

Building an Optimal Persistence Model for Novice Arab Minority Teachers by Emotional, School-Organizational and Educational Factors

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Abstract

The present study aimed to examine the persistence difficulties of novice teachers from Arab society in relation to various socio-emotional, school-organizational, and educational factors. Another aim of the study was to suggest an appropriate persistence model adapted to novice Arab teachers from Israel. To this end, 319 Israeli novice teachers from Arab society filled out questionnaires on demographics, resilience, organizational commitment, management style, inclusive school, and self-efficacy. The findings indicated significant differences among three levels of persistence difficulty groups in resilience, management style, school inclusion, and self-efficacy. Further post-hoc analysis using Scheffé's test identified significant differences between specific pairs of groups. Additionally, significant negative relationships were found between novice teachers' persistence difficulties and their organizational commitment at school, school inclusion, and self-efficacy. Stepwise multiple regression analysis revealed that self-efficacy, school inclusion, resilience, and organizational commitment explained 19.8% of the variance in novice teachers' persistence difficulties. In conclusion, a targeted support program addressing the unique socio-emotional, school-organizational, and educational training challenges faced by novice Arab teachers in Israel is essential for enhancing their persistence and professional success. Implementing comprehensive and inclusive strategies will not only improve teacher retention but also contribute to a more equitable and effective education system.

Keywords: Persistence difficulties; resilience; school-organizational; self-efficacy; novice teachers; Arab society.

Introduction

In the dynamic landscape of education, the role of teachers extends far beyond imparting knowledge; it encompasses resilience, dedication, and enduring commitment. Teacher persistence, defined as the sustained effort and determination to overcome challenges in pursuit of educational goals, is a crucial factor in the success and stability of the educational system. This concept underscores the personal qualities of educators and highlights systemic factors that either foster or hinder their perseverance. Research indicates that teacher persistence is pivotal in shaping positive student outcomes and maintaining institutional effectiveness (Ingersoll et al., 2014). Despite its significance, the educational community faces ongoing challenges that strain this persistence. Issues such as high workloads, inadequate support systems, and external pressures contribute to attrition rates among educators, posing a threat to educational continuity and quality.

Globally, teacher persistence faces numerous challenges that can undermine educators' commitment and longevity in the profession. High workloads and insufficient support systems are pervasive issues, leading to burnout and attrition among teachers. According to Ingersoll and Strong (2012), a significant number of teachers leave the profession within their first five years due to these stressors. Additionally, external pressures such as standardized testing and administrative demands further exacerbate the strain on teachers, diminishing their ability to focus on student-centered teaching and learning. The lack of professional development opportunities and career advancement prospects also contributes to a sense of stagnation and frustration, which can erode teachers' motivation and dedication over time. A recent report by UNESCO (2021) indicates that globally, approximately 30% of teachers consider leaving the profession within their first five years due to these overwhelming challenges.

In Israel, the persistence of teachers is significantly impacted by a range of unique challenges. Arab teachers often work in under-resourced schools, with inadequate funding and outdated facilities compared to their Jewish counterparts (Abraham Fund Initiatives, 2020). This resource disparity hampers effective teaching and contributes to feelings of being undervalued and unsupported. According to the Israeli Ministry of Education, the annual attrition rate for Arab teachers is approximately 15%, compared to 8% for Jewish teachers, reflecting the disproportionate challenges they face. Moreover, Arab teachers frequently encounter

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societal biases and systemic discrimination within the Israeli education system. Stereotypes and prejudices affect their professional opportunities and advancement, leading to a sense of disillusionment and marginalization (Karp, 2018). Additionally, linguistic barriers and the need to navigate between different dialects and Hebrew without adequate support further complicate their teaching experience. These multifaceted challenges necessitate targeted interventions and policies to foster equity and support for Arab teachers in Israel, ensuring their persistence and professional success.

Arab teachers constitute a crucial component of Israel's educational system, playing a pivotal role in shaping the academic success and cultural identity of Arab students. Despite their indispensable role, Arab teachers encounter several obstacles that undermine their persistence in the profession. One of the primary challenges is the disparity in educational resources and infrastructure between Jewish and Arab schools. Research by the Abraham Fund Initiatives highlights that Arab schools often suffer from inadequate funding, outdated facilities, and a shortage of teaching materials compared to their Jewish counterparts (Abraham Fund Initiatives, 2020). This resource gap hampers effective teaching and diminishes morale among Arab educators, who may feel undervalued and unsupported in their efforts.

Arab teachers frequently confront societal biases and systemic discrimination within the Israeli education system. Studies underscore pervasive stereotypes and prejudices that affect Arab educators' professional opportunities and advancement prospects (Karp, 2018). Discriminatory practices in hiring, promotion, and resource allocation further exacerbate these challenges, contributing to a sense of disillusionment and marginalization among Arab teachers. Another critical issue is the cultural and linguistic diversity within Arab schools, which adds another layer of complexity for educators. Many Arab teachers must navigate between standard Arabic, spoken Arabic dialects, and Hebrew, often without adequate linguistic support or training. This linguistic challenge can impede effective communication with students and parents, hindering educational outcomes and exacerbating feelings of isolation and frustration among teachers (Kosmin, 2021).

Furthermore, the broader socio-political context in Israel, including periodic conflicts and tensions, imposes additional stress on Arab educators. The volatile security situation and its impact on daily life in Arab communities create a challenging environment for teachers, affecting their well-being and job satisfaction (Abed, 2019). Arab teachers in Israel confront a range of challenges encompassing emotional, organizational, and educational factors, significantly influencing their persistence and professional fulfillment within the educational system.

Emotional Challenges: Arab teachers grapple with a profound sense of cultural and identity marginalization within the predominantly Jewish educational milieu. Research underscores the emotional strain arising from cultural dissonance, as Arab educators navigate curricula that often insufficiently reflect Arab history, literature, and contributions, thereby alienating Arab students (Abu-Rabia, 2017). This disconnect exacerbates feelings of frustration, isolation, and diminished professional efficacy among teachers.

Organizational Challenges within Schools: Organizational challenges within schools present formidable obstacles for Arab teachers, particularly regarding resource allocation disparities. Studies highlight significant discrepancies in funding, infrastructure, and access to teaching materials between Jewish and Arab schools in Israel (Abraham Fund Initiatives, 2020). These disparities impede effective teaching practices and perpetuate systemic inequalities, impacting the morale and job satisfaction of Arab educators.

Educational Factors: Arab teachers contend with linguistic barriers and limited professional development opportunities. Research emphasizes the critical role of Hebrew proficiency for career advancement and effective communication, yet many Arab teachers face challenges due to linguistic differences and inadequate support (Mizrachi, 2019). This linguistic divide hinders professional growth and collaboration within the educational framework. Educational policies and practices often reflect biases and discriminatory attitudes towards Arab educators, influencing hiring practices, promotion prospects, and leadership opportunities within schools (Smootha, 2020). These systemic inequities undermine the career aspirations and longevity of Arab teachers, contributing to high turnover rates and a shortage of experienced educators in Arab communities.

Addressing these multifaceted challenges necessitates comprehensive reforms and targeted interventions aimed at fostering cultural inclusivity, equity, and support for Arab teachers within the Israeli educational

system. Initiatives such as culturally responsive teaching practices, enhanced professional development opportunities, and policies to combat institutional discrimination are crucial steps toward creating an enabling environment that promotes the persistence and professional success of Arab educators in Israel. This paper explores the complexities of Arab teacher persistence within the educational system, examining the emotional, school-organizational, and educational factors that influence their decision to remain in the profession. By delving into these aspects, we aim to illuminate the importance of fostering a supportive environment that cultivates and sustains teacher persistence. Moreover, this study aims to examine the system persistence difficulties of novice teachers from Arab society according to various socio-emotional, school-organizational, and educational training factors.

Arab Society in Israel: Sociological, Cultural, and Educational Aspects

The Arab population in Israel constitutes both a numerical and sociological minority. Sociologically, they lack representation in the political, military, and economic elites of the country, which deprives them of influence within the national dominant group. Numerically, the Arab population numbers over 1.8 million people, accounting for 21.10% of the total population (Central Bureau of Statistics, 2016). This population is heterogeneous, comprising Muslims, Christians, and Druze, each with distinct needs within the education system and other areas. Arab society includes urban populations in Arab and mixed cities and villages, with varying socio-economic levels, cultural norms, religiosity, traditions, and educational backgrounds (Swirski & Conon-Attias, 2017). As of 2020, approximately 51.6% of Arab residents live in the northern part of the country, including the Galilee and Haifa districts, 19.7% in the Triangle region, 17.5% in the Negev District, and 8.5% in mixed cities (Haddad et al., 2021).

Arab society views education as critical for shaping, developing, promoting, and preserving its character and heritage. Since the establishment of the state, educational levels within the Arab population have significantly improved. In 1961, almost half of the Arab population was uneducated. By the 1970s, this figure dropped to about a quarter, by the 1990s to one-tenth, and by 2016, the percentage of uneducated individuals was less than 5% (Arar & Ibrahim, 2016). The education system in Israel is divided by nationality and degree of religiosity, with the Arabic education sector further subdivided into Arab, Druze, Circassian, and Bedouin groups, each with a unique curriculum. By 2017, Arab students constituted 25% of all students in Israel (Central Bureau of Statistics, 2022).

For many years, the Arab education system has suffered from neglect and discrimination, leading to significant gaps compared to the Jewish education system in terms of resources and achievements. These disparities stem from unequal budget distribution, lack of infrastructure, inadequate facilities, and insufficient educational resources (Abu-Asbeh, 2009; Arar, 2021; Khayder, 2011). Comparatively, Arab students face larger class sizes, fewer weekly instructional hours, and lower quality teaching, resulting in a lower average annual investment per student than their Jewish counterparts (Gharrah, 2016).

Despite these challenges, Arab society has made significant strides in closing educational gaps over the last decade. Arab students now excel in higher education institutions, reflecting their ability to effectively address policies of control and marginalization. There has been a notable increase in the number of students enrolled in advanced degree programs, with more than a 200% increase in master's degree enrollments (Haddad et al., 2021). Higher education is crucial for integrating into broader society and the Israeli market. The increasing number of Arab students in leading fields of study results from intense efforts by civil organizations and associations, leading to narrowing gaps and workforce integration. These organizations have expanded their support programs, directing young people towards self-realization and professions in high demand, such as sciences, high-tech, and psychology (Haddad et al., 2021).

Generally, teaching methods in Arab society do not encourage critical and independent thinking. Additionally, the learning environments in Arab schools often lead students to expect assistance from teachers in coping with learning difficulties (Agbariya et al., 2015; Gharrah, 2016). These characteristics present a double obstacle in higher education: first, the learning approach in schools does not prepare students for required skills in higher education, and second, students' expectations from educational institutions and lecturers are misaligned (Arar & Ibrahim, 2016). The situation in vocational and technological education is also challenging. Recent demand, especially from industrialists, to expand vocational education at the high school level has emerged. The vocational track, primarily run by non-

governmental networks specialized in professional education, has become central in peripheral and Arab localities due to inadequate state-provided educational services. Historically, these schools suffered from high dropout rates and low levels of high school education (Swirski et al., 2016).

Struggles and Challenges in Entering Teaching

The initial stage of entering teaching reflects various professional, managerial, organizational, social, personal, and primarily emotional difficulties. Novice teachers must cope with gaps between theory and practice and between their ideals and reality (Schatz-Oppenheimer & Dvir, 2014). Creating a continuum between novice teachers' training and their absorption process in the education system can improve their chances of success and perseverance (Flores, 2017; Gu, 2018). Additionally, linking the structuring of a professional identity with adaptation to school norms and culture, and understanding the balance of power at school, is crucial for professional adaptation (Fisherman, 2008). Strengthening novice teachers' persistence through structured, consistent, and intensive professional development programs can prevent dropouts and improve perseverance (Schatz-Oppenheimer, 2017; Schatz-Oppenheimer et al., 2014).

The literature highlights a gap between beginning teachers' expectations and the reality of live classrooms, emphasizing the importance of assistance and support during this period (Babay & Ate, 2009; Davis & Resta, 2002; Ganser, 2001). Many scholars believe this gap is rooted in personal, cognitive, educational, social-emotional, and structural-systemic aspects (Babay & Ate, 2009; Gaudelli & Ousley, 2009). Fuller (1969) identified three stages of novice teachers' difficulties: the survival stage, the control stage, and the impact stage. During the survival stage, teachers focus on themselves, fear failure, and try to build working relationships with school staff. The control stage focuses on teaching methods, control issues, strategies, and skills. In the impact stage, the focus shifts to students, with concerns about identifying their needs and feelings (Fuller & Brown, 1975).

Studies in Israel have classified novice teachers' difficulties into several groups: communication skills, class management and organization skills, adaptation to the school system, teaching and pedagogical skills, annual curriculum and lesson planning, meeting curriculum requirements, and adapting to students' various levels (Arbiv-Elyashiv & Zimmerman, 2015; Jabareen & Agbariya, 2010; Nasser-Abu et al., 2011; Schatz-Oppenheimer, 2017; Timor, 2017). A study by Kfir et al. (2008) portrayed the novice teacher as 'drowning in cruel reality,' facing four main areas of difficulty, planning, performance, assessment, and training:

1. Planning difficulties: The novice teacher struggles with planning lessons, schedules, assignments and activities, study units, and class level and various students' level (Hogan & Rabinowitz, 2009; Oplatka, 2012).
2. Performance difficulties: The novice teacher is familiar with the disciplinary basis of the profession, including didactics and teamwork. However, as this knowledge was not built through actual experience, it is hard to navigate from theory to practice (Mahajna, 2014; Timor, 2015).
3. Assessment difficulties: Lack of skill judging the quality of assignments and the assessment given to students and difficulty adjusting assessment methods to their teaching goals (Biton et al., 2017; Timor, 2015).
4. Training difficulties: The beginning teacher experiences a significant gap between the theories learned during training and the reality, where he or she feels unprepared for the task (Inbar-Furst, 2016).

Arab Novice Teachers in Israel

Research on training Arab teachers is limited and primarily addresses issues such as inequality, resource gaps, quality of human resources, academic achievements, higher education, cultural identity, and the formation of professional identity (Agbariya, 2010; Abu Asbeh, 2008; Jabareen & Agbariya, 2010; Watad-Khuri, 2013). Beginning Arab teachers face disciplinary and didactic difficulties, challenges with school culture and organizational climate, work overload and stress, and individual differences in perceptions, attitudes, and teaching methods (Peter & Pearce, 2012; Timor, 2015).

The Arab education system is typically very conservative, with changes occurring slowly and incrementally (Alkrinaui, 2007; Jabreen & Agbariya, 2010). Studies on Arab teacher training have focused more on political-social aspects rather than pedagogical training (Agbariya, 2010; Watad-Khuri, 2013). A significant

cultural challenge is the tension between democratic norms in teacher training and patriarchal norms in school reality (Alian & Raid, 2011; Watad-Khuri, 2013). Over-training, or having too many student teachers, also prevents graduates from finding employment in their profession (Knesset, 2017). Mobility of novice teachers from Arab society to regions like the Negev can be a solution, although it poses additional challenges due to differences in organizational and cultural systems (Schatz-Oppenheimer, 2017).

The complex reality of the Arab education system in Israel causes novice teachers to focus on survival and cope with feelings of frustration, helplessness, disappointment, and loneliness, instead of learning and developing (Watad-Khuri, 2013). Consequently, many novice teachers drop out, with dropout rates during the first year at 14.1% in elementary schools, 27% in middle schools, and 18% in high schools. By the third year, dropout rates range from 21% in elementary schools to 40% in middle schools, and by the fifth year, from 26% in elementary schools to 46% in middle schools (Arbiv-Elyashiv & Zimmerman, 2015; Knesset, 2017).

This situation calls for professional intervention to help novice teachers survive their first year of work, accelerate their professional identity process, and prevent them from dropping out of the profession early. Emotional, school-organizational, and educational factors are crucial in the persistence of novice teachers. Resilience, a key personality trait, helps teachers cope with stress and adapt to challenging conditions, acting as a 'mental immune system' against stress (Day, 2018; Wagnild, 2000). Studies have shown a reciprocal relationship between self-efficacy, resilience, and stress.

Rationale and hypotheses

Most research on novice teachers' persistence difficulties, such as those reported by Kfir et al. (2008), and on absorption accompaniment programs has been conducted on Western populations. Few studies have been conducted in Israel, particularly with an emphasis on Arab society. The present study aimed to examine the persistence difficulties of novice teachers from Arab society in relation to various socio-emotional, school-organizational, and educational factors. Based on the main goal of the research, the following hypotheses were formulated:

H1: Significant differences will be found in emotional factors (resilience), school-organizational factors (organizational commitment, management style and school inclusion) and educational factors (self-efficacy) between three groups of novice teachers' persistence difficulties (high level of difficulty, medium level and low level) so that the higher the levels of resilience, organizational commitment, management style, school inclusion and self-efficacy are – the lower the teachers' persistence.

H2: Negative relationships will be found between novice teacher persistence difficulties and between emotional, school-organizational and educational factors (resilience, organizational commitment, management style, school inclusion and self-efficacy).

H3: Emotional (resilience), school-organizational (organizational commitment, management style and school inclusion) and educational (self-efficacy) factors will predict teacher's persistence difficulties.

Figure 1 depicts the persistence model of novice teachers from Arab society in Israel.

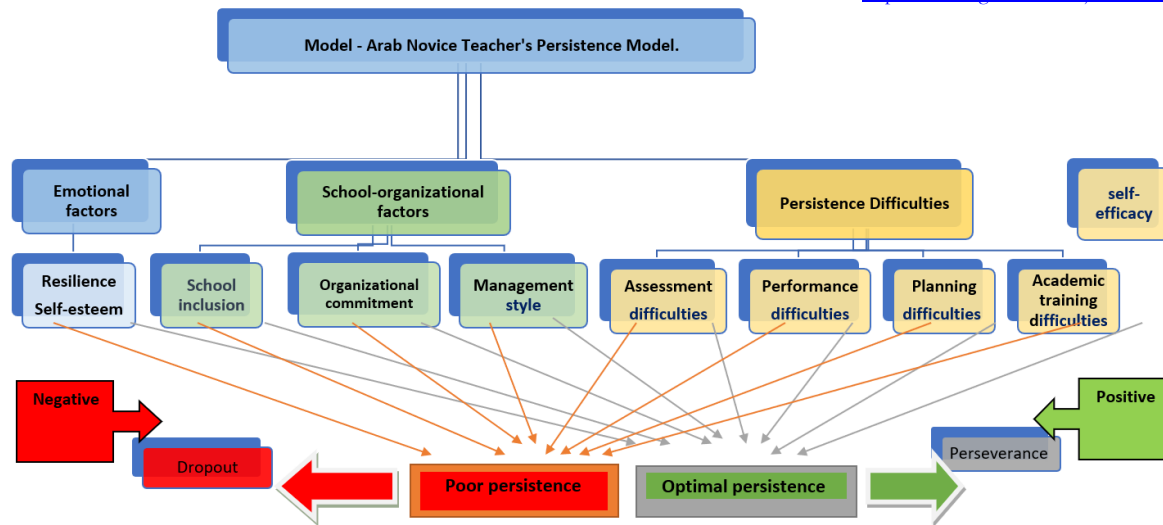


Figure 1. Persistence model of Arab novice teachers.

Method

This is a quantitative study of a correlative-comparative nature, which examines novice teachers from the Arab society in Israel.

Participants

The research population included 319 novice elementary schoolteachers from the Arab society in the north of Israel. Random cluster sampling was used to recruit most of the respondents at their schools. The teachers provided information about their demographic characteristics and employment conditions. Table 1 presents the demographic characteristics of the sample.

Table 1. Numbers and percentages of the demographic characteristics of the participants (N=319).

Variable	N	%
<i>Gender</i>		
Men	73	22.9%
Women	246	77.1%
<i>Religious/Ethnic</i>		
Muslim	222	70%
Christian	64	20.2%
Druze	31	9.8%
<i>Marital status</i>		
Single	103	32.5%
Married	214	67.5%
<i>Years of work</i>		
One year	99	31.9%
Two years	131	42.3%
Three years	80	25.8%
<i>Teacher's role</i>		
Homeroom teacher	84	26.7%
Professional teacher	220	69.8%
Substitute teacher	11	3.5%
<i>Scope of position</i>		
Up to half-time	84	26.4%
Between half-time and full	171	53.8%
Above full position	63	19.8%

<i>Number of pupils in class</i>		
15-20	61	19.6%
21-25	39	12.5%
26-30	147	47.1%
31-35	57	18.3%
36-40	8	2.6%
<i>Grades taught</i>		
Preschool	21	6.6%
1 st – 2 nd	40	12.7%
3 rd – 4 th	48	15.2%
5 th – 6 th	72	22.8%
7 th – 9 th	64	20.3%
10 th – 12 th	71	22.5%
<i>Study track</i>		
Preschool; 1 st – 2 nd grade	52	16.9%
3 rd – 6 th grade	115	37.5%
Middle school	90	29.3%
Special education	50	16.3%

Tools

The respondents answered the following questionnaires:

- Resilience Questionnaire* (Kobasa, 1979) is composed of 71 items that represent attitudes towards life events/situations that include the three elements of mental resilience: control, commitment, and challenge. Respondents were requested to reply on a scale of 0 (need more information) to 3 (fully agree). Sample item: "I like a lot of diversity in my job". The total score is the mean of all the items in each element. In this study, the internal reliability of the questionnaire was $\alpha=.92$.
- Organizational Commitment Questionnaire* (Allen & Meyer, 1990) included 22 items on a scale of 1 (do not agree at all) to 5 (agree very much), divided into three clusters: emotional commitment (items 1-8), ongoing commitment (items 9-17), and normative commitment (items 18-22). The original Cronbach's alpha =.79. In this study, the internal reliability was $\alpha=.80$.
- Management Style Questionnaire* (Fleishman & Mumford, 1989) included 36 items on a scale of 1 (not at all) to 5 (always) on the degree to which each of the items characterized the style of the direct manager or the assessing manager's own style and social management. The internal reliability of the questionnaire in this study was $\alpha=.90$.
- Index for Inclusion* (Booth & Ainscow, 2002) includes 35 statements and examines three dimensions of inclusion: a. Creating inclusive cultures – 13 items (1-13); b. Producing inclusive policies – 11 items (14-24); c. Evolving inclusive practices – 11 items (25-35). Replies were on a Likert scale of 1 (no inclusion) to 4 (high level of inclusion). The three dimensions were constructed by calculating the mean responses to the statements that compose each dimension separately. The internal reliability of the general questionnaire was $\alpha=.97$; the internal reliability of the inclusive culture measure was $\alpha=.94$, the inclusive policies measure $\alpha=.90$, and the inclusive practices measure $\alpha=.93$.
- Self-efficacy Questionnaire* (Friedman & Kes, 2001): This questionnaire includes 29 items on a 1 to 6 Likert scale, and measures the teacher's self-efficacy. The higher the median is, the higher the sense of self-efficacy is. Cronbach's alpha for this questionnaire was .89.

The questionnaire is composed of three measures:

- Teaching assignments: 12 statements (for example, "I think I am flexible in my teaching methods"). Cronbach's alpha = .86.
 - Relationships: 8 statements (for example, "I think I am not charismatic when I face my students"). Cronbach's alpha = .63.
 - Organization: 9 statements (for example, "I feel I am assertive in my conversations with my principal"). Cronbach's alpha = .69.
- f. *Persistence Difficulties Questionnaire* (Tam, 1993). Included 42 items that examined the difficulties encountered by novice teachers during their first year at work, divided into the following clusters:

training – 6 statements, planning – 12 statements, performance – 14 statements, and assessment – 10 statements, on a scale of 1 (not at all) to 6 (very much). The internal reliability of the general questionnaire was $\alpha=.97$; the internal reliability of the planning measure was $\alpha=.97$, the performance measure $\alpha=.98$, the assessment measure $\alpha=.95$, and the training measure $\alpha=.89$.

Procedure

Principals of elementary schools in the north were approached, and the rationale and goals of the research were explained to them. Secrecy and discretion were assured. Following the principals' consent, the participants were asked to fill out the questionnaires. They were provided with explanations and instructions on filling out the questionnaires, without intervening or influencing their responses. The data collection process took place during November-December 2016. The questionnaires were distributed at novice teachers' meetings. The teachers were given one month to return the questionnaires, to give them ample time to fill out the forms. Of the 360 questionnaires that were handed out, 319 were returned. The data were analyzed using SPSS software.

Findings

The findings of the study are described according to the various research hypotheses.

The *first hypothesis* assumed significant differences will be found in emotional factors (resilience), school-organizational factors (organizational commitment, management style and school inclusion) and educational factors (self-efficacy) between three groups of novice teachers' persistence (high level of difficulty, medium level and low level) so that the higher the levels of resilience, organizational commitment, management style, school inclusion and self-efficacy are – the lower the teachers' persistence.

One-way analysis of variance (ANOVA) was performed to examine the differences between the three levels of persistence difficulties and emotional (resilience) and school-organizational (organizational commitment, management style and school inclusion) and educational (self-efficacy) factors.

The results in Table 2 indicate significant differences between the three groups in resilience, management style, school inclusion and self-efficacy. Further Post Hoc analysis using Scheffé's analysis indicated a significant difference in resilience between the high and medium level of difficulty groups ($p<.001$); a significant difference in the management style mean between the medium and low level of difficulty groups ($p<.001$); a significant difference in resilience between the high and low level of difficulty groups ($p<.05$); a significant difference in school inclusion between the high and medium level of difficulty groups ($p<.05$); a significant difference in school inclusion between the high and low level of difficulty groups ($p<.05$); a significant difference in school inclusion between the medium and low level of difficulty groups ($p<.001$); a significant difference in self-efficacy between the high and medium level of difficulty groups ($p<.001$); a significant difference in self-efficacy between the high and low level of difficulty groups ($p<.001$); and a significant difference in self-efficacy between the medium and the low level of difficulty groups ($p<.001$).

Table 2. One-way analysis of variance (ANOVA) for differences of three levels of persistence for emotional, school-organizational and educational factors (N=319).

Variable	Levels of difficulty	N	Mean	SD	F
Resilience	High	46	2.79	.49	8.45***
	Medium	194	2.54	.35	
	Low	71	2.61	.33	
Organizational commitment	High	45	3.80	.47	.43
	Medium	197	3.75	.57	
	Low	72	3.71	.37	
Management style	High	46	2.81	.39	9.82***
	Medium	198	2.71	.47	
	Low	73	2.97	.40	
School inclusion	High	46	3.03	.45	20.63***
	Medium	193	2.80	.57	
	Low	68	3.28	.49	
Self-efficacy	High	46	4.23	.62	10.17***
	Medium	197	4.07	.57	

	Low	68	3.98	.51	
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Note: *** $p < .001$.

The criteria for the three groups were: novice teachers whose mean difficulty on the persistence difficulties questionnaire was higher than the general mean of the sample population by more than one standard deviation, i.e. above $(\bar{x} + s)$, were classified as having a high level of difficulty; those whose mean difficulty on the persistence difficulties questionnaire was lower than the general mean of the sample population by more than one standard deviation, i.e. below $(\bar{x} - s)$, were classified as having a low level of difficulty. The rest, those between $(\bar{x} + s)$ and $(\bar{x} - s)$, were classified as having a medium (i.e. normative) level of difficulty.

In this study, the general mean on the persistence difficulties questionnaire was 3.247 and the standard deviation was 1.048 (on a 6-level scale), so that teachers with a mean of 4.295 ($=3.247+1.048$) were in the high level of difficulty group. Those with a mean of 2.199 ($=3.247-1.048$) were in the low level of difficulty group. Therefore, 47 novice teachers ($N=47$; 14.7%) were found to have a high level of difficulty; 199 novice teachers ($N=199$; 62.4%) were in the normative (medium level of difficulty) group; and 73 teachers ($N=73$; 22.9%) were in the low level of difficulty group.

The *second hypothesis* assumed that negative relationships will be found between the novice teacher persistence difficulties and between the emotional, school-organizational and educational factors (resilience, organizational commitment, management style, school inclusion and self-efficacy). The results presented in Table 3 indicate a significant negative relationship between novice teachers' persistence difficulties and their organizational commitment at school ($r_p = -.131$; $p < .05$), a significant negative relationship between novice teachers' persistence difficulties and the inclusion at their school ($r_p = -.201$; $p < .001$) and a significant negative relationship between novice teachers' persistence difficulties and self-efficacy ($r_p = -.342$; $p < .001$).

Table 3. Pearson correlation coefficients for the relationships between persistence difficulties and emotional, school-organizational and educational aspects ($N=319$).

Variables	Resilience	Organizational commitment	Management style	School inclusion	Self-efficacy
Persistence difficulties	.088	-.131*	-.077	-.201***	-.342***

Note: * $p < .05$; *** $p < .001$.

The *third hypothesis* assumed that emotional (resilience), school-organizational (organizational commitment, management style and school inclusion) and educational (self-efficacy) factors will predict teacher's persistence difficulties.

Table 4. Stepwise multiple regression model to predict novice teacher persistence difficulties ($N=319$).

Predictor	B	B	T	Accumulated R ²
Self-efficacy	-.581	-.412	-5.22***	.127
School inclusion	-.572	-.309	-5.18***	.166
Resilience	.571	.203	3.43**	.191
Organizational commitment	.346	.169	3.07*	.198

Note: * $p < .05$; ** $p < .01$; *** $p < .001$.

Stepwise multiple regression analysis was employed to find the variables that predict 'persistence difficulties'. The results indicated that the novice teacher's persistence difficulties can be explained by the following variables: self-efficacy, school inclusion, resilience, and organizational commitment ($F(3,301) = 12.007$, $p < .001$). The predictors explained 19.8% of the variance. Table 4 describes the results of the multiple regression analysis. Clearly, the most significant variable that explains the variance of persistence difficulties is self-efficacy, followed by school inclusion, resilience, and organizational commitment. Management style was omitted from the regression model.

Discussion

The main objective of the state's actions must be to achieve genuine equality for the Arab citizens of Israel, and to find ways that will enable them to express in their public life their culture and identity in a proper and dignified manner. The importance of the state's official recognition of the cultural and national uniqueness of the Palestinian Arab minority in Israel, and the granting of the state's legitimate legitimacy to its unique identity and needs in this context as well (Abu-Saad, 2020; Jabareen, 2006; Jabareen & Agbarya, 2010).

Cultivating and strengthening civil society in Arab society strengthens the status of the Arab population. The activity in the field of civil society seeks to promote values of social responsibility and moral commitment in all areas related to Arab society. This activity takes place in forums of various types: research groups, discussion groups, round tables on key issues on the agenda for social change, local and international conferences, as well as evening seminars open to the public. This civic organization creates power levers and long-term changes in Arab society in all its diversity and diversity (Abu-Saad, 2020; Jabareen & Agbarya, 2010).

Therefore, this policy should be changed to the policy of the modern democratic and modern countries - a policy based on egalitarian pluralism, at the center of which is a harmonious and full equality between majority and minority. Such a policy will lead to an investment in the Arab human capital, education and education of the Arab population. The education of the Arabs in Israel has a decisive influence on their employment status - in terms of wages, the rate of participation in the labor market and the rate of unemployment, as well as the level of occupation and productivity. In addition, it is important to significantly upgrade the investment in education in the Arab society, which as mentioned currently suffers from under-investment at all levels of education, from daycare centers and kindergartens to higher education. Efforts should be made to increase financial resources at all levels of education, with an emphasis on considerable investment in early childhood and primary school (Abu-Saad, 2020; Jabareen & Agbarya, 2010).

The importance of the state's official recognition of the cultural and national uniqueness of the Palestinian Arab minority in Israel, and the granting of the state's legitimate legitimacy to its unique identity and needs in this context as well. The status of the Arab citizen is closely related to belonging to a nation. The policies in Israel should evolve to the policies of the modern democratic and modern countries - a policy based on egalitarian pluralism, at the centre of which is a harmonious and full equality between majority and minority. Vigorous action by the government in conjunction with the Arab population and in partnership will work to reduce pressures, create a stronger sense of belonging of Arab citizens to the state, and serve as a basis for equal and equal citizenship (Jabareen, 2006).

Farther more, the policy should lead to deeper educational transition and to school renewal, that is, re-examination of the school space and its adaptation to changing learning methods, and the creation of spaces that expand the boundaries of the classroom and enable the creation of diverse learning processes. In addition to increasing resources in the Arab society, it is important to increase integration with the Jewish population, which will in the future help the Arab society become more successful in the labour market (Jabareen, 2006).

The present study examined the persistence difficulties of novice teachers as they move from their training period to work in the school system. Key aspects structure the quality of persistence difficulties of novice teachers: a. Persistence difficulties that include the aspects of planning, performance, assessment, and training; b. Emotional, school-organizational and educational aspects that include resilience, organizational commitment, management style, school inclusion and self-efficacy. Positive relationships between these elements contribute to optimal persistence difficulties for novice teachers and their perseverance in the system, and vice versa – negative relationships result in difficulties and dropping out of the system. The study's goal was to examine among novice teachers in Arab society in Israel: a. Differences between persistence difficulties levels (high, medium and low) in these emotional, school-organizational and educational aspects, b. Relationships between persistence difficulties and the mentioned aspects, and c. Prediction of persistence difficulties by the same aspects.

The findings that relate to the first hypothesis indicate significant differences between the three levels of persistence difficulties in resilience, management style, school inclusion and self-efficacy. Teachers with a

high level of difficulty reported higher difficulties in persistence including all its elements than novice teachers with medium and low levels of difficulty. There are few reports in the literature concerning novice teachers with varying levels of difficulty. Acknowledging novice teachers' developmental needs in view of their varying levels of persistence difficulties could protect them from depleting their resources, and could help them cope with the system's demands.

It may be that some of the difficulties of novice teachers during their first years can be explained by the gap between 'theory' and 'practice' at the training period. Providing theories that are separate and independent of the novice teacher's practical experience could explain the low transferability from theory to practice (Paritzker, 2000). Training programs that emphasize 'what to teach' rather than 'how to be a teacher' in the organizational school reality, make the experiences of novice teachers much more difficult (Friedman & Lotan, 1993).

Some of novice teachers' difficulties are rooted in the organizational reality of their work environment. Novice teachers often find it hard to understand the basics of school-organizational life (Kremer-Hayon & Ben-Peretz, 1986). Gavish and Friedman (2007), who focused on the contribution of teachers' perceived organizational environment to predicting burnout, found that the organizational environment did not provide the novice teacher with a familiar experience, nor did it help him or her to find their way in it, and consequently damaged emotional aspects and created professional burnout.

Findings related to our second hypothesis indicated negative relationships between persistence difficulties and organizational commitment, school inclusion and self-efficacy. The explanation relates to the existing school reality, in which teachers' authority is constantly undermined, employment conditions are complex, teachers (especially new ones) are troubled by discipline problems – all of which are frustrating and encourage thoughts of leaving (Scott et al., 2019).

Another study noted that the attitude of novice teachers is dependent on the degree of autonomy and self-efficacy they have in their work, their participation in decision-making forums at school, cooperation with others in the system, receiving feedback on their work, taking opportunities to learn, and utilizing available resources to achieve their goals (Salfiti, 2012). These findings coincide with Watad-Khuri's (2013) study, which found that the novice teacher in Arab society works in a rigid organizational commitment and a centralized educational climate, in addition to the patriarchal behavior that is typical of Arab schools. Due to these organizational patterns, novice teachers are busy with survival processes, and cope with feelings of frustration, helplessness, disappointment and loneliness instead of sharing learning and development (Watad-Khuri, 2013).

It would seem that inclusion, empathetic and supportive attitude is needed in the school-organizational system – from colleagues and, particularly, from the high management. In addition, the findings of Paritzker and Hen (2010) and Waitoller & Kozlesky (2013) substantiated the findings of the present study regarding the relationships between persistence difficulties, resilience, and inclusiveness, which indicate the emotional distress experienced by many novice teachers. The present findings also corroborate the recommendations suggested by Ginat (2007), which mention the need to recognize the changing developmental needs of novice teachers, and to provide training and absorption programs for the organizational aspects, which include awareness of the emotional aspects required in an organization.

The findings related to the third hypotheses indicated that the novice teacher's persistence difficulties can be explained by the variables self-efficacy, school inclusion, resilience, and organizational commitment. These predictors explained a higher percentage (19.8%) of the variance of persistence difficulties. In this context, the current results corroborate the findings of Toren and Ilian (2008), who reported that the main difficulties of Arab teachers were included in four key categories: disciplinary and didactic difficulties, organizational climate and school culture, workload, individual differences and personal-emotional problems. Hillel-Lavine's (2008) research also found a relationship between the degree of absorption and the organizational commitment; i.e., teachers perceived the school organizational commitment as very meaningful, and as significantly contributing to attrition.

In this line, teachers' self-efficacy was considered an important variable in the context of teaching and academic achievements (Braksiek, 2022; Coppe et al., 2022). This ability includes, among others, setting challenging goals, using teaching methods, investing effort and perseverance in face of difficulties, and

coping with emotional situations (Muliati et al., 2022; Myyry et al., 2022). Self-efficacy teachers tend to be more humane in class management, encourage students' autonomy, and are less conservative and hierarchical (Şen & Yıldız Durak, 2022; Yada et al., 2022). In addition, teachers' self-efficacy allows them to be involved in decision making, be promoted in the school hierarchy, and form relationships with colleagues and management, all of which provide a sense of belonging and security (Arcoverde et al., 2022; Yoon & Kim, 2022).

Conclusions and Recommendations

In view of the study findings, the conclusions from the present study indicate several key points and recommendations:

1. **Exposure to conflicts and coping mechanisms:** It is important that novice teachers, while still in their last year at teacher-training colleges, be exposed to the wide array of conflicts and difficulties they are destined to encounter. This exposure should include training on how to cope with these challenges. Analyzing real-life events can provide them with tools and skills to facilitate an optimal entry into the profession. Preparing a plan for early emotional coping would contribute to reducing novice teachers' emotional stress and consequently their persistence-training problems.
2. **Inclusiveness and empathy:** Inclusiveness and empathy for novice teachers could imbue them with a sense of security and allow them to cope more easily with their professional workload. Building joint work teams that include both veteran and new teachers for planning, preparation, and assessment of teaching could alleviate feelings of overload, provide a sense of inclusion and resilience, and reduce persistence-training problems.
3. **Unique optimal absorption programs:** Forming unique absorption programs that emphasize school-organizational, cultural, emotional, and educational aspects is crucial. These programs should be part of principal training programs in general, and in Arab society in particular. Intervention programs at the school-organizational level can offer support, encourage professional development and self-efficacy, reduce persistence-training difficulties, and boost resilience, all of which can prevent novice teachers from leaving the profession.
4. **Increasing investment in Arab education:** There is a pressing need to significantly upgrade investment in education within Arab society, addressing the current under-investment at all educational levels. Increasing financial resources for early childhood education, primary schools, and higher education is vital for improving educational outcomes. A well-funded educational system can provide better facilities, teaching materials, and professional development for teachers, enhancing the quality of education and preparing students for successful futures (Abu-Saad, 2020; Jabareen & Agbarya, 2010).
5. **Addressing persistence-training difficulties:** Novice Arab teachers face significant persistence-training difficulties, including planning, performance, assessment, and training aspects. Emotional challenges, such as cultural and identity marginalization, exacerbate frustration, isolation, and diminished professional efficacy. Organizational challenges, such as resource allocation disparities, impact morale and job satisfaction. Educational challenges, including linguistic barriers and limited professional development opportunities, hinder professional growth and collaboration. Addressing these difficulties requires targeted support and comprehensive reforms to create a supportive environment that promotes teacher persistence and success (Abu-Rabia, 2017; Abraham Fund Initiatives, 2020; Mizrahi, 2019).
6. **Bridging the gap between theory and practice in teacher training:** There is a critical need to address the gap between theory and practice in teacher training programs. Providing training that integrates practical experience with theoretical knowledge can improve the preparedness of novice teachers. Emphasizing 'how to be a teacher' in real-world organizational school settings, rather than solely focusing on 'what to teach,' can make the transition to teaching smoother and more effective. Enhancing the practical components of teacher training programs can help novice teachers feel more confident and competent in their roles (Paritzker, 2000; Friedman & Lotan, 1993).

7. Creating supportive school-organizational environments: Novice teachers often struggle with understanding and adapting to the organizational realities of their work environment. Schools should provide a supportive and familiar organizational environment to help new teachers find their way and reduce professional burnout. This includes providing clear guidelines, mentorship programs, and a supportive management style that values teachers' contributions and well-being. A positive school-organizational environment fosters teachers' emotional resilience and professional commitment (Gavish & Friedman, 2007).
8. Enhancing teachers' self-Efficacy: Teachers' self-efficacy is a crucial factor in their persistence and professional success. Self-efficacy includes setting challenging goals, using effective teaching methods, and coping with emotional situations. Teachers with high self-efficacy tend to be more effective in classroom management, encourage student autonomy, and are more engaged in decision-making processes. Providing opportunities for professional growth, feedback, and collaboration can enhance teachers' self-efficacy, leading to better educational outcomes and increased job satisfaction (Braksiek, 2022; Cope et al., 2022).
9. Predictors of persistence-training difficulties: The study found that self-efficacy, school inclusion, resilience, and organizational commitment are significant predictors of persistence-training difficulties among novice Arab teachers. These factors explained a considerable percentage of the variance in persistence-training difficulties, highlighting the importance of addressing these areas. By focusing on enhancing self-efficacy, promoting school inclusion, building resilience, and fostering organizational commitment, educational institutions can better support novice teachers and reduce attrition rates. This comprehensive approach can ensure that novice teachers are well equipped to meet the demands of the profession and remain committed to their roles (Toren & Ilian, 2008; Hillel-Lavine, 2008).
10. Enhancing integration with the Jewish population: Promoting integration between Arab and Jewish populations can help Arab society become more successful in the labor market. Increased interactions and collaborations can reduce prejudices, foster mutual understanding, and create more inclusive workplaces. Integration efforts should focus on creating opportunities for joint educational programs, community projects, and professional exchanges. Such initiatives can build bridges between communities, enhancing social cohesion and economic prosperity for all (Iabareen, 2006).

Summary and Future Directions

In summary, fostering teacher persistence necessitates a multi-faceted approach that addresses the socio-emotional, organizational, and educational factors affecting educators. For Arab teachers in Israel, this means implementing strategies to bridge resource gaps, combat discrimination, and provide adequate linguistic and emotional support. By creating a supportive and inclusive educational environment, the persistence and professional fulfillment of Arab teachers can be significantly enhanced, leading to better educational outcomes for their students and greater stability within the educational system.

The research model offers optimal solutions for coping with persistence-training difficulties of novice teachers from the Arab society in Israel. These solutions should be considered when building future absorption accompaniment programs or models, especially focusing on emotional, school-organizational, and educational factors such as resilience, management style, organizational commitment, school inclusion, and self-efficacy.

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