

## **ABSTRACT**

# **THE INFLUENCE OF HUMAN RESOURCES MANAGEMENT ON THE USE OF INNOVATIVE TEACHING METHODS FOR TEENAGERS AT RISK IN SCHOOL IN ISRAEL**

**Doctoral Thesis**

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Currently, at the beginning of the 21<sup>st</sup> century, organizations are dynamic centers where various entities with common ground work for a common goal with a clear and defined destination (Bali, 2020). The world of organizations is always changing according to changes in the economy, technology, society, and cultural trends (Carter, 2018). To understand the organization world, it is important to deal with the terms and connections between the management method, the organizational culture, the organizational structure, and the external factors influencing the organizations. Boselie, Dietz & Boon (2005) notes that management in organizations includes the various processes and actions that are taken to achieve the organization's goals. It includes planning the strategy, organizing the resources (human, economic, technological), managing the internal processes, leading and motivating employees, marketing, and result control.

Human resource management in organizations is one of the acceleration factors for productivity and satisfaction processes and a main characteristic of modern organizations. Human resource management in organizations is considered the main process that includes planning, conservation, development, and improvement of human resources in the organization. Human resources are the main factor influencing the organization's performance and success; therefore, its management is considered very important (Arthur, 1994). Jackson et al (2006) notes in his article that the main processes in managing human resources in organizations include administrative actions aimed at maintaining and strengthening this important resource.

Human resource management in schools refers to all the employee groups and sectors who work in the working space called the educational framework (Bannister, 2017). Blass (2017) kept calling them teachers, assistants, school leadership, administrative staff, professionals, etc. According to this, the human resource in school includes all types of employees, whether directly (direct employment) or indirectly (employment by external factors like the Ministry of Education), who influence the learning and teaching processes in the educational institution. Each one of the stakeholder groups associated with the education frameworks has a defined and clear role. Teachers and teaching staff are responsible for transferring knowledge and learning to the students. They influence the educational processes, the knowledge development, and the social and emotional development of the students (Blass, 2017).

According to Collins et al (2010) managing human resources in a school environment, especially when dealing with students at risk, requires a thoughtful and comprehensive approach. Students at risk may face various challenges that impact their academic performance, behavior, and overall well-being. Effective management of human resources can contribute significantly to creating a supportive and inclusive learning environment for these students. Delvaux et al (2013) adds the strategies that he thinks to consider which include the Identify and Understand. It begins by identifying students at risk and understanding their individual challenges. This may include academic struggles, behavioral issues, social difficulties, or personal hardships. Collaborate with teachers, counselors, and other support staff to gather relevant information. Another strategic step is the dedicated Support Staff which designate support staff, such as counselors, social workers, or special education teachers, who specialize in working with at-risk students. These professionals can provide targeted interventions and support to address the unique needs of these students.

Nir (2017) maintained that school principals and managers must be able to communicate clearly and openly with youth, and with other stakeholders must be able to maintain a single and continuous line of trust and responsibility. School principals, or other management role-holders in a school working environment, must be trustworthy and honor their commitments. An ability to know and understand the situation of every youth, together with appropriate support will lead to progressing the entire system.

Dyck & Neubert (2009) supports the required diversity in referring to the management of human resources of schools with youth at risk and adds the characteristic of the need for early intervention: implement early intervention strategies to address issues before they escalate. This might involve creating individualized education plans (IEPs) or behavior intervention plans (BIPs) that outline specific strategies to help at-risk students succeed.

Human resource management in using innovative teaching methods with youth at risk becomes critical and required during the educational encounter with such youth. The objective characteristics of youth at risk prioritize a different treatment, both the emotional aspect and the pedagogic aspect to get academic achievements that will not differentiate those students from their peers. Klingner (2004) claims that the school manager practicing human resource management of the teaching staff develops success in the school environment. The emotional approach and the support they provide to students who are youth at risk concerns their sense of belonging and safety. The teaching staff should also develop a suited approach for each student at risk. It includes understanding the personal needs of each student, strategic planning for his educational direction, and suitable chances and solutions for it.

Dyck & Neubert (2009) notes that within human resource management, managers will engage in several managerial activities that will promote innovative teaching processes. The first is selecting appropriate candidates. Currently, there is a shortage of teachers in the Israeli system and a

developing trend of increased leaving of teachers and various teaching officials (Moye, 2005). According to the Central Bureau of Statistics for the 2022-2023 study year, the data indicate that a quarter of the teachers are leaving the education system already during the first five years on the job. The main reason for that is general dissatisfaction with the system, but also the large gap between what they have dreamed and expected and the challenging, complex, and unrewarding work. Therefore, managers will find themselves investing a lot in developing and instructing employees.

Barrett & Zhang (2015) emphasizes it is essential to adapt the school's staff to the defined target audience. He claims it is important to develop the teaching staff's skills to cope with the unique challenges of working with youth at risk. It includes skills in psychology, coping with complex class management, and personal and social skills. That professional development will "bear its fruits" regarding the trust and support relationships between the teaching staff and the youth at-risk students. Catterall et al (2012) adds and claims in his article that working with youth at risk may be challenging, therefore the teaching staff have to be prepared to manage nurturing processes, cope with crises, and have the ability to solve problems. In general, managing a teaching staff in schools with youth at risk is central to the educational process success and the development of each student's potential. The professional, emotional, and social teaching staff is the main tool for assistance, support, and guidance for the youth at-risk students.

Moore & Yosefsberg (2022) adds that when a teacher has wide pedagogical autonomy, he has the freedom for creative and innovative thinking about promoting learning and educational processes. This may bring new approaches and methods to teaching, such as active teaching methods, technology use in teaching processes, cooperation between teachers, and promoting creative thinking and critical ability. It is important to remember that pedagogical autonomy allows teachers to think creatively and encourage them to be critical and support new and innovative thinking. Therefore, pedagogical autonomy supports and improves the quality and efficiency of innovation in teaching processes, and it positively influences the educational and learning processes in school.

The professional literature (Arthur, 1994; Bar-Zohar & Yosefsberg, 2022; Bowen & Ostroff, 2004) indicates a transition from the concept of managing human resource school as a means of direct monitoring and controlling the employees' (teachers and operating teams) behavior, increasing their performance, and maximizing the school products to a management concept that aims to increase the employee commitment to work, to the organizational goals and their professional development (Carter, 2018). These two attitudes originated from different theoretical perspectives; each one is based on different assumptions regarding employee motivation and behavior and how it is influenced.

The first, the "monitoring and controlling approach" in school human resources management assumes that the system employees are unable to regulate their behavior and therefore cannot be trusted (Boselie, Dietz & Bonn, 2005). This assumption is reflected in the detailed role descriptions

(Elmore, Peterson & McCarthy, 1996), personal grants for employees, an evaluation that is based on quantifiable results (Freeman, 2007), professional development for all employees at once (Karakara, 2008), and poor participation of the staff in decision making in the organization.

However, the second called the "approach of teaching staff commitment" assumes that staff can regulate themselves and if they have an opportunity to develop, they will take the responsibility and take the initiative. The focus of this approach is on teacher professional development and trust, and it is reflected in a general description of school tasks (Angelle, 2002), professional development activities initiated by the teachers (Ab Kadir, 2017), group-based reward and evaluation (Allen et al, 2002), and high involvement of the teachers in decision-making in the organization (Aitken & Harford, 2011).

Managing human resources in educational systems is currently considered one of the most meaningful challenges in education. Like other organizations and human environments, schools also went through a makeover that requires different references to the human resource, known as a change driver, and promotes processes in the school. The impact of human resource management on integrating innovative study programs is a catalyst for processes and perceptual changes that can contribute directly and indirectly to all stakeholders in the school environment (Bailin & Battersby, 2016).

The current research relevance is examining the influence of human resource management on teaching staff regarding using innovative teaching methods with students defined as youth at risk in schools in Israel. The research results may use the Israeli teaching systems to improve their ability to reach students with unique characteristics that the present systems and programs do not lead these students to success and harm their future ability to integrate into the civic society in all required parameters, educational, occupational, economic, cultural and social. T

These characterized products of the current research may also be used by the pedagogical department of the Ministry of Education in Israel, and in other countries in building upgraded programs that promote innovative teaching methods as a tool for developing teaching staff and promoting professionally the teaching and management staff, and at the same time, even to direct school principals and officials, how to encourage the staff to adopt and implement innovative methods in-class work (Aloni, 2023). It is important to note and understand that the student, who will be an adult citizen one day, is currently committed to having a "toolbox" that will accompany him to his adult life, aiming for him to be able to integrate into human environments, occupational environments and will be a person like all people.

The research relevance for the researcher and her motivation includes a variety of possible disciplines for examination and analysis. Examining the influence of human resource management (HRM) on teaching staff regarding the use of innovative teaching methods with students defined

as youth at risk is a multifaceted research area. Here's a breakdown of potential factors and considerations:

- **HR Policies and Practices:** Investigate how HR policies and practices within educational institutions support or hinder the adoption of innovative teaching methods .
- **Professional Development:** Analyze the role of HRM in providing professional development opportunities for teaching staff .
- **Performance Appraisal Systems:** Evaluate how HRM's performance appraisal systems influence teachers' willingness to experiment with new teaching approaches .
- **Teacher Empowerment and Autonomy:** Explore the extent to which HRM empowers teachers to take risks and experiment with innovative teaching methods. Are teachers given autonomy in curriculum design and instructional strategies?
- **Support Systems:** Examine the availability of support systems such as mentorship programs or peer collaboration opportunities facilitated by HRM. Do these support systems encourage the adoption of innovative teaching methods among teaching staff?
- **Resource Allocation:** Assess how HRM allocates resources such as time, funding, and technology to support the implementation of innovative teaching methods. Are there sufficient resources available to teachers to facilitate their adoption of new approaches?
- **Feedback Mechanisms:** Explore how HRM collects and utilizes feedback from teaching staff regarding their experiences with innovative teaching methods. Are there channels for teachers to provide input and suggestions for improvement?
- **Collaboration with Stakeholders/Partners:** Investigate whether HRM facilitates collaborations with external partners such as community organizations or educational experts to support the implementation of innovative teaching methods for youth at risk.
- **Impact on Student Results:** Finally, examine the impact of HRM's influence on teaching staff on student outcomes, particularly for youth at risk. Do schools with supportive HRM practices see improvements in academic achievement, engagement, and socio-emotional development among this student population?

According to the researcher opinion, by examining these factors, researchers can gain insights into how HRM practices shape the adoption and effectiveness of innovative teaching methods for youth at risk and inform strategies for improving educational outcomes for these students. Based on my many years of experience with youth at risk, the sense of "national mission" is a very significant issue in such a job. The educational space is seen in school as the primary source in shaping the student's character, therefore, all the stakeholders invest in many resources and expectations to have optimal training and leadership for the educational process. Over the years I have noticed that in today's dynamic educational landscape, the importance of innovative teaching methods cannot be overstated, especially when catering to students identified as youth at risk. These students often face various socio-economic, academic, and personal challenges that can impede their learning and academic success. To address these challenges effectively, it is essential to examine how human resource management (HRM) practices within educational institutions influence teaching

staff in the adoption and implementation of innovative teaching methods tailored to the needs of youth at risk. The reason for this is the fact that there are many influences on the pedagogical innovation integration process. These insights, as I will present, are backed up by research and professional literature findings.

HR policies and practices play a crucial role in shaping the professional environment within educational institutions. Recruitment strategies, for instance, can prioritize the hiring of teachers with experience or training in innovative pedagogies, ensuring that the teaching staff possesses the necessary skills to effectively engage and support youth at risk (Bryson, 1995). Furthermore, professional development opportunities provided by HRM can equip teaching staff with the knowledge and tools needed to implement innovative teaching methods that cater to the diverse needs of these students (Carroll & Buchholtz, 2014)).

Empowering teaching staff and granting them autonomy in curriculum design and instructional strategies are fundamental aspects of HRM that can influence the adoption of innovative teaching methods. When teachers feel supported and encouraged to experiment with new approaches, they are more likely to tailor their teaching practices to meet the specific needs of youth at risk (Carter, 2018; Fanolis, 2001). HRM can foster a culture of experimentation and innovation within educational institutions, where teachers are encouraged to explore creative solutions to engage and motivate these students.

HRM can facilitate the development of support systems, such as mentorship programs or peer collaboration opportunities, which enable teaching staff to share best practices and receive guidance on implementing innovative teaching methods. Additionally, resource allocation by HRM, including funding, time, and technology, plays a critical role in supporting the implementation of innovative teaching methods (Fanolis, 2001). Ensuring that teaching staff have access to adequate resources can enhance their ability to effectively engage and support youth at risk in their learning journey.

Feedback mechanisms established by HRM allow teaching staff to provide input and suggestions for improving the implementation of innovative teaching methods (Freedman, 1970). This feedback, according to Carroll & Buchholtz (2014), loop enables continuous improvement and refinement of teaching practices to better meet the needs of youth at risk. Furthermore, HRM can facilitate collaboration with external partners, such as community organizations or educational experts, to provide additional support and resources for implementing innovative teaching methods tailored to the unique needs of these students.

Ultimately, the influence of HRM on teaching staff regarding the use of innovative teaching methods has a direct impact on student outcomes, particularly for youth at risk (Cavell, 2000). Schools with supportive HRM practices are more likely to see improvements in academic

achievement, engagement, and socio-emotional development among this student population. By fostering a culture of innovation, providing adequate support and resources, and empowering teaching staff, HRM can play a pivotal role in enhancing educational outcomes for youth at risk (Johnson & Bauer, 2009).

The desire and intention to examine the effect of human resource management on the need, amount, ability, and products, through the use of innovative teaching methods with youth at risk in Israel, led the researcher to examine the issue, its effects, and consequences.

### **The research method**

The research goal is to examine the impact of human resource management in schools on using innovative teaching methods with students defined as youth at risk. With this research results the researcher will be able to propose a theoretic model for the management and leadership of human resources used by school managers and human resources managers for a maximal, educated, and professional use of innovative teaching methods to promote students defined as youth at risk in schools in Israel. To achieve the main goal the researcher chose several objectives that its achievement will contribute to achieving the main goal. First, terms, theories, and processes related to organizational theories for human resource management in school will be analyzed while examining innovative teaching methods for use and application, characterized by students. Second, a wide variety of innovative teaching methods, and their advantages and disadvantages will be reviewed and analyzed about youth at-risk students. The third part will analyze the aspects of school relations with its surrounding stakeholders, emphasizing the characteristics of students defined as youth at risk.

Such examination and research will allow the development by school managers of management strategies and innovative methods on how to improve the learning outputs, the school-student relations, and a better communication system with all stakeholders, including parents and outside school factors. To get proper research results, the research aspires to study all possible impact components on the human resources management aspect, examining the teaching staff member's opinion and the perspective of additional stakeholders (parents). With these findings, it will be possible to answer the following three sub-goals:

1. Identifying the factors influencing the human resource for using innovative teaching methods.
2. The interrelationships between human resource management and the cooperation with the teaching staff for using innovative teaching methods.
3. Authentic research of the various uses and emphases in contemporary and innovative teaching methods by the teaching staff.

We have formulated the research questions from the main goal and from the intermediate goals and by the end of the research process it will answer the main goal and the additional objectives. In each question, we put hypotheses that characterized various perspectives of the question.

The first research question was as follows: what is the correlation between school management and the use of innovative teaching methods?

The first hypothesis H1: There is a direct correlation between the management of the school and the use of innovative teaching methods.

Hypothesis H1.1: There is a correlation between the participation of teachers in curricula development and assessment activities and the use of innovative methods in class work.

Hypothesis H1.2: There is a correlation between the use of human resource management instruments in school and the use of innovative methods in class work.

Hypothesis H1.3: There is a correlation between the participation of teachers in curricula development and assessment activities and the use of innovative methods in class work based on computers.

The second research question was as follows: what is the correlation between school management style and stakeholders in school?

The second hypothesis H2: There is a direct correlation between the management of the school and the management of the relationship with the school stakeholders.

Hypothesis H2.1: There is a correlation between the participation of teachers in curricula development and the management of the relationship with the school stakeholders.

Hypothesis H2.2: There is a correlation between the use of human resource management instruments in school and the management of the relationship with the school stakeholders.

The third research question was as follows: what is the correlation between school management and managing communication with the students?

The third hypothesis H3: There is a correlation between the management of the school and the management of the connection between school and students.

Hypothesis H3.1: There is a correlation between the participation of teachers in curricula development and considering the students' needs and differences.

Hypothesis H3.2: There is a correlation between the participation of teachers in curricula development and the participation of students in class.

The fourth research question was as follows: what is the correlation between the use of innovative teaching methods and managing communication with stakeholders in school?



The fourth hypothesis H.4: There is a correlation between the use of innovative teaching methods and the management of the relationship with the school stakeholders.

Hypothesis H4.1: There is a correlation between the use of innovative methods in class work and the management of the relationship with the school stakeholders.

Hypothesis H4.2: There is a correlation between the use of innovative methods in class work based on computers and the management of the relationship with the school stakeholders.

The fifth research question was as follows: what is the correlation between using innovative teaching methods and managing school-student communication?

The fifth hypothesis H5: There is a correlation between the use of innovative teaching methods and the management of the connection between school and students.

Hypothesis H5.1: There is a correlation between the use of innovative methods in class work and considering the students' needs and differences.

Hypothesis H5.2: There is a correlation between the use of miscellaneous innovative methods in class work and considering the students' needs and differences.

Hypothesis H5.3: There is a correlation between the use of innovative methods based on social involvement and considering the students' needs and differences.

Hypothesis H5.4: There is a correlation between the use of innovative methods in class work based on computers and the participation of students in class.

The sixth research question was as follows: what is the correlation between using innovative teaching methods and the student learning product results?

The sixth hypothesis H6: There is a correlation between the use of innovative teaching methods and the results and the learning outcomes of students.

Hypothesis H6.1: There is a correlation between the use of innovative methods in class work and the results and the learning outcomes of students.

Hypothesis H6.2: There is a correlation between the use of innovative methods in class work based on computers and the results and the learning outcomes of students.

Hypothesis H6.3: There is a correlation between the use of miscellaneous innovative methods in class work and the results and the learning outcomes of students.

Hypothesis H6.4: There is a correlation between the use of innovative methods based on social involvement and the results and the learning outcomes of students.

The seventh research question was as follows: what is the correlation between managing communication with school stakeholders and student learning products?

The seventh hypothesis H7: There is a correlation between management of the relationship with the school stakeholders and the results and the learning outcomes of students.

The eighth research question was as follows: is there a correlation between managing school-student communication and student learning products?

The eighth hypothesis H8: There is a direct correlation between the management of the connection between school and students and the learning outcomes of students.

Hypothesis H8.1: There is a correlation between considering the students' needs and differences and the learning outcomes of students.

Hypothesis H8.2: There is a correlation between the participation of students in class and the learning outcomes of students.

The research tool selected is a combined method that includes qualitative research and quantitative research (Miles & Huberman, 1994). The tool for collecting the quantitative data is an online questionnaire that includes 60 questions that were divided into six parts. The questionnaire was distributed to 400 teaching staff members in schools in Israel where youth at risk study. This tool was selected because it enables data comparison and full control over the research process. The questionnaire's advantages are the quick collection of large amounts of data, within a reasonable time, and with many participants that will have a clear background, with comparable demographic data (Brannen, 2005).

The questionnaire structure includes six parts. As mentioned, 400 education employees of various demographic sectors from schools in Israel for youth at risk have participated in the research. The first part of the questionnaire includes demographic questions regarding 9 variables (questions 1-9). The second part of the questionnaire referred to using innovative teaching methods in the teaching process and it included 12 questions (questions 10-21). The third part of the questionnaire referred to the participant's opinion regarding pedagogic issues in school. This part includes 15 questions (questions 22-36). The fourth part of the questionnaire referred to the school's connection with the parents and other stakeholders in the participants' workplace. This part includes 6 questions (questions 37-42). The fifth part of the questionnaire referred to the school-student connection. This part includes 15 questions (questions 43-57). The sixth and last part of the questionnaire examined teachers' ability to influence the students and the school's learning outcomes. This part includes 3 questions (questions 58-60).

In the qualitative part of the research the researcher used a method called a semi-structured questionnaire, which means that the participants are asked structured questions (open questions), but it also includes a subjective reference to allow an extended expression of the participant's feelings (Bryman, 2008). Using the qualitative questionnaire intends to include authentic feelings and opinions that will complete the quantitative research findings, which indicate the main trends. The qualitative questionnaire allows one to feel the emotional aspect behind the picture drawn from the quantitative findings. The uniform questions allow a uniform finding analysis for all the qualitative research participants, which were 5 mothers of students defined as youth at risk. The

qualitative research findings, with the quantitative research findings, allowed the researcher to verify the research hypotheses in the discussion and conclusions chapter.

The quantitative research method applied in the current research was selected because it allows the review of an opinion from the research population in a large amount in a short time. This research approach uses a questionnaire tool that is simple, quick, and economical and allows collecting data from 400 participants who are educational staff members and stakeholders in education institutions for youth at risk. This tool offers a wide and diverse social perception of the target audience (Creswell, 2009). The advantage of this tool is that through the detective and inductive data analysis, the researcher has better control over the research process.

### **Conclusions and recommendations**

A key conclusion was that there was a direct correlation between school management and using innovative teaching methods. This finding was revealed throughout the findings and participants' responses both in the quantitative and qualitative studies in a large number of aspects. This was expressed in the confirmation of hypotheses H1-H8 examining the correlation between teachers' participation in developing assessment programs, tools to manage human resources regarding motivation and employing innovative programs in classes. Another conclusion linked to the previous one was that there was a correlation between employing human resource management and different integrative uses with students, social activities, teachers' integration in developing programs, and concern about student and parent involvement in what was learned in class (answers to quantitative study).

A further conclusion was that the school managers and management practices had huge significance in all professional contacts with stakeholders in a school and/or educational institution environ. All the variables arising from the second and third research questions revealed full correlation with the independent variable of characterizing the management factor. This correlation also emerged in hypotheses H2 – H3.2. The logical conclusion is that the management role has a central weight in the success of organizational communication with educational staff, stakeholders (parents, local authorities) and of course students. This conclusion was “reinforced” both theoretically in the literature review (Bar Zohar et al, 2022; Blasé & Blasé, 2000; Chuang et al, 2013), and qualitative study findings.

A key and dominant conclusion to implement the research recommendations emerged regarding employing innovative teaching methods as an integral role of didactic-pedagogic arrangements in all the examined educational institutions, and groups of students defined as at-risk youth (research topic). The various correlations that emerged from the findings presented a significant correlation between employing innovative teaching methods and managing communications with school stakeholders (fourth research question) and between employing innovative teaching methods and

managing school-student communications. All the independent variables were influenced by the use of technological innovation, and existence of innovative methods in classroom learning (hypotheses H4-H5.5). Participants (parents) in the qualitative study also raised the various contexts. The emerging conclusion was that innovative teaching methods must be implemented, used, mixed and integrated into all learning actions when referring to at-risk youth.

Another conclusion demanding a key recommendation concerns the correlation between reciprocal relations found between employing innovative teaching methods (independent variable) and the effect on learning outcomes (hypotheses H6-H6.4), contact with stakeholders (H7), and effect on outcomes – learning results (H8). The logical conclusion is that there must be management synchronization and constant cooperation on the part of staff to achieve results, as Dyck & Neubert (2009) identified, and argued that the management factor in managing communication in the school, contact with stakeholders and students' learning outcomes are the key to success required from educational arrangements in an institution. Management strategy emphasizes stability and priorities in correctly managing various factors. Feasible recommendations responding to this strategy could indeed improve the quality of education and help students successfully learn.

Recommendations for implementation begin with emphasizing the image, personality and core abilities of the management factor. Managing schools for at-risk youth is a management challenge including interdisciplinary reference to all aspects of managing an educational institution. Such conduct demands multiple involvement of factors and managing good relationships with students, their parents and all participating stakeholders. The researcher recommends to school managers and human resources managers to use the following management principles:

- Understanding personal needs: the school manager and other school managers must recognize that every student may come from a different situation regarding their at-risk level. Therefore, it is important to understand and address their personal needs and provide appropriate support.
- Closeness of relationships and positive correction: positive, authentic and direct contact with students can lead to efficient solutions and a sense of belonging. It is important for school managers and teaching and support staff to create a sense of support and hope for students.
- Skilled and maintained teaching staff: teaching staff will serve a key role in students' success. They, and the school manager must be positive models who provide students with abilities and knowledge.
- Personal support program: school managers have to encourage and provide needed resources for the development of personal programs for at-risk students, including follow-up and support for their behavior, learning and building life skills.
- Applying innovation in teaching methods: school managers and staff have to organize the curriculum, how it is conveyed and to employ diverse methods because this is a key factor

in the success of the process, therefore enforcing its implementation must come from the school manager, in a structured, shared, transparent and inclusive process.

- Partnership and communication with parents and community – stakeholders: the school manager must organize the coordination and cooperation with parents, outside school and community bodies since they can be central in efforts to reduce risks, and achieve high quality learning and education outcomes.
- Using technological tools: Smart use of technology can provide innovative means of conveying learning materials.

Every school and circumstance are unique, and therefore it is important for school managers to develop a dedicated management program for at-risk youth matching the school's characteristics and needs. Support, stability and a sense of belonging can help students progress towards their next stage of life and adulthood.

There are further recommendations for school managers according to the level of education (junior high and high schools). Recommendations for school managers and teaching staff in junior high schools, being an educational system without numerical targets in learning outcomes (without matriculation grades) are mainly in the direction of the need to significantly strengthen students' learning experience, nurture critical thought, creativity and equip them with essential skill for the future. A summary of recommendations includes innovative teaching of project-based learning. The idea is to develop students' involvement in practical projects requiring them to investigate, cooperate and solve real world problems.

Another applied recommendation for school managers and teaching staff is to integrate innovative teaching methods using game-based learning, practicing "peer teaching", a step that will improve their interpersonal communication abilities, as well as shared learning. One highly emphasized recommendation is the integration of exploratory-based learning methods, and hence movement towards developing self-directed curiosity, integrating innovative technologies existing today in innovative teaching methods in many countries. Such processes will encourage independent thought and develop abilities for future integration into society.

Recommendations for school managers and teaching staff in high schools placed a greater emphasis on issues of learning outcomes, which will provide graduate students with opportunities to integrate in training and higher education, and in the future employment as well.

Therefore, recommendations for high schools managers and teaching staff focus mainly on employing innovative teaching methods in high schools. This is a critical recommendation because according to the research findings, and conclusions, employing innovative teaching methods will greatly improve the learning experience, nurture critical thought, creativity and focus on future challenges. In this case too, it is logical to employ project-based learning, blended learning

including both online learning and personal instruction. It is recommended to develop systematic thinking to encourage students to identify and solve problems creatively.

Through the recommendation to employ innovative teaching methods, students will also be exposed to shared research methods, leading them to work in groups, resembling future cooperation in the workplace. It is recommended thus to get to know diverse teaching methods appropriate for different subjects, student preferences and school resources.