Does Armed Conflict Exposure Predict Psychotic Experiences in the General Population? An Experience Sampling Study

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There is mounting evidence that exposure to psychological stress and trauma increases risk of subsequent psychotic experiences (PE). However, we lack a clear understanding of the relationships between histories of trauma, stressful events in adulthood, and PE. In the present study, our aim was to investigate whether trauma history augments the risk of experiencing PE when exposed to later stressors in adulthood. We sought to address this by examining the relationship between exposure to rocket-warning sirens and PE during the 2014 Israel–Gaza conflict, using experience sampling. Our sample consisted of 97 healthy Israeli civilians who reported their experiences via smartphone twice daily for 30 days. We conducted multilevel models with time and siren exposure as predictors to estimate PE during the conflict. Siren exposure elicited PE, and PE decreased over time as the conflict persisted. People who had experienced previous trauma in adulthood were more likely to have PE when exposed to sirens compared with people who had experienced childhood trauma. Our current findings are broadly consistent with contemporary models of psychosis, which suggest that stress is involved in its aetiology and could have important implications for early detection and intervention in psychosis.

INTRODUCTION

Currently, at the beginning of the 21st century, organizations are dynamic centers where various entities with common ground are working 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).

Another phenomenon is the ever increasing use of innovative teaching methods in schools. It requires school principals to adapt the school management system in order to direct, stimulate and support a range of approaches whose purpose is to improve learning processes and formulate interesting and encouraging learning experiences for their students. Technological advancements and computer ability developments have been harnessed to develop new methods

and employ new educational tools in the education system (Ab Kadir, 2017; Chauhan, 2017). According to Gampell et al (2020), in recent years, researchers, philosophers and educational personnel have looked for other models to help the education system adapt to changes occurring in the world (Cristache, N. et al., 2019).

SCHOOL MANAGEMENT AND INNOVATIVE METHODS IN THE TEACHING PROCESSES

To understand the organization world, it is important to deal with the terms and connections between the management methods, the organizational culture, the organizational structure and its systems, and its employees, managers and workers, their skills and knowledge, their work behaviors and the external factors influencing the organizations. Boselie, Dietz & Boon (2005) notes that management in educational organizations such as school includes planning the strategy, organizing the resources (human, economic, technological, informational), managing the internal processes, leading and motivating employees, and controlling the results. 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).

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).

Griffin & Care (2015) added that innovative teaching methods, like innovative pedagogy, refer to teaching and learning methods in which content and knowledge learned are relevant to a changing reality, include acquiring relevant skills for school system graduates to function optimally in the 21st century. Lee (2020) defined the use of innovative teaching method in schools as an obligatory step now, particularly because innovative teaching methods offer maximal values and advantages in the learning and teaching process. Employing innovative

teaching methods guarantees many advantages, most of which will improve a transition to students' learning experiences (Petrariu, R. I. et al, 2023).

Within school system management some processes should be used to attract and motivate teachers to use innovative programs in their educational work. According to Adigas (2010), managing human resources in school is an important and central process in assigning roles, functioning, and professional development of the teaching staff in school (Chuang, Jackson & Jiang, 2013). The human resource includes all the employees in the school: principal, teachers, managers, support staff, employees in the school system, and all other stakeholders, or service providers in the school.

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, school managers will find themselves investing a lot in developing and instructing employees. The management must develop the teaching staff and school employees with training and guidance that suit their role and the school's needs (Gruia, L. A.et al., 2020).

Bryson (1995), who has researched the issue of managing human resources in education frameworks, adds that the managers should prioritize managerial actions, to restore order and organization. Therefore, planning and organizing work are top priorities. They claim that work planning processes include human resource allocation and organization for the roles in the school. This includes planning the teaching and learning, management, and the support required from the school's content resources. Cele (2005) concluded in their research that the critical stage in examining and analyzing the educational organization's performance is the issue of managing employee performance, feedback, and guidance to improve the results and performance, and developing a sense of team and sharing information. Finally, management is about timing and adjusting roles in school to promote the learning and teaching processes running optimally and according to the student's needs. The conclusion from this research was that to guarantee effective and professional management of human resources in school, it is important to focus on planning and assigning tasks clearly, promote the team's professional development, and support and guide the team. Pugach & Johnson (2002) adds that the connection between pedagogical autonomy and innovation in teaching processes is important and crucial. Pedagogical autonomy is the teacher's ability to make decisions and set strategies for teaching independently and

creatively while based on understanding the students, their needs, and their abilities.

Innovation in teaching processes refers to the development and implementation of new methods, ideas, and tools in teaching, to make learning a suitable and effective response to the changing world demands and student demands. According to Avidav- Onger, Friedman & Olshtain (2014), using innovative teaching methods involves implementing new and creative approaches to education that depart from traditional instructional techniques. Innovation in teaching aims to enhance the learning experience, engage students more effectively, and improve educational outcomes.

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.

THE RESEARCH METHODOLOGY

The main aim of the research was to analyze various aspects of the school's human resource management impact on using innovative teaching methods for youth at risk in schools in Israel. The method was a mixed quantitative and qualitative method. The research instrument was the questionnaire made of six parts reflecting the study variables. The focus was on the Arab schools.

The research population was made of 400 teachers from different Arab schools in the central region of Israel. The criteria for selecting them were a. definition of the educational role essence (professional teacher, educator, principal); b. position (part time or full time); c. seniority and d) minimal years of teaching experience. The target audience was selected randomly from teaching staff working with youth at risk. Some have filled out the questionnaire digitally and some filled it out manually due to difficulties in operating computerized survey questionnaires. All the participants were instructed on how to run the questionnaire before filling it out. Some of the participants needed mediation in term translation and guidance about the answer options for several questions.

The variable "Management of the school system" is an independent variable that refers to the factor of school systematic conduct. This variable was divided into two independent sub-variables – 1) teacher staff participation in activities of curriculum development and evaluation, and 2) using human resources as a source for ongoing systemic conduct in the school. The nominal definition of systematic conduct is an organizational approach that focuses on managing and improving the processes and the systems controlling the organization. It refers to the

methods, tools, and processes in the organization that are used to manage and control its activity. It deals with how the organization can be more organized and effective, increase competitive ability, and improve performance (Harpaz, 2000). Goldberg (2017) focused on the definition, adjusted it to the education system, and claimed that systematic conduct in school refers to the methodologies and approaches applied in the school to improve process management and performance. Systematic planning and organization in school include a variety of areas as pedagogic and didactic processes and communication with stakeholders inside and outside the organization (Colan, G., et al, 2023).

The variable "Innovative methods" in teaching processes is a dependent variable influenced by independent variable "management of the school system". The nominal definition of the variable is a new method, technique, or approach that is developed or applied for the first time in a specific area (Creswell, 2009). Griffin & Care (2015) claims it refers to the change or upgrade it can contribute to or a solution it can offer in various ways as high skill in solving issues, improving processes, creativity, and using developed technologies. To clarify the influences it is subject to, the variable was decomposed into 4 more sub-variables, while each one examines a different influence: 1 using an innovative method in class; 2 - using innovative method while studying through the computer; 3 – variety of innovative methods; 4 - using innovative methods to empower the social involvement.

The research question was as follows: what is the correlation between school management and the use of innovative teaching methods? The researcher has formulated one main hypothesis and eight sub hypotheses.

FINDINGS AND DISCUSSION

The hypothesis H1" there is a direct correlation between the management of the school and the use of innovative teaching methods is confirmed. According to Spearman correlation coefficients, School principal variable (binary, 1 for principal 0 otherwise) is positively correlated with Open Door training (ODT)_activity outside school, innovative teachers ideas supported, social professional open dialogue for innovations, all staff segments involved in innovation, innovation supported by teachers training centres, workshops for parents innovations involvement ($p\_value < 0.05$). Most the management of school variables (18 variables) are positively and significantly correlated with the use of innovative teaching methods (12 variables, $p\_value < 0.05$).

In conclusion, the use of innovative teaching methods is influenced by the management of the school and to enhance its use and effectiveness the school management should be first of all promoting a school culture focused of innovation, based on the following characteristics: a(school principals encourage

and provide required resources to innovative teachers to implement innovative teaching methods, b) school principals are actively involving staff segments in innovation; ,c) school principals are promoting actively an honest and open dialogue between interested stakeholders in regard to innovative ideas and teaching methods; d) stimulating and ensuring resources for the participation of their school teachers to professional development trainings organized by teachers training centers; e) school principals stimulate and support with resources organizing workshops to involve parents in the innovation process of teaching methodologies, f)open dialogue between school principals, teachers and students regarding he needs, the advantages and as the barriers faced by students dealing with the new innovative teaching methods.

The school principals, with the support of teachers and other staff, should provide support for students in preparing and assisting them in the new innovative educational processes in order to ease the adaptation and adoption of the new methods. This requires the use of the transformational leadership style by the school principal since the implementation of innovative teaching methodologies needs a major organizational change, and transformational leadership style is the most suited for a change situation, Sub hypothesis H1.1 claimed that a positive correlation will be found between teacher participation in developing and evaluating curricula and the level of using innovative methods and the hypothesis was confirmed. All the participation of teachers in curricula development (11 variables) are positively correlated with innovative methods in class work (4 variables), most of them significantly ($p\_value<0.05$).

The researcher seeks to confirm this insight out of her experience that the participation of teachers and staff members in training and developing innovative teaching methods will provide them the tools to use the methods and technologies in conducting experiments (question 11), preparing presentations (question 12), using technological tools (questions 13-15), and innovative teaching methods (questions 16-19). extra-curricular activity (question 19) received a lower grade of use (figure 5.12 - Infrequency grade) due to low use. The professional literature support is also expressed in Angelle (2002) who adds that teachers who apply innovative methods in class will always quickly apply the teaching strategies that were revealed in the studying group both in changing student behavior and the contents. They will also be prepared to try in-class teaching methods that are both teacher-oriented and student-oriented.

Hypothesis H1.2 referred to the correlation between using the human resource management tool for using innovative teaching methods. The hypothesis is confirmed. All the use of human resource management instruments in school 7 variables and use of innovative methods in class work 4 variables are positively correlated, most of them significantly ($p\_value<0.05$).

Managing human resources within the school framework will promote the standardization of using innovative teaching tools. The social pressure and the

demands of stakeholders (the Ministry of Education, supervisors, school principal) cause the teacher to feel he cannot "stay behind" and he will use the innovative tools that are available in his work environment (Bailin & Battersby, 2016).

Hypothesis H1.3 referred to teacher participation in developing and empowering professional ability and using computer-based innovative methods. The hypothesis was based on questions 15, 19, 20 because the teaching methods in these questions are computer-based. The hypothesis is confirmed. Most of the participation of teachers in curricula development 11 variables are positively and significantly correlated with the use of innovative methods in class work based on computers 3 variables ($p\_value < 0.05$).

Confirming this hypothesis leads to a logical thought line since most of the advanced training and professional guidance lead the teachers to use technology-based teaching methods in the class. These methods were computerized until recently and currently, they are also digital (Blackmore, 2004).

Hypothesis H1.4 referred to the management approach that leads the teacher to use computer-based innovative methods. The hypothesis is confirmed. Most of the use of human resource management instruments in school (7 variables) are positively and significantly correlated with the use of innovative methods in class work based on computers (3 variables) ($p\_value < 0.05$). The hybrid teaching variable is the less correlated among innovative methods in class work based on computers, which may be explained by the fact teachers in schools of the Arab sector rarely use it.

Hybrid teaching broke into the education world during the COVID-19 pandemic. This method integrates traditional learning methods and innovative learning technologies. Basically, it is a teaching approach that integrates online teaching methods and traditional lecture teaching with unique activities and experiences for the students (Ervin, 2022).

Hypothesis H1.5 referred to the amount of using innovative teaching methods in class work and it was confirmed. All the participation of teachers in curricula development (11 variables) are positively and correlated with the use of use of miscellaneous innovative methods in class work (3 variables), most of them significantly ($p\_value < 0.05$).

Hypothesis H1.6 claims that there is a correlation between using tools to manage human resources and using innovative teaching methods in class work. The hypothesis is confirmed. Most of the use of human resource management instruments in school (7 variables) are positively and significantly correlated with the use of miscellaneous innovative methods in class work (3 variables) ($p\_value < 0.05$). This finding was expected because, like the previous hypotheses, the management factor in the educational framework trains and pushes the teaching staff to use as many computerized tools as possible to make learning more interesting, computerized, and independent.

Hypothesis H1.7 specifically referred to social activity that would be a result of teachers' participation in developing the curriculum that emphasizes social activity with youth at risk. The hypothesis is confirmed. All the participation of teachers in curricula development (11 variables) are positively correlated with the use of innovative methods based on social involvement (2 variables), most of them significantly ($p\_value<0.05$).

Pearson & Moomaw (2005) argues that social involvement in schools refers to the active participation and engagement of students, teachers, and staff in activities that promote social interactions, community engagement, and a sense of belonging within the school environment. It is an essential aspect of education that goes beyond academic learning and focuses on fostering social skills, empathy, teamwork, and emotional intelligence.

Hypothesis H1.8 referred to the management tools that promote the use of innovative teaching methods that are based on the social involvement of students and teachers. The hypothesis is confirmed. Most of the use of human resource management instruments in school (7 variables) are positively correlated with the use of innovative methods based on social involvement (2 variables), most of the significantly ($p\_value<0.05$).

Social involvement in schools refers to activities, initiatives, and programs that promote social interaction, community engagement, and a sense of belonging among students. It aims to create a supportive and inclusive school environment that fosters positive relationships, personal development, and social responsibility. Social involvement in schools has several benefits, including improved social skills, increased self-esteem, enhanced academic performance, and a greater sense of connectedness to the school community (Newman, 2010; Ran et al, 2019).

CONCLUSIONS AND RECOMMENDATIONS

The research has found a positive correlation between school management and the use of various innovative teaching methods in Arab Israeli schools dealing with students at risk. In conclusion, the use of innovative teaching methods is influenced by the management of the school including the human resource management and to enhance its use and effectiveness the school management should be first promoting a school culture focused of innovation. School principals should promote actively an open dialogue between interested stakeholders about innovative ideas and teaching methods and strongly encourage and provide required resources to innovative teachers to implement innovative teaching methods. In addition, they should actively involve all school staff categories in the process of innovation of school and provide adequate incentives to stimulating teachers to implement innovative teaching methods in their educational activity School principals should encourage and allocate needed

resources for the participation of their school teachers to professional development trainings organized by teachers training centers.

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