progress in legal framework, 224 children out of the 295 thousand students in Moldova did not attend primary and secondary education institutions in the 2021-2022 academic year. The school dropout rate in the 2021-2022 school year was almost 0.08 percent [205].

Based on official position, the establishment of a system for monitoring and reducing the phenomenon of school dropouts, at all levels of general education, is an imperative of the time for the education sector, thus, only by combining the efforts of parents, local and central public administration authorities can be improved of the system monitoring and reduction of school dropout in compulsory education [206].

We find in the educational practice the accomplishment of multiple studies, which elucidate various aspects of school dropout: Cojocaru [13] investigated the issue at the educational management level and methodological; Silistraru [31], Cuzneţov [17] and Braghiş [9] addressed the dimensions of school dropout from the perspective of general-human values and the role of the school-family-community partnership in the educational process; Barbăroşie and Gremalschi mentioned school dropout in the context of a "child friendly" school [5]. Paniş [28] and Cojocaru [13] addressed aspects of professional competence and development; Uncu and Penu [34] studied the psychological aspects of school dropout; Ianachevici [21] explored the intercultural perspective of the causality of school dropout.

Based on several resources analysis, **we can conclude** that in recent years the amount of interest amongst people in the world of education and research has risen to check characteristics of school and their influence on the low achievements of students at risk, absences and dropout. Several factors were found to be significant, among them the structure of the organization, staff-student relationships and non-organizational resources. From the point of view of the structure there are a number of relevant characteristics: use of the groups and different tacks, the social and intellectual complex of the learning framework and irrelevant learning programs for students at risk. As to student-teacher relations which is at the core of the current research, it has been found that teaching methods and evaluations of students at risk, transferring low expectations to pupils at risk by their teachers, quality of instruction and level of teacher capabilities, are all important variables. Additionally, it has been found that extra-organizational variables, such as finances, resources and services are all lacking in schools and all are factors on influencing dropout of the framework (Cohen-Navot, Ellenbogen-Frankovtiz & Reinfeld, 2001 [152]).

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

1. Despite of the progress in educational domain, school dropout phenomenon still represents a significant social problem, because it limits future opportunities for children.
2. In the context of the literature review, the conditions and factors of school dropout among high school students in Israel were identified and addressed. Respectively, several factors influencing school dropout were analyzed: individual factors, family-related factors, school-related factors and community-related factors.
3. The analysis of the definitions expressed by various authors and from various fields, allowed us to present our exhaustive formula of school dropout: *School dropout is the final behavior of voluntarily leaving the education system, regardless of the level reached, before obtaining a full vocational qualification or training taken before starting studies.*
4. It has been argued that deducing dropout and increasing completion rates in high schools and vocational education is one of the key strategies for creating the efficient knowledge-intensive economic sectors and social justice.
5. Based on the analysis of various ideas and theories of learning motivation training in students at risk of school dropout, *the learning motives of students at risk were identified;* the

epistemological landmarks for conceptualizing relevant intervention teaching strategies were specified.

6. The exploration of studies, specialized literature, statistical information allowed the identification and examination of the educational challenges of integration of students at risk of school dropout of through didactic communication.
7. We find that Israel and Republic of Moldova have comprehensive legislation on children's rights to education. Despite of the existing legal framework in Moldova, one of the main challenges remain its implementation, with relevant financial mechanism. In Israel, various educational programs are being implemented, including in order to prevent school dropout. At the same time, studies have shown insufficient approaches to student-teacher communication, indicating that teachers' communication availability as a key factor in enhancing learning motivation of students at risk.

The analysis of motivation and learning theories, of the concepts of school dropout confirmed the need to develop the theoretical and methodological foundations of streamlining teacher communication to improve the learning motivation of students at risk of dropout.

## **II. THEORETICAL-METHODOLOGICAL FRAMEWORK FOR THE EFFICIENCY OF TEACHERS' DIDACTIC COMMUNICATION WITH STUDENTS AT RISK OF SCHOOL DROPOUT**

### **2.1. Pedagogical conditions for efficient didactic communication**

Didactic communication is one of the basic components of the educational process. Communication is key in the classroom: successful teaching is generally considered to require only 50% knowledge to 50% communication skills [209].

Pedagogical literature includes various definitions of didactical communication/teacher's communication/ Communication Skills of a Teacher. The studies cover a wide range of subjects, such as the communication of teachers (strategies, competences, motivation, conditions, teacher profile, etc.).

At international level, the subject is explored by several authors: Gould & Roffey-Barentsen, 2014 [79]; Buck et al., 2002 [53]; Lamote et al., 2013 [98]; Nicoll, 1994 [110]; Khan, 2017 [95] etc.

In Israeli, Reichel & Arnon, 2005 [170]; Reichel and Arnon, 2009 [115]; Yossifon, 2004 [180]; Lewis et al., 2005 [101] and others analyzed teachers' communication and other aspects.

Kaplan and Maehr, 2007 [97] describe the school as characterized by a certain culture that emphasizes values, norms and beliefs that pass to pupils at risk and teachers about what is important and valued in school. While some schools emphasize excellence and high-ability demonstration as valuable things, other schools emphasize learning and understanding, and there are also schools with culture transmit dual messages, including these two meanings of educational practice. (Maehr&Midgley, 1991 [104]). This culture of a school can sometimes be a problem for individual teachers who try to change the emphasis of motivation in their class. For example, a teacher who is trying to give learning tasks considering the interests of the pupils at risk may come across difficulties arising from the school's emphasis on excellence in exams.

We assume that the bridging between these two approaches may be accomplished only provided that teachers take the responsibility to engage into a prolonged challenging educational process; the facilitation of such a process is actually at the heart of the current research, and the interventional program detailed in the third chapter may be furtherly used as a prototype of improving the teachers' educational box of tools; teachers who acquire adapted teaching may engage in this communication availability process by aiming at special ways of communicating and enhancing effective teaching especially adapted to fit the patterns of learning of pupils at risk by

taking into consideration the cumulative effect of missing/limited academic skills stemming in their low socio-economic status, low self image which may be interpreted as dull comprehension skills although the last are the side effect of environmental deprivation.

In Romania and Moldova, ideas with reference to didactic communication can be found in the publications of Cristea, 2010 [16], Dumitru, Ungureanu, 2005 [19]; Bloju, Stan, 2013 [49]; Ionescu, & Geantă, 2019 [87]; Cerghit, 2008 [14]; M.Cojocaru, C.Zagaievschi [12]; Callo, 2014 [11]; Goraș-Postică, Botezatu, 2015 [20], Urea, 2013 [132] et al.

Taking into consideration that one of the basic objectives of the education is to prepare the pupils/students (knowledge and skills) for real life, the didactic communication should be based on strong and permanent interaction between teachers and students. Considering that didactic communication means structured multilateral interaction between teachers and students, this must be ensured in the entire educational process: design, teaching and learning, monitoring and evaluation. Specifically, should be mention position of Cojocaru and Zagaievschi, 2014 [12], which addresses the problem of didactic communication from the perspective of emotional culture.

In the context of present research, we adhere to the position of the researcher Cristea [16, p.42], which highlights the existence of three trends in the evolution of the concept of didactic communication:

- the tendency to accentuate the role of the subject of education (teacher) by the transmitter,
- the tendency to accentuate the role of the object of education (student) of the receiver,
- the tendency of the development of the formative interaction between the teacher/transmitter and the student/receiver, employed in cognitive but also affective, motivational, characteristic, verbal, but also non-verbal level.

Moreover, we appreciate the ideas Cerghit [14], which bases the conditions of efficient didactic communication: 1) connection to the partner; 2) ensuring the correspondence of the codes; 3) epistemological and social contextualization; 4) psychosocial context; 5) optimization of communication through feedback intervention; 6) active employment in the reception process; 7) Empathic affection and interaction; 8) communication management.

Analyzing different resources, we would like to propose the synthesis of the definitions structured in the following table (table 2.1).



**Table 2.1. Approaches to didactic communication**

<b>Author</b>	<b>Definitions /concepts</b>
Saunders and Mills, 1999, (apud Khan, 2017, p.20 [95])	Communication skills can be defined as the transmission of a message that Communication skills can be defined as the transmission of a message that involves the shared understanding between the contexts in which the communication takes place.
Cojocaru M., Zagaievschi, 2014 [12, p. 124]	The communicative didactic discourse constitutes an approach to explore certain informative and affective-attitudinal, explicit and implicit content, specific to education, structured and transmitted through discursive strategies in order to influence/change/change the representations, attitudes and behavior of the receptors, causing them to adhere to the promoted scientific values.
Bloju, Stan, 2013, [49, p.103]	Didactic communication is the one which intermediates the accomplishment of the educational phenomenon as a whole, it occurring only as a particular form required in the transmission of some specific learning content.
Cristea, 2010, [16, p.11]	Didactic communication may be considered ” an axiomatic principle of education that implies an educational message transmitted by the subject of education (the teacher), able to challenge the reactions from the object of education (the pupil) and to connect inner and external broadcast”
Dumitru & Ungureanu, 2005, [19, p. 7]	Didactic communication represents the practical and pragmatic core of educational communication, meaning the essence of the teaching system itself, presented as lessons.
Ionescu, Geantă, 2019, [87, p. 1621]	Didactic communication is considered to be the centre of the educational communication, the essence itself of the teaching process, developed as lessons. The didactic communication implies a permanent interaction between teachers and pupils in the teaching process as well as in evaluation and projecting stages.
Iacob, 1999, [29, p.181]	Didactic communication is the instrumental communication, directly involved in supporting a systematic learning process, the specificity of the communication being determined by the institutional framework in which the specific logic of learning is performed.

Teachers should be proficient in all four modes of communication – listening, speaking, reading, and writing [209]. Accordingly, they must know how to effectively use this competence in a school context. Additionally, the way that teacher communicates with students can positively

affect their perceptions of school, their role in the classroom, themselves and their abilities, and their motivation to succeed (see Dobbs & Arnold, 2009) [apud 209].

In Israel, the research indicated that perception of the qualities of a good teacher is culturally dependent. While Arab-Israelis gave clear and quite uniform preference to the ethical character of the good teacher, the Israeli Jews preferred a more heterogeneous image of the qualities of a good teacher with the leading quality of positive interaction with the pupils [170].

Regarding the stimulation of didactic communication, it is necessary not only to have a thorough knowledge of the characteristics and methodological details of the respective process, but also to identify concrete ways through which the efficiency of communication can be ensured, considerably increased.

Among the favorable factors of didactic communication are mentioned personal, psychological factors, pedagogical factors, social factors.

Didactic communication / teachers' communication is based on learning theory, social learning theory, theories of communication, behaviorist theory from B. F. Skinner and others.

Based on the theory of positive/ negative politeness of Brown & Levinson, in the present thesis, the idea of responsibility for the relationship between teachers and students at risk is explored, so that, by using specific politeness strategies, the threat addressed to a certain person (student or teacher) is avoided or minimized [208].

### **Positive communication with pupils at risk as a strong motivating force in teaching**

Many teachers see positive communication with pupils at risk as a strong motivating force in teaching (Kakoon, 2015 [92]). Studies show a clear connection between the quality of teacher-student relations and strengthened pedagogical aspects such as learning, positive emotions toward school, (Antoci, 2010 [3]; Cretu, 1997 [15]; Lewis et al., 2005 [101]) or an increased academic ability, better behavior and improved achievements (Swanson & Reisner, 2008 [193]).

Differentiating **between contact and relationship** – while relationship refers to the phenomenon of continuation and development over time, even months or years, contact refers to a momentary or temporary occurrence due to an event in the here and now but may also continue on. Terms such as “moments of contact” or “moments in time” or (Buzelli & Johnson, 2002 [51]) or “tiny moments of contact” or “micro-moments of contact” (Fredrickson, 2013) [74] have been used. For example, building a relationship based on trust with pupils that continues over a lengthy period of time and may include many moments in time or moments of contact such as these, and may be

superficial or most intensive. The question asked by the researchers” how do teachers experience moments such as these with their pupils at risk and what are their characteristics; what can be concluded from this for teacher training?

Connections – between relevant theoretical views – (1) a broader relationship where the pupil feels confidence as a results of positive relations with the teacher as a basic condition for learning (Urea, 2013 [132]), (2) self-determination theory which describes the need for autonomy for skill and for relating, (Deci, Koestner, & Ryan, 2001 [62]), (3) Relational –cultural theory assumes that healthy connections and growth encouragement are critical for human development; central terms are disconnection, connectedness, connection (Spencer, 2000 [apud 202]), (4) reconnection system theory where understanding the teacher-student connection is used for instance for the purpose of helping teachers to understand the many factors involved in their relations within the classroom and more (Graham & Weiner, 1996 [83]).

Some researchers observed teacher-pupil connections from a pedagogical point of view, according to which building trust is a central axis for the leaning ability of pupils (Watson, 2003 [135]). It influences thinking, feelings and ambitions of the pupils and contributes to the influence of adults on different aspects of life of teenagers.

**Momentary contact** – the study in an educational framework of this subject is little, but there is reference to the unique aspects of positive contact such as empathy (McAllistere & Irvine, 2002 [113]) or positive feedback (Voerman et al, 2015 [137]). Contact among pupils and teachers may also be described in terms of development and stability of friendly connections, that may influence positive motivation and for learning. The measure of teacher-pupil contact is also an aspect that arose in this context and the approach to closeness between people is expressed by calling pupils by name, asking questions and listening to their opinions.

**Presence and Involvement** – presence is a central factor for superior human function, but it is not identical with contact. Presence is an existential condition for contact. Presence, from the point of view of the teacher means recruiting all his resources into paying attention in order to understand what is happening in the classroom at each moment (Rodgers&Raider-Roth, 2006 [203]). Involvement is important in order to try positive contact with the pupils. Even when the teachers are involved in here and now situations, it is not enough. Researchers conducted two studies:

➤ *The initial study focused on teacher-pupil contact is leading to four conclusions*

- a. It is difficult to sort personal experiences that teachers describe into categories. The positive measure of contact describes in specific terms that depend on the pupil involved in experiences and internal and core value motivations of the teacher;
- b. The more the teachers were asked to describe in details and in theoretical terms, positive momentary contact the feeling of significant loss in the description.
- c. In order to understand teacher-pupil contact there is a need to prevent obvious progress: it must be observed more from the directed-significance point of view.
- d. The more the teachers described what they saw in class and interpreted feelings of the pupils it seemed important to include the experience of the pupils during moments of contact in the study;

➤ *Secondary research – discipline-oriented study*

The teachers' view – momentary contact are moments of: response, interaction, duality, eye-contact, true vision of the pupils at risk, paying attention to individuals, enjoyment and calm, seriously relating to the student, contact, attuning verbally and non-verbally. Significant contact is perceived as creating amongst the pupils: cognitive understanding, positive feelings, strengthened motivation, directed behavior in task performance; positive momentary contact is perceived by teachers as a realization of personal ideals or core values of teaching. Their answers expressed a certain awareness of what guides them in teaching, at these moments ("these moments are in line with my deepest ideals that each student needs to learn, and should have good days and experiences. Good luck.").

a. Pupils at risk' view – the momentary contact that teachers chose strengthened, according to pupils at risk' reports, their understanding and/or positive feelings and/or their desire to return to doing their study tasks.

b. Influences of positive contact: influence on pupils – a trend may be pointed out according to which positive contact between teacher and pupil is perceived by the teacher as a way to promote active learning and leads to effective results (confidence in opinions and understanding, autonomy, involvement); mutual influence: impact – the teachers saw many positive influences on the pupils as a result of what they identified as momentary positive contact. It appears that the process is not one-way (Hamre & Pianta, 2006) but rather mutual or effective: (Fredrikson, 2013, [74]) during momentary positive contact the pupils experience support of their

ideas, feelings and their behavior. These in turn incite ideas, emotions and behaviors within the teachers to influence the pupils and the cycle continues.

c. In conclusion, contact is an interactive, two-sided process in which all the dimensions – thought, emotions and motivation, as well as work (behavior) – are important and may be compared to internal and external contact. That is, two rings that meet at a central point - a lemniscate. According to these contact between a teacher and pupils relating to thought, emotions and motivation and behavior of the teacher and the pupils is a combination of internal and external contact in the here and now, but from the teacher's point of view it expresses a deeper understanding and presence in the relationship, to emotions, to motivation and to behavior and to action causing the pupils to feel that the teacher is aware of them, as the teacher will feel about the pupils.

d. Implications – the differentiation between *contact* and *connection*, *presence* and 9\*may be eye openers to what is going on in the here and now of the class. The quality of a momentary meeting between teacher and pupils may be a central axis to influence behavior of the pupils. It may also be possible to teach how to improve momentary quality through teacher training for creating positive contact, to deepen their understanding for ideals and values and to act accordingly. There is a need also for nurturing a reflection of the “core reflection” type which could lead to more positive contact and good results amongst the pupils. (Korhonen et al., 2014 [96]).

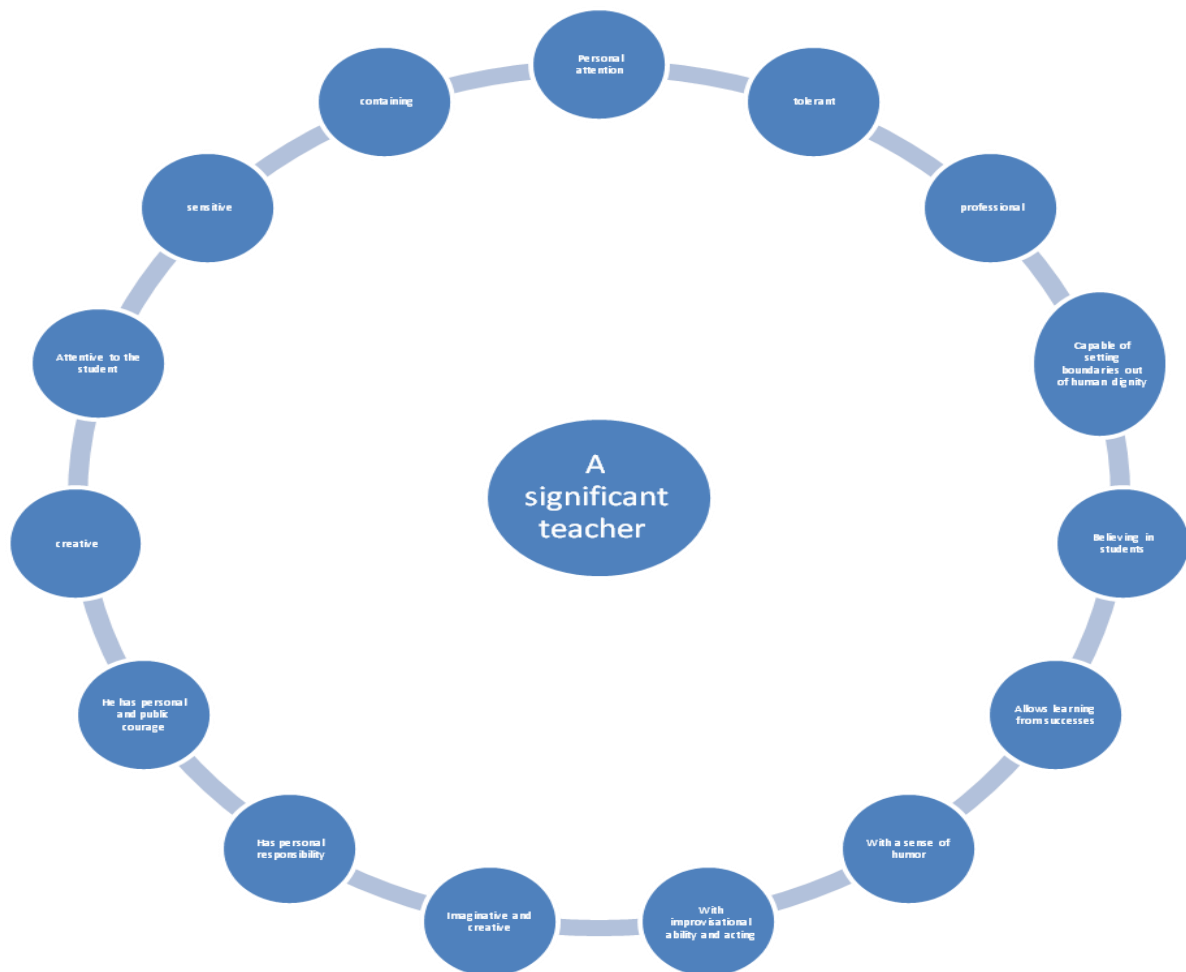
All of the mentioned above aspects can constitute the platform for reflection on new approach or new paradigm with focus on characteristics of “significant” teacher.

From our point of view, “Significant” teacher's paradigm is based on Persuasive behavior in teaching through the competence of didactic communication, and include the following characteristics (figure 2.1):

- inclusive, sensitive,
- listens to the pupils/students,
- creative,
- socially and personally brave,
- responsible,
- imaginative,
- ability to improvise,
- has a sense of humor,
- enables learning from success,

- believes in the pupils,
- sets boundaries while showing respect for others,
- personal interest,
- tolerant,
- professional
- patient

### **“SIGNIFICANT TEACHER”**



**Fig. 2.1 Significant Teacher characteristics**

At the same time, the “Significant” teacher’s characteristics represent important component of the “New paradigm” based on New Teacher Profile vs to “Old paradigm” (table 2.2)

**Table 2.2 Teacher in New Paradigm vs Old Paradigm**

<b>New Paradigm</b>	<b>Old Pradigm</b>
The teacher supports and directs the course of studying of the pupil in finding his own sources of information	The teacher as the source of information
Intending multiple intelligencies	Partial ability and limited fitness to teach
Individual style teaching	Standard teaching
Teaching's role is to arise curiosity	Teaching's role is to transfer information
Teaching is a process to able entrepreneurship, to encourage, to direct and to support in efficient self learning and in the self fulfillment of the pupil.	Teaching is based on transferring information disciplinary
Learning is a process of joy both for the pupil and the teacher	Teaching aims at bringing the pupils to the required standard of exams
Expertise in teaching is a process that continues throughout carrier	Teaching is a feasible role of transferring information
Teaching is based on various sources: local and global	The teacher is the only source of knowledge in the process of learning
Cooperation between teachers on the net.	There is individual work of every teacher
Teaching opportunities are endless	Teaching opportunities and souces are limited.
Teachers have both local and international vision.	Teachers have only school experience.
<i>Students/pupils at risk are encouraged, viwed as potential agent of changes (in the school – adaptation strategies)</i>	<i>Students/pupils at risk are stigmatized, viwed as problem/ bariere in educational performance of school</i>
<i>Cooperation between teachers and students on the net.</i>	<i>There is work based most on literature.</i>
<i>Human rights-based approach: all students are equal, but different – with specific needs that should be taking into consideration</i>	<i>Approach on formal equality: all students are equal for teacher, taking into consideration the age specifics.</i>
<i>Inclusive teacher for pupils at risk who will impart a successful experience through internal motivation</i>	

The presented above model is based on several ideas reflected in different publications [51; 95; 170; 180]. We completed the model with some proposals (italic).

As far as, we are concerned a good teacher has all the following characters:

- From the point of view of his personality: a man with personal and public courage, behaves honestly, empathic understanding, self dignity, self awareness, personal respoponsibility, creative imagination, playing and improvisation abilities, sense of humor.

- From the point of view of professionalism: professional authority, expert in different and various types of learning and teaching, a man with original thinking and creative curiosity, with the ability of rethorics, managing "learning situations".
- From the point of view of pedagogy: the teacher is a personal example, he is an instructor, consultant and assistant in learning, develops intellectual curiosity and motivation to learn, epresses his ideas in a simple and coherent way.

This is a theoretical and interfiering model that was originally developed in order to give an answer to the special need of minorities. Later the model has been used in a variety of treatment contexts. Every time one has to measure the unique profile of a person coping with a certain environment, as well as find a way to interfere, that will be suitable to this profile. Simultaneously one should be attentive to the needs and characteristics of the environment in order to reach a stable connection that will do good to the person, yet will also try and avoid damaging the system's functioning of all involved, assuming that this function is necessary for the effective functioning of the person.

This model suggests an alternative way of reference to the conventional medical paradigm that looks at any divergence from development a personal disaster of the person who carries the problem, with no connection to his environment. On the other hand, this model not only passes the responsibility to the socializing agents according to the social paradigm, but it also tries to connect between these two approaches.

All those who have met the challenge of treatment with the population of pupils at risk finds himself today at a crossroad that shows that we cannot keep doing what we did in the past. The experience that has emerged in this field is not enough to change our views drastically regarding all those who live among us and who are still perceived as different but it surely must have the constraint that will enforce us to look once nire when we are to give real solutions to them. As someone who has grown up according to the medical paradigm, that the exceptional has been emphasized on his flad, we cannot do this easilty, but can try to increase our awareness and humbly do what we can.

A person who has grown up without limits due to a pardoning and merficul approach as a result of his uniqueness, is disconnected from his environment and overprotected, therefore there is no possibility for mutual connection between this person and the community around him. This person might develop a bubble that will block any stimulus that might not be a part of his protected



world to which he got used to, thus his development might be blocked and his disability will become so dominant as it will overcome all of his being and his functioning with his closest environment.

This in my opinion, instead of totally focusing on the needs of a person or of the society, it is more advisable to choose listening to the dynamic needs of both sides (inter adaptation), by trying to adjust a solution to the person's needs in his meaningful context by moving on the scale from the individual to the community. This movement enable in fact the effective connection between the individual's uniqueness to the space where it can be expressed, by a dialogue of permanent search and adoption to eveolvments of the individual as well as by paying attention to changes in the environment – the solution granted to the individual will not harm the community and vice versa.

**Only a balanced approach that does not let the person with the disorder give up, on the contrary it expects from him and adaptive and responsible behavior, might grant the individual a system for development.**

This approach assumes that in any medical situation a connection to the individual and his development is to be expected if his community is also being considered. On the other hand, all involved in the process of a person with special needs will be cooperated to adapt and in order to reach a mutual balance that will enable an increase in the leader of development.

CONCEPTUAL FRAME OF –THE USE PARADIGM/ Dr. Michal Omer, psychologist, art treatment

*The USE paradigm is a tool which was designed to provide a deeper perspective of attitudes toward mental disability and sexuality & their assumed implication on the lives of adolescents with mental disability; however it seems that it can be applied as well in other contexts where individuals with special needs & their setting are trying to reach an "Useful" dialogue based on equity and respect in an emancipatory mode.\**

\*Mertens D.M. (1998) uses the term- "emancipatory theory" for any paradigm which attempts to analyze inequities based exclusively on handicapping aspects of persons who have been marginalized; the USE paradigm attempts to go beyond the analysis level and provide a practical framework as well.

The USE paradigm was initially discovered in the course of my doctoral study in an attempt to explore the relationship between mental disability perception and its implication on sexuality perception. I was interested to find out which kinds of contexts are due to facilitate this connection and which ones would rather impede or prevent it (maintaining the medical paradigm / the status

quo) -either on a documented intentional level or approaching the 'impossible connection' \* from an unconscious /irrational angle informed by collective memory, social or religious norms and concerns which aim to maintain the status quo.

The anachronism of USE is as follows:

**U- uniqueness;** every person is a unique entity including disabled persons no matter the severity of the disability- assuming different ways /modalities of meeting the world.

**S-the setting;** the environmental context that may consider the fact of having to deal with mental disability from various angles on a thematic axis that starts with: 'mental disability is natural ' / part of the norm, although the marginal side of its continuum or on the contrary- as an 'inevitable catastrophe'.

**E –the efficacy** of the transaction between the child's uniqueness and the surrounding setting. The efficacy factor - assumes the initial process of the parents/ significant other's enabling the child's maximal development within his uniqueness – within the given context of his mental disability /inborn strengths & the circumstantial setting which constantly transforms itself to fit this uniqueness; gradually provided his uniqueness is adequately met by the setting, the developing child is also due to acquire & internalize effective coping tools in his encounter with the demands & limits of the setting. Efficacy can be enabled when there is continuous listening and mutual adaptation of both uniqueness & setting throughout the growth process.

Within the USE paradigm, an effective win/win transaction between the child's *uniqueness* and the parents' *setting* may take place when the setting is able to constitute a good enough base home in which conclusions are put into constant reality testing as the child grows up and its needs change while the setting's demands, limits and different coping modalities are accordingly readapted to match the ongoing changing; efficacy of the transaction takes into consideration both the disability but not less the growth potential of the child providing him a growth perspective in which he can develop (Appendix 1).

The basic idea of this research is to build a comprising teacher, someone who is flexible who can adapt to the rapid changes of today. A comprising teacher should fit himself to the conditions and the special needs of pupils at risk. In the past the role of a teacher was to transfer knowledge, expertise and he expected the pupils to be obedient according to the psycho-social approach (Mor & Luria, 2014 [169]).

The expectations from a teacher of pupils at risk are based on the assumption that educational images at school can and should be significant figures in order to build the mental resilience of these pupils and to prevent their deterioration. It is expected that this teacher would not only be an educational figure as per the old paradigm (transferring knowledge) but should grant a personal educational treatment, would know how to make a close and optimal relationship with the child, with a good personal relationship that will cure the child based on his personal world and make him succeed in learning. The teacher is supposed to be attentive and to implement his tasks coming from the organization (outside authority) as well as from his/her subjective authority (from his own being) (Mor, 2007 [107]).

One of the most significant achievements of the modern world in the field of education is the transition from education for minority to education of the general population. This achievement has great significance in the field culture, economy and sociology. This transition was the main cause for the training of teachers in general and caused the evolvement of defining the characters of teachers in particular.

From the literature it appears that for all time, teachers have impact on pupils/students; on their academic achievements and on their lives as adults. It may be learned then, that Albert Camus's words to his teacher on the occasion of winning the Nobel Prize for Literature "when I learned of my win, the first person I thought of after my mother, was you. Without you, without the warm hand you offered to the small poor boy I was, without your guidance, and your personal example, none of this would have occurred. This is my opportunity to say what you were and still are to me, to assure you that all your efforts, your hard work and generosity, are still alive in the heart of your young pupil, and in spite of your age, I will always be appreciative."

These very moving words emphasize how significant the teacher's role is in the life of his pupils. Because of the importance of this subject, researchers have attempted to find the characteristics for the ideal teacher. Their goal was to measure and prophesize the success and efficiency of the teacher through educational and teaching activities. From the literature we can see that the characteristics of the ideal teacher refer to their personality, beliefs and positions, education and teaching experience. The personality of the ideal teacher is expressed through personal initiative, communication skills, flexibility, pleasantness, patience and congeniality. Beliefs and positions of the ideal teacher are brought to the teaching-learning process. Social skills are basic for the interactive educational process. Education and teaching skills are expressed by the ideal teacher

as differential knowledge; knowledge of the material being taught as well as knowledge of teaching skills.

The postmodern era is characterized by change and popularism. This once again raises the question of the ideal teacher's character in relation to the teaching curriculum, especially when there is a need for the education system to impart skills for this constantly changing environment. This training includes, among other things, teacher training for specific students' populations. *This current research deals with teachers in the field of students at risk. From the literature, it appears that the ideal teacher is not identified in certain terms. From the research, it can be seen that the ideal teacher is deserving, successful, ideal, good, and significant. This researcher has chosen to deal with the definition of the 'inclusive teacher' since the goal of the research is to build schools where a model for the inclusive teacher can be used for the particular needs of at-risk students. These students lack the ability to adapt to their environment and lack faith in their surroundings. Their teachers, then, are a buffer between themselves and the school and other significant adults in their lives and surroundings.*

A school in the center of the country is the field for this research, gathering students from the ages of 14-15 up to 18-19 who have been 'ejected' or dropped out of the regular frameworks of school, in order to have a second-chance at success through inclusive teaching, using the definition for success with students of this type.

This research observes whether it is possible to do a profile sketch of the inclusive teacher for students at risk who will impart a successful experience through internal motivation. This research also proposes a model to explain the resources for the teacher of students at risk that will influence his role. Also, the model explains which resources will ensure success and further permanent attendance for students.

The psycho-sociological educational perception (Mor & Luria, 2014 [169]) is that social change begins with self-examination, first of all, for the leaders of the change. For this reason, the target group for exposure of educational staff is no less than the students at risk of dropping out, and the requirement for development and self-achievement is directed at teachers and educators equally. According to this perception, teachers equipped both with technical and emotional skills are able to deal with the emotional state of students at risk. These teachers are the natural factors in these children's lives, and so may be used as significant characters who will equip them with the emotional and cognitive tools which are so necessary for their future successful development.

Teachers who are sensitive to their students' difficulties will be aware of the risks and will be more apt to learn how to deal with these when facing their students' challenges.

The expectations from teachers of students at risk are enormous. One of the basic presumptions of the approach is that the educational characters at school have abilities and must be most significant in building up the emotional stability and decreasing anxiety and dangers for pupils at risk. Accordingly, the teacher is expected to present an educational character which goes beyond the traditional role as imparter of knowledge; the teacher a personal educational side. The teachers' ability to relate personally with the pupil is of great importance, so that the pupil will learn to interact in the world - socially and within the family.

The teacher should be attentive and act authoritatively at the same time. That means assigning tasks which are presented by the organization, while still attending to the pupils on a personal level (total presence and being true to himself) (Mor, 2007 [107]).

The teacher is expected to be:

- An agent of realistic expectations from the pupil, tasks and assignments should befit the circumstances.
- Adaptable to the child's needs, meeting and including the child's pain, anger, insults, despair and wish for revenge.
- Encouraging of the pupil; to console and uphold hope and belief in the child's ability to succeeded.

Because of the complexity of this task, the teachers must also agree to the principles and ideologies even when it is difficult to uphold and implement. This is an extremely demanding position emotionally, and is challenging to maintain. Inclusiveness and empathy of the teacher impart vulnerability, weakness, blind spots and sensitive identification of his own, not only of the pupil. We often encounter teachers who are drained, tired and frustrated, even lacking in motivation. In spite of the innovative supplementary programs, research on the subject is still not showing creative solutions that will decrease the teachers' frustration in teaching children at risk.

An educational climate that will make it possible to deal with this position is still missing. Councelling for teachers on this subject involves facing opposition from the teachers with experience in meeting their pupils on a subjective level.

*The more the teachers' communication lines are protected the less pupil absenteeism.*

The better teachers become at communication with this population, the more pupils at risk will see a rise in academic achievement.

*Approachability of teachers.*

Putting emphasis on the world of emotions and teachers being in touch with their own feelings and emotional world is on the rise. Defining their own weak points increases their ability to include their pupils, be in touch with them and to meet with their difficulties. This increasing ability creates the possibility for the pupil to find a potential space for growth with the teacher; this is tied in with the ability to discover subjective experience, both of the teacher and of those in her care. Existentialism is one of the central terms in the discussion with relation to the ability of the teacher to deal with the emotional and personal world of the pupil. This philosophical approach, taken from the phenomenology deals with existential issues on the subject of suffering, despair, death and anxiety of destruction, finality and death. It is in keeping with dealing with pupils at risk and is characterized in the experience of death and destruction.

The terms responsibility, choice and freedom are basic terms in existentialism and relying on them helps with the subjective experience of the pupil at risk. The challenge is to widen the levels of freedom without ignoring the actuality and the processes of society he and the pupil is faced with. Widening freedom allows for a decrease in suffering. The responsibility is expressed by widening my freedom at the expense of someone else's freedom bringing about 'wisdom', first by the teacher and later on by the pupil. There is an actual touching of souls within the pupils at risk which obligates the teacher. "The enlargement of our mutual suffering, because there is a connection between us, keeps us occupied with ourselves and in touch with our emotional world.

The best tool at the disposal of the teacher of pupils at risk is his sensitivity, which helps the teacher understand the pupil's needs. Learning of this type, which connects between content of risk and the teacher's emotional world that is mutual to the whole staff of teachers, creates wisdom and new abilities in teaching the pupils at risk. This new wisdom and abilities are different from those which are attained only from exposure to knowledge about risk phenomena and the ways to treat it.

The focus of learning is in the teacher himself, and in his personality: the teacher's professional know-how, his ideology, and self-knowledge, level of openness with others, personal and social identity, personal style of learning and in ability to settle differences with himself and others if they show little or no wish to avoid conflict. This opportunity is demanding and often touches sensitive points within the educator.

Educators feel spurned during these situations, helpless and lack professional tools to cope; strong feelings of anger, insult, etc arise. These emotional responses can make a teacher feel like giving up on a student. But understanding the feelings of the teacher, which arise due to student refusal can show him how to get closer to the pupil and act in his own behalf.

The teacher who really and truly tries to get close to a refusing pupil can create a 'hole' in the refusal, by initiating a dialogue on the subject of refusal. Thus, the refusal itself, which is usually frustrating to the teacher, may become a basis for dialogue between the partners, connecting the pupil and the teacher. An educational dialogue can take a place, when there is open communication between pupil and teacher as human beings and not between offense and defence within the system.

The teacher meets the pupil through an attempt to see him as he is, without being influenced by official achievements, or previous information or prejudice. The teacher relies on his own senses and intuition, and tries to create an interpersonal connection.

The teacher aims to connect with the pupil on the basis of trust and personal knowledge and to show that he is acting out of true caring and has the desire to act on the pupil's behalf and in his best interests. For this to occur, the teacher should be aware of the pupil's suspicions and try to shed fears and worries, to put the pupil's needs in the fore, even when fatigue, frustration, worry about failure, anger and grudges are factors.

The teacher needs to come ready to shed all barriers and masks. A meeting of this type turns the teacher and the pupil from objective to subjective participants toward each other and gives them a new opportunity for an interpersonal relationship. The pupil learns for the first time to trust an adult and to place his needs in the teacher's hands; his trust and his suspicions, in order to prepare for an authentic dialogue, the teacher needs to be aware of his personality, identity and to have no qualms about his own limitations and boundaries.

The teacher that conducts such a dialogue with pupils gives up on keeping a professional distance. He is ready to play by rules that are not necessarily the rules he has been used to. This does not necessarily mean that he must accept all the wishes and terms of the pupil. An educational dialogue, in contrast with a dialogue between peers, continues to exist through a lack of symmetry between the pupil and teacher. In this dialogue, the teacher will continue to guide, but will do this through inner strength, and not through authority gained by the role. The attempt, the knowledge and the wisdom gained by the teacher throughout his lifetime will give him the authority to be an educational figure for his pupils. For the pupil experiencing a dialogue of this type, the teacher

becomes an adult figure who is not afraid to recognize his own failures and downfalls, who can be a stable source of security and with whose help, can deal with tasks and homework assignments. The educational dialogue as an authentic means of expressing true caring for the pupil is significant also for connecting the pupil to the reality of his life.

We conclude that Communication is a flexible binder that allows the relationship between people. In order for this binder to be effective, it needs certain capacities, conditions and a favorable environment. There are many publications about communication skills. In the context of present study' problems we would like to mention the term of "availability". The term is used from different perspective. Availability, in the context of a computer system, refers to the ability of a user to access information or resources in a specified location and in the correct format.

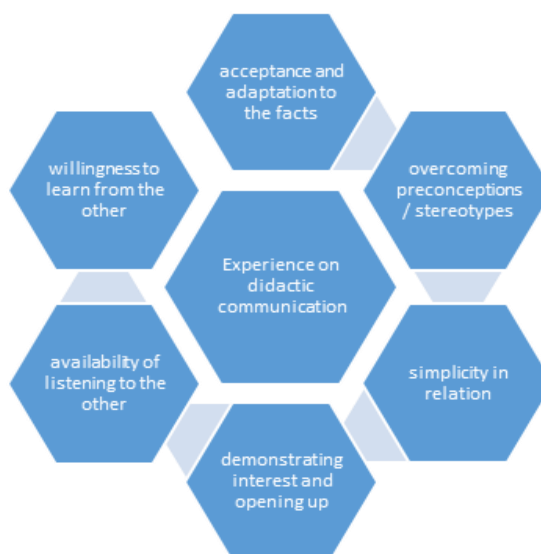
In reliability theory and reliability engineering, the term availability has the following meanings: The degree to which a system, subsystem or equipment is in a specified operable and committable state at the start of a mission, when the mission is called for at an unknown, i.e. a random, time [6]. It is crucial to establish effective communication and ensuring synergy and complementarity between the actions of all actors involved in the education process.

Based on analysis of researches and practices, we would like to propose *our vision on effective communication with students at risk: the ability of the teacher to be functional under any circumstances, by verbal and non-verbal communication, demonstrating openness and flexibility, simplicity in relation to students, willingness to listen to pupils, acceptance and adaptation to the situation, overcoming preconceptions about children at risk and encouraging them to positive behaviors.*

It is an interference approach, which allows to establish an effective communication and to ensure the synergy and complementarity between the actions of all the actors involved in the training.

Our vision is presented in Figure 2.2.





**Fig. 2.2. Efficient didactic communication**

In the same context, we reiterate that didactic communication becomes effective in the teacher-student relationship (table 2.3.).

**Table 2.3. Types of teacher-student relationships**

Professional interaction	Psychological interaction
<ul style="list-style-type: none"> <li>• communication relationships;</li> <li>• facilitating relationships;</li> <li>• helping relationships during classes;</li> <li>• collaborative relationships;</li> <li>• constructive relationships;</li> <li>• cooperative relations;</li> <li>• feedback relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• close relationships;</li> <li>• friendly relations;</li> <li>• partnership relations;</li> <li>• common relationships;</li> <li>• beautiful relationships;</li> <li>• relationships focused on mutual respect, understanding, kindness, indulgence;</li> <li>• good relationships;</li> <li>• normal relationships;</li> <li>• benevolent relations;</li> <li>• relationships based on sincerity;</li> <li>• special relationships, because the teacher is an example;</li> <li>• mutual acquaintance relations;</li> <li>• open relationships.</li> </ul>

Thus, it is necessary to strengthen the pedagogical staff to develop effective working approaches that will remove the student from the risk situation and allow them to develop, on the one hand, a sense of ability and, on the other hand, skills relevant to school success.

## **2.2. Methodological considerations regarding the effectiveness of teachers' communication for the learning motivation of students at risk**

During the last years the interest of researchers on education system increased, focusing attention on many aspects and different categories of students, including at the risk. Several factors were found to be significant, among them the structure of the organization, staff-student relationships and non-organizational resources. Many authors recognize that the most important player in the process of education is the teacher. Stock of knowledge with its variants is ever changing and new branches of knowledge are finding its way in the curriculum of education. At the same time, teachers, especially in schools, need support in acquiring new knowledge and skills to work with students, especially those at risk [191]; [169]; [78]; [67]; [64].

At the same time, according to Agenda 2030, the Goal 4 stipulates by 2030, substantially increase the supply of qualified teachers. Also, target 4.a is focused on Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all [36]. Thus, all this sentences are relevant to our research's context. One of the challenges remain how to ensure implementation of the mentioned targets.

### *Exclusion of Teachers-a unique phenomena of stigmatic attitudes toward teachers of at-risk pupils*

In the reality of Israeli high schools, we are often witness not only pupils at risk but also to teachers who teach pupils at risk, especially homeroom teachers who teach low-achieving pupils at risk, who are the fringe of school not enjoying any sort of prestige in spite of their hard work that requires unique expertise. These teachers experience and tally up failures and the feeling of low self-worth just as their pupils at risk. Additionally, in spite of the different high school frameworks inclusion of dedicated educators and principals who make maximum efforts to help these pupils at risk, most of them are lacking a professional support system (Cohen-Navot, Ellenbogen-Frankovits and Reinfeld, 2000 [151]).

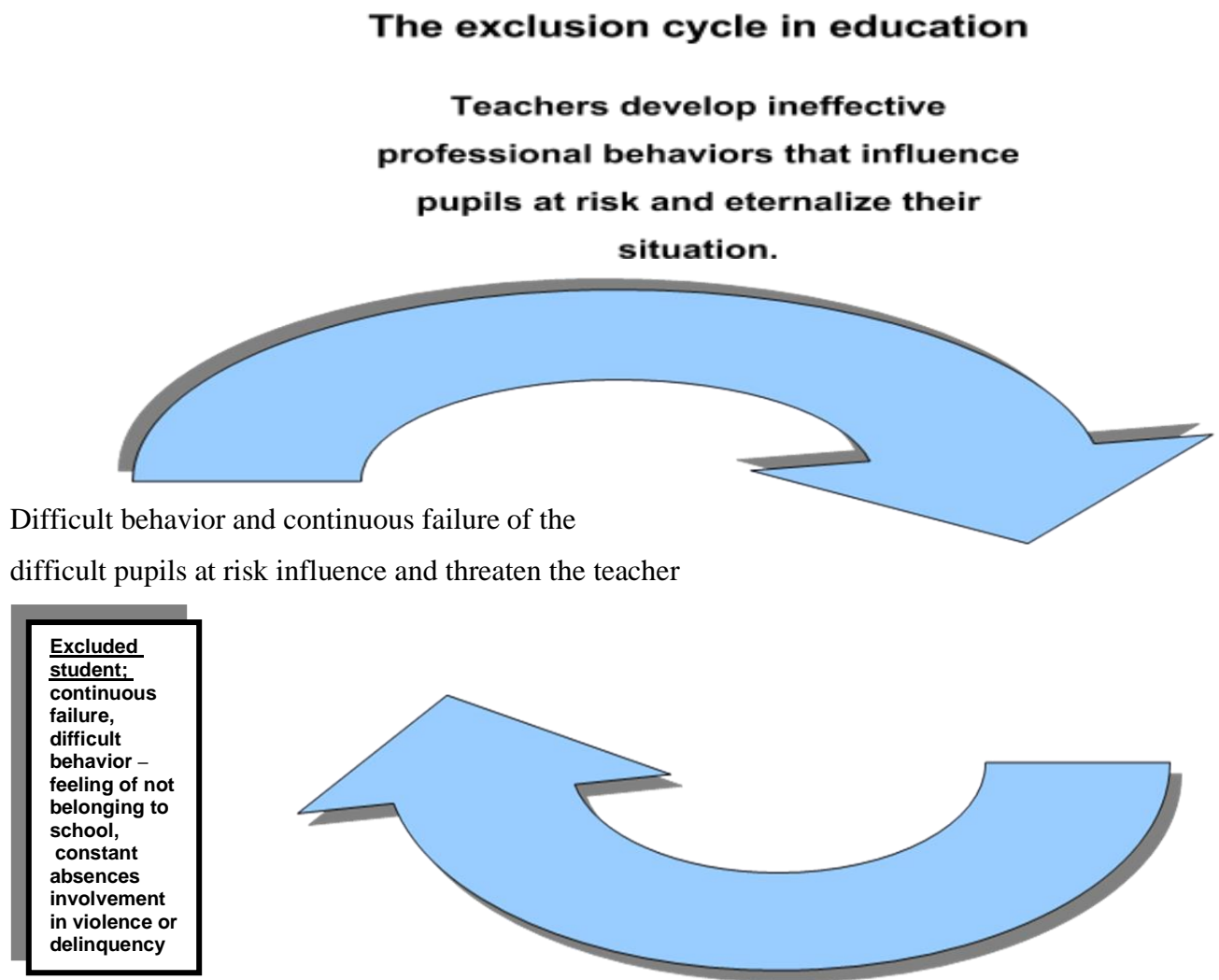
Research shows that the higher the exclusion and problematic the behavior of the pupils at risk, the lower the moral and level of professional self-esteem of the teaching staff at schools working with excluded pupils at risk.

A paradox that badly affects the possibility of creating any change at schools working with excluded populations: in spite of the high professional challenge, morale and feeling of professional self-worth decrease and so the value of the school decreases. Observing school processes shows that this phenomenon, called 'the cycle of exclusion' (Razer, Friedman, Sulimani, Sykes, 2003 [171]).

This phenomenon relates to the impact of exclusion between population distress and social distress and the professional staff's distress which is supposed to provide a solution and to help the pupils at risk leave the cycle of failure.

Working with excluded populations creates a situation where those involved may experience similar experiences to the populations of rebellious pupils at risk. Additional distress may be a central characteristic of the professional education staff and everyone involved in this type of work.

In many cases research has found that there is a cycle as described in figure 2.3.



**Fig. 2.3. Cycle of exclusion**

**“Excluded ”Teachers/educators/schools**

Don't enjoy any professional prestige

Are accused of failure  
Are perceived as being peripheral in the system  
Don't receive enough training to work with this population  
.Work and are judged according to standards of normative population  
Experience fatigue as a result of continuous work with this population  
Experience, like their pupils at risk, constant failure, loneliness, detachment

### **The cycle of exclusion**

The school staff that meet with the population of pupils at risk in distress for years, happen to meet behaviors that do not align with normative behavior. Continuous exposure to distress, failure and problematic behavior, without any relevant support, creates difficulties on a personal (physical and emotional) level and also affects general professional identity as well as, paradoxically in the Israeli education reality, we are often witness to teachers and pupils at risk and homeroom teachers of excluded children, who are thought as being in the periphery of schools and do not enjoy any sort of prestige in spite of their hard work and unique expert well as their pupils at risk experience.

They experience, along with their pupils at risk, failures and develop low self-esteem as to their abilities and the level of fatigue is high in spite of the dedication of the pedagogical and guidance staff, that make such an effort to help these pupils at risk who are lacking skills and systematic support systems (Cohen-Navot, Ellenbogen-Frankovits and Reinfeld, 2000 [151]). This group of teachers is called "excluded teachers". As a result of this these professionals formed an approach and behaviors that are influenced from the emotional processes they go through. The behavior approach to these professions is usually ineffective and do not help the goal populations to make a change in their situations, but just the opposite, there is much failure within the school culture organization. (Appendixes 2)

The pedagogical staff experiences continuous failure of the pupils at risk and develops professional and organizational behaviors that could perpetuate and worsen the situation of the pupils at risk.

The central goal of the process of training teachers and managers who work with this population is to lessen the power of the endless cycle. Practical objectives that stem from this goal are - to enable the pedagogical staff develop effective work approaches that will eventually get the

student out of the distress status and threat and allow him to develop, on the one hand, a feeling of capability, and on the other hand, relevant skills for scholastic success.

The pedagogical team, trapped in the cycle of failure, is then able to break out. The source of this approach assumes that ‘exclusion’ of teachers is a phenomenon related only to certain schools. That is, these teachers in general, are people whose private lives are led in the mainstream of society. They are not social rebels, but within the community of the school they experience ‘professional exclusion’. This source point is important since teachers have strength, knowledge and the ability to break out of the cycle of failure. A group of these teachers is one, in my opinion, that can create change, firstly, for itself and then for the target population.

**Excluded teachers** – do not enjoy professional prestige, are accused of failure, thought of to be at the periphery of society and do not receive enough professional training.

**Excluded school staff** – a staff that has a low professional value, feeling of incapability, low morale, dialogue of accusation and shame and often argue amongst themselves.

The education system is the most important framework that everyone sends their children to; therefore, it is the framework that can perpetuate failure or abort it.

The experience of helplessness has two behavior patterns:

1. Being *infected* by helplessness
2. Feeling that ‘I can save them’.

Both patterns are doomed to failure. Both establish the place of the organization.

There is a need to first talk about myself. “What does it do to me?” What is happening to me? This is the starting point for how I can help them.

There are also teams at risk – one of the measurements is the team that experiences fatigue.

#### 1. **The cycle of exclusion**

- The teachers develop professional behaviors that are ineffective and influence the pupils at risk to perpetuate their situation.
- The excluded student – continuous failure, behavior problems, difficulties, feeling of detachment, frequent absences, involvement with violence. All of these increase the feeling of threat to the teachers.
- Excluded teachers – do not enjoy professional prestige, are accused of failure, thought of as periphery of society, do not receive enough professional training.

- Excluded school staff – a team with low professional value, feeling of incapability, low morale, and dialogue of accusation and often involved in arguments.
- The education system is the most important framework that everyone sends their children to; therefore, it is the framework that can perpetuate failure or abort it.

Root of the problem – the threat to the staff and lack of treatment by the staff (experience threat to teachers). There is not enough training in the system for coping with the different types of difficulties especially in the realm of emotional difficulties.

The task is to work with school staffs in order for them to be able to put themselves in a ‘different place.’

Analysis of dozens of events shows that there are 3 obstacles that face the system –

1. Helplessness – guilt
2. False self
3. Blame

In the first behavior observed is that each event reaches the principal or otherwise is abandoned (teachers - stop demanding, the principal - the system show that no one has the strength to demand anything). In cases where there is a need for the staff (principal and teachers) to feel good about themselves; they need to change proportions, to see the whole picture, to see the good.

In the second pattern – false sense of self, which is more frequent among staff that works with ‘different children’. The principal and staff wish to ‘change’ the pupils at risk. There is a lot of denial and not enough view to the reality.

In the culture of school organizations there are a lot of meetings, a lot of talk and a lot of ‘doing’. The system will do battle. There will be outward blaming. The system will exaggerate in punishment, humiliation of pupils at risk and parents. The punishment will be out of proportion. There are cycles of increased aggressiveness (especially in distress areas of pupils at risk and staff).

In the third pattern – blame there is more use of accusatory language.

The three patterns are emotional patterns (unconscious); there is no free thinking, they perpetuate a lack of learning and therefore the system does not develop. There is a lot of ‘doing’ a lot of talk but in reality, there is no thought or observation.

It is important that the entire system identifies the patterns it falls into.

The task – to break the exclusion cycle by changing obstacles and patterns.

Two processes –

1. Declaration (willingness to pay a price) the principal needs support
2. Learning and change in behavior –
  - a. Through language developed in the school, listening, development of a culture of dialogue
  - b. Learning concrete behavior (such as effective speaking, limitations, skills, work with parents) acquiring tools from the world of therapy.

The goal- to show the staff what power it has through interpreting the successes. For instance – how to help the teachers?

Empowering the kindergarten teacher in a dialogue with the parents. In kindergartens the work is with the parents. A sample of events and role playing in small groups and also by modeling.

The role of the supervisor, the principal and the teacher, each from his place can create dialogue, attentiveness, and belief in a supportive system.

The message – the answers are inside each of us...to increase the feeling of capability there must be a staff with messages.

1. Requirement of standards of coping
2. Readiness to listen to difficulties but not to leave claims and requirements. Transfer clear messages.

One of the types discusses was to be authoritative while giving up on punishment to create large authority without increasing punishment.

Teachers involved with adolescents at risk adopt characteristics of behavior with their pupils at risk Michal Haviv (Line for Education, 389) Principals and teachers who teach adolescents at risk and excluded pupils at risk (detached youths), often find themselves in similar situations of risk as their pupils at risk, so says the principals of Meitarim at Oranim Seminar, Dr, Michal Razer. According to Razer, the staff of teachers that is daily faced with youth at risk experiences, as their pupils at risk, feelings of continuous inadequacy, detachment and loneliness. As a result, the staff at school cannot perform its role and promote the pupils at risk. This phenomenon is called ‘the cycle of exclusion in education’ by researchers. Teachers who work with youth at risk develop unprofessional behaviors, such as detachment from the pupils at risk and from school, frequent absences, etc. Is it about fatigue? Dr. Razer poses that it would not be precise to define this phenomenon as fatigue. According to her, fatigue is a phenomenon that is not controlled by the teacher and is usually a result of overwork over years.

In contrast, a teacher at risk and exclusion may be a university graduate who only just completed his studies a year or two ago and arrived at school ‘full of good intentions’. These teachers, instead of supporting their pupils at risk, humiliate them often and even use verbal and sometimes, physical abuse. Razer says that the phenomenon of exclusion amongst teachers is a lack of training for treatment of adolescents at risk and a lack of systematic professional support. This, in spite of these teachers having multi-disciplinary knowledge and many unique skills.

The Meitarim center at Oranim Seminar aids school staffs to acquire the required skills for working with youth at risk and to leave the cycle of exclusion and to enter the cycle of success. At the annual scientific conference at Oranim, held over the summer holidays, Dr Raze and Boaz Varshevski presented a profile of school where the staff was experiencing risk and exclusion. This school had three characteristics that stood out, namely ‘failure patterns’: helplessness –teachers who have no power to cope with the everyday activities at school; false sense of self – schools that doesn’t see themselves or the requirements of the pupils at risk realistically and so do not formulate the tasks in the correct way; guilt and accusations – the development of a language of blame amongst the pedagogical staff which makes it difficult to develop professionally. The principals of the schools where there is a high rate of youth at risk are often trapped in a cycle of exclusion.

Researchers have presented three types of management by principals in these schools: the “savior”, the conformist or ‘placating’, and the overpowering principal who ‘scares’ everyone. The savior principal is the one who feels the need to intervene in moments of crisis at school in order to prevent lack of control and disruption. This behavior strengthens the passiveness and feeling of helplessness amongst the staff. The placating principal chooses suitable attitudes to those of his staff, for instance, by answering the demand to expel a certain student from school. The price is to waive inner truth and values that the principal may hold. The ‘scaring’ principal makes no distinction between pupils at risk and teachers and makes no attempt at dialogue with his staff. The style of this principal creates a lack of openness on the part of the teachers, who fear exposing their distress and failures.

In order to break out of the cycle of exclusion the principal needs to uphold processes of determination, learning and changes in behavior. The process of determination requires the principal to place limitations on teachers and to set high professional standards. Together with this, the principal provides support for the teachers, respects the difficulties and even listens to their failures and anger. The learning process combines creating continuous and stables connections between the



principal and the teachers and staff and the pupils at risk, understanding the source of failure and recognizing the difficulties with sensitivity, giving systematic school support and a pedagogical-therapeutic treatment to the work with pupils at risk.

Meitarim is treating 750 staff members this year- teachers, principals, coordinators and guidance councilors from 25 schools in the Haifa and Northern area. The center cooperates with the Eshalim fund of "Israel Joint", and the department for training pedagogic staff.

At the Meitarim Center skills, counseling and support are given to teachers, councilors, principals and senior staff members working with children and youth at risk in the education system. The purpose of the center is to break the cycle of failure in schools and to create a cycle of success. The Center acts according to a combined model of intervention within the school and training groups of teachers, principals and councilors at the Center. A school wishing for help at the Center can join, including entire staffs, activities; they can join forums of principals of schools where there are similar populations of pupils at risk, there is guidance and training from a professional in the school, including advisors in groups for training and focused counseling for youth at risk and more.

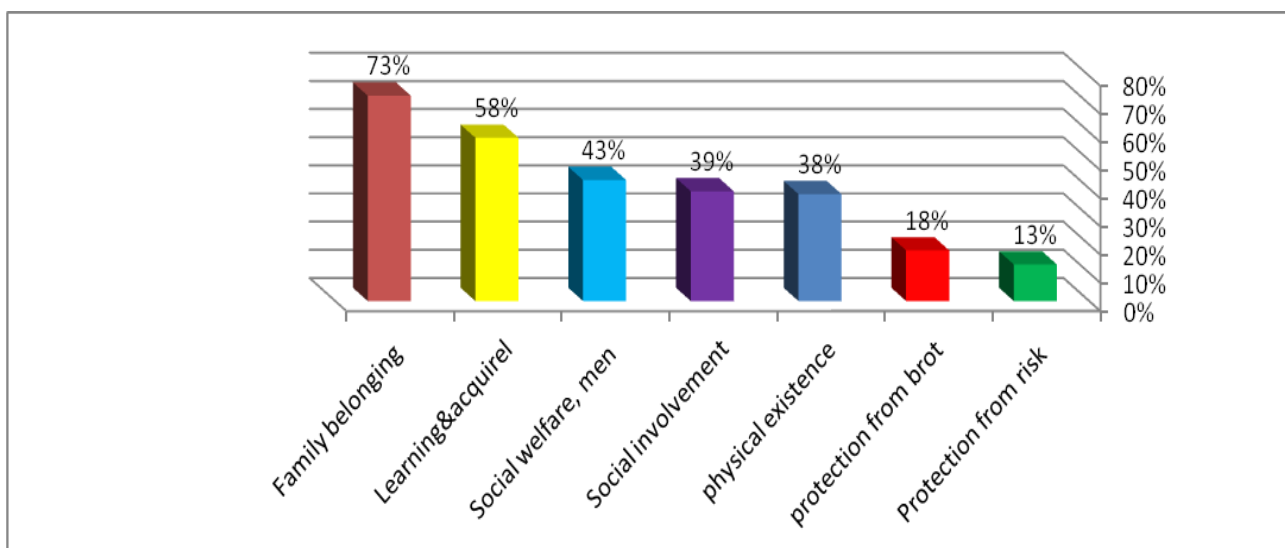
The Center helps teachers to develop on a personal level, such as in forming positive attitudes toward the pupils at risk and to improve their personal ability to cope with the difficulties at work. Also, the teachers are taught how to create growing interpersonal relationships with the pupils at risk, who to develop suitable ways of teaching for the needs of these particular pupils at risk and more. The Center also helps with organizational-total system changes, amongst others, to define goals suitable for these populations, building a permanent framework for learning for the staff. Dr. Razer claims that most of the schools that work with the Center are defined as institutions working with youth at risk and only a small number as institutions of 'regular' educations. According to Razer it is easier to approach the known schools that are recognized as working with special populations in order to help them, since regular schools find it harder to recognize that they may have a problem, or are worried about being labeled as such.

**General data:** 244,111 children and adolescents at direct risk or have families known to welfare services. Mapping of these children and adolescents at risk that was done in the framework of a national program for children and adolescents at risk found that 55% of these children were found in the education system. Less than half of these children and youths, then, are treated by the services that are provided for children and youth at risk. The level of children treated rises with age – 22% of toddlers and 42% of grade school children while 26% of high school children found to be

suffering. From here we can see the importance of the education system in finding children at risk from a very early age. About 24% of the children and youths found were suffering from various syndromes and limitations. }נספחים+הפנייה)

The Figure 2.4: The characteristics of problems shown by children and youths at risk, the national program for children and youth at risk (2002), includes:

- Belonging to family 75%
- Learning and acquiring skills 58%
- Welfare and emotional health 43%
- Physical conditions, health and development 38%
- Safety and defence from siblings 18%
- Defence from risk behavior 13% (Shamid Report, 2002)



**Fig. 2.4. The characteristics of problems shown by children and youths at risk**

### ***The world of the pupils at risk and the world of school – parallel experiences***

The parallel experience seen in the connection to the system and relations of the staff, the interpersonal relationships between teachers and pupils at risk and between the teachers and parents are found in differing places. Often this comes out in workshops as communication behaviors, behavior of the teacher with the staff, with himself and the directorship in relation to the teachers.

Usually, we identify processes that are parallel characterizing team work with the excluded youth that are expressed in staff relationships. Teachers who abandon others are also abandoned; the lack of authority and attendance will come up in the workshops and groups in a dramatic way. The

way that teachers take part or avoid taking part or expressing attitudes and their place in the group, lack of ability in upholding authentic interpersonal dialogues will be characterized in communications behavior between the staff and will be expressed in the ability of the teachers to give direct and focused feedback, and by the lack of the teacher to identify his needs as a professional.

The teachers who work in an environment of deep exclusion will suffer, as noted, from a lack of esteem and lack of prestige. They experience dropping out and see themselves as invisible just as their pupils at risk do. Throughout the work with the teams and principals we shall emphasize the parallel process of erasing the needs of the teacher as a person, and encourage the teachers to define verbally and clearly what they need as emotional support, acknowledgment and appreciation.

A teacher who identifies with the weakness of the student, experiences his weaknesses as insufferable; the experience is disgusting to him. The anger prevents him in separating vulnerability that comes from family, self image, absence of ability, to accept the fact that he is 'stupid' and the place of the student who is experiencing these difficulties.

Bringing out a personal story invites the teacher to research the significance of the behavior he experiences as bullying toward the student. The teacher describes the emotional block created in the story of his life and is now experiencing in his professional life. The process of cooperation involved in the personal story creates an intimate opportunity for relations within the team to develop empathy with the teacher toward himself and the staff toward him. The teacher brings to life the internal subconscious behavior with the student in a way that is not necessarily threatening. He is the one building the connection between dropping out behavior and the personal story with no external, interpretative or judgmental intervention. He is the one to observe logic in his own illogical professional behavior. Buber (1958) [48] claims that through interpersonal relationships, the participant can bring himself to the experience, at least superficially. Superficially – as he wishes to be perceived by others.

Experience- authentically, open and honest.

When the participants in the workshop bring only the superficial nothing real occurs in the dialogue. When the participants bring their own experiences then an interpersonal space can develop and exist in the meeting. After the teacher stops seeing himself only as an educator, but also his own vulnerability. Then he can enter an authentic conversation and be part of a meeting with the student in order to be of help. The entire process opens communications between guidance in the workshop

and the meeting of the teacher with his student. There is no direct connection to specific learning, but the process of professional development that designs internal dialogue amongst the staff.

The essence of this strategy is in giving an explanation and meaning to the reality we meet as teachers and principals. The term ‘framing’ relates to the way a person perceives a situation, on what he focuses, on what he ignores and how he defines a problem, explains it and designs the strategy to cope with it; it is hard to change behavior without trying to change the ‘framing’ that it is anchored in. the role of intervention is to explain ‘teacher failure’ (and in the end, the failure of the student as well). The processes are called reframing – differing situations in reality. Reframing is a process stemming from two aspects; one – giving a new significance to the ‘fact’ of the original framing (Razer, Friedman, Sulimani& Sykes, 2003 [171]) and the second- addition or detracton from the original frame.

In fact, it invites the person to perceive his situation and the reality in a different light. This observation makes it possible to leave the distress and to get over the helplessness of the situation. The main principal, on which the following examples are based on, is the understanding of reality of distress (of the student, the parent, the teacher and the principal) and not from random or judgmental attitudes. After understanding who and what the pupils at risk at risk and the staff in exclusion are as well as the exclusion cycle, we can go on to the second chapter – what is motivation.

Analyzing the climate in the class and its influence on the educational results may assist us in understanding the social processes that are happening in the class and explain the pupils at risk' behavior both in cognitive and emotional terms. This can help educators to devise intervention plans aimed at improving the instruction and learning processes. Class climate can be defined as a state where there is an open communication and dialog, and where the processes of work and development together as a team belong to the learning process. In a class like that we expect to find among the pupils at risk strong motivation to realize common goals, emotions, positive self-value, and feelings of safety (Freidman, 1999 [155]).

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Exploring the class climate can be done by observation by researchers from outside of the system, and by self-reporting by people involved in the system. Whitehall was the first to define the term class climate, in 1949. In the questionnaire he developed, he included the following categories of the teacher's behavior in the class: supporting the pupils at risk, acceptance and clearing, problem structuring, neutrality, instructions, reproaches and the teacher's self-support of his own attitudes and actions. Quite a number of plans were dedicated to the school climate. Pupils at risk perceive the relationships between them and the teachers as a decisive factor in their enjoyment of their studies. Good relationships exist when teachers are perceived as "human beings" and not just as teachers, and when pupils at risk felt safe to open-up with their teachers. Research findings show that pupils at risk want their teachers to direct them in their studies, and they want the class to be well-organized, and that their teachers will consider their weaknesses and limitations (Freidman, 1999 [155]).

### **Class management**

Class management definitions vary but they usually include the teacher's actions aimed at maintaining order, interest the pupils at risk and gain their cooperation (Ames, 1992 [44]; Cojocaru, 2006 [13]). It includes the complexity of the situations in which the teacher implements his strategies and processes and his goals in doing so. This complexity derives from the aspects of teaching in class: multi-dimensionality (events and people involved), simultaneity of happenings, immediacy (fast events), unexpected events, public exposure (all pupils at risk are witnesses), and history of actions.

Johns identified five parameters of class management: (1) understanding the state of the art of research and theory of class management and the student's learning and psychological needs; (2) creation of positive relationships student-teacher and student-student; (3) The use of instruction methods that enable optimal learning, by answering the academic needs of pupils at risk as individuals and the class as a group; (4) The use of group and organization management methods which strengthen task-oriented behaviors; (5) Ability to use a variety of counseling methods for assisting pupils at risk with behavioral problems.

Pupils at risk' behavior is a rational goal for class management. Interrupting behavior can seriously affect the learning process, which is the main goal in teaching (Lee, 2003 [100]). Focusing on managerial abilities enable the teacher to plan for individual differences between pupils at risk and assist the pupils at risk as individuals. In cases where the atmosphere is of involvement in the

work, groups of pupils at risk can do different projects while the teacher can assist individual pupils at risk who need more attention. The management style should suit the teacher's goals, the learning activities and the qualities of the pupils at risk. Various studies related to management will assist in better understanding the inter-relationship between management approaches and pupils at risk' individual goals.

### **Areas of emotions**

Each of us has a preferred area of emotions; our temperament is established at birth as part of our lottery of genes that is powerful in our discovery of life. Every parent knows: from the moment of birth, children are calm and easy or angry and difficult. The question is whether our experience can change an emotional state that is predetermined by biology. Can our biology dictate our emotional fate or can even the most reserved child at birth grow up to be a more self-confident adult?

The clearest answer to this question may be found in the research of Jerome Kagan, the well-known developmental psychologist from Harvard [85]. Kagan relates to at least four types of temperament – anxious, bold, vivacious and melancholy – each of these suits a different pattern of brain activity. Apparently, there is an infinite number of differences in hereditary temperament, each of which is anchored in inborn emotional cycles; people are differentiated from each other in relation to each given emotion, in the ease and time it takes to incite their state and the final strength of their state.

### **Teaching colleagues and preparing homework**

One of the problems that teachers in schools run into is the problem of disinterest displayed by pupils in regards to homework and the low involvement of pupils when homework is checked by the teacher. Teachers in the United States try to deal with this problem in a creative way. For example, a teacher at a grade school in New York turned marking homework into a type of cooperative event into an activity done by a group of pupils instead of individuals that was the previous norm; a group of pupils worked together to check each others' homework. The pupils compiled a comparison amongst the pages of homework and tried to correct and clarify the issues. On a feedback questionnaire the teacher presented the different issues that arose as a result of preparing the homework.

The teamwork of checking homework creates greater involvement and more responsibility amongst the pupils. The pupils totally learned through checking homework done by their fellow

pupils. Groups compare homework to share strategies and learn from each other. The revival of group homework in the era of the internet.

The concept of **cooperative homework** is not new in education but during the past couple of years has been on the rise after sinking for a long time. The principal cause for this arisal of group homework at high schools and grade schools in the United States, Canada, Taiwan and Australia are the online tools available on the Internet.

Recently, schools often use the online system known as MOODLE in order to create conditions for cooperation between pupils in order to prepare homework. The convenience of writing blogs online is encouraging from the school's point of view and therefore teachers who tend to give group homework, make it into a cooperative blog-writing class task.

In the comparative framework, in Moldova many universities used the MOODLE platform.

On principle, the task of preparing group homework instills pupil motivation to deal with regular homework preparation because they work on it as a team projet in every sense, and sometimes the teachers will select a group leader to make sure that the team of pupils manages to meet schedules. The method of selecting heads of teams for preparing homework was taken from a methodology of management of cooperative tasks at American universities.

Social psychologists have long understood the 'Pygmalion effect': we treat people according to their expectations of us, so causing their behavior to affirm these expectations (Feldman, Prohaska, Harber).

*Why cards.* Information in this area is organized principally in books, which seems amazing if taking into account the fact that this is a matter of communication and the important point is to receive the frontal memory of movement when we are confronted by a relevant gesture. Cards will send signals to our brain that this is a game and not another spattering of information that we need to learn. People like to play, therefore gathering information is efficient later on. The flash cards contain a lot of information combined in additional areas of the brain, in the same areas that were involved in acquiring habits. This is also a very easy way of exercing and recalling the information, and is more complicated with different means.

Many teachers are wary of engaging with pupils about their difficulties and being present during their life struggles. The authentic educational dialogue involves finding ways to connect with the pupils' realities, as hard as this may be, and to help them to cope.

At the same time, we reiterate the advantages of the school curriculum over traditional programs (after Silistraru, 2011 [31]), which offers a complex view on the process (Table 2.4).

**Table 2.4 The advantages of the school curriculum over traditional programs [31]**

<b>Parameters analyzed</b>	<b>Program</b>	<b>Curriculum</b>
<b>Philosophy of education</b>	<ul style="list-style-type: none"> <li>• The educational process is teacher-centered</li> <li>• The student is regarded as the object of the educational act</li> <li>• Education is seen as a result</li> <li>• Promotes competition</li> <li>• Orientes towards an external motivation with obvious elements of repression, fear and constraint</li> </ul>	<ul style="list-style-type: none"> <li>• The educational process is student centered</li> <li>• The student is regarded as the subject of the educational act</li> <li>• Education is seen as a process</li> <li>• Provides cooperation and mutual assistance</li> <li>• Leads to an inner motivation based on joy and success</li> <li>• It is focused on concrete and possible objectives to evaluate</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• They have a generalizing and abstract character</li> <li>• Accentual is placed on knowledge objectives</li> <li>• The objectives are additional to the content</li> </ul>	<ul style="list-style-type: none"> <li>• Accentual is placed on objectives of capacities and attitudes</li> <li>• The objectives have a standardized character and are based on the correlation of knowledge, skills and attitudes</li> </ul>
<b>Contents</b>	<ul style="list-style-type: none"> <li>• Focuses on content</li> <li>• The contents appear as finalities of the learning act</li> </ul>	<ul style="list-style-type: none"> <li>• The contents have a flexible character</li> <li>• They are means of achieving the expected objectives</li> </ul>
<b>Didactic strategies</b>	<ul style="list-style-type: none"> <li>• The contents are strictly designed on disciplines</li> <li>• They are not presented as independent elements</li> </ul>	<ul style="list-style-type: none"> <li>• The contents are interdisciplinary and transdisciplinary</li> <li>• Methodological suggestions are a basic element in the structure of the curriculum</li> </ul>
<b>Evaluation Methodology</b>	<ul style="list-style-type: none"> <li>• The emphasis is placed on the teaching of reproductive methods</li> <li>• Focuses on collective or individual forms</li> <li>• Component "evaluation" is missing</li> <li>• The evaluation is based on the information stored</li> <li>• The evaluation is directed more towards finding the failure</li> <li>• The evaluation is interrupted and set in the specific terms</li> <li>• It requires a formal, aversive evaluation</li> <li>• It is aimed at finding out.</li> </ul>	<ul style="list-style-type: none"> <li>• Accentual is placed on learning through creative methods (active and interactive)</li> <li>• It is oriented towards the activity in small groups, the learning is reciprocal</li> <li>• Component "evaluation" is presented in the form of general suggestions</li> <li>• The assessment is based on competencies</li> <li>• The evaluation is aimed at recording success</li> <li>• The evaluation is continuous, formative and cumulative</li> <li>• Stimulates the self-evaluation and self-regulation effort in students</li> <li>• It is aimed at motivating the student and achieving feedback</li> </ul>



A dialogue based on compassion and mercy do not actually bring about any change in a pupil as to reality and often leads to making negative patterns even more permanent and leads to lowering the pupil's expectations for himself and his environment. Only by facing the hardships, as hard as they may be, can create a chance for the pupil to open up to ways of coping on his own in the future; exposure to 'a fool's paradise' is an illusion. The teacher needs to help the pupil adapt gradually and according to his abilities. In order to create an authentic dialogue that will create actual mobility for the pupil to function, they must build a complete process geared to making a real change in the pupil's life. The teacher who presents a dialogue with a pupil must know how to accept responsibility for the entire process and all factors in the pupil's life, and must be willing to do a lot in order to help, even if it involves going above and beyond the usual roles of a teacher. This responsibility obligates the teacher to initiate and even to intervene in the everyday life of the pupil. He must help to find solutions to difficulties, dangers, conflicts and other problems the pupil faces, and to coordinate with different organizations within and outside of the school.

All the educational and psycho-social strategies detailed in this chapter are intended to create a wide infrastructure to this end (case analysis, personal program, therapy). The educational dialogue cannot grow in a vacuum. It is very difficult for a single teacher to uphold a dialogue with all the pupils at school, when the reigning atmosphere does not match. In this case, any attempt would lead to suspicions and reluctance on the part of the pupils, and would probably promote needless opposition.

Authentic dialogue relations require personal and flexible attitudes towards the pupil: to allow the pupil to wear clothing that isn't generally acceptable at school, and such. This treatment cannot exist when all the regular rules of school do not allow it. In order to create a significant and efficient dialogue with pupils at risk, the entire system must enlist to make the school adaptable to this type of mission the school needs to create an inclusive environment, encouraging an adaptable and willing atmosphere for development and self-achievements for all of its population. A school whose goal is varied and compatible with the various needs of the pupils and also for its teachers is characterized by the style of management and participation of all involved to have an 'open door' policy as well as working together with the entire staff of teachers.

All must have a flexible approach to success and failure, testimony to treatment of fluctuating achievements, open lines of communication and a management that encourages reciprocal relations between staff and students. These processes are desirable in all educational facilities, but are

essential when pupils at risk are involved. They require more effort from the educational staff and need to make much more significant ties with adults for more mobility and personal success, both in school and in society. The school environment may be a good surrounding for them only when it is flexible and adaptable, where interpersonal relationships are made possible. Educators who uphold a dialogue with the students are fed through many resources: firstly, themselves- from boarding school experiences, professional abilities, opinions, positions, values and ideological perspectives; secondly from reflective thinking and all that entails – investing in mutual relationships between teachers and pupils, and dialectic and creative thinking, development through data processing.

There are researchers who are certain that interpersonal relationships between teachers and pupils are critical to success (Zlate, 2000 [35]; Lee, Burkam, 2003 [100]).

Interpersonal relationships between teacher and pupils turns learning into a more positive experience. Instruction pages given out to teachers in the alternative school program in the United States (the Meridien Academy) included instructions such as: “meet the pupils at the door every day” and “call the pupils by their first names”. These instructions are evidence of the importance of making initial steps in a personal connection between pupils and teachers. The research done on the program in the alternative school in Birmingham, England (Behavior Support Centers, BSC) we see the pupils participating in the centers about the experience of studying there. They speak of their positive and more ‘personal’ learning experience there as opposed to ‘regular’ learning facilities. The main reason, according to the pupils, is the interpersonal relationship with the teachers; the teachers cared about them and treated them with respect, while providing them with resources, guidance and support they were in need of in order to succeed in their studies (Wolensky and Rimon, 2002 [139]).

### **2.3. The Pedagogical Model for streamlining the teachers’ didactic communication for the formation of the learning motivation of students at risk of school dropout**

#### **The 'Game tool' for creation of motivation**

One of the most important components in learning is the ability to motivate yourself and others. Instilling motivation into pupils at risk and work colleagues is a necessary skill in order to ensure the individual teacher's success in any type of school.

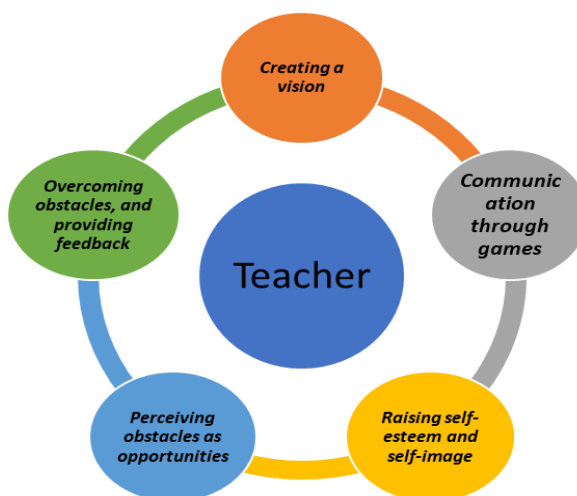
The term "motivation" is defined as the ability to arouse yourself or another in order to achieve something which is meaningful to yourself or to the other individual. If one does not possess

motivation, it is usually impossible to motivate, and usually, the opposite is also true. The *personal motivation* motivates the individual to continue succeeding, urges those who feel incapable to lift their head up independently, and *encourages everyone's growth*.

In the framework of the current research, we have developed a novel tool, which we call "Game tool". Our tool suggests a practical way to raise your pupils at risk' motivation, as well as your own, by implementing a series of five steps (figure 2.5):

- Creating a vision /Establishing a purpose and a motivating factor.
- Taking actions/communication through games
- Raising one's self-esteem and self-image
- Perceiving obstacles as opportunities / seeing results
- Overcoming obstacles, and providing feedback.

These steps strengthen one another and together, create a circle of motivation to learn.



**Fig. 2.5: The Game tool “5 STEP”**

*Creating a vision* is the first step in the game circle to increase motivation. The vision must be concrete and manageable according to the principles of result intelligence and the SMART paradigm and not too far away from the pupil at risk world - optimally challenging and not too threatening for pupils who are not used to experience academic successes; the direct implication of a realistic vision starts with development of a definite goal as a first, preliminary stage for the development of motivation. This step is returned to periodically, even after progress had been made to other stages

of the game circle. Without a strong will, the chances of losing the way whenever a lack of self-confidence or low self-image appears, increases.

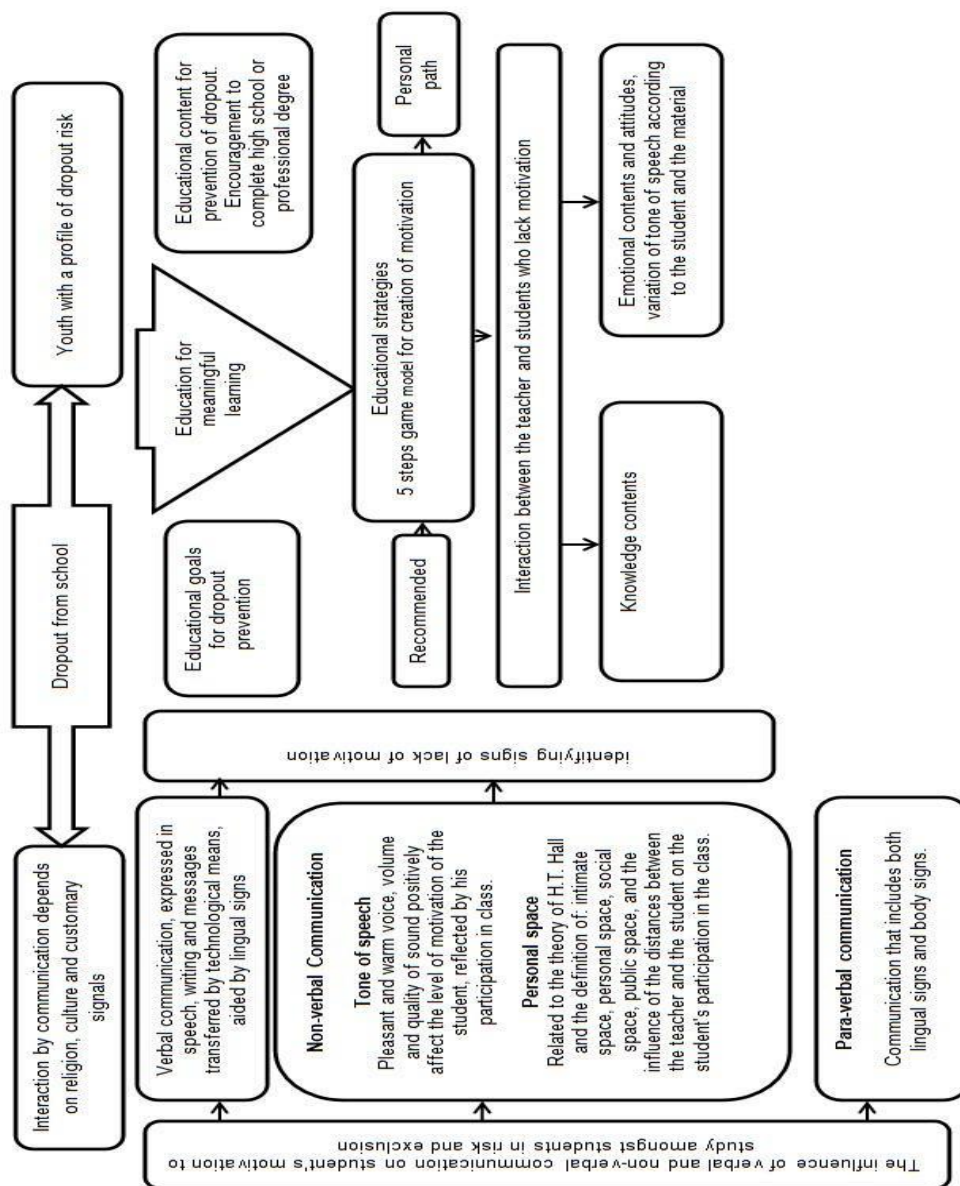
The vision is supposed to be a prolonged picture of the goal and stepping stones on the way to achieving the goal. It is important to ensure that the vision is practical and that it can be used in order to create a preliminary action plan. It is crucial to be creative and imaginative in order to instill vitality into the vision, in a manner which will be able to get all of those included to become swept away. It is also extremely important to get all of the relevant staff involved in the development of the vision, in order to increase the level of identification, the obligation level, and the level of responsibility of all of those who are involved in its fulfillment.

An example of a vision which had developed over the past school year in one of the twelfth-grade classes who is participating in the current study is one in which the pupils at risk had adopted the saying: "There is no such thing as there is no such thing". We accompany our pupils at risk in the course of their development of a new process for recognizing a perception, according to which, there is no such a thing as a situation in which they will not be able to prepare a final project in one of the subjects taught, with the accompaniment of the teacher every step of the way. The perception of "I am unable to do this" simply does not exist-the alternative of "I am not able to do X, is replaced by concrete steps of looking for clear steps of how can I accomplish X such as: who can support me, in which way, what is my responsibility, what certain things I must do right now [94]. This particular classroom teacher had decided to create a learning revolution, in the course of which all of the pupils at risk in his classroom shall do their personal best, until they had reached the goal – submitting their final project. In order to turn this vision into an action plan which is implemented by the school staff, clear and achievable goals had been defined. These included decreasing the rates of the implied and actual dropping out and increasing the percentages of pupils at risk whom are eligible to receive a technological or a full high school diploma.

It is important to set up goals, in addition to defining the *motivating factor*. This is because the sense of destination is even more inspiring than a successful relevant mission. A definition of the desired goal is likely to ignite the circle game and to greatly increase the actual level of motivation. Some of the main examples to this are: Intensity, pride, obligation, growth and success, faith, honor, etc. Of these, faith and belief in the destination and goal are critical in order to progress to the next stage of the circle game. Even if an individual possesses a strong vision of success, if he or she lacks self-esteem, he or shall not to be able commit himself or herself to achieving higher goals. Thus, he

or she will not receive praises for his or her accomplishments, and the circle game will not be able to exist.

Based on presented above ideas and analysis, the extended format of Playful-formative program, based on Game tool "5 STEPS", is presented in Figure (Figure 2.6.)



**Fig. 2.6. Playful-formative program**

Measurable goals had been defined to the "Learning Revolution" Project, in order to examine the results of the project and to assess the effectivity of the training programs which had been

developed for the purposes of its implementation over time. Besides the setting up of clear goals to the "Learning Revolution" Project, the homeroom teachers were instructed to increase the values and sense of mission, which had been created through the vision. This must be done with the cooperation of the rest of the faculty- staff as well as with the *cooperation of the pupils at risk*.

In this context, we propose a set of Principles for streamlining didactic communication.

*The principle of adapting the didactic means to the pupils needs and difficulties.*

*Taking action via using a game.* In order to achieve the goal and destination, occasionally, there is a need for proper training. Sometimes we jump into deep water with a clear vision and goals. Confidence and faith in the ability to achieve the goals and destinations which we have set up to ourselves will allow us to succeed. The chances for its success greatly increase when an invigorating vision is revealed, support has been provided from others, and the issue of timing had been widely considered. In addition, there ought to be **an internal saying** which shall push and motivate towards actions. In other words, it is necessary to program an image, a statement which shall pass in crucial moments, such as: "There is no such thing as there is no such thing". Hesitancy is able to cause a disconnection in the circuit, and it should be avoided at all costs.

In the course of assimilating the "Learning Revolution" Project, the homeroom teachers, the other teachers, and the pupils at risk *used the hands-on* training of all of the management tools and skills, which had been developed in cooperation with the staff and the pupils at risk. One of the tools used by the teachers is *games and learning through games*. Each unit is taught through games. At the end of the lesson, a student must present the topic through a show, a computer presentation, or in any other form of his or her liking. The lesson is dynamic. These teachers have been trained in the "at-risk children" continuing education program. They are, thus, capable of containing the pupils at risk, understanding them, using various, non-regular teaching methods, etc.

The current research is intended to illustrate the way that non-verbal and para-verbal communications affect the motivation of the pupils at risk to learn.

*The principle of raising the self-esteem and self-image.* One of the goals of the suggested model is to raise the individual student's self-esteem and self-confidence in his or her own abilities to achieve significant learning achievements. The teacher in the experimental classes refers to raising the pupils at risk' self-image as a major mission. He or she shares this goal with all of the teachers of his or her classroom, as well as the pupils at risk themselves. When the classroom teacher shows the student that he or she believes in his or her abilities in verbal as well as non-verbal

ways, the teacher causes a rise in the pupils at risk' self-esteem and self-image. Thus, the pupils at risk experiences success and their motivation are raised, and this allows their further successes.

The work hypothesis behind this intervention aspect is that when there is overall commitment to this common mission, the development within the process will be very clear, as the pupils at risk will naturally be motivated to actively participate, which would be expressed by homework preparation and real increase of motivation level to get to school will rise.

*Observing the results.* The most important thing as per the connection between results and motivation is their connection to the long-term vision of the project. As afore mentioned, this requires planning a general action plan which translates the image of the road to success. This image had already been developed while the vision was being created. In order to ensure maximum value of the results, it is necessary to understand the way that they accommodate with the general plan.

*The principle of simplicity.* The program must be simply built and one which allows flexibility. It is important to develop the ability to be open to random discoveries – turning occasional events into assets. The positive results must be perceived as steps towards the goal. The progress itself also serves as one of the most motivating factors

*The principle of -perceiving obstacles as opportunities.* Each obstacle must be referred to as an opportunity to achieve better results for the entire mission. The homeroom teachers and the other teachers had been acquired practical, hands-on tools in order to provide their pupils at risk with the required skills and expertise. They had also been acquired the encouragement and support which are necessary in order to deal with conflicts, oppositions, failures, as well as unexpected reactions from the pupils at risk. The planning and fitting of a vision which serves as a "learning revolution" cannot be fulfilled within a short time, regardless of the population with which we are dealing. This is especially true when one deals with at-risk populations. This is a gradual process which involves flexibility, creativity, devotion to the goal – and most of all: Optimism.

*The principle of obtaining effective feedback.* The feedback is the main source of learning, development, and motivation. Thus, it is worthwhile to focus on ways to providing a meaning and a response to the given feedback. The positive feedback of successful actions must be used directly in order to build up our confidence and motivation. However, at the same time, it is also necessary to use the feedback for less successful actions, in order to improve our abilities

Reframing: It is important to rephrase non-promoting thoughts, such as: "Why am I failing?" or "successful people are able to do this", into structuring thoughts, such as: "Which factors had led me to this decision?" Or: "What will be the most useful way to do it the next time?"

The homeroom teachers, as well as the other teachers whom had participated in the "Learning Revolution" Program had undergone training concerning providing constructing feedback to pupils at risk as a tool for assessment and improvement of their accomplishments, and no less important – of their accomplishments as a tool for empowerment, encouragement, directing, and raising the individual student's confidence and self-image.

The coordinators received guidance through the entire way that the teachers whom are located in the front of the classroom serve as the most important factor for achieving goals. Thus, they should be nurtured and supported to the maximum extent possible, on the personal as well as on the professional levels.

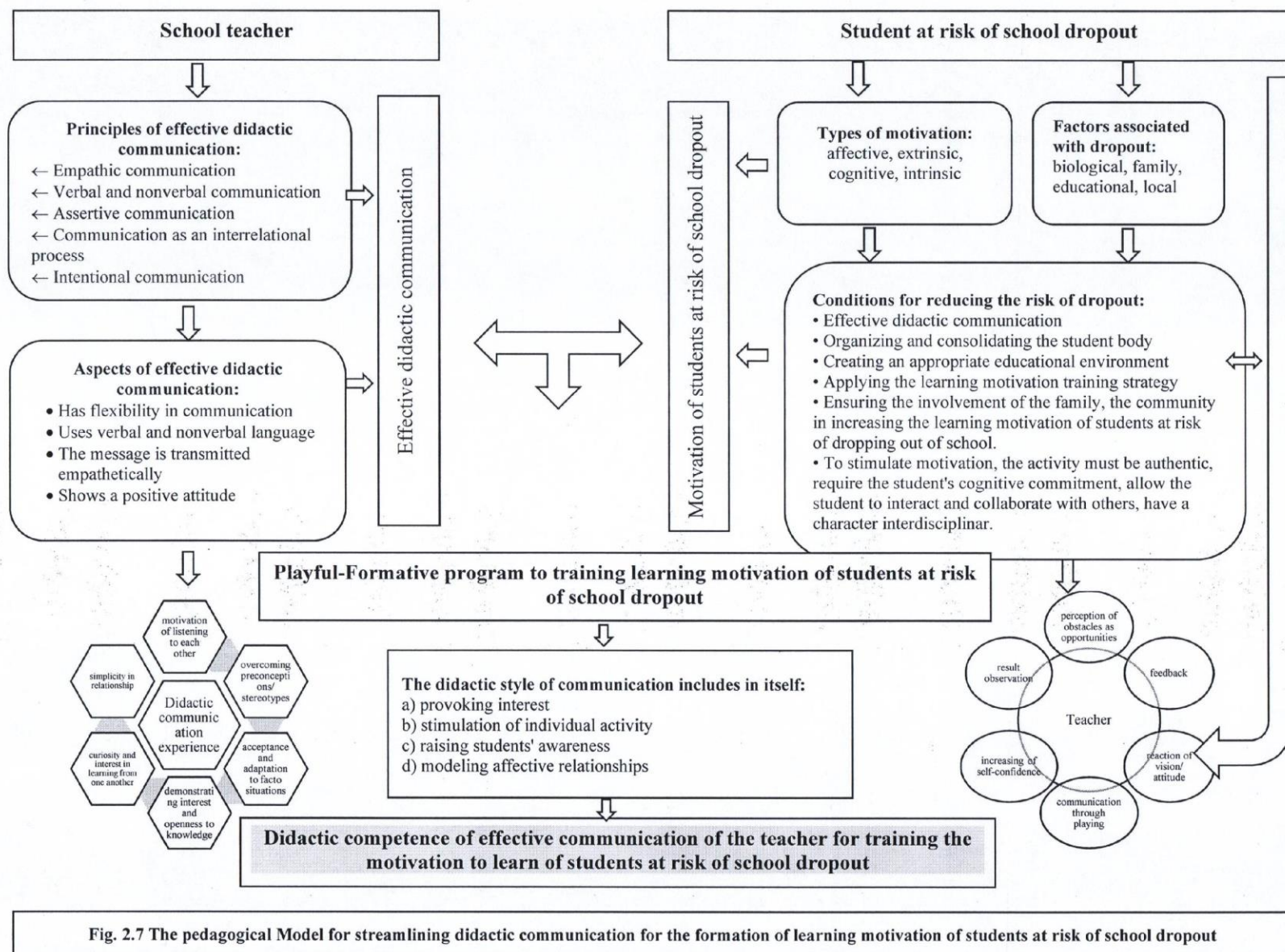
In the heart of the game is **your own role**, the one you shall fulfill by instilling motivation. Clearly, this role is characterized and created by a great deal of factors, but the steps of the "Game Circle" have a critical role in creating motivation, and just like the model shows, it is possible that the most important thing is not the simple sum of these components, but rather the **intensity of the connections which exist**. Thus, the ability to instill and arouse motivation consists of the ability to see, create, and strengthen the ties which exist amongst the various steps.

The program incorporates aspects that clarify the transformation of the teachers' communication, namely: from the low efficiency of the teacher's communication, manifested through reduced professional motivation, which affects the motivation of children, within the range of the exclusion circle, towards the efficiency of high teacher communication, manifested through high professional motivation that enhances learning motivation within the promotor circle (Appendix 3).

The following principles were applied to the elaboration of the methodology: *the principle* of adapting the didactic tools to the needs and difficulties of the students; *the principle* of raising the self-esteem and self-image; observation and monitoring of results; *the principle* of simplicity and flexibility; *the principle* of perceiving obstacles as opportunities; *the principle* of efficient feedback.

Playful-formative program for creating motivation, it is also an essential component of the *Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout, as shown in the following figure (fig. 2.7.)*.





The model encompasses various aspects that elucidate the transformation of effective didactic communication of high school teachers, who work with students in the school dropout group. The overall aim of the model was to enhance the skills of effective communication with teachers, in particular through practical coping strategies and also as a larger holistic resource to be used further in high school activity for students at risk.

It should be noted that the new term was explored such streamlining, which means to improve the effectiveness of an organization by making the way activities are performed simpler [199] or to make (something) simpler, more effective, or more productive [200]. Streamline - make (an organization or system) more efficient and effective by employing faster or simpler working methods. Thus, it is highlighted that the traditional communication competence can be streamlined by exploring the specifics of working with students in the school dropout group (openness, accessibility, availability, etc.).

The model includes two important interdependent components: the component targeting the school teacher and the component targeting the student at risk of dropping out of school. The component of the school teacher includes: the principles of effective didactic communication: empathic communication, verbal and nonverbal communication, assertive communication, communication as an interrelational process, intentional communication; but also the aspects of an efficient didactic communication: flexibility in communication, use of verbal and nonverbal language, the message transmitted empathically, positive attitude. A special role belongs to the didactic communication experience, in a broader sense, which manifests itself more as the teacher's ability to be functional in any conditions.

The component, which targets the student at risk of school dropout, focused on the learning motivation of students at risk of school dropout, includes the factors associated with dropout: biological, family, educational, local (community); types of motivation: affective, extrinsic, cognitive, intrinsic; as well as the conditions for reducing the risk of abandonment.

The pivot of this model is the Playful-formative program for creating learning motivation in students at risk of school dropout.

All components intersect, having as finality the formation of the didactic competence of efficient communication of the school teacher for the formation of the learning motivation in the students at risk of school dropout. Reiterating that competence indicates the ability to apply learning outcomes appropriately in a defined context (education, work, personal or professional development) (UNESCO-IBE, 2013 [197]), in the context of this research, we propose the following

formula of teaching competence of effective communication: *the teacher's ability to be functional in any working conditions with students at risk, through verbal and non-verbal communication, demonstrating openness, flexibility and simplicity in relation to students, appropriate adaptation to the context, overcoming preconceptions towards children at risk and understanding their needs, encouraging their learning efforts.*

Proposed pedagogical Model rally to the concept of Competencies to transform our society and shape our future, where clearly specified importance of the principle of that curriculum should be designed around students to motivate them and recognise their prior knowledge, skills, attitudes and values. At the same time, teachers should be empowered to use their professional knowledge, skills and expertise to deliver the curriculum effectively (OECD 2018, [111]).

#### **2.4. Conclusion of 2<sup>nd</sup> chapter**

1. The investigation allowed us to establish the fact that successful teaching addressed to students at risk, is complex, multidimensional and dynamic, requiring not only good professional knowledge but also excellent communication skills (openness, availability, empathy, flexibility, mobility and interactivity).
2. The basic idea of this research is to build a comprising teacher, someone who is flexible who can adapt to the rapid every day' changes. Based on elaborated and detailed criteria, indicators and descriptors, the paradigm of "New teacher" in the context of work with students at risk, was developed with focus on: *encouraging the students at risk (viewed as potential agent of changes); human rights-based approach: all students are equal, but different – with specific needs that should be taking into consideration etc.*
3. The methodological framework for developing the learning motivation by streamlining the didactic communication was structured and analyzed. The following principles were applied to the elaboration of the methodology: *the principle of adapting the didactic tools to the needs and difficulties of the students; the principle of raising the self-esteem and self-image; observation and monitoring of results; the principle of simplicity and flexibility; the principle of perceiving obstacles as opportunities; the principle of efficient feedback.*
4. The theoretical study and conceptualization of teachers' didactic communication contributed to the formulation of *our vision on effective communication with students at risk: the ability of the teacher to be functional under any circumstances, by verbal and non-verbal communication, demonstrating openness and flexibility, simplicity in relation to students, willingness to listen to*

*pupils, acceptance and adaptation to the situation, overcoming preconceptions about children at risk and encouraging them to positive behaviors.*

5. In the framework of the current research, the Playful-formative program, based on Game tool “5 STEPS” was elaborated, proposing a practical way to strengthen the learning motivation of students at risk of school dropout.
6. The transformation process of the teacher's communication efficiency was proposed, namely: from the low efficiency of didactic communication of the teacher, manifested through reduced professional motivation, which affects the students’ motivation, to the efficiency of teacher’s communication, manifested through high professional motivation that enhances students’ learning motivation.
7. The Pedagogical Model for streamlining the teachers’ didactic communication for the formation of the learning motivation of students at risk of school dropout was elaborated, that includes two important interdependent components: the component targeting the school teacher and the component targeting the student at risk of school dropout. The pivot of this model is the Playful-formative program for creating learning motivation of students at risk of school dropout. All components intersect, having as finality the formation of the didactic competence of efficient communication of the school teacher for the formation of the learning motivation of the students at risk of school dropout.
8. Considering the international standards, publications and work experience in the field, in the context of current research, *we propose the following formula of teaching competence of effective communication: the teacher's ability to be functional in any working conditions with students at risk, through verbal and non-verbal communication, demonstrating openness, flexibility and simplicity in relation to students, appropriate adaptation to the context, overcoming preconceptions towards children at risk and understanding their needs, encouraging their learning efforts.*

### **III. THE EXPERIMENTAL FRAMEWORK TO IMPROVING THE EFFICIENCY OF THE TEACHERS' DIDACTIC COMMUNICATION FOR THE FORMATION OF LEARNING MOTIVATION OF STUDENTS WITH RISK OF SCHOOL DROPOUT**

#### **3.1. Diagnostic of the potential problems in communication teacher-student at risk and their effects on the student's learning motivation**

##### ***Research methodology***

This paragraph includes the first stage of diagnosing potential problems in teacher-student communication in risk situations and their effects on the motivation of student learning, being presented the methodological framework of the pedagogical experiment and the finding stage. The pedagogical experiment was designed and organized in 2018-2020 on a sample of 120 students and 20 teachers.

Research Operational Objectives:

- To examine the impact of teacher's verbal and non-verbal communication to the student's level of motivation to do his homework and participate in class
- To examine the correlation between: pupils' motivation, reflected in the degree of participation of students in the courses; building homeworks; participation in technological projects vs the physical presence of the teacher within the system; teacher' openness and flexibility for communication with students; continuous presence in school; the ability to resolve conflicts.

The researcher decided to conduct the research by qualitative tools and to validate the findings by quantitative tools, as seen by the attached research findings.

##### **The school in which the current research had taken place**

The current research had been held in a high school attended by tenth-twelfth graders. Most of its pupils at risk live within the town in which it is located, but there are also pupils at risk who need to commute every morning in order to get to school. The school is intended for youth who have not adjusted successfully to the regular high schools in the area. The families of the pupils at risk are not characterized by a particular socio-economic class. The unique purpose of the school is to provide the pupils at risk with tools which shall allow them to utilize their academic potential to its fullest, to transfer the responsibility as per their learning to the pupils at risk themselves, and to allow each student to progress in accordance to his or her personal learning pace.

The school hours are split – some are used for ordinary lessons and others for independent study. Some of the lessons are compiled in accordance to the level of the pupils at risk, meaning that pupils at risk of different ages may study together, and others are compiled in accordance to the assigned homerooms. The lessons are experiential and frontal. From the very beginning of the school year, each student receives a school schedule, according to which he or she must organize his or her tasks. The tenth graders start out their school year with a permanent daily schedule. After about a half of the school year had passed, they are promoted to a weekly schedule. Each schedule is individual, and each student studies using the learning materials which are appropriate for his or her needs, in accordance to the intensity and level of studying. Each student must learn to plan the time he or she spends in school in such a manner which shall allow him to complete his or her tasks. This is done in cooperation with the homeroom teacher.

Pupils at risk who possess a higher ability have different academic programs, such as a program of weekly output. These pupils at risk plan, together with their homeroom teacher, the individual learning goals for the upcoming semester. Afterward, they divide the program into weeks. The student knows what he or she must accomplish in time frames of weeks, and it is up to him or her to divide the required tasks amongst the days of the week. It is these pupils at risk' responsibility to complete the assigned program until the end of the week. The school staff monitors the progress of each student. Each student meets with his or her homeroom teacher for a one-on-one conversation once every two weeks. In this conversation, the progress of the student during the past two weeks is examined. The teacher and student also discuss issues raised by the student, such as hardships that are experienced by him or her or wishes that he or she has as per what is occurring in the school. If the homeroom teacher believes, based on the constant monitoring, that a student experiences a problem in a particular subject, it is up to him or her to reflect the problem to the student, and to lead a discussion as per ways in which the problem may be solved. When a student requires school assistance, the school staff gladly provides it, and often times, all that is needed is to make a student aware of the fact that a problem exists.

In addition to the joint tracking by the teachers and pupils at risk, the parents receive a report as per how their child is doing. If necessary, this is even done on a daily basis, but generally speaking, parents receive a detailed report as per their child's situation every month and half. The report refers to all of the aspects which are exhibited within the school, such as the behavior, the learning, how efficiently the child makes use of his or her time, the social situation, etc. These reports provide an absolute, fact-wise account of the situation of each and every student. It is to be

emphasized that these reports are strictly intended for the parents and not to be shown to the pupils at risk. These reports are designed to keep the parents updated as per how their child is doing in school.

Each student receives a report card three times a year. The purpose of the report card is to strengthen and empower the student, and thus, we reflect in it the progress and successes of the pupils at risk. It must be emphasized that the report cards and the writing of grades are not perceived by the pupils at risk as a reason for which to study. Perhaps this has to do with the fact that the report card only contains assessments – rather than grades – and it is generally intended to serve as an empowering and encouraging milestone.

One of the major goals of the school is to allow each student to fulfill his or her maximal learning potential. In order to do so, we must break the "magical circuit" in which the goal of the teachers is to teach and the goal of the pupils at risk is to avoid learning. This is why each student receives a schedule of daily tasks which he or she must accomplish, or, in other cases, a weekly schedule of tasks which the student may choose when he or she shall tend to accomplishing them during the week. These schedules are prepared by the homeroom teachers together with the pupils at risk, and the pupils at risk are welcome to express their opinion as well as to choose their preferred learning strategy. For example, a student may choose whether he or she prefers to study a little bit of a particular subject every day, or to study the particular subject twice a week, for a longer time. The pupils at risk are also welcome to express their preferences as per the considerations of the yearly output, and this is also done by referring to the importance of the various subjects learned as far as the world of grownups is concerned. For example, if learning mathematics requires choosing to study at the minimal (1 point) level or maximal (5 point) level, the student will strive to study as per his or her own ability, when the general goal is to allow him to reach a 3-point matriculation level in mathematics.

The school demands that its pupils at risk take responsibility for their studies. This is not an easy request and undoubtedly, some of our pupils at risk would prefer studying in a coercion framework, rather than in one which grants them personal responsibility. However, it is the school's belief that there is no such thing as a student who does not wish to be big and responsible, and would not be interested in exhibiting even a slight bit of responsibility. It is our job to educate our pupils at risk to be responsible and this is done by placing them responsible for their own actions, in addition to a double supervision performed by the teachers. This double supervision is intended to prevent the pupils at risk from failing, as well as to prove to them that they are, indeed, successful.

In practice, nearly all of our pupils at risk are progressing very nicely as far as taking their own responsibility is concerned, and most of them indeed get tested on the relevant matriculations to which they had been assigned by their teachers. This is especially true in the technological learning stream of the school.

On occasion, every student is likely to have an unsuccessful day, in which he had hardly been able to achieve any of his daily personal tasks. This is natural and happens even to adults. On the other hand, nearly every student experience day in which he or she has been successful in accomplishing nearly all that had been assigned to them and more, and they feel a great deal of self-satisfaction when this happens. One of the things that our pupils at risk had assimilated in the course of the current research was that "there is no such thing as there is no such thing". The "Learning Revolution" had spread through the pupils at risk of the school quickly and had caused most of the pupils at risk to get addicted with the will to succeed. One small success had led to another small success, and at the end of the year, all of the pupils at risk were able to attend the matriculation exams to which they had been prepared for, and to hand in their final projects, not due to fear of punishment, but rather as a result of their own will and motivation to succeed in their schooling.

In our school, the responsibility that is handed to our pupils at risk and the annual goals which must be achieved by the end of the school year are perceived as being in accommodation with the individual self-learning which serves as a unique characteristic of our school. We make an effort to ensure that a major part of the work of the pupils at risk will consist of active learning, in which they study independently, without the assistance of a teacher. These studies are done mainly by use of computer software, and the school staff makes a great effort to increase the variety of learning materials which are available to our pupils at risk. We take care to test our pupils at risk on what they had learned, verbally or in writing, in order to ensure that they are indeed progressing in the understanding of the learnt materials, in accordance to the relevant curriculum and goals which had been assigned to them by the school staff.

When the learning is done by games and self-made presentations and learning materials, this obligates the pupils at risk to invest a greater effort on their part. When the pupils at risk know that they receive feedback from their teachers and fellow pupils at risk, they are more likely to invest a greater effort into their preparation, and thus, their level of individual learning and responsibility as per his or her duties increase. When a student was unsuccessful in fulfilling his or her task, the entire group assists him or her in correcting it, and he or she then represents it.



The presentation of the individual projects serves a good opportunity to form a personal connection between the teacher and his or her pupils at risk. Each teacher has scheduled time which is entirely devoted to establishing a personal connection to the pupils at risk. The flexible program also allows dealing with problems and attempting to solve them. When the staff recognizes that a particular student is not exhibiting happiness as per attending the school, or when he or she faces another problem, an effort is made to solve the problem by forming a specific school policy. When dealing with education, there are no magical solutions, and the school staff does not have at its disposal such solutions either. However, the staff is willing to show flexibility towards the needs of the pupils at risk, as well as to do co-thinking of the student, the parents, and the teachers. When relevant, the other pupils at risk in the classroom are also allowed to raise possible solutions. The school staff believes that it must do all that is in its power to assist each and every student to promote his or herself. For example, last year, one of our pupils at risk had been having difficulties arriving to school on a regular basis. We had involved the student's parents as well as a good friend of his, and by the second semester, we had succeeded in having him arrive to school on a regular basis. At the end of that school year, he had even succeeded in his matriculation exams.

All of the teachers of the school staff are open to hearing suggestions as well as criticism, from the parents as well as for the pupils at risk, in order to allow us to improve the school. To some extent, I feel that we are not reaching sufficient amount of parental participation, although there are parents who take great care to actively participate. However, one of the stated goals of the school is to lead the student to utilize his or her potential to its fullest, academically, socially, and behavioral wise, and in order to do so, we must have the cooperation of the parents.

The fact that each student has his or her own personal studying and learning plan allows joint learning of pupils at risk in various ages, whose academic levels and abilities differ, and whose backgrounds are different – without having this require the pupils at risk to give up their own personal studying wishes. Thus, on occasion, eleventh and twelfth grade pupils at risk may study together in enrichment mathematics and English classes, and may even get tested on the highest matriculation level possible (five-point matriculation exams).

### **Population**

The population includes boys and girls in two tenth grades, in management studies, at a vocational high school of in the center of the country. The pupils at risk enrolled in the school are usually low achievers; coming from schools with high level of achievements compared with their ability to learn, the classes include 35-40 pupils at risk. These pupils at risk have experienced many

failures, and here they get a second chance to improve their achievements and try to finish their high school education, with different and positive experiences, encouraging them to learn subjects matter adjusted to their abilities. The average age of the participants is 15-16 years.

The considerations for choosing these students at risk of this age are being in their first year in school. Therefore, the students at risk have no prejudices towards their teachers and vice versa, and the study is considered to be objective.

The sample population consisted of 20 teachers, 120 participants, who completed motivation questionnaires. 60 pupils are the control group and 60- the treatment group.

*The rationale for selecting the teachers and classes.* These are first grades in school, the pupils at risk did not know the teachers, and the teachers are not their educators and do not know the pupils at risk well, thus allow for objective research. The pupils at risk will pass in twelfth grades the matriculation test in these subjects, and the assumption is that they will have high motivation for learning, without preference for one specific subject matter.

These subjects have a common denominator; the pupils at risk have difficulties due to inability to organize a broad and comprehensive base of knowledge, difficulty in expression and correspondence, and remembering many details.

The teachers' instruction method during the researcher observation was similar. Teachers rarely teach by the frontal method, and during the lesson pupils at risk worked alone or in groups on their work sheets, which include information related to the contents of the lesson, or answers to questions, and occasionally copying from the board. The teachers walk about the pupils at risk and help them to complete the worksheets. The teachers usually dictated definitions related to the subject matter. It should be noted, that this teaching method, was suitable for the researcher approach because the teachers usually were approaching and drawing away from pupils at risk during the lesson.

The classroom – the classroom of tenth grade 6 was large and wide room, with two large windows, which illuminate the class. Pupils at risk sit in three rows. In row 1, 8 pupils at risk, in row 2, 8 pupils at risk and in row 3, 3 pupils at risk. The teacher can easily walk around the classroom and between pupils at risk.

Grade tenth 3 – Is a narrow and long classroom, with two rows of tables, in one row 9 pupils at risk and in the second row 10 pupils at risk. The teacher goes in between the two rows, approaching and drawing away from the pupils at risk, while from time to time when a student call her, she comes and move on.

The participants were assured complete confidentiality and the research is anonymous in order to maintain the research ethics. In this study two criteria of non-verbal communication, was studied by qualitative and quantitative methods, while the researcher using observations and special forms built for this study (Appendixes 3, 4 and 5).

The researcher had distributed a student motivation questionnaire earlier in this year (a week after the beginning of the school year) to determine what is the level of initial motivation of these pupils at risk?

*Observations.* To fix a starting line, the researcher examined the motivational level in these classes, by distributing a homework questionnaire (Appendix 6). The questionnaire was taken from Szold Institute, and adapted for the study. The original tool is: Self-Regulation Questionnaire (SRQ). The original questionnaire includes several sub-scales; while the present work uses only one sub-scale: preparing homework and the researcher assumes that preparing homework indicates the level of motivation. As presented by the findings tested in the beginning of the study, the researcher assumes that a student who prepares his homework shows motivation to learn, even if homework is done because demand of his parents or fear of sanctions imposed by the teachers, as opposed to children who do not prepare their homework regularly, due to lack of motivation.

Student motivation questionnaire was distributed in the six classes to 120 pupils at risk. Then, observations were conducted in the classes; one class includes 19 pupils at risk and the other - 17 pupils at risk.

Qualitative research is considered the most appropriate for this research subject, because of its complexity and the ability to make an intervention and examined its results in the field. Yet quantitative research may also be appropriate using video recording and data analysis of the lessons, which the researcher was prevented to do due to the pupils at risk' opposition, so the quantitative findings were analyzed from observations by the researcher.

The study was done in tenth grades, when the pupils at risk are learning in their parent-class, in a special-care school, wherein most pupils at risk have a background of failure and low self-esteem, so almost anyone fit for participation in the study.

In this regard, students completed a *Teaching Quality Assessment Sheet from the perspective of teaching efficiency for the motivation formation of students at risk of school dropout* - questionnaire to assess the quality of teaching (Appendix 7) from the perspective of teaching efficiency to train the learning motivation of students at risk of school dropout in mathematics in the 10th grade. The questionnaire includes statements that describe the teaching quality of the math

teacher. For each statement, the attribute that best characterizes the teaching activity using the evaluation scale was marked. The results are presented in table 3.1.

**Table 3.1 Students about the quality of the teacher's teaching in mathematics**

Nr.	Items	Very poor	Poor	Good	Very good	Excellent
1.	The effort to motivate the accessibility of teaching	21	12	30	33	24
		17,50%	10,00%	25,00%	27,50%	20,00%
2.	Clarity of effective teacher communication to motivate student learning	27	30	39	13	11
		22,50%	25,00%	32,50%	10,83%	9,17%
3.	Harmonization of verbal / para / nonverbal communication to motivate students' learning	32	23	33	17	15
		26,67%	19,17%	27,50%	14,16%	12,50%
4.	Encouragement by the teacher if the students have learned	12	31	48	19	10
		10,00%	25,83%	40,00%	15,84%	8,33%
5.	Use of evaluation and appreciation techniques as a result of motivation	4	4	73	22	17
		3,33%	3,33%	60,83%	18,33%	14,17%
6.	Clarity of the formulation of learning tasks for motivation	22	42	31	17	8
		18,33%	35,00%	25,83%	14,17%	6,67%
7.	Appreciate the quality of teacher's teaching as efficiency in the shaping learning motivation	13	20	69	8	10
		10,83%	16,67%	57,50%	6,67%	8,33%

The analysis of the answers and data of the questionnaire conducted on a 120 students pool led us to the following satisfactory assessments:

- motivating the accessibility of teaching;
- clarity of effective didactic communication;
- verbal, nonverbal, paraverbal communication;
- teacher encouragement of learning students;
- the use of assessment techniques as a result of motivating students to learn;
- clarity in formulating learning tasks to motivate students;
- training the learning motivation from the perspective of school teacher's efficient teaching.

We note that 33 students or 27.50% of students at risk of school drop out, to motivate the *accessibility of teacher teaching*, characterize the motivation of accessibility as very weak and weak, which indicates that about a third of teachers are not prepared *for training the learning motivation* of students at risk of dropping out of school. The *efficiency of didactic communication* is worse, as 57 or 47% of students certify that pedagogues are at a *very weak* and *weak* level.

Even more serious were the answers of students in this category to the item "on the quality of the learning tasks formulation by teachers" in which 64 students or 53% graded as *very poor* and *poor*.

55 students or 46% marked the item "harmonization of verbal, nonverbal and paraverbal communication to motivate student learning" as *very weak* and *weak* as well.

The results in the evaluation form show that one third of the respondents' state with certainty the low level of training in the learning motivation of high school teachers for this category of students.

All these arguments led us to the idea of finding out the understanding and experience of teachers who teach high school students at risk of dropping out of school.

In this context, we applied the ***Evaluation Sheet of school teachers from the perspective of teaching competence***

1. Briefly explain what do you understand by the amount of information provided and fixed by the student?
2. Briefly reveal the quality of teacher teaching as efficiency in forming learning motivation in students.
3. Briefly comment on how you use your time in class?
4. How do you select or develop and clearly formulate learning tasks for motivation?
5. How do you motivate students to answer questions in different situations of the lesson?
6. Briefly explain what you mean by the teacher's ability to apply alternative explanations at any stage of the lesson?

This evaluation form provided us with the following results:

- determining the level of preparation of the school teacher for the pedagogical activity from the perspective of forming the learning motivation of students at risk of school drop out;
- the analysis of the level of teachers' training for the formation of learning motivation found that school teachers:
  - have an interest in the problem of student-centered learning (participation in scientific research studies, writing creative works).
  - have theoretical knowledge on the issue of motivation-oriented education.
  - have the ability to analyze and highlight the specific means, forms and methods of organizing the lesson in the *key of forming the learning motivation*.

- show independence and creativity in the process of preparing and conducting lessons using technologies specifically aimed at training motivation to learn.
- have the ability to see and analyze the difficulties encountered in studying the personality of the student at risk of dropping out of school.
- the quality of the individual activity with some students from the school dropout category.

The evaluation of the *efficiency of the effective didactic communication* was made by applying the criteria, indicators and values.

*Research environment.* Tenth grades in a technological high school in the center of the country. These classes were selected because pupils at risk accepted to management studies, are aware to the learning regulations in these classes. They know also that they will have to pass the matriculation in management subjects according to their efforts and ability. The high achievers will be tested by five teaching units and the low-achievers only by one teaching unit in management studies. The school is adjacent to the researcher residence, and the observations hours were fitted to her work hours.

The researcher contacted her superiors and received their permission to conduct the study. This school has good reputation due to its special attention and consideration toward pupils at risk. The school includes an administrator, assistant-administrator, two counselors, three grade coordinators, and a nurse, including seventy teachers, two secretaries, a maintenance manager and a housefather. The team is responsible for 22 classes.

### **Variables**

*As variables were researched: students' motivation, reflected in the degree of participation of students in the course; building homeworks; participation in technological projects. At the level of teachers as variables were researched: the physical presence of the teacher within the system; teacher's openness and flexibility for communication with students; continuous presence in school; the ability to resolve conflicts.*

The data was collected by the student motivation questionnaire, observations, and the data collected and indicated on forms built specifically for this study (Appendices 3, 4, 5 and 6).

**Questionnaire:** The questionnaire was distributed in the six classes, and was returned after being completed by the pupils at risk, and analyzed statistically.

**Observations** - 18 observations were done in both classes, when two observations focused on 12 pupils at risk only. The observations were done in the management subjects (correspondence, management and career education).

The observations were conducted from September, at the beginning of the year, in a frequency of three times a week, in Monday, Tuesday and Thursday. According to the timetable and suited to the researcher's schedule and the approval of the subject teachers.

*Study groups:* The entire class.

The observations were conducted at the parent class, where pupils at risk learn these subjects.

*Data analysis* included two processes:

- Research analysis and reflection by cyclic model of qualitative observation.
- The indicator of attendance

Schools are a place of education and as such their goal is to impart education for the entire learning experience and befitting behavior, among others, on an academic level and for basis functioning. Constant presence at lessons is a basic condition for learning and for successful achievement. The pupils who are often missing classes (absence, lateness, leave without permission) harms the learning experience and their ability to be present when it is required for himself and his classmates.

In recent years, presence in class has been given more weight in high-schools as part of the pupil's evaluation in the cumulative mark in the various subjects. This is called the 'packet method'. At its core this method presents the educational perception that constant presence in lessons is an important component of learning and therefore, is inseparable from student evaluation in all subjects. From reports it appears that where there was previously a significant rate of absenteeism, the 'packet method' has made a positive impact on the school experience and environment.

Altogether it has been found that there is no uniformity between the different schools under this system; it also appears that some of the schools take measures that are not approved by the Ministry of Education.

There is no data on a connection between the interpersonal relationship between teacher and pupils as to absenteeism, since one of the criteria for pupils' success rate is constant attendance in class. In light of these, this researcher has chosen to observe the relationship between inclusive teacher and pupils and the constant attendance rate of these pupils.

Attendance rates of pupils at risk is a key factor for basic evaluation of the pupils' functional profile where there is a clear tendency for absenteeism due to failed attempts and growing frustration at previous schools. Through an ongoing follow-up of presence at school, a basic maturity level may be identified as a requirement for responsibility that is not a given within this particular population. From this understanding we shall choose this criterion as the initial point for

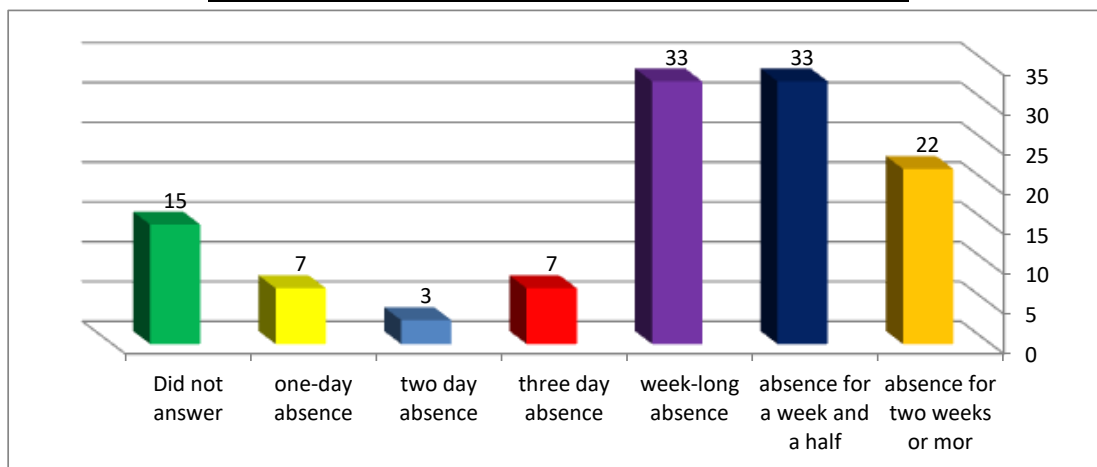
intervention. The scale determines the need for different levels of pupils and gives an indication of the amount of intervention required from the system in order to improve the ability to achieve required attendance.

The experiment is based on milestone strategic educational approaches which are suited through non-verbal skills which are passed from the teacher to the pupil, through the teachers' openness and flexibility to the pupils, appropriate learning strategies, alternative evaluation procedures, projects instead of examinations, in order to reduce stress. Also, end of term projects makes for a more successful learning experience for these students.

- **Presence during the first month** (table 3.2., figure 3.1)

**Table 3.2. Presence during the first month**

Frequency %	N	Presence during the first month
18.33	22	absence for two weeks or more
27.5	33	absence for a week and a half
27.5	33	week-long absence
5.833	7	three days absence
2.5	3	two days absence
5.833	7	one-day absence
12.5	15	Did not answer
100.0	120	Total



**Fig. 3.1 Absence of students during the first month**



- **Presence during the first trimester**

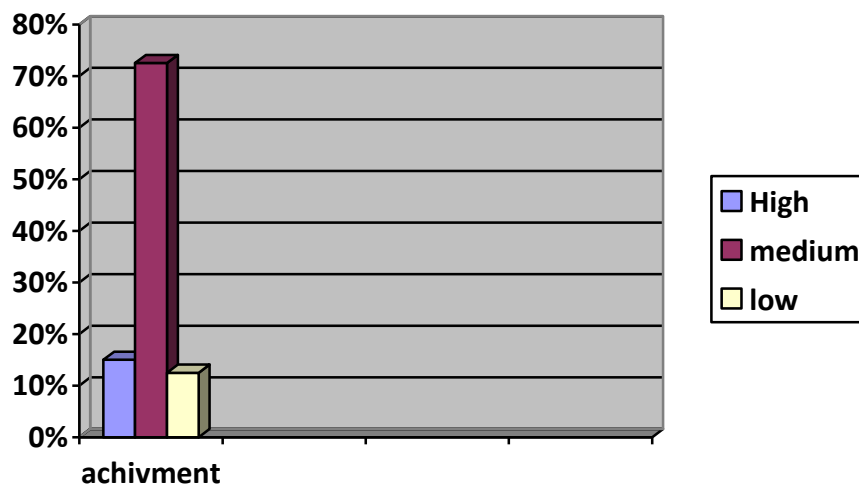
18% of the participants were absent for two weeks or more, 28% were absent for a week and a half, 28% were absent for a week, 6% were absent for three days, 2.5% were absent for two days, 8.99% were absent for one day and 13% did not answer.

- **Average achievements** (table 3.3, figure 3.2.)

About 73% of the pupils at risk received medial marks of between 55-84 in mathematics, history, language and literature. 15% received higher marks in these subjects. 13% received lower marks.

**Table 3.3: The student's Average achievements**

Frequency %	N	Average achievements
15	18	(85-100) high
72.5	87	(84-55) medium
12.5	15	(54-0) low
100.0	120	Total



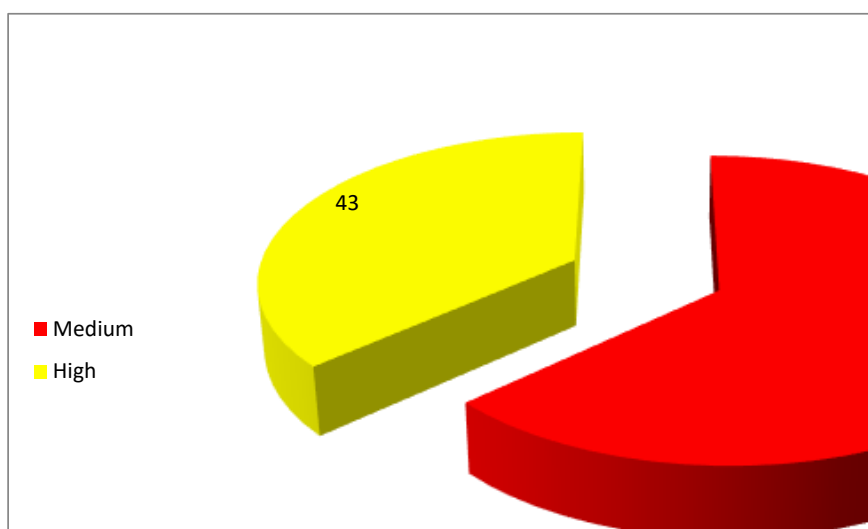
**Fig. 3.2: Average achievements**

- **Motivation to go to school** (table 3.4, figure 3.3)

**Table 3.4: Motivation to go to school**

Frequency, %	N	Motivation to go to school
63.6	74	Medium
36.4	43	High
100.0	120	Total

About 64% of the pupils at risk showed medium motivation to go to school (figure 3.3.)



**Fig. 3.3: Motivation to go to school**

*Special note:*

As human beings, we all share the same needs and behave in a way which appears to us as the most efficient in fulfilling our needs. When, for some reason, our needs are not fulfilled, we turn to more extreme behaviors and communications in an attempt to fill the gap.

On occasion, when we face difficulties on problems with another person, it is most likely that the problem has to do with an unfulfilled need of ours. In such occasions, it is important for us to receive cooperation which has to do with behavioral changes or the other's attitude, in order for our need to get fulfilled. In such cases, the problem is ours, because our needs are those which get hurt. The other person does not have a problem because he or she only acts as per what is convenient for him or her, and so he or she does not possess a need to change a thing. As the problem is ours, it is

not worth our while to accuse the other (such as: "Stop with that", "Do not do that", "If you do not stop...", "Why do you...?" etc.). Most of the statements beginning with "You" ("You" Statements) will most likely bring about opposition and lack of cooperation. One cannot be imposed to change a behavior which does not bother him or her. Thus, the suffering individual can only appeal to the other individual's basic good will and humanity. The idea is to appeal to the other's heart, and this can only be done via sharing – telling the other individual how his or her behavior makes us feel and what influence it has on us.

The probability that the other person shall change his or her undesired behavior rises when the other individual uses "I" statements. Often times, people are not aware of the way that their own behavior influences the behavior of others. When they discover it and do not feel under attack, they are usually more willing to be considerate.

*The "I" message* contains three different elements:

1. Providing accurate descriptions, with no judgments, of the undesired behavior or behaviors.
2. The feeling or feelings that his or her behaviors raise within the individual who is speaking.
3. The specific influence of the specific behavior on us.

When we accurately tell the other person what it is that we want or need, they shall know what to expect, and thus, shall be able to act accordingly. The problem is that most of us have been raised to keep our needs to ourselves, rather than to express them. Thus, we are likely to begin to express them indirectly, through double messages, or simply conceal the truth until we "explode". The problem that many people have with "I" messages is that transmitting them requires courage, as they force us to expose ourselves as sensitive, vulnerable, humane. Exposure of feelings brings about fears, such as: What shall the other person think of me, will I get rejected, and will he or she stop thinking highly of me. It is easier to conceal feelings through "your" messages and to remain with the mask of a person "on duty", who does not possess any weaknesses, sensitivities, and the like. The skills and expertise to employ "I" messages sound simple, but it is not always as successful as we wish. There are a number of errors which do not enable the "I" message to be transmitted to its fullest extent:

- When the "I" message is one in a "so-called" manner, it actually serves as a concealed "you" message. This is a message which begins with the words "I feel", and proceeds with judgments, insults, denunciation, and name calling. This is not an "I" message, but rather, a concealed "you" message.

- A message which expresses lukewarm feelings. For example, when we say: "It is unpleasant for me to hear you yelling at me in the classroom before all of the other pupils at risk" – we can be certain that it will not work. When expressing our feelings, it is important for us to be completely honest.
- A "volcano-style" message: Some people believe that the "I" message legitimizes them to get extremely angry at the other individual. When we say: "I am very angry", this is almost completely identical to a "you" message. This sort of message bears with it a sense of guilt. More importantly, in most cases, this is not our authentic feeling, but rather, one that had risen later and which conceals our authentic, genuine, initial feelings. Often times, we use our anger in order to teach the other a lesson.
- An "I" feeling which communicates only the negative, rather than the positive.

On occasion, the "I" messages do not do what they had been intended to. The other person is not always comfortable hearing our feelings and he prefers to ignore (such as by saying: "So what?"). In such a situation, it is worthwhile to repeat our "I" message more bluntly, so that the other person will understand just how serious we are.

On other occasions, the other person replies with his or her "I" message. This is because feelings had been aroused inside of him as well, and, perhaps, this is also due to unfulfilled needs. At such a time, it is worthwhile to reflect the feelings of the other individual (in order to allow us to get ahead, even if only for a moment) and to understand that there is a possibility that our message had raised a difficulty inside the other person. After having expressed empathy and understanding, we are now able to repeat our "I" message.

Now that we have gained an awareness of the basic needs which are included in Maslow's Pyramid of Needs, we shall try to explain the 5STEPS tool and to implement it within the classes whose pupils at risk had participated in the research. Thus, I shall be able to exhibit the way in which this model affects the motivation level of the pupils at risk to prepare their homework as well as to participate in their classroom lessons. The role in the process is characterized by the factors which motivate striving for success. When one possesses an investigating vision and a sense of mission, the level of belief in the goal increases, the individual invests more efforts, the results are promising, the feedback increases one's self-confidence, and when our self-confidence increases, motivation is gained – and vice versa.

## **The Implementation of the Study**

A positive aspect for author - possibility to work in schools in which the pupils at risk coming from all over Central Israel. These schools accommodate pupils at risk who have encountered difficulties adapting to the regular school systems. These pupils at risk have experienced a great deal of failures. They are characterized by a low self-image, and were certain that they do not exhibit any chance to succeed, and thus, lacked any will or motivation.

Over the years, we have been noticing a phenomenon which had repeated itself year after year, and which had increased as the number of children in the school grew: Each beginning of the school year, the tenth graders enter the school for the first time. They are not yet familiar with the school or its curriculum, and it is unclear to them why they ought to study, as they will be unsuccessful anyway. However, after a short period of time, it is amazing to see how the pupils at risk "get stuck" in the learning environment. They study enthusiastically, and are motivated by their vigor, happiness, and personal wish. I have tried to ask myself the following questions: What is the reason for this phenomenon? What strengthens the personal will to study? How does this will evolve? What are the factors which weaken it (and perhaps lead to the opposite situation, in which most homeroom teachers experience a weakening of the will and enthusiasm of their pupils at risk, as the school year progresses).

The work which shall hereby be presented had initiated from my wish to discover the answers to these questions. In this study, I had attempted to explore the topic of "motivation" in general, as it had undergone various phases of development over the years, and more specifically, the topic of "learning motivation". Further on, a summary is included as per the existing situation in the school in which I work, its educational attitude, and the work methods which are applied within it. From all the above, this current project had stemmed.

In order to implement the model on which I am basing my method, two groups were compiled, each one containing sixty pupils at risk – an experiment group and a control group. The experiment group had learnt using a program intended to accomplish a "Circle for Learning Revolution". The control group had studied using the regular, frontal method of teaching.

### **The relation between the class climate and teaching style**

A teacher who has a reasonable autonomy level in his or her classroom is able to create an atmosphere which encourages internal or external motivation, competitiveness or ego- and task-orientations. It all depends on the messages transmitted by the teacher and on the things that he or she refers to, place an emphasis on, and encourages.

Anderman & Patrick, 2012 [45] have discovered the existence of a connection between the achievement goals and the way that the class climate is perceived. An environment which promotes competition is likely to nurture learning which is derived from ego-orientation and will to perform better than others. On the other hand, a class environment which promotes learning which is intended for gaining control and interest, tends to nourish the curiosity of the pupils at risk in the material learnt, as well as to increase their motivation level and to improve in the particular subject studied. The teaching management style employed by each teacher in his or her classroom has a major influence on the class climate. For example, whether his or her teaching style promotes in-depth thinking, or is it mostly focused on knowing the learnt material, without any internal learner involvement. It is much more worthwhile to have teachers act in ways which promote the cognitive awareness of their pupils at risk.

In-depth thinking may be achieved by encouraging debates concerning the answers which had been provided by the pupils at risk, as well as by inviting pupils at risk to respond and evaluate various voiced opinions. When a teacher demands explanations and elaborations from his or her pupils at risk as per the answers provided by them, it proves that he or she is not satisfied with merely providing the correct answer, but rather, demands that the pupils at risk will exhibit active involvement in the material learnt. Teachers may also encourage his or her pupils at risk to form a connection between the various materials which had been taught. This is a more advanced strategy as per organization of the material and connecting it to previous knowledge. Even the way the pupils at risk perceive the teacher has an influence on their level of motivation, as well as on their academic positions and achievements. All of these will rise providing the pupils at risk perceive their teacher is being enthusiastic, nurturing, respecting, and trustworthy, as well as if or she is perceived by them as one who invests in his or her lesson plans.

Placing a great deal of emphasis on a high self-efficacy, as well as on the negative results of negative feedback and experiencing feelings of failure is likely to lead to a situation of a trap. In such a case, the teacher is likely to provide the pupils at risk with assignments which are far too easy, in order to allow them to succeed, and to cause a rise in their self-confidence. However, acting in this way also transmits to the pupils at risk a message as if their teacher bears low expectations from their current ability. Research has shown that the higher the expectations and the harder the goal, the performance tends to be higher as well (Schunk, 1991 [124]). On the other hand, the accomplishment level ceases to increase when the student lacks the necessary ability or the knowledge, or when he or she possesses a low commitment level to the goal. It is thus important that

the tasks provided to the pupils at risk shall include a sufficient challenge level, on the one hand, so that they will not be perceived by the pupils at risk as being too easy and as being proof of their teacher's low expectations from them, and on the other hand, there must not be too wide a gap between the way the pupils at risk perceive their own ability and the way that they perceive a particular task. Even when the pupils at risk do not possess inner interest as far as a certain subject is concerned, it is possible to increase their motivation. This may be achieved by novelty and varying of the given tasks, as well as by allowing the work to be done through cooperative groups, as well as by providing the pupils at risk with actual learning choices. All of these have been proven as being likely to enhance the motivation level of the

### **3.2. The intervention to increase the didactic communication efficiency of teachers**

#### **Formative Experiment**

From this part we concluded from the trial that there is much more work to be done on appropriate training for those teachers working with pupils at risk of school dropout.

The objectives of the formative experiment:

- 1) Improving the teaching competence of the school teacher - model for training the motivation to learn in students at risk of school dropout
- 2) Implementation of the mechanisms of Playful-formative program for the formation of learning motivation in students at risk of school dropout
- 3) Improving the verbal, paraverbal and nonverbal didactic communication for the formation of motivation in students at risk of school dropout.

The main purpose of the intervention was the formation of a teacher that is meaningful and inclusive, open to the students and to encourage the motivation of the students to participate in the school. The teacher was supposed to contribute to increasing academic performance throughout the process. The frequent meetings / meetings were focused on the stages of the process, which built a communication structure through non-verbal language, finding ways to identify and measure the presence of students at lessons, preparing the topics and awareness of skills and implementation of strategies through workshops.

During the formative experiment at a cycle of lessons with students at risk of school dropout, the following specific criteria for teaching and learning were monitored.

The evaluation of the efficiency of the didactic communication was held by applying the criteria, indicators and values (table 3.5).

**Table 3.5 Correlation of criteria-indicators-values of teaching competence**

<b>Criteria for pedagogical efficiency evaluation</b>	<b>Indicators of teaching competence efficiency</b>	<b>The values of didactic competence</b>
Motivation for success	<ul style="list-style-type: none"> <li>• motivational-value orientation</li> <li>• self-notification and self-determination</li> <li>• strategies for designing didactic communication adapted to the class of students at risk of dropping out of school</li> </ul>	<ul style="list-style-type: none"> <li>• theory and applications</li> <li>• informational system</li> <li>• motivated, conscious, interested</li> </ul>
Self Confidence	<ul style="list-style-type: none"> <li>• professional safety</li> <li>• intrapersonal communication</li> <li>• building a nonverbal behavior appropriate to this category of students</li> <li>• prosocial value orientation</li> </ul>	<ul style="list-style-type: none"> <li>• attitude and motivation</li> <li>• formation of a positive attitude towards oneself</li> <li>• communication</li> </ul>
Auto-update	<ul style="list-style-type: none"> <li>• expressing emotional flexibility</li> <li>• differentiation of emotional states</li> <li>• adapting communicative behavior in various situations</li> </ul>	<ul style="list-style-type: none"> <li>• creative</li> <li>• flexible</li> <li>• competent</li> <li>• reflexive</li> </ul>
Emotional state	<ul style="list-style-type: none"> <li>• emotional stability in communication to remedy emotional states through emotional culturalization</li> <li>• appreciation of emotional qualities</li> </ul>	<ul style="list-style-type: none"> <li>• sensitive</li> <li>• analyst</li> <li>• experienced</li> </ul>
Efficient communication	<ul style="list-style-type: none"> <li>• motivated communicative disposition towards students with school dropout</li> <li>• decisions emotionally appropriate to classroom situations</li> <li>• the perspective of influencing the behavior by positivizing the gaze</li> </ul>	<ul style="list-style-type: none"> <li>• balanced</li> <li>• decided</li> <li>• convincing</li> </ul>
Professional autonomy	<ul style="list-style-type: none"> <li>• assertive and empathic communication</li> <li>• capitalizing on pedagogical situations</li> <li>• knowledge of emotional experiences with this category of students</li> </ul>	<ul style="list-style-type: none"> <li>• adapted</li> <li>• empathy</li> <li>• clairvoyant</li> </ul>
Pedagogical efficiency	<ul style="list-style-type: none"> <li>• self-development, self-fulfillment</li> <li>• self-affirmation</li> <li>• emotional flexibility</li> </ul>	<ul style="list-style-type: none"> <li>• sociable</li> <li>• empathy</li> <li>• researcher</li> <li>• critical and self-critical thinking</li> </ul>
Social integration	<ul style="list-style-type: none"> <li>• creative adaptation</li> <li>• professional employment</li> <li>• continuous amplification of states in the situation of communication and didactic communication</li> </ul>	<ul style="list-style-type: none"> <li>• creative and determined in actions</li> <li>• integrated in the educational process</li> <li>• satisfied</li> </ul>
Perseverance	<ul style="list-style-type: none"> <li>• orientation towards success and success</li> <li>• self-evaluation and objective re-evaluation in the perspective of teaching efficiency</li> </ul>	<ul style="list-style-type: none"> <li>• coherent and constructive</li> <li>• insistent and convincing</li> </ul>



During the formative experiment at a cycle of lessons with students at risk of school dropout, the following specific criteria for teaching and learning were monitored:

- training of learning attitudes in students at risk of dropping out of school;
- to carry out the learning activity corresponding to the learning style and individual particularities of the students at risk of dropping out of school;
- to stimulate and encourage students through value judgments and examples from society;
- supporting students' tendency to ask questions;
- learning activities in both homogeneous and heterogeneous student-centered groups;
- differentiated and individualized treatment based on multiple intelligences;
- homework management according to possibilities;
- the correctness of the students' skills appreciation and evaluation as a tendency towards school success;
- self-assessment and mutual assessment of students under the guidance of the teacher;
- creating successful situations as a motivating element for learning;
- respecting the pace of learning of students at risk of school dropout.

Based on these results, we proposed didactic strategies to improve communication in order to form learning motivation for students at risk of dropping out of school, aimed at raising awareness of the role and impact of teacher's experience and belief in motivating these students (table 3.6).

**Table 3.6 Teaching strategies**

<b>Teaching strategies and mechanisms of effective communication</b>	
<b>Heuristic strategies</b> (discovery of the cause and effect of didactic actions)	Steps for formulating reasons for effective communication
<b>Strategies focused on research and cooperation</b> (development of formulas for communicating positive attitudes in education)	The mechanism of self-actualization of learning motivation
<b>Expository strategies</b> (description of the emotional feelings triggered in the didactic communication)	The mechanism of expressing self-esteem as elements of social efficiency
<b>Illustrative-explanatory strategies</b> (discovery of the most effective methods of forming attitudes that become effective behaviors)	The mechanism of channeling emotional energy for constructive and efficient communication
<b>Problematised strategies</b> (identification of problems in the efficient communication and transfer of general human values, metacognition)	The mechanism of demonstrating the efficiency of didactic communication as a model of motivation formation

After assessing the teaching strategies applied and trained in teaching = learning students at risk of school drop out we developed Table 3.7.

**Table 3.7. Evaluation of the teaching quality from the perspective of teaching efficiency after the intervention**

Nr.	Items	Very poor	Poor	Good	Very good	Excellent
1.	The effort to motivate the accessibility of teaching	7	7	39	40	27
		5,83%	5,83%	32,50%	33,33%	22,50%
2.	Clarity of effective teacher communication to motivate student learning	17	14	48	21	20
		14,17%	11,67%	40,00%	17,50%	16,66%
3.	Harmonization of verbal / para / nonverbal communication to motivate students' learning	10	13	49	22	26
		8,33%	10,83%	40,83%	18,33%	21,67%
4.	Encouragement by the teacher if the students have learned	0	13	68	26	13
		0	10,83%	56,67%	21,67%	10,83%
5.	Use of evaluation and appreciation techniques as a result of motivation	0	0	80	28	12
		0	0	66,67%	23,333%	10,00%
6.	Clarity of the formulation of learning tasks for motivation	7	14	60	32	7
		5,83%	11,67%	50,00%	26,67%	5,83%
7.	Appreciate the quality of teacher's teaching as efficiency in the shaping learning motivation	1	5	73	34	7
		0,83%	4,17%	60,83%	28,33%	5,83%

We reiterate the fact that the teachers were involved in the Playful-formative program, as a component of the Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout (fig. 2.3). The purpose of the intervention plan was to increase the teacher's awareness and create effective feedback on the working methods to meet the emotional needs of the student.

20 teachers were involved in the formative/training program. Below are the results before the implementation of the program and, after its implementation, the following variables are explored: the physical presence of the teacher within the system; the teacher's openness and flexibility for communicating with students; continuous presence in the school; the ability to resolve conflicts.

For the confirmation and verification of the experimental program, the t-Student criterion, the comparison of two proportions, was used for the statistical preprocessing of the data (Appendix 8). The obtained results are presented in the tables below (table 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14).

**Table 3.8. The effort to motivate the accessibility of teaching**

1. The effort to motivate the accessibility of teaching (%)					
	Very poor	Poor	Good	Very good	Excellent
PRE	17,5	10	25	27,5	20
POST	5,83	5,83	32,50	33,33	22,50
<b>t</b>	<b>2,56</b>				
<b>P</b>	<b>0,01</b>				

**Table 3.9. Clarity of effective teacher communication to motivate student learning**

2. Clarity of effective teacher communication to motivate student learning (%)					
	Very poor	Poor	Good	Very good	Excellent
PRE	12,5	25	32,5	10,83	9,17
POST	14,17	11,67	40,00	17,50	16,66
<b>t</b>		<b>2,43</b>			
<b>P</b>		<b>0,05</b>			

**Table 3.10. Harmonization of verbal / para / nonverbal communication to motivate students' learning**

3. Harmonization of verbal / para / nonverbal communication to motivate students' learning (%)					
	Very poor	Poor	Good	Very good	Excellent
PRE	26,67	19,17	27,5	11,16	12,5
POST	8,33	10,83	40,83	18,33	21,67
<b>t</b>	<b>2,97</b>		<b>2,81</b>		<b>2,64</b>
<b>P</b>	<b>0,01</b>		<b>0,01</b>		<b>0,01</b>

**Table 3.11. Encouragement by the teacher if the students have learned**

4. Encouragement by the teacher if the students have learned (%)					
	Very poor	Poor	Good	Very good	Excellent
PRE	10	25,83	40	11,16	12,5
POST	0	10,83%	56,67%	21,67%	10,83%
<b>t</b>	<b>3,65</b>	<b>3,06</b>	<b>2,62</b>		
<b>P</b>	<b>0,001</b>	<b>0,001</b>	<b>0,01</b>		

**Table 3.12. Use of evaluation and appreciation techniques as a result of motivation**

5. Use of evaluation and appreciation techniques as a result of motivation (%)					
	<b>Very poor</b>	<b>Poor</b>	<b>Good</b>	<b>Very good</b>	<b>Excellent</b>
PRE	3,33	3,33	60,83	18,33	14,17
POST	0	0	66,67	23,33	10,00
<b>t</b>	<b>2,03</b>	<b>2,03</b>			
<b>P</b>	<b>0,05</b>	<b>0,05</b>			

**Table 3.13. Clarity of the formulation of learning tasks for motivation**

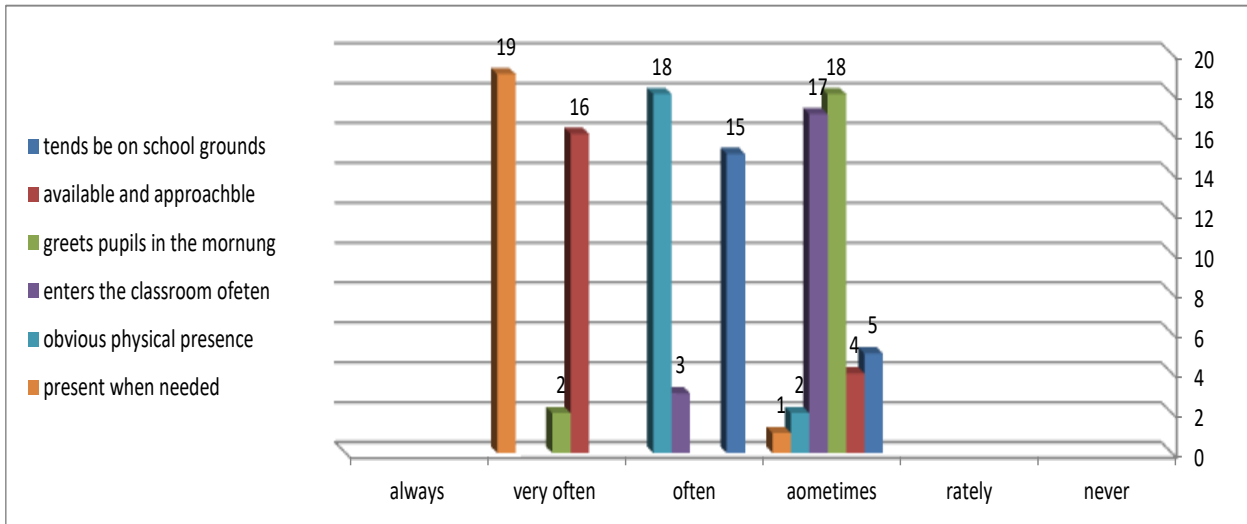
6. Clarity of the formulation of learning tasks for motivation (%)					
	<b>Very poor</b>	<b>Poor</b>	<b>Good</b>	<b>Very good</b>	<b>Excellent</b>
PRE	18,33	35	25,83	14,17	6,67
POST	5,83	11,67	50,00	26,67	5,83
<b>t</b>	<b>3,21</b>	<b>3,59</b>	<b>3,98</b>	<b>2,76</b>	
<b>P</b>	<b>0,001</b>	<b>0,001</b>	<b>0,001</b>	<b>0,01</b>	

**Table 3.14. The quality of the teacher's teaching as effectiveness in shaping learning motivation**

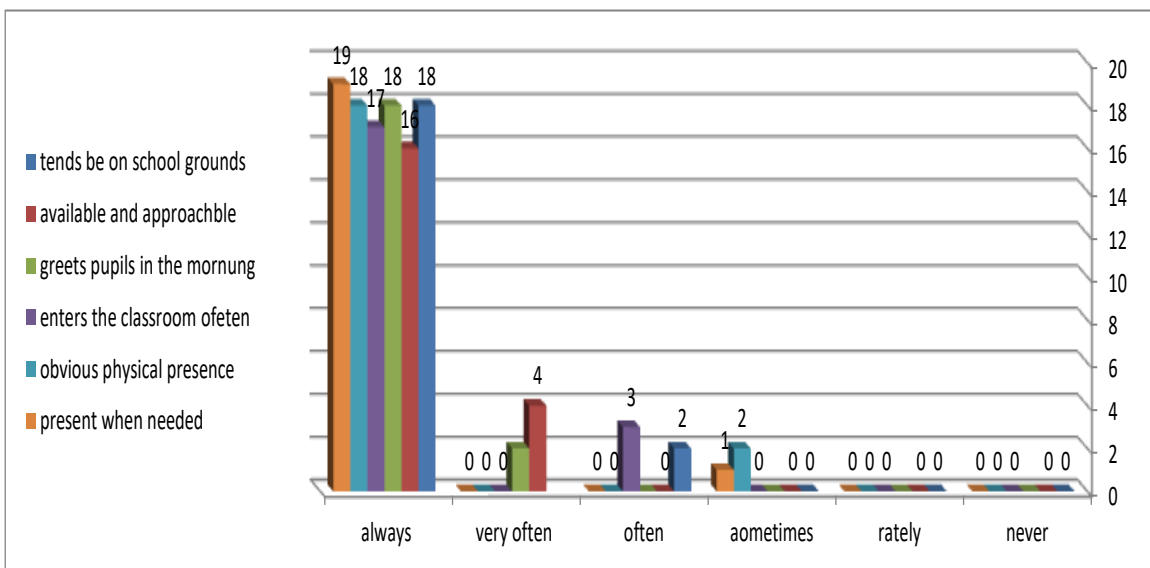
7. Appreciate the quality of teacher's teaching as efficiency in the shaping learning motivation					
	<b>Very poor</b>	<b>Poor</b>	<b>Good</b>	<b>Very good</b>	<b>Excellent</b>
PRE	10,83	16,67	57,5	6,67	8,33
POST	0,83	4,17	60,83	28,33	5,83
<b>t</b>	<b>3,69</b>	<b>3,75</b>		<b>2,96</b>	
<b>P</b>	<b>0,001</b>	<b>0,001</b>		<b>0,01</b>	

Thus, figure 3.4. and Figure 3.5. reflects the Physical presence of teachers before and after intervention

➤ **Physical presence of the teacher within the system**



**Fig. 3.4. Physical presence of teachers before intervention**



**Fig. 3.5. Physical presence of teachers after intervention**

### *Conclusions:*

As a result of the intervention program, the results improved:

- The tends to be on school grounds – increased significantly (18 always or 90%)
- Openess/flexibility and approachability - increased gradually (4 - from sometimes to always)
- Greets pupils in the morning – increased significantly (from 10% to 100%)
- Enters the classroom ofthen – increased significantly (from 85% sometime to 85% always)
- Obvious physical presence – increased (from 90% ofthen to 90% always)

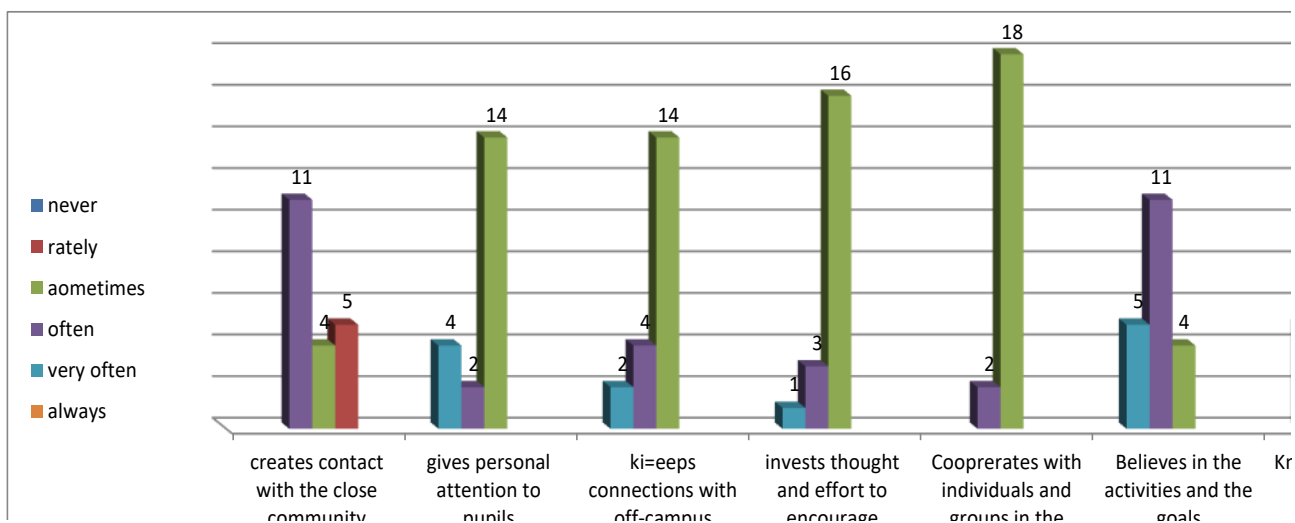
- Present when needed – increased slowly (from 95% very often to 95% always).

At the same time, figure 3.6 and 3.7, table 3.15. reflects the teacher's availability to communicate / before and after the intervention

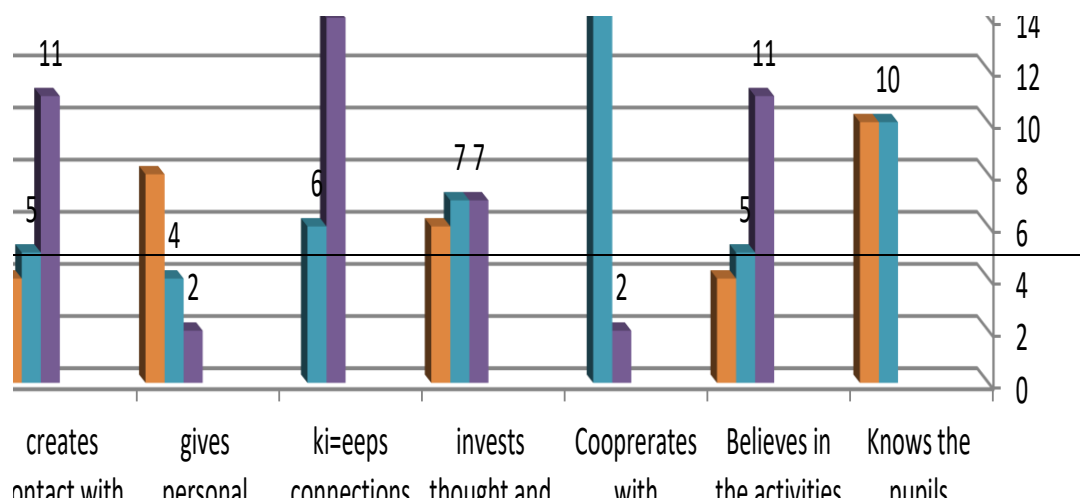
- **Openness and Flexibility of the teacher for communication/relationships** (table 3.15, fig.3.6., fig. 3.7)

**Table 3.15. Openness and Flexibility of the teacher for communication/relationships before intervention**

Always	Very often	Often	Rarely	Never	The teacher
	5	10	5		<b>Know the students personally</b>
	5	11	4		<b>Believes in the activities and the goals</b>
		2	18		<b>Cooperates with individuals and groups in the school</b>
	1	3	16		<b>Invests thought and effort to encourage cooperation with parents</b>
	2	4	14		<b>Keeps connections with off-campus factions</b>
	4	2	14		<b>Gives personal attention to students</b>
		11	4	5	<b>Creates contact with the close community</b>



**Fig. 3.6. Openness and Flexibility of the teacher for communication/relationships before intervention**



**Fig. 3.7. Openess and Flexibility of the teacher for communication/relationships after intervention**

*Conclusion: After the program intervention the communication/relationships with students and community increased significantly*

Thus, table 3.6, 3.17. reflects the continuous presence of teachers in school before and after the intervention

➤ **Continuous presence of teachers in school**

**Table 3.16. Continuous presence before the intervention**

Always	Very often	Often	Rarely	Never	The teacher
	3	11	6		I can handle problems at work
	2	10	8		My presence is felt even when I am not around
		2	18		The thought of what my principal would do in my place is a factor when I need to make a decision

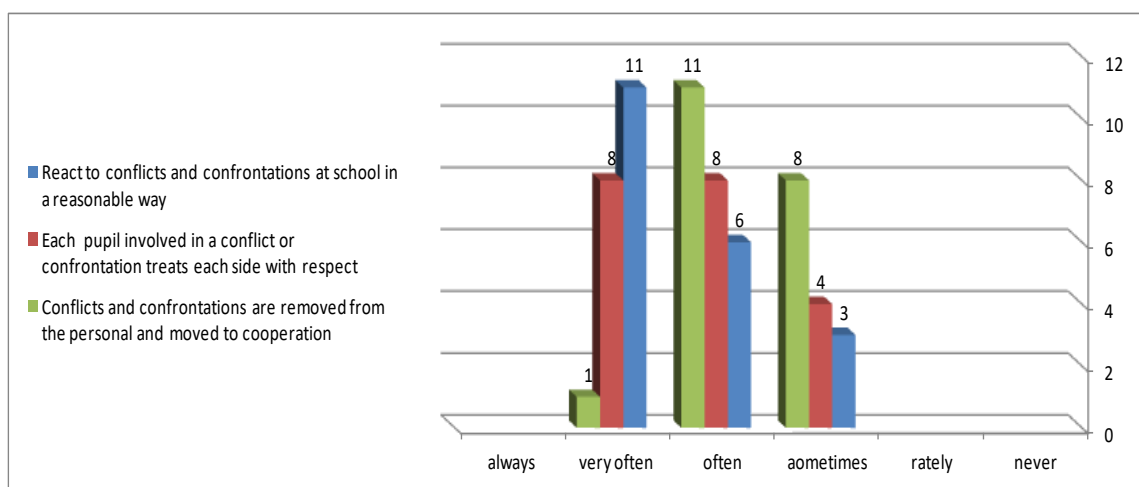
**Table 3.17 Continuous presence after the intervention**

Always	Very often	Often	Rarely	Never	The teacher
8	11	1			I can handle problems at work
11	2	7			My presence is felt even when I am not around
2	18				The thought of what my principal would do in my place is a factor when I need to make a decision

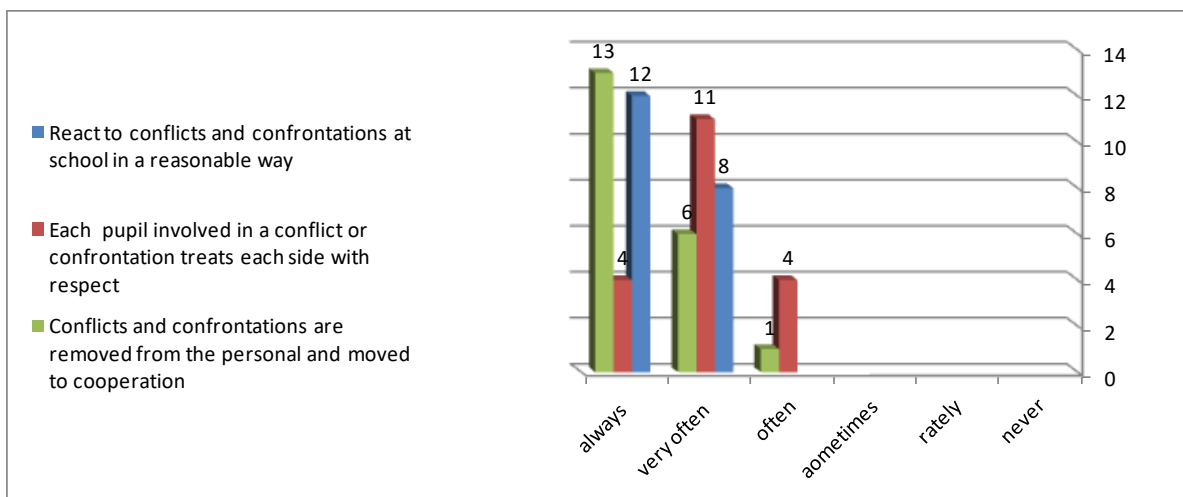
*Conclusion: the continuously presence of teachers in the school was improved*

At the same time, figure 3.8, 3.9. reflects the involvement of teachers in conflict resolution before and after the intervention

### **Involment in conflicts resolution ➤**



**Fig. 3.8. Involment in conflicts resolution– before the intervention**



**Fig. 3.9. Involment in conflicts resolution after the intervention**

*Finding: After the intervention program, the teachers' capacities to solve conflicts have been improved.*



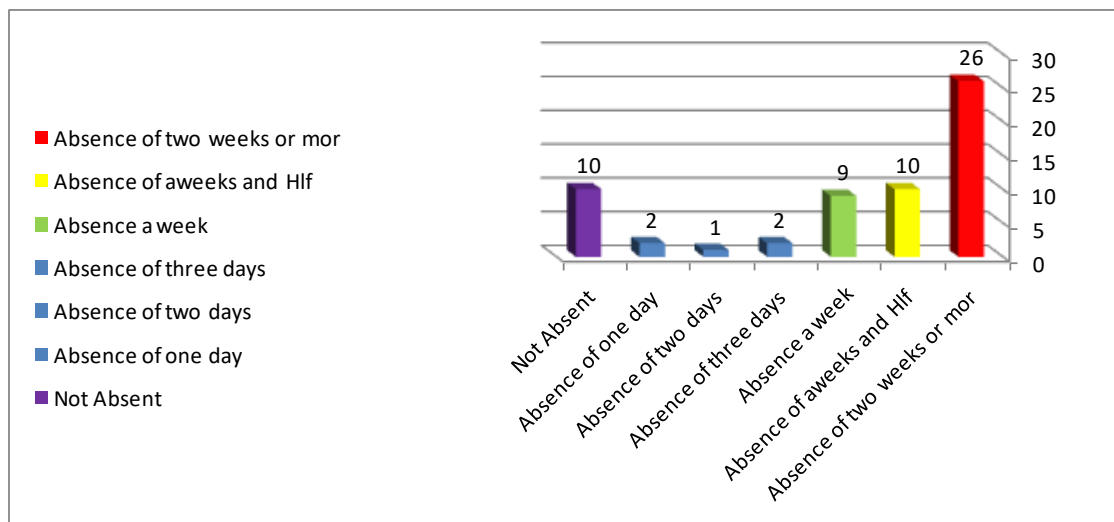
The results obtained from the application of the Teaching Quality Assessment Sheet from the perspective of teaching efficiency for the motivation formation of students at risk of school dropout were placed in table 3.7.

### **Results after the implementation of the model. Control experiment.**

At the same time, we mention that the quality of the teacher training was validated by questioning the students. Thus, a comparative analysis was made of the group of students whose teachers participated in the intervention program (60 students - experimental group / EG) and of the group of students whose teachers did not participate in the intervention program (60 students - control group). / CG).

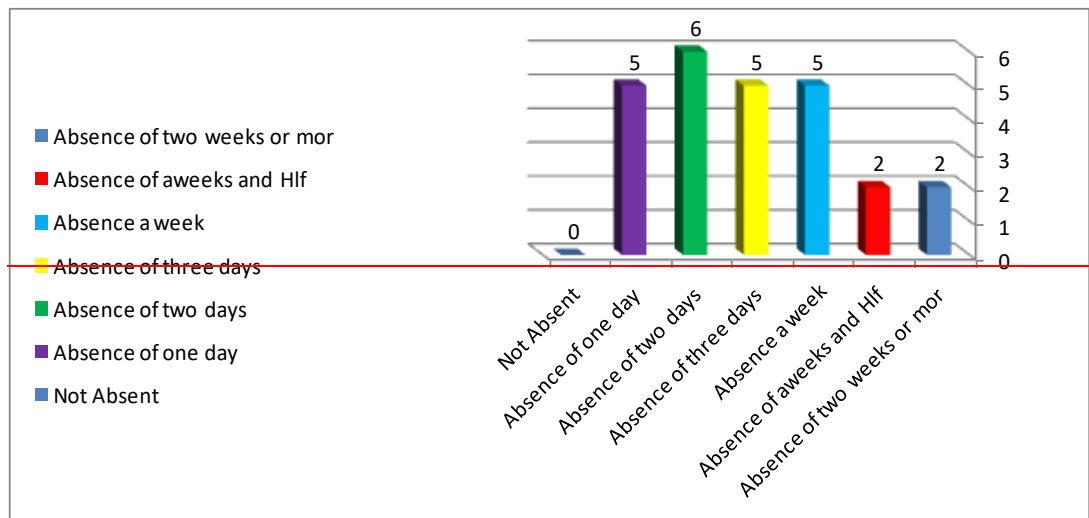
The results are as follows: In the control group, 43.33% of the students were absent for more than two weeks and 16.67% were absent for one week; 15% were absent for one week, 3.33% were absent for three days, and 1.67% were absent for two days, 3.33% were not absent. The experimental group presented a significant change. 3.33% were absent for more than two weeks, and 3.33% were absent for one week, 8.33% were absent for three days, 8.33% for two days, and 10% had were absent for one day, 58% did not miss at all.

According to the results, a significant change in the participation of the students in the studies has been demonstrated, as the diminution of their absenteeism is visible. The results of the control group are presented in figure 3.10.



**Fig. 3.10 Number of days of absence by treimester in the control group**

The results of the experimental group are presented in figure 3.11.



**Fig. 3.11. Number of days of absence by treimester in the exerimental group**

At school results: about 85% of students at risk in GC have intermediate level and 10% - high (table 3.18). 70% of the students in the experimental group (EG) have high levels and 20% - intermediate (table 3.19).

**Table 3.18. Average learning achievements in verbal subjects (GC)**

Frequency in %	N	Average learning achievements in verbal subjects
10.00	6	High (85-100)
85.00	51	Medium (55-84)
05.00	3	Low (0-54)
<b>Total</b>	<b>60</b>	<b>Total</b>

**Table 3.19. Average learning achievements in verbal subjects (GE)**

Frequency in %	N	Average learning achievements in verbal subjects
70.00	42	High (85-100)
20.00	12	Medium (55-84)
10.00	6	Low (0-54)
<b>Total</b>	<b>60</b>	<b>Total</b>

To confirm and verify the obtained results, we used the t-Student criterion for statistical data processing, comparing two proportions, and obtained the results presented in the table 3.20:

**Table 3.20. Average learning achievements in verbal subjects based on t-Student**

	<b>Low</b>	<b>Medium</b>	<b>High</b>
<b>pre</b>	70%	20%	10%
<b>post</b>	5%	85%	10%
<b>t</b>	<b>5,52</b>	<b>6,92</b>	
<b>p</b>	<b>0,000</b>	<b>0,000</b>	

Significant differences were obtained at the low and medium level (% decreased significantly), that is, positive changes occurred.

It seems that this meta-competence is gradually becoming the second nature of the teachers involved in the program and it becomes a clear tendency that the students can trust their teachers with whom they can communicate to succeed.

As long-term research has not yet been carried out to demonstrate that students at risk have learned through this system with teachers trained by intervention, it is recommended to continue research in this direction.

It should be remembered that these students never trusted the education system and argued with suspicion that it could affect them; because of their previous experiences until the beginning of this intervention, these students considered it impossible to achieve social and academic success.

The positive evidence of the intervention is the result obtained by these students.

In the context of the experiment, the high school won third place nationally for improving academic and social results. The Playful-formative program was proposed for implementation in all classes in the school. The school has earned its place, respect and is appreciated by all educational institutions in the city of Hadera and in Israel.

### **3.3. Conclusions on chapter 3**

The implemented research was determined by the need to formation of the learning motivation of students at risk of school dropout, approached through the streamlining the teachers' didactic communication. In this context, the mission of the teachers consists in guiding and supporting students in preventing the risk of dropout by motivating their learning.

1. The experimental approach of the research was carried out in three stages: diagnostic stage, training (formative) stage and validation stage. As part of the experiment, questionnaires were applied to 120 students and 20 teachers.

2. The comparative analysis of the results obtained in the ascertainment and control stage highlighted that the activity of streamlining the didactic communication of the teachers was a fruitful one, the applied tools generated changes, which contributed to the teacher involved in this process being able to realize the communication and to contribute to the social and academic success of the students. The Playful-formative program was proposed for implementation in all classes in the school.
3. Implementation of the *Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout*, contributed to the openness and flexibility of teachers to communicate with students; improving continuous attendance in school and the ability to resolve conflicts, actions that led to increased student motivation to learn, confirmed by increased participation in lessons, completion of assignments and involvement in technical projects.
4. We can conclude that, since the students at risk who were assigned to the experienced group felt choking, their sense of self-assessment increased, they were more present in school, they reduced their gaps and therefore their academic performance has grown.
5. In Conclusion, according to the evaluation of the data from the intervention program that focused on designing the improvement of the efficiency of the teachers' communication with the students exposed to the risk of school dropout, it is found that the teacher involved in this process is able to realize the communication and to contribute to the social and academic success of the students.

These conclusions constitute important arguments for efficiency of the *Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout, based on the Playful-formative program*.

## GENERAL CONCLUSIONS AND RECOMMENDATIONS

The theoretical and practical research carried out allowed the identification and clarification of the theoretical-methodological framework *of the Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout* in Israel. An important aspect with regard to the school context is represented by the teachers' didactic communication, the valorization of which is proposed as a significant way of forming learning motivation of students, capable of preventing school dropout of students at risk.

The synthesis, analysis, interpretation of theoretical benchmarks and research results regarding the streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout confirm confirmed the topicality of the theme, by achieving the objectives and purpose, certifying the scientific innovation, its theoretical and practical value.

Regarding the findings established in the theoretical and methodological framework of the research, we would like to formulate the following general conclusions:

1. The undertaken research is dedicated to the prevention and reducing of phenomenon of school dropout, which represents an important educational but also social problem. This phenomenon was analyzed in relation to the learning motivation of students at risk of dropping out of school and the efficiency of teachers' didactic communication for the formation of this motivation. Thus, the scientific approaches regarding the phenomenon of school dropout and learning motivation were analyzed, their evolution being established. Based on the analyzes carried out, the essence of the basic concepts was established: *dropout, school dropout, student at risk of dropout, motivation, learning motivation, motivations of student at risk of dropout*. By means of the theoretical study we formulated own definition of the concept of *school abandonment* (C1, p.34). Also, we proposed *classification of students at risk according to their motives* (C.1, p.47).
2. The novelty of streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout is indisputable, despite the existence of extensive empirical studies in didactic/teacher communication. Based on examination of the theoretical-methodological framework and synthesizing the theories and concepts underlying didactic/teacher communication, we elaborate the following: *Significant" teacher's paradigm* (C.2, p.70); *New Teacher Profile vs to "Old paradigm"* (C.2, p.71); *The advantages of the school curriculum over traditional programs* (C.2, p.96); *our vision on*

*effective communication with students at risk (C.2, p.80); Principles for streamlining didactic communication (C.2, p.101-103); our formula of teaching competence of effective communication (C.2, p.107)*, and it was established that the efficiency of didactic communication is necessary to increase the motivation for learning of students at risk of school dropout, and teacher training in this sense represents an important condition for the current educational context.

3. The novelty and scientific originality of the research lies in the updating of the concepts of school dropout, the learning motivation of students exposed to risk, effective didactic communication; the principles of optimal communication between teachers and collaboration with students at risk of dropping out were established; the Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout, based on the Playful-formative program.
4. The theoretical significance of the research is ensured by: the contribution to the development of the theory of motivation for learning, by substantiating the importance of increasing the motivation for learning of students at risk of dropout through their involvement in the efficiency of didactic communication; identification of psychopedagogical factors and conditions adapted to the needs and difficulties of students in risk situations; contribution to the development of communication theory by defining effective communication, including in relation to school dropout.
5. The experimental study of improving the efficiency of the teachers' didactic communication for the formation of learning motivation of students with risk of school dropout outlined premises for recognizing the efficiency of the teachers' didactic communication in this process. Elaboration and application of the *Teaching Quality Assessment Sheet from the perspective of teaching efficiency for the motivation formation of students at risk of school dropout*, *Evaluation Sheet of school teachers from the perspective of teaching competence (C.3, p.115-117)* allowed the observation of the evolution of the effectiveness of teachers' didactic communication from the students' and teachers' perspective.
6. Validation of the set of pedagogical tools and theoretical-praxiological foundations, included in the *Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout (subchapter 2.3.)*, based on the *Playful-formative program*, in synchronization with the emotional, cognitive

and social needs of students at risk of school dropout, contributed to improve their learning motivation (subchapter 3.2).

7. The results of the experimental research (Chapter 3) demonstrate the increase in efficiency of teachers' didactic communication confirmed by *the openness and flexibility of teachers to communicate with students; improving continuous attendance at school and the ability to resolve conflicts (C.3, p.133-136)*. As result, the mentioned actions were conducted to increase student motivation to learn, *confirmed by increased participation in lessons, completion of assignments, and involvement in technical projects (C.3, p.137-138)*. The progress was identified based on performance indicators, included in the questionnaires developed and applied among the teachers and students.
8. The results of the pedagogical experiment confirm the possibility of preventing school dropout risks both by strengthening the potential of teachers and by making students responsible for their future, by more intense involvement of different educational subjects, and by establishing and valuing rigorous action-training, approach that responds to the emotional and social needs of students at risk of dropout [94, p. 192].
9. **The scientific problem solved in research** consists in increasing the efficiency of the teachers' didactic communication and, as result, increasing the learning motivation of students at risk of school dropout by: correlating the factors and conditions of school dropout; establishing optimal conditions for effective didactic communication between teachers and students; identifying and structuring the epistemological and methodological context of teacher training; orienting communication skills to the emotional, social and cognitive needs of their students; identifying the main communicative premises and the conditions for achieving the learning motivation of students at risk of school dropout; developing performance indicators for students at risk of dropout, and through experimental demonstration of the functionality of the Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout, based on the Playful-formative program.
10. The solved scientific problem points to the establishment and validation of the theoretical and methodological foundations of the functionality of the Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout, the implementation of which contributed to the openness and flexibility of teachers' communication with students; improving the

continuous presence in school and the ability to resolve conflicts, actions that led to the increase of students' motivation to learn, confirmed by the increase of participation in lessons, completion of homework and involvement in technical projects.

In agreement with the results of the investigation, we can formulate the following recommendations.

### **RECOMMENDATIONS:**

#### **a) For Teachers:**

1. Strengthening and maintaining the efficient communication capability, using of verbal and non-verbal communication appropriate to needs of students at risk of school dropout. Encouragement and support are crucial conditions for increasing motivation, because these pupils at risk tend to give up quickly and encouragement might enable their success.
2. Improving of self-worth in order to avoid burnout and frustration. Identification of personal and professional needs for training programs.
3. Developing education programs and activities taking into account the the emotional, social and cognitive needs of students at risk of school dropout.
4. Involving of parents: the classroom teachers have to contact parents especially in positive contexts such as the student progress or improvement of behavior, to increase their motivation as well as their self-image.

#### **b) For managers:**

5. Promoting and ensuring the conditions for training the teachers' efficient communication within the continuous training activities/training, established within the Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout.
6. Adapting to rapid technological developments that go beyond the existing curriculum and require new learning and teaching disciplines.
7. Managing monitoring and evaluation of the cases of school dropout among high school students from the perspective of the results obtained in the research carried out.
8. Promoting extracurricular activities that would make school more attractive and friendlier, and would put students in high regard, to feel important, strong, and talented.
9. Establishing a partnership school – family, and the community to ensure an educational environment to combat school failure and dropout.



**c) For parents:**

10. Maintaining regular contact with the teacher and subject teachers, anytime for any relevant reason.
11. Monitoring students' learning activities and providing feedback to teachers. Communicate as much as possible / to show interest in the personal problems of adolescents.

**d) Local community:**

12. Developing and supporting school dropout prevention programs, and investing adequate resources.
13. Involving students at risk of school dropout in various volunteer activities and local initiatives.

*Recommendations regarding conditions for learning motivation of students are presented in the appendix 9.*

The research also outlined *some limitations*, such as insufficient participation of parents and local communities in the learning motivation process of students at risk of school dropout. At the same time, the research opens new and real perspectives for in-depth investigation of different conditions, factors and actors in relation with dropout phenomenon.

Orientation recommendations for the further development of the subject addressed in the research, the following themes being proposed: "Teaching communication - model for training motivation to learn in situations of risk of school dropout"; "Teaching competence - model for training the cognitive competence of students at risk of dropping out of school"; "Learning situations - priority factors in the process of improving school dropout"; "Empathy and emotions of the pedagogue - a condition aimed at improving school dropout".

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## **Appendixes**

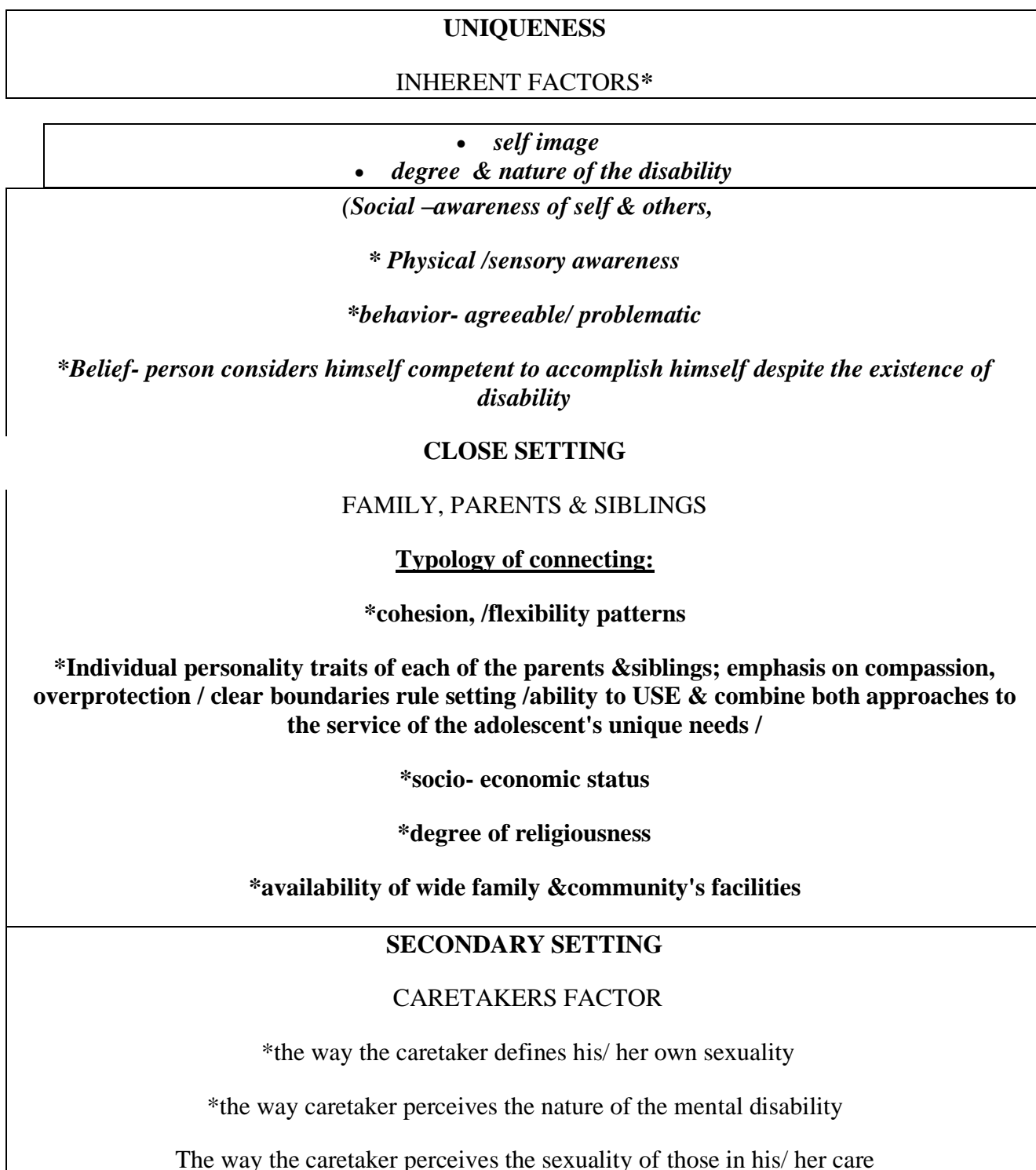
### **Appendix 1. USE Paradigm**

In an effective transaction the sexuality of the mentally disabled adolescent is not ignored or impeded but rather - recognized, affirmed and permitted the space to undergo continuous transformation as a natural part of his human identity. This recognition assumes sensitive attention to the development process which might be similar in its stages to that of nondisabled adolescents but might differ in its rhythm and smoothness.

By adopting a developmental approach to mental disability within the framework of the USE paradigm it seems that both elements of child's uniqueness and the setting can be constantly evaluated and provided the conditions to adapt to each other proceeding with the setting adaptation to the child's uniqueness and gradually moving to the child's adaptation to the socializing message of his setting. Thus, when dealing with an adolescent who happens to be mentally disabled attention can be accorded to various complementary aspects that are parts of his uniqueness including his different modalities of meeting the world (see also the BASIC Ph paradigm) , his motivation to socialize with persons of similar /opposite sex (S),his physical self-image (B ,Ph) but also to his setting and its actual fitness to his changing needs.

Creativity, a degree of flexibility within negotiable limits, self-awareness and readiness to learn from various inevitable errors throughout the mutual growth process of parents and adolescents with mental disability -seem to constitute essential parts of effective USE transactions while rigidity and reluctance to accept the nature of the disability and the adolescent's sexuality seem to preserve the status quo and impede real growth

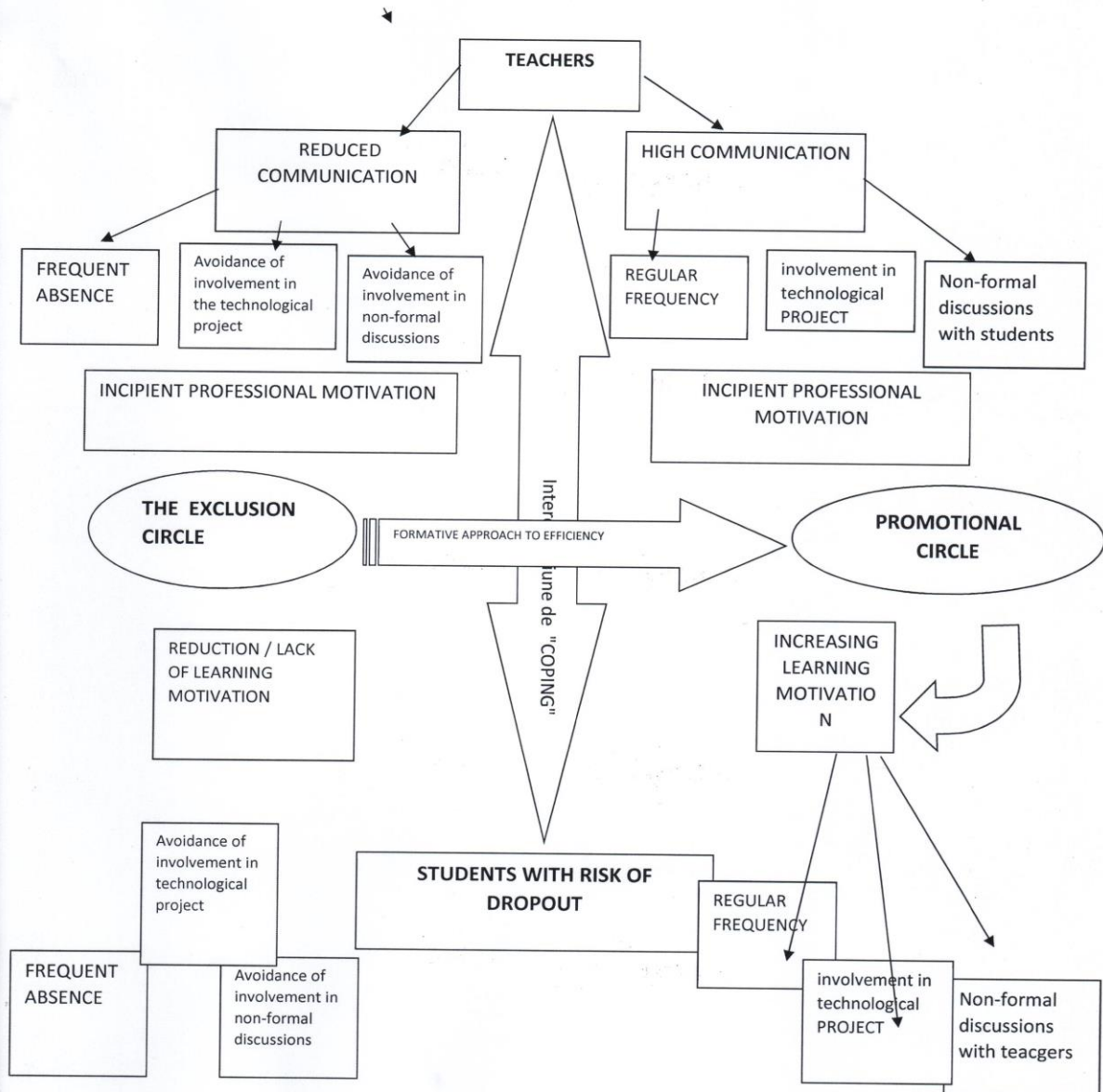
It seems that the USE paradigm might be used by practitioners, policy makers and researchers at theoretical evaluative levels -whenever the relative proportion of uniqueness manifestation ( strengths & weakness ) versus setting must be examined; however it can also provide a practical tool in cases where a lifetime support is needed (within populations with various special needs such as mental disability/ illnesses, other chronicle states)—either at critical transitional stages or as an online procedure whenever the uniqueness and the setting must be taken & retaken into consideration in order to match appropriate intervention at the level of decision making and concentrating on the needed issues in terms of placing the appropriate degree of emphasis on either of the two elements, depicting both weaknesses but especially the strengths/ the coping modes of both which enable and facilitate growth (Diagram).



**Diagram - Chart of the factors that may relate to the sexuality perception of adolescents with mental disability - in concordance with the 'USE' paradigm**

The elements of motivation and learning in the relevant framework emphasizing the connection of textual approaches.

**Appendix 3 The Model of transformation of the teachers' didactic communication from exclusion circle to the promotional circle**



**Appendix 3: Questionnaire** לציון שאת בנית אותו לצורך המחקר אם כך יש צורל לתכף אותו לפני המחקר  
 עצמו במחקר מקדים [Studiul în sine este / studiu preliminar]

1. How long each day do you prepare lessons?

- a) half an hour
- b) an hour
- c) an hour and a half
- d) two hours
- e) two and a half
- f) and more than two hours and a half.

2. Do you think the number of lessons:

- a. Too much
  - b. The right size
  - c. Too little.
3. Are these statements true for you:

Questions	1	2	3	4
	Not at all true	Not so true	True	Right
I prepare lessons because I want the teacher to think I was a good student.				
I prepare lessons because I have trouble if you do not make some				
I prepare lessons for I do not like it when I Do not understand the material.				
I prepare lessons because				

it Fun.				
I prepare lessons for not Feel good about myself if Not'll homework				
I prepare lessons that I want Understand the material				
I prepare lessons that this What is expected of me to do				
I prepare lessons that I Enjoy doing them				
I prepare lessons that I Think are important homework				
I prepare lessons that parents Forcing me.				
Ya. I prepare lessons to understand the More good stuff				
I prepare lessons to please My parents.				



#### Appendix 4: Form impact test tone of the student teacher

View Form No. \_\_\_\_\_

Date \_\_\_\_\_

#### Form impact test tone of the student teacher

Grade \_\_\_\_\_ teacher \_\_\_\_\_ Class \_\_\_\_\_

Student Name \_\_\_\_\_

Duration of lesson \_\_\_\_\_

Total	Not cooperating at all	Rarely cooperates	Sometimes collaborator	Often participates in action	Always cooperates	Student' Criteria
						Warm and pleasant voice
						Given the pace of speech volume
						Low voice
						Slow speech rate
						Fast speech rate
						High voice And shrill
						Total

## Appendix 5: Form impact test student's personal space

Grade \_\_\_\_\_ Teacher \_\_\_\_\_ Class \_\_\_\_\_

Student Name \_\_\_\_\_ Duration of lesson \_\_\_\_\_

TOTAL		Distance a public <b>3.6-6 M</b>		Social distance <b>1.2-3.6 M</b>		Personal distance <b>0.5-1.2 Cm</b>		Intimate Distance <b>0.5.0.75 Cm</b>		Observation number
N	Y	N	Y	N	Y	N	Y	N	Y	

## **Appendix 6: Observations**

### **1. Observation No. 1**

Grade 3 Profession- Hebrew correspondence communication issue.

Sophomore third 20 pupils at risk. Correspondence rate (trend manager) was the first in which the researcher observed

The first observations were selected which focused on four pupils at risk, the first four pupils at risk:

X-evident, lack of discipline and lack of legs. He left the classroom and went to her whenever he wished it, without requesting permission from the teacher. Even ignoring this behavior required teacher testing.

After seeing that the teacher ignores his behavior, if he decided to change direction, took his seat, and said: "Teacher, can I go out drinking"

Teacher: Rough concrete answer "you can drink during the break".

X took his hand and began to read the paper on his desk.

The teacher went near his desk looking at the paper and said to him (his tone but clear) "X on the board has Sentence definition for the concept of communication which is "Do you think this concept belongs newspaper?"

Class looked Bbfliah the teacher.

X: Yes, paper is communication, we know many things from the paper,  
And that kind of communication. "

Teacher: smiled at him and said quietly: beautiful X, true, communication is paper,

This communication is called indirect communication, any form of communication between people in written form, called Indirect communication.

How Do call us now is communication?

Yes, replied X, we are talking face to face, sure that this communication. True X, meets the teacher, this face-to-face communication,

When people talk about their children face to face communication is called direct communication. "

X took the bag from the old board and written definition added by the definition of the two types of media they spoke with the teacher.

The teacher stepped back and asked someone wants to add something about the types of communication?

K: student class that does nothing, except paint, Raised his head at the last teacher to stand close to him and said: "Yes, painting is a media artist conveys messages to people with paintings He runs his feelings the painting to the people, but they do not always understand it. "

"Right K". answers the teacher: "When people do not realize what they want to give them that is Poor communication, and we need to explain ourselves and find out what was wrong and why the message transfer Negative feedback "

K: What is feedback? Teacher: Feedback is feedback, obtained from the receiver. Depending on the feedback, can be Repair, improve and clarify what needs clarification, so that the message will be understood correctly.

: Known good student, participates in class, likes to study and do homework, intervened And said: "How can you fix a message when communication is through a letter or a newspaper?"

"Good question," replied the teacher: This is one of the disadvantages of indirect communication, we can not fix the place and sometimes the message can not be correct at all. We do not see facial expressions of proactive message and we do not know what he meant, and of course we can not ask him that is not near us. "

X teacher pulled away in the meantime, was reading the newspaper on the table.

The teacher approached him again and asked: "X, is there another type of media you know?

X continued to look at the newspaper and suddenly shouted into the air, Yes TV,

The teacher looked at the paper and saw that it calls on the evening television programs.

"Beautiful X right TV is a means of communication, we call it a means of communication because the distance separating barrier between us, communication is one-sided so, we are unable to respond".

Y: So what would be the phone what kind of communication?

E: "Separates two-way communication" buffer distance between children who speak, but they can respond.

Very nice E teacher said Jack back into place. Drew a grid on the board and wrote the types of communications Mentioned during the lesson. And asked it to notebooks reproduced.

C: Whose main business classes and provocations disorders was summarized lessons lesson and said: What only three types of communication are there?

"There are many types of communication," the teacher replied. "But the table can be classified in three types of communication,

Indirect communication, direct, and lies. So these will be your homework you classify the types of communication Know into the table: what belongs to the media separating what belongs to communicate directly, and what belongs Indirect communication.

## **2. Observation No. 2**

The third class at her teacher, it Mktzoa- Hebrew correspondence communication issue.

The teacher turned to D is given by which student homework before class.

D was busy B "Iltzik "to V, who was sitting behind him, he took her notebook, V shout, let me hit him pencil case and cloth.

D: Do you remember how we finished the previous lesson? No! D. answered

Teacher: "Try to remember the homework given because of you"

D: "Something with communication".

True, those who would like to mention to D, which had homework?

D: "I did not have good, I remember what it was, but I did my homework, I can tell by heart?

Yes, the teacher replied:

D listed the types of media and added, demonstrations, lectures, and classified the types according to categories. The teacher wrote on the blackboard the words.

Very nice D, understanding of the material learned. Is there someone in class who still do not understand what Communication, and what are the types of media and how they classify? There was no answer.

Now we move to the next topic: Advantages and disadvantages of communication:

X did not come out and entered the classroom, but the paper was on the table instead of a notebook. X After you copy the text on the board, try to give us some advantages and disadvantages of media types.

X Open notebook and said, write them in the table? "Yes, replied the teacher.

All pupils at risk were engaged to seek advantages and disadvantages of media types except R who was busy drawing.

The teacher walked up to him, and asked you need help, R moved it from under the notebook and drew a table, Must draw three tables, "he said," Yes, "replied the teacher, for each type of table of advantages and disadvantages.

The teacher passed from person to person and Cshigah to X, saw that he tries to consult the newspaper, and asked, "What are you looking for?" I am looking for weaknesses in communication."

### **3. Observation No. 3**

Grade 3

Pupils at risk E s G H.

S - Student Unknown concentration difficulties, as a result can not sit during the whole class S  
Leather occasionally turns up in class and bullied other kids.

H - regular cold problem, when she arrives, she tries but her hard to catch up. E: a good student with  
no problems, sometimes drifting huddle.

G: a low learning ability (according to tests that are personal bag) difficulty learning concept  
keyboard and sometimes it is just putting the head of the table and there.

During the lesson the teacher came and went four of these pupils at risk.

When approached for h and tried to help her work class created a situation in which the teacher  
touched her shoulder, touching recoiled H, heard the teacher moved away a little and instructed it to  
work while lowering her tone, but in a clear and lucid, bright softly.

H There was a teacher and worked in the instructions.

S worked well when the teacher was nearby, but away from him every time he dealt with other  
things.

S worked well when the teacher was nearby, but away from him every time he dealt with other  
things.

The teacher reprimanded him kindly voice that he had to continue and finish his work until the end  
of the lesson. Silk h but occasionally cook as he got turned around and said to his credit that despite  
this he finished his work.

E smiled at the teacher when it came to her and asked to check her work, the teacher approached the  
E placed a hand on her shoulder and told her to go. Nice job. E asked for further work.

#### **4. Observation No. 4**

Class teacher manager theme Manager - authority and responsibility.

Each classroom teacher share his work leaves were supposed to be the subject of the lesson.

s business in using their cell phones, the teacher took away his cell phone and told him (in a loud voice, loud and angry), that Return it at the end of the lesson, s anger. And decided that he did not do worksheet, the teacher ignored him And he began to hum a song, the teacher approached him and said in an authoritative voice, **אנגלית בעייתית**,

You should not act in this way, begin to do the job, I'll help you, it probably saved the "dignity" of s initially said he would not do the trick, and it started working.

E quickly finished the worksheet and asked the teacher to go to check if the work is correct, The teacher went to the E tested answers were correct, the teacher asked the pupils at risk from E after she finished work and write access to the answers.

E seemed happy, waiting to fulfill its mission.

H seemed not belong in the classroom, she does not understand what she was doing there at all, the teacher came up to her and this time trying not to get too close, and asked her if she needed help, H said she did not know, she does not understand, and it has no power, is tired. The teacher tried again but another student called her and she came to him.

G tried to complete the questions on the page Question No. 2 was very hard for her teacher is called. And asked for help. The teacher approached her and told her how to answer the question, G replied to the question, Her face lit up when he succeeded, she called the teacher to check the page of her work, the teacher approached her, wrote her a very nice page, smiled at her and told her the way to go, unable to solve the worksheet.

G is also asked to write on the blackboard, the teacher told her to write the answer to No. 2.

G beamed.

## **5. Observation No. 5**

Rate career,

Pupils at risk, OR, YE, DI, V

OR - Master process stimulated S estate, a good student with a good ability, but recently there has been a decline in school due to her home.



During the lesson OR collaborated with the teacher, but only when the teacher asked her directly, she herself initiated responses, did not vote and did not participate in class when she was approached.

The teacher occasionally walked past her, and shared the same class while asking her questions.

YE: A student who does not write at all, not saying a book or a notebook, a newcomer. Two years in the country.

Due to the language barrier he prefers not to do anything and work hard.

YE mind during every lesson the teacher's attempts to talk to him nicely, approach him and help him, to no avail, and she was forced to remove him from the class register disorder.

YE during the lesson several times tried to be clever and funny, glancing language pupils at risk (intentionally) in the end the teacher asked him to come out loud and angry tone and is not continuing the lesson. There was silence in the classroom, and YE came out.

DI - Schoolgirl particularly weak, fatherless, died of heart failure a year ago, is working shifts to support the family, and DI had to help her with the housework of the many, and therefore a time limit for making homework and repetition of the material, very short, and because of the exhaustion of all placed on the shoulders do not allow her to attend, except that its learning ability is not so high.

DI - Schoolgirl particularly weak, fatherless, died of heart failure a year ago, is working shifts to support the family, and DI had to help her with the housework of the many, and therefore a time limit for making homework and repetition of the material, very short, and because of the exhaustion of all placed on the shoulders do not allow her to attend, except that its learning ability is not so high.

During the lesson, the teacher praised tried to participate in its attempts to participate during the lesson, but it is evident that the DI is very difficult to understand the material.

V - a good student, no particular problems, sat on the bench last class, during class Chatted with his teacher reprimanded him several times, but to no avail. And finally transferred him to sit on the bench in front of her first, from that moment on he participated in S Leather, and contributed much over. The teacher praised him and the contributions of this lesson.

## **6. Observation No. 6**

Rate career,

Pupils at risk, OR, YE, DI, V

OR - In this lesson participated in class, read answers to homework given last class, the teacher approached her and motioned for her very beautiful V notebook, stroked her head and told her to go on this way.

V smiling teacher, and continued to participate in class.

YE - excused interference from the percentage passing, not removed from, the teacher asked him to remove the notebook, YE took out my notebook and said I did not prepare lessons, but I know the answers I want to answer Question 2, YE answered the question, the teacher said it is very nice when you wish you could, would try more. YE Hu S teacher in the front row, he tried to participate in class and write his duties and the teacher asked him to write a good note notebook.

DI - The teacher went over to stand next to her, checked her notebook, she did not prepare lessons, apologized in a weak voice, I did not get the teacher told her softly you complete now when we call and check the answers, the tension which was in DI fell, she calmed down and started to catch up.

V - prepared the homework, the teacher went over it checked the answers, Marked has a very nice notebook, and he waved it in all directions, V participated in during the lesson regardless of whether the teacher approached him or not.

## **7. Observation No. 7**

sh, SHI, LO, RO.

RO and lo immigrant pupils at risk from the Soviet Union. Immigrated to Israel four years ago. Still difficult for them especially Hebrew terms related professions Director and Director.

During the lesson they ask questions about the meaning of words and the teacher continues to explain to them in class.

Teacher came up to them and approached them. They sat quietly throughout the lesson, except when (got the courage to ask questions about the meaning of a word in Hebrew).

sh - good student, quiet, does not like to participate in class, probably due to lack of confidence and shyness.

The teacher asked her several times during the lesson, sh voice replied substantive answers insecure. Teacher S Beja her answers, occasionally approached her teacher looked into the open material and said sh very nice beautiful sh the control material.

But these things did not make the sh attend class without having contacted her directly.

SHI - a good girl, hard-working, highly motivated and a self-confidence, (ran the lesson) during the lesson, she participated in many, asked and answered questions and enthusiasm swept the student sitting next to her.

The teacher praised the many SHI and it increased her desire to meet the other answers and explain.

## **8. Observation No. 8**

sh, SHI, lo, RO. The teacher handed out worksheets

and RO lo - lo went to the teacher and RO sitting together, took cover and sat very close to them. Body touched them, they bowed their heads toward the worksheet teacher worked with them a minute too long quiet time the teacher asked the class that other pupils at risk interrupted, but continued to work with lo and RO.

Other pupils at risk went to the teacher and occasionally back to two.

They worked beautifully and when the teacher found it difficult to read anything. When finished, the teacher marked them very nice job on the page, they were satisfied and asked to read aloud the written answers.

SHI - working alone, completed the job quickly and help companies, asked the teacher to check her work, the teacher approached her to work tested, corrected her needs correcting, SHI asked permission to help her friend. The teacher agreed.

sh - worked quietly and said nothing finished, the teacher saw that sh sitting around doing nothing, went to her, after her job, her very nicely marked, and asked if she would help companies. sh shrugged. The teacher let her.

**Appendix 7. Teaching Quality Assessment Sheet from the perspective of teaching efficiency for the motivation formation of students at risk of school dropout - Questionnaire to assess the quality of teacher's teaching in mathematics from the student' perspective /**

<b>Nr.</b>	<b>Items</b>	<b>Very poor</b>	<b>Poor</b>	<b>Good</b>	<b>Very good</b>	<b>Excellent</b>
1.	The effort to motivate the accessibility of teaching					
2.	Clarity of effective teacher communication to motivate student learning					
3.	Harmonization of verbal / para / nonverbal communication to motivate students' learning					
4.	Encouragement by the teacher if the students have learned					
5.	Use of evaluation and appreciation techniques as a result of motivation					
6.	Clarity of the formulation of learning tasks for motivation					
7.	Appreciate the quality of teacher's teaching as efficiency in the shaping learning motivation					

**Appendix 8. Teaching Quality Assessment Sheet from the perspective of teaching efficiency for the motivation formation of students at risk of school dropout - Questionnaire to assess the quality of teacher's teaching in mathematics from the student' perspective (statistical data)**

nr	Item 1	Item 2	Item 3	Item 4	Item 5
1	1	2	1	2	1
2	2	1	1	2	3
3	5	1	3	3	5
4	4	2	3	1	3
5	1	1	1	2	1
6	4	1	2	1	3
7	5	4	3	3	4
8	2	2	1	1	3
9	1	1	2	2	3
10	4	4	3	3	4
11	1	1	1	2	3
12	1	2	2	1	3
13	1	1	1	1	1
14	2	2	1	2	2
15	5	4	1	3	3
16	4	2	1	2	1
17	1	1	2	1	3
18	5	2	3	3	3
19	2	3	2	1	3
20	5	2	4	1	3
21	1	3	1	2	3
22	4	4	1	3	4

23	5	3	3	3	4
24	5	2	2	1	3
25	5	3	3	3	5
26	1	1	1	1	3
27	4	1	2	1	3
28	5	2	4	3	4
29	4	2	1	2	2
30	5	3	1	3	5
31	5	4	3	2	4
32	2	1	2	1	3
33	1	2	2	2	3
34	3	3	1	2	5
35	4	1	2	2	3
36	5	2	3	1	3
37	3	3	2	2	3
38	4	1	1	2	3
39	1	1	2	2	3
40	2	2	2	2	3
41	3	2	2	2	3
42	4	3	3	3	5
43	5	4	1	3	4
44	3	2	2	2	3
45	5	3	3	3	3
46	1	3	2	2	3
47	4	2	1	2	3
48	5	1	1	2	4

49	5	2	1	3	2
50	3	3	4	3	5
51	1	1	2	2	3
52	2	2	2	2	3
53	3	3	3	2	4
54	4	4	1	3	4
55	1	1	2	2	3
56	3	2	2	2	3
57	4	3	1	3	5
58	2	1	1	2	3
59	5	3	3	3	3
60	3	1	4	3	3
61	4	1	4	3	4
62	1	4	4	3	4
63	3	2	2	2	5
64	2	3	3	2	3
65	4	4	4	5	4
66	5	2	2	2	3
67	5	3	1	3	3
68	3	1	2	2	2
69	4	3	4	3	4
70	1	2	3	3	5
71	3	3	1	3	3
72	4	5	4	5	4
73	5	2	3	3	3
74	3	3	3	3	3

75	1	1	4	2	3
76	2	1	1	2	5
77	4	2	4	3	3
78	3	3	3	3	3
79	1	1	1	2	3
80	5	5	5	5	4
81	4	3	3	3	5
82	3	2	3	3	3
83	1	1	1	2	3
84	4	3	4	3	4
85	3	3	3	3	3
86	5	4	4	3	4
87	4	5	5	5	5
88	3	1	1	3	3
89	2	1	1	2	3
90	3	2	1	3	3
91	4	5	3	5	4
92	3	3	5	3	3
93	1	4	4	3	4
94	4	4	3	4	5
95	3	5	3	5	4
06	4	3	3	4	4
97	4	2	3	4	3
98	3	3	3	4	3
99	3	4	3	4	5
100	2	4	3	4	3



101	3	5	3	4	3
102	4	3	3	4	3
103	5	2	3	4	5
104	3	5	3	4	3
105	3	3	4	4	3
106	1	2	1	2	3
107	3	3	4	4	3
108	3	3	4	4	5
109	4	5	4	5	3
110	3	4	5	4	3
111	4	3	5	4	3
112	3	3	3	4	5
113	4	4	3	4	3
114	4	5	5	5	3
115	3	4	4	4	3
116	4	4	4	4	5
117	4	4	5	5	3
118	4	5	5	5	3
119	5	4	4	4	3
120	3	5	5	5	5

The table with the results of the questionnaire answer forms:

- 1 – very poor
- 2 – poor
- 3 - good
- 4 – very good
- 5 - excellent

## **Appendix 9. Recommendations regarding conditions for learning motivation of students**

Therefore, the recommendations will be presented generally:

- These pupils at risk have unique properties which also involve special needs.  
The school has to allow these pupils at risk self-fulfillment by conditions contributing to success: a low number of pupils at risk in class, reducing the number of subjects, reducing the number of exams by using alternatives such as assessment projects and lectures by pupils at risk, learning small units of study and tests on small units.
- Physical conditions necessary for a pleasant and comfortable atmosphere. The class should be illuminated, airy and decorated to create a sense of comfort and belonging among pupils at risk.
- Teachers must be attentive, emphatic, patient, warm and pleasant. They should be authoritative but not too rigid. Teacher, who maintains democratic-cooperative climate, will help pupils at risk to participate in educational challenges. On the other hand, the school system is aware of its limitations to employ qualitative teachers.
- Worn-out teachers can cause poor motivation, and low self-esteem thus it is advisable not to employ worn-out teachers (this issue worth a study in itself, "Relationship between worn-out teachers and pupils at risk' motivation level").
- Encouragement and support are crucial conditions for increasing motivation, because these pupils at risk tend to give up quickly and encouragement might enable their success.
- Seating arrangement- pupils at risk will not choose to sit as they wish - they may lose concentration and attention if they prefer sitting at the back of the classroom near their classmates. Evidence on the importance of seating arrangements is emphasized in the research findings.
- Attention and discipline – don't ignore discipline violation, such as delays, absences, interruptions, since the personal responsibility of these pupils at risk is low and they can take advantage of any breach of discipline. However, it is important to note that discipline is not deriving out of authority, but due to personal commitment and self-discipline, and it is

advisable to demand these pupils at risk take responsibility and be involved in learning in various ways: to enable them to choose some of the learning subjects, participate them in fixing the exams dates, and be flexible to changes in this timetable.

- Involve them in variety of teaching methods.
- Humor – is an important factor in creating a pleasant and relaxed atmosphere, but to fix limits, to prevent distracting attention to the material studied.
- Instruction manner - to help pupils at risk organize large amount of learning materials by dividing it to small units of study.
- Allowing groups of pupils at risk to work together on large project, by dividing the task between the pupils at risk to complete the project.
- Social intervention - to make an intervention in the classroom to integrate it by performing various social activities after the learning hours. For example, the teacher of tenth grade number 6 invited all pupils at risk to her home, each student brought something for the "barbecue". During the school year, another encounter was held by one of the pupils at risk.
- Expectations of teachers - a necessary condition in these classes is to recognize the pupils at risk' ability to succeed their specific domains, because low expectations lead to low achievement.
- Self-image – Learning in this school creates in the pupils at risk low self-esteem. Therefore, the pupils at risk must experience successes to increase their self-respect. Thus, a limited curriculum will increase their chances of success in the short term.
- Encouraging regular attendance and reducing absences – arranging class competitions, and rewarding the student with few delays and absences by a class prize and a school prize.
- Disruptions: disruptive pupils at risk are bored pupils at risk thus it is better to engage student actively in class, in writing and drill. Operating learning skills workshops and taking personal responsibility for rewarding him and improve his self-esteem, and prevent idle behavior.

- Pupils at risk will participate in pedagogical meetings relevant to them.
- To held grade and courses meetings frequently in order to deal with problems typical of these classes.
- Training of teachers should be derived from the teachers needs, and not from irrelevant dictations. Teachers in these classes are exposed to burnout and frustration, so there is need to improve their self-worth.
- Advanced study should also arise from the needs of the course study. Fast technological developments make the curriculum outdated and necessitate learning and teaching new subjects.
- Involvement of parents – to maintain regular contact with parents or significant people of these pupils at risk. Encouraged them to contact the teacher and subject teachers, anytime for any relevant reason. The classroom teachers have to contact parents especially in positive contexts such as the student progress or improvement of behavior, to increase their motivation as well as their self-image.

## **Statement**

### **Personal statement regarding the responsibility for self-preparation work**

I the undersigned hereby declare personal responsibility doctoral student materials are presented in thesis research results and scientific achievements. I am aware that if I shall marry the laws according to law.

Kakoon Katy

Signature: \_\_\_\_\_

Date: ....., 2023

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### **Occupational field**

Present - Director, Hedera Technological College

2011 Evaluation coordinators course Oranim College.

2003-2006 qualification for specialist teachers for pupils at risk, Oranim College.

2006-2007 School principals training – Oranim College

1998-2000 Second degree M.A. education science, University of Latvia

1994-1996 senior qualified teacher, Vitzo College Haifa, in the subjects of administration

1992-1989 First degree B.A. social and political science, Open University, Tel Aviv.

### **Education and training**

2010 Evaluation coordinators course Oranim College.

2007 learning strategies.

2006 learning from successes – Oranim College.

2006 project writing – Ministry of Education.

2006 Mediation and integrative negotiation – with emphasis on education – Gevim center of mediation.

2006 first aide course – Ministry of Education Haifa district.

2006 learning from successes at work – Oranim College.

2005 individual work tools – Oranim College.

2005 parents and school.

2005 computerized information systems. Technologies management in info systems.

### **Work experience**

1994-2011 coordinator and subjects' teacher in Maof College, business administration and technologies in advanced management systems.

2000 on Teacher in "Netiv Haor" in Beit Eliezer, religious girls' high school.

1996 on technological high school Naamat Hadera, member of school management team, final exams coordinator, teacher of technology, computerized systems management, personnel, business management.

2000 final exams evaluator on behalf of ministry of education in the subjects of administration and personnel.

2000-2011 teacher in Maof College in Hadera, courses for senior secretaries by Ministry of Labor. Adult courses and apprenticeships on – personal relations, dealing with stress and work coercion, time management, decision making.

### **Languages:**

Hebrew: native speaker

English: high level

French: very high level

### **Personal skills and competences**

Manageability

Team collaboration

Excellent interpersonal skills

Ability to work under pressure

Devotion to the achievement of the goal

Creating a good open atmosphere

Decision making

**LISTA LUCRĂRILOR**  
**ȘTIINȚIFICE, ȘTIINȚIFICO-METODICE, DIDACTICE**  
**ale dnei Kakoon Katy,**  
**Director general la Liceul Hadera, Israel**  
**(premiat la nivel național pentru instruirea cu succes a elevilor cu risc de abandon școlar)**

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