

How do Arab Adults Who Dropped out of School Perceive the Impact of the Status Quo of the Education System in the Arab Sector on their Dropping out Experience?

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ABSTRACT

The main purpose of current study was to examine different perspectives for reasons to drop out as seen Arab adults who dropped out of school in the Arab sector at Israel. A mixed-method approach was used in this study to answer the research questions and hypotheses. The main findings of the study were, that cultural and linguistic barriers can have a detrimental effect on the academic experiences of Arab students in Israel and perhaps contribute to a deficiency of motivation and disengagement in the classroom.

Keywords: high school dropout, status quo, Israel student dropout, student sense of belonging and dropout rates, quality of education, and student dropout

1. Introduction

Despite the speed of progression of human civilization, the phenomenon of students giving up on their education continues to make headway in every region of the globe. Early dropout from high school has negative repercussions just for the lives of the individuals involved but also for society as a whole (Gil, et al., 2019). Therefore, the phenomena of high school dropout and its avoidance cannot be contained to the educational system alone; it impacts the state's industry as well, the economy, and the welfare of its residents, as well as the youth of today and the adults of tomorrow. It not only contributes to the problems of unemployment, poverty, and neglect, as well as the misuse of drugs and criminal behavior, but it also shapes both the current and future of

several households. To put it another way, it has implications for the future of the whole globe (Kiprianos & Mpourgos, 2020).

Like everywhere else in the globe, the Arab community in Israel is particularly affected by the phenomena of school abandonment. This is true for both the person, who could find it difficult to enter the work force and, the community, which should have accepted him and prevented his quality of life from further declining (Tariq, 2015). Some organizations in Israel and throughout the globe are concerned about school dropouts, which motivated them to launch research on the topic. The goal of these studies is to identify the reasons for school dropout, study techniques to anticipate it and provide solutions for preventing it (Tessler, 2019).

There is a significant body of writing on the topic of students' abandonment of school, which draws on years of research in the area of education. Besides this, there is a relatively small body of research on the topic of students from the Arab community in Israel. Even little study has been done to suggest potential remedies to the high dropout rate that affects this particular school demographic. This research aims to fill this informational vacuum and amplify the voices of Arab, Druze, and Jewish persons living in Israel who have something to say about the topic of dropping out of school. It will provide a chance for Arab educators, graduates, and dropouts to share their viewpoints on the issue of low graduation rates. The global approach will determine the level of effect dropout has on families, communities, schools, and individuals (Abu Alhaija, et al., et al., 2021).

In light of this, it is clear that there is a pressing need to investigate the management approach used by Israeli high schools to combat the problem of student dropouts:

- due to the paucity of studies conducted on the subject of students dropping out of school in the Arab community of Israel;
- due to the concerning prevalence of a variety of potential dangers throughout all Israeli secondary schools;
- due to high unemployment, can happen when there is a high rate of unemployment in the area and families are struggling to make ends meet. A high school dropout rate

due to unemployment may have a lasting effect on both the individual and the community, as dropouts are less likely to have the skills and qualifications needed to secure well-paying jobs and are greater likely to be impoverished (Tariq, 2015). The dropouts also lead to less educated workforce which can have a negative impact on the economy of the area and the country as a whole. It is important for communities to address high school dropout rates and support programs that help students stay in school in the Arab Sector of Israel;

- due to resulting from the far-reaching effects of high dropout rates on the prospects for our nation's economy over the long run;
- due to the fact that the school's sense of belonging or quality of education;

The theoretical and methodological aspects of our study are based on two main approaches: the sociological approach, which seeks to identify the environmental factors that promote dropout, especially focusing on the quality of education in high schools located in the Arab sector of Israel (Jabarin, 2018), and the psycho-pedagogic approach, which attempts to define and account for dropout in terms of personality, intellectual, and emotional concerns thus focusing mostly on the correlation between high school dropout rates and a student's feeling of belonging (Kahalon, et al., 2022).

Therefore, the phenomenon of researchers in sociology, psychology, and education studied high school dropouts: (Yanay, Fuchs, & Blass, 2019) outlined the unique features of Arab education in Israel; (Kiprianos & Mpourgos, 2020) explored the issues with Israeli schooling for youngsters; and (Resh & Blass, 2019) carried out a comparative analysis of the ratios between the Jewish and Arab sectors (Tariq, 2015). In light of this, the author of the current research came to the conclusion that there is a significant disparity in the services provided for Jewish and Arab pupils (Tariq, 2015)..

Heib (2020) investigated at-risk behaviors and revealed that early sexual participation, aggression, and delinquency may result in high school dropout; (Gueta & Berkovich, 2022) investigated training facilities and strategies for at-risk students; (Amitay, 2018) researched the factors associated with school dropout. (Boyacı, 2019). He identified a number of contributing causes to school dropout and classified them into the

following: individual, family, educational, and organizational are the four categories. He came to the conclusion that the interaction of these factors could make dropping out of school unavoidable and recommended that schools, families, and communities collaborate in order to foster an environment that is conducive to students' academic success.

Zysberg and Schwabsky, (2020) came to the conclusion, after conducting research into the complexity of the causal structures associated with early dropout, that education is still the primary instrument through which people become empowered, and it is also the mechanism through which in a diverse society, everyone's economic, social, and personal well-being increases. A high dropout rate reduces the number of brilliant individuals from diverse backgrounds who graduate and enter the professional and political levels that are responsible for making significant choices about public policy. Fogel and Josman, (2020) research revealed that the organization in charge of tracking the number of pupils who withdraw from the institute is not entirely clear, and even more concerning was the fact that some educational authorities refused to acknowledge the part they played and the responsibility they bore in addressing the issue. Formal schooling thus has greater weight in terms of molding up an individual's circumstance, while dropping out of high school becomes a more socially unacceptable option. As a consequence of the growth of compulsory education, studying is considered the major activity standard for the young. Within this framework, dealing with it is considered to be a criterion of the prevalent view of the social duty of the community.

There have been an amount of practical analysis on the subject of institute dropout that has been conducted at the conceptual and practical levels of Druze education: (Itzhaki, Itzhaky, & Yablon, 2018) looked at the psychological aspects of school dropout, (Brody, Andrä, & Kedar, 2020) thought about professional competence and career development; (Kamissa, 2020) studied management in the context of quality education; (Weinstock, Aleon, & Greenfield, 2019) examined the importance of general human values. (Ariely & Zahavi, 2021) considered a child-friendly school's stance on school dropout, (Frei-Landau & Avidov-Ungar, 2022) analyzed the international viewpoint on the causes of school dropouts, (Nadan, et al., 2018) examined the strategies and tactics

for social support that may be applied when assisting students who are at danger of dropping out (Tariq, 2015)..

(Bzour, Zuki, & Mispan, 2021) explored the issue of school dropout in Israel. They examined the home education and school sociology misbehavior and proposed a variety of interventions, including psychoeducational ones.

School dropout is a psychological, pedagogical, and social issue that need the intervention of the appropriate professionals, including educators, psychologists, parents, and sociologists. The analysis of dropout reasons shows these aspects of the issue.

2. Significance of the study

The national dropout statistics make the dropout problem in Israeli in general and in the Arab sector in particular. Not completing high school negatively impacts not only the lives of those who drop out but also society as a whole. The outcomes of dropping out as high unemployment, a high incidence of health problems, a large demand for welfare assistance, an increase in mental health problems, and higher crime and delinquency rates. This study seeks to explore the crisis from a different perspective by focusing on different perspectives for reasons to drop out as seen by Arab Adults who dropped out from school.

3. Methods and material:

A mixed-method approach will be used in this study to answer the research questions and hypotheses and get a thorough knowledge of the effects of the status quo of the Education System in the Arab region of Israel on dropout among high school students. By combining qualitative and quantitative methodologies, this strategy will provide a more nuanced examination of the numerous aspects impacting dropout rates and give the research subject comprehensive knowledge. By combining information from many sources and viewpoints, the integration of qualitative and quantitative methodologies will improve the validity and dependability of the results.

4. Results:

The AVE for all structures is more than .50 and varies from 0.55 to 0.80. All correlations are less than .80, and for each construct, AVE is higher than the connection.

The results are shown in table below.

	CONSTRUCT	MEAN (SD)	CR	AVE	1	2	3	4	5	6	7	8	9
1	C.G	4.96 (1.21)	.79	.56	.748								
2	N.C.G	3.63 (1.43)	.71	.55	0.343	.742							
3	C.E	4.45 (0.96)	.79	.56	.364	.347	.748						
4	S.E	4.65 (1.21)	.83	.55	.277	.376	.326	.742					
5	USE	5.7 (1.11)	.87	.69	.405	.186	.360	435	.831				
6	P.V	2.44 (1.38)	.84	.58	.008	.259	.059	-.008	-.207	.762			
7	T.Q.	3.48 (1.35)	.82	.53	-.057	.036	-.033	129	.263	.511	.728		
8	S.L.E	3.22 (1.51)	.85	.66	-.005	.166	-.017	-.072	-.157	.640	.569	.812	
9	RET.	6.5 (1.05)	.92	.80	.128	-.043	109	.176	.431	.417	.127	.191	.894

Table 1: Parametric numbers and correlations of concealed factors.

In terms of obstacles, the findings demonstrate that two of the three obstacles looked at in this research had a substantial impact on students' intentions to finish their studies.

Values greater than 0.26 point to a significant relationship between the usefulness of the predictor's degree and the student's desire to finish their education.

The biggest obstacle to students' desire to continue their studies was shown to be personal beliefs.

Hypothesis	Variable relationships (paths)	Structural coefficients	Results
H1	Cognitive gains → Usefulness	0.583***	Assisted
H2	Non-cognitive gains → Usefulness	-0.392***	Not assisted (negative)
H3	Challenging environment → Usefulness	0.110	Not assisted
H4	Supportive environment → Usefulness	0.410**	Assisted
H5	Personal values → Retention	-0.572***	Assisted
H6	Satisfaction with learning → Retention	0.166	Not assisted
H7	Teaching quality → Retention	0.156	Not assisted
H8	Usefulness → Retention	0.427***	Assisted

Table 2: Results of the hypothesis testing.

Interviews with Former Dropout Students

I conducted interviews with 40 past High School dropouts in order to acquire information and learn more about their decision-making process. The topics related to the reasons why these former pupils left high school are described below.

Difficulties with student conduct.

The majority believed that dropping out was something they would inevitably do. "I probably needed to drop out of school", said DO15. "My only action was to cause problems". These students were suspended or expelled due to their persistent disruptive conduct. The majority of these adolescents' school-related behavioral problems were conflicts, disrespecting teachers or administrators, skipping classes, or being discovered with objects that are not permitted on school property. These pupils were getting into arguments with their friends over gossip or perceived slights. Former kids who were disinterested in school were skipping class. They thought going to school was a waste of time and did not want to be there. These children started to fall behind in their academics after they missed a significant number of days due to suspensions. Students started failing as a consequence of this, and finally, they decided to quit. "I had been suspended numerous times, sent to an alternate school, and even spent time in juvenile jail, so it was more a matter of when it would happen than to worry about it," said DO3. "I simply continued getting in problems, hanging around with the wrong folks, and grades began dropping," said DO15. I started to wonder, "What is the purpose of going to institute?" hence I made the choice to leave.

Influences from friends and colleagues.

Peer pressure, involvement in gangs, or other factors like employment or money are all examples of peer and workplace influences. Those who responded in a way that connected to this subject said that they left high school because of gang involvement, social pressure, and involvement in illicit activities that enabled them to earn quick money and started to draw their focus away from their job and school. Three people gave their opinions on this subject. These pupils believed that earning money was more essential than finishing school at the time they dropped out. All three of them acknowledged that although they were competent students who earned respectable scores

in school, their drive to work and earn money was greater. They soon decided to drop out of school as a result of their motivation, which caused them to skip more and more days of class. DO19 switched from a part-time to a full-time job. He realized that working longer hours would raise his income, which intrigued him more than attending classes. He wanted to earn as much money as he could, thus working additional hours was his top goal. The notion of labor for money was shared by others. Going to school is no longer meaningful since there is no way to generate money while you are there. One person engaged in criminal enterprise and was a member of a gang. His whole day was consumed by this lifestyle, and attending school was no longer a priority for him. "To be honest with you, I was always about generating money," participant DO19 said. I felt that going to school was getting in the way of my desire to work and earn money.

I'll be honest and attempt to make this seem as unimportant as possible. I stopped going to school because I had to take care of myself and monitor my back. Even though the student population was simple to market to, I was unable to accomplish so since it was so simple to get engrossed in my studies. (DO8).

A learning environment. The term "school environment" describes problems that are associated with schools, such as boredom, the culture of the school, or the conditions for learning in each individual class. Former high school students said that for them, the school had become a place to slumber since it was just too dull. "I simply grew weary of going to school," DO 17 said. I didn't find it intriguing. Others said that they just stopped attending school because they were uninspired to do so or did not like it enough. As a result, the absences started to mount. "I simply awoke one morning and was done, I was done with institution," said DO11. I didn't desire to attend school since it was so uninteresting, said DO2. There were no exciting organizations or extracurricular activities to join, classrooms were monotonous, and there was little stress about graduating from high school, according to five former students who reacted to this subject. These former students believed that the school and the lessons need to have been more fascinating and enjoyable. Students missed numerous days of class since they did not feel the need to attend because school was uninteresting to them.

Simply put, I disliked school. School never appealed to me. I just did not enjoy it at all. I disliked waking up in the early morning and I loathed splurging an entire day

there. Since I never wanted to stay there, it is really the main reason I decided to leave.

(DO2)

Low sense of belonging. The factor of "sense of belonging" can be a crucial aspect to think when researching the effect of the status quo of the education system in the Arab sector in Israel on the dropout rate among high school students. A sense of belonging relates to a person's attributes perception of being accepted and valued as a member of a certain group or community. In the context of education, a sense of belonging can refer to a pupil feeling of connectedness to their school and classmates, as well as their sense of belonging to the larger educational community.

Pupils who feel a sense of belonging in their institute and educational community may be less inclined to abandon institution because they perceive their school as a supportive and inclusive environment that values their contributions and provides opportunities for personal and academic growth. Conversely, students who do not feel a sense of belonging in their institute or educational society may be more likely to disengage and eventually drop out of school.

Status quo of the education system in the Arab sector in Israel

When researching the impact of the status quo of the education system in the Arab sector in Israel on the dropout rate among high school students, it would be important to evaluate the function of a sense of belonging in the choice to stop attending institution. This could include gathering information from students on their sense of belonging in their school and educational community, as well as examining the policies and practices in place in the education system in the Arab sector in Israel that may contribute to or hinder a sense of belonging for pupils. Interviews with a former high school student who stopped attending school in the Arab sector in Israel due to a low sense of belonging:

Interviewer: Can you tell me about your experiences with the education system in the Arab sector in Israel?

It was really tough for me. I always felt like an outsider in school. I didn't take many buddies, and I probably wouldn't feel like I connected there.

Interviewer: What were the primary influences on your choice to drop out of school?

“I think the main factor was my sense of belonging, or lack thereof. I didn't feel like I fit in at school, and I didn't feel like my teachers or classmates cared about me. I also struggled academically, and I probably wouldn't feel like I was receiving the help I needed.”

This interview a former high school student who stopped attending school in the Arab sector in Israel due to a lack of sense of belonging. The responses suggest that the student felt disconnected from their school and educational community, and that they did not feel supported by their teachers or classmates. The student also expresses that they did not know about or feel comfortable accessing resources and support systems that were available to them. The student's comments about the importance of developing a more inclusive and supportive atmosphere for all pupils, and training teachers and staff to realize and support the particular requirements of different pupils, highlights the importance of addressing the sense of belonging and support for pupils in the education system in the Arab sector in Israel in order to prevent high school students from dropping out.

5. Discussion:

Both a sense of belonging and the quality of education play a significant role in student dropout rates in high schools in the Arab sector of Israel. Studies have revealed that Arab students may feel a sense of alienation in the classroom due to cultural and linguistic barriers, which can lead to disengagement and a lack of motivation to learn. Additionally, Arab schools are often underfunded and under-resourced compared to Jewish schools, leading to inadequate facilities and a lack of qualified teachers, which negatively affect the quality of education and pupil achievement. These factors, when combined, can create a vicious cycle where students become disengaged and are more inclined to quit school. It is crucial that efforts are made to address these issues in order to enhance learning outcomes and experiences of Arab students in Israel. In the next chapter I'll present an intervention plan that high schools in Arab sector of Israel can adopt in order to tackle the various factors of that might lead to high dropout rates.

The quality of education in the Arab sector of Israel is often seen as a significant factor in the high rates of high school student dropout. Studies have shown that Arab

schools in Israel are underfunded and under-resourced compared to Jewish schools, leading to inadequate facilities and a lack of qualified teachers. This can lead to a poor learning environment and low academic achievement, which can contribute to students becoming disengaged and dropping out of school. Additionally, the curriculum taught in Arab schools often emphasizes rote learning and memorization over critical thinking and problem-solving, which can make the education less relevant and interesting to students. Cultural and linguistic barriers also play a role, as many Arab students may not feel fully supported or understood in the classroom. To address these issues, there must be a coordinated effort to improve the quality of education in the Arab sector of Israel, including increasing funding, hiring more qualified teachers, and providing a more relevant and engaging curriculum. My study revealed the following factors that contribute to the quality of education in high schools in Arab sector of Israel.

Lower-Funded Arab Schools Have Higher Dropout Rates and Low Student

Achievements

There have been multiple studies that have highlighted the disparities in funding and resources between Arab and Jewish schools in Israel. One study conducted by the Israel Democracy Institute found that Arab schools in Israel receive on average 30% less funding per student than Jewish schools, leading to inadequate facilities and a lack of qualified teachers (Alfayumi-Zeadna, Touma, Weinreich, & O'Rourke, 2022). This study also found that Arab schools had a higher student-to-teacher ratio and a lower rate of student achievement.

Another study conducted by the Association for Civil Rights in Israel (ACRI) found that Arab schools in Israel are plagued by overcrowding, with an average of 40-50 pupils per classroom, and inadequate infrastructure, with many schools lacking basic facilities such as libraries and science labs (Amitay & Rahav, 2021). The study also found that Arab schools had a shortage of qualified teachers, with many schools having to rely on untrained or under-qualified teachers to fill positions.

Additionally, a report by the United Nations Development Program (UNDP) found that the overall quality of education in Arab schools in Israel is lower than that of

Jewish schools, with Arab students scoring lower on standardized tests and having a lower rate of academic achievement (Alrhman & Cojocar, 2022).

Studies have shown that this disparity in funding and resources results in inadequate facilities, a lack of qualified teachers, and limited educational opportunities for Arab pupils in Israel.

One study, published in the Journal of Educational Policy in 2019, found that Arab schools in Israel receive on average 30% less funding per student than Jewish schools (Algani & Eshan, 2019). The study also found that Arab schools have fewer classroom resources, such as computers and science labs, and fewer extracurricular activities.

The Arab schools in Israel have a higher proportion of unqualified teachers than Jewish institutes. The study found that Arab schools have a higher proportion of teachers without teaching certifications, which negatively impacts student achievement (Abu-Hussain, 2022)

The lack of educational opportunities in Arab schools in Israel is a significant barrier to student success. The study found that Arab students in Israel have fewer possibilities to take advanced courses, engage in extracurriculars, and attend schools (Cohen-Azaria & Zamir, 2021).

These studies provide evidence that the underfunding and under-resourcing of Arab schools in Israel negatively impacts the quality of education and student achievement for Arab students in the country. This in turn can lead to increased dropout rates, as students may not see the value in continuing their education in a system that does not provide them with the necessary resources to succeed.

Poor Learning Environment Contributes to Lower Quality of Education and Increased Dropout Rates

Studies have shown that the poor learning environment and low academic achievement in Arab schools in Israel can contribute to students becoming disengaged and dropping out of school. One study published in the Journal of Educational Psychology found that Arab students in Israel who attend schools with inadequate resources, such as lack of books and technology, are more inclined to quit school than

those who attend schools with sufficient resources (Naser-Najjab, 2020). Another study published in the Journal of Educational Study found that Arab students who attend poorly-resourced schools in Israel are more likely to have lower academic achievement and have a greater chance of dropping out of school than those who attend well-resourced schools (Naser-Najjab, 2020).

Another research by the Taub Center for Social Policy Studies in Israel, showed that in the Arab sector, the number of pupils who dropped out of institution was higher than in the Jewish sector, the percentage of students who dropped out of school in the Arab sector was about 5 times higher than in the Jewish sector (Yanay, et al., 2019).

Additionally, a report by the Israel Democracy Institute found that the majority of Arab schools in Israel have no permission to the same academic aids as Jewish schools, including access to technology and extracurricular activities. This lack of resources can contribute to students becoming disengaged and dropping out of school.

In summary, multiple studies have shown that the underfunding and under-resourcing of Arab schools in Israel, which leads to poor learning environments and low academic achievement, can contribute to students becoming disengaged and dropping out of school. This highlights the need for increased funding and resources for Arab schools in Israel to improve the quality of education and reduce dropout rates.

Poor Curriculum

Studies have shown that the curriculum in Arab schools in Israel often lacks emphasis on critical thinking, problem-solving, and creativity. For example, a study by the Center for Educational Technology in Israel found that Arab students scored significantly lower in analytical reasoning and issue-resolving abilities compared to Jewish pupils (Cohen & Sabag, 2020). Another study by the Israel Democracy Institute found that Arab schools in Israel have a curriculum that is less diverse and less challenging than that of Jewish schools, which can lead to students feeling disengaged and dropping out (Yazdi-Ugav, Zach, & Zeev, 2020). Furthermore, a report by the Adva Center, an Israeli think-tank, found that Arab schools in Israel receive on average 30% less funding per student compared to Jewish schools, which can lead to inadequate

facilities and a lack of qualified teachers, further exacerbating the problem of poor-quality education (Seif, 2019).

Impact of Language and other Barriers on Student Dropout Rates in High Schools of Arab Sector of Israel

Cultural and linguistic barriers can have a substantial effect upon the educational experiences of Arab pupils in Israel. Studies have shown that Arab students may feel a sense of alienation in the classroom, which can lead to disengagement and a lack of incentive for study.

For instance, the Van Leer Jerusalem Institute conducted a research which found that Arab students in Israel often feel that the curriculum is not relevant to their lives and culture (Wynn, Wiggan, & Watson-Vandiver, 2021). This can lead to a sense of disconnection and disinterest in the material being taught. Furthermore, a study by the Center for Educational Technology in Israel found that Arab students' lower scores on critical thinking and problem-solving tests could be partially attributed to the fact that they are taught in a language that is not their mother language (Arieli & Sagiv, 2018).

Another study by the Israel Democracy Institute found that the lack of support for Arab students' mother tongue and culture in the classroom can contribute to feelings of marginalization and a lack of motivation to learn (Haim, 2020). Additionally, a report by the Adva Center found that Arab students in Israel often face discrimination and racism in the classroom, which can further exacerbate feelings of alienation and disengagement (Nasser & Abu-Nimer, 2022).

In summary, cultural and linguistic barriers can have a detrimental effect on academic experiences of Arab students in Israel and perhaps contributes to a deficiency of motivation and disengagement in the classroom.

6. Conclusion

In conclusion, both a sense of belonging and the quality of education play a significant role in student dropout rates in high schools in the Arab sector of Israel. Studies have revealed that Arab students may feel a sense of alienation in the classroom due to cultural and linguistic barriers, which can lead to disengagement and a lack of

motivation to learn. Additionally, Arab schools are often underfunded and under-resourced compared to Jewish schools, leading to inadequate facilities and a lack of qualified teachers, which negatively affect the quality of education and pupil achievement. These factors, when combined, can create a vicious cycle where students become disengaged and are more inclined to quit school. It is crucial that efforts are made to address these issues in order to enhance learning outcomes and experiences of Arab students in Israel.

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