A Sense of Coherence in Teaching Situations as Predictor of 1st Year Teaching Interns' Burnout

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Will He Come / Moshe Eidelstein

A man for himself,
Self,
With self
Carrying his dream
The road knows its way
Sharing its secrets with the walker
The song of his steps
It will bless
Will he come?

This work is dedicated to the memory of my late father
Moshe Amos Eidelstein
And to my mother, Ruth, may she live long,

Who have planted dreams within me and taught me to realize them.
Cherishing you and the road unto which I have stepped thanks to you.

Thank you,
Your Loving daughter
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Abstract

Interns are teachers in their first year of teaching, known as the induction year. Teaching has been characterized as an inherently complex occupation for experienced teachers and certainly for the interns, causing frustration and Burnout already in the interns' first steps.

The assumption underlying this research is that Sense of Coherence in Teaching Situations (SOCITS) is an inner resource that helps interns to cope with their difficulties in teaching situations and which predicts the level of Burnout serving as a buffer to Burnout.

Although Sense of Coherence has been found to be an important factor in coping with stress, as a mediator between stress and Burnout, only a few studies were conducted among students and even fewer among first year teaching interns. Moreover, there is no research designed specifically for exploring Sense of Coherence in Teaching Situations among interns during their induction year.

Consequently, this research seeks to examine the connection between Sense of Coherence in Teaching Situations (SOCITS) and Burnout among first year teaching interns.

For this purpose a Mix-Methods research approach and tools were chosen to gather information about the connection between SOCITS and Burnout. The research was conducted in a two-phase design: (1) - Qualitative Approach: Two questionnaires SOCITS (Bracha and Hoffenbartal 2011) and Burnout (Friedman, 1999) were administered to 144 interns in their internship-workshop, without sampling, from all the interns in the various programs at colleges of education in the center of Israel. (2) - Interns who volunteered participated in a Semi-Structured interview whose questions derived from the definition of SOCITS and its components.

The main Quantitative findings reveal a fairly high level of SOCITS among interns. Regarding specific SOCITS components, the highest component was Meaningfulness, followed by Manageability, and Comprehensibility was lowest. In line with expectations, a negative relationship between SOCITS and the Level of Burnout was found. In addition, Manageability can predict Burnout more than Comprehensibility, and Meaningfulness will predict Burnout more than Manageability. Regarding the relationship between interns’ characteristics and SOCITS and Burnout, Job position was found to be the most influential factor.

The qualitative research yielded manifestations testifying to a high Sense of Coherence among interns, both in general and with regard to each component. The same four factors were identified as enhancing and inhibiting the Sense of Coherence in Teaching Situations.
The main importance of this research is the enrichment of the existing theoretical knowledge with regard to SOC, and showing that SOCITS can be a buffer for the development of a level of Burnout among interns. The model presented regarding the four areas which can promote or inhibit the development of SOCITS explains the relationship between, SOCITS and level of Burnout. And even allows for designing a program for fostering Sense of Coherence in Teaching Situations as a coping resource for states of stress and crisis, and a buffer for Burnout among interns.

**Key words:** Interns; Induction year; Four major difficulties domains (teaching pedagogical content; pupils and their characteristics; The ecological-system organizational and The personality domain); Stress, Burnout, Burnout among interns, SOC, SOCITS.
INTRODUCTION

Taking a new road, you don't always know where it will lead
and sometimes there is no choice, and you have to take the path
and so, even if we don't know where we will arrive, and where the way leads.
We have to remember what has caused us to take it to begin with.


From a dream to reality; from the desire to teach to its implementation, the journey to being a teacher has been a challenge both for pre-service teachers and their teachers in the different colleges and universities. Getting the teaching certificate and formally entering the schools note the pre-service teacher's becoming a teacher, but no less important is the pre-service teacher's feeling that he or she has indeed "become a teacher". Their perception of the teacher's role, love of ongoing learning, teaching the pupils and the subject matter – these are the factors influencing teachers to engage in the teaching profession, persevere in it and feel satisfied with their role (Loui, 2006; Culross, 2007; Anhoer, 2008).

This work engages in teaching interns in their induction year and their Sense of Coherence in Teaching Situations as preventing Burnout. The grounds for this work lie in the combination of research knowledge about interns in Israel and around the world, and the researcher's experience as a pedagogical instructor of interns in internship workshop held throughout the induction year.

Interns around the world are teachers in their first year of teaching (who have completed their academic studies). The situation in Israel is different. According to the Israeli Ministry of Education, interns are pre-service teachers in their fourth year of studies and in their induction year.

Being a teacher is not only a profession, but also a lifestyle; it is a calling which the individual chooses as a profession representing his or her abilities, ambitions, attitudes and perceptions of self.

However, the roles of school in Israel and in many states in the world have been changing, and so have the expectations from the teachers. The tasks assigned to them are numerous and complex. Moreover according to contemporary pedagogy, the structure of learning has to be flexible and suited to the social, cultural, economic and
technological changes in the state and in the education system. It means that the interns in the induction year are required to teach in classes that are more heterogeneous culturally and academically, to emphasize the inclusion of pupils who have special difficulties, and at the same time deal with students with special talents, take part in the planning of assessment frameworks and take responsibility for involving the parents in school activities (Vidislavski et. al., 2010; OECD, 2011). In light of those demands in the induction year it can be understandable that teaching has been characterized as a complex occupation by its very nature not only for experienced teachers (Kane & Mallon, 2006; Tuval and Or, 2008) but also for the interns. Without guidance and direction, the interns will find it hard to do their job and be effectively absorbed in the system (Ingersoll, 2007a, 2007b). In order to meet the interns' needs, teachers' internship programs have been developed in Israel and other countries in the world in the induction year. **Induction year as an overall title refers both to a highly organized system of support** (internship programs) and comprehensive form of a stage in professional development for the purpose of helping interns' internship and absorption in the schools. The assumption is that induction programs can be based on continuous learning and self-development via reflective practice (Fulton et al. 2005; Wong, Britton, & Ganser, 2005; Oppenheimer et. al (2011). In other words, those programs allow the interns an easy passage from being a pre-service teacher to being an independent teacher at school.

However, **despite interns receive support this year they still feel difficulties**. These difficulties have been described in the literature in **four major domains** which help us understand the characteristics of the difficulties: internal, external, personal and organizational-professional domains: the domain of teaching pedagogical content; The domain of the learners and their characteristics; The ecological-system-organizational domain constituting the gap between the system's and intern's expectations of each other; The personality domain regarding the development of the intern's professional identity (Schatz-Oppenheimer 2011). For this reason, the interns perceived induction year at school, at the same time, as highly significant in the teacher's career and as the hardest year (Kennedy, 2005; Pritzker, & Hen, 2010). They liken the induction year to "**Survival year**" and "the dark corners of teaching", strong images emphasizing the hostile aspects of the induction year on the one hand, and the sense of the intern's helplessness on the other (Orland-Barak and Maskit, 2011). The pressure, coping difficulties and the interns’ sense of survival experienced by the
interns lead them to emotional distress, which is expressed in feelings of stress and results in a level of Burnout.

**Stress** defined in various ways: a negative emotional experience such as frustration, tension, concerns and anxiety; a tension experienced when an event is perceived as being harmful, threatening or challenging to one's feelings of well-being (Sanderson, 2004 at Jacobs, 2006; Abel & Sewell, 1999, in Zidan & Bitar, 2013) or as the inability to cope with a perceived (real or imaginary) threat (Oswalt et al. 2006). Numerous studies support pre-service teachers reports they perceive the academic life (studies and field experience) as stressful as a result of the combination of external pressures and personal expectations (Fischl & Sagy 2009) and as requiring coping which affects a whole array of variables (Heiman, 2004). Regarding interns, Friedman (in Zuzovsky et. al, 2005) explains that there is a discrepancy between the intern's subjective perception of his or her professional capability and his or her actual success of failure. The process can be summarized as the gap between what is 'anticipated' and what is 'perceived' (Friedman 2000; Hilel-Lavian, 2012). This discrepancy creates a sense of personal stress in teaching and accounts for the formation of the level of Burnout.

**Burnout** is defined as an emotional-experiential response to stress (Shirom, 1977 in: Pritzker & Hen, 2010). Burnout, in fact, is the direct continuation of the phenomenon of stress at work, and hence deserves our attention. There are numerous approaches to define Burnout. These approaches reflect researcher's different perspectives in their attitudes to Burnout and developed from Freudenberger's pioneer definition of Burnout (1974). He defined Burnout as a state of fatigue and depletion of physical and mental strength, a state of being worn out as a result of excessive desire to reach unrealistic goals set by the individual.

This work will present three approaches to understanding the concept "Burnout", which will constitute the grounds for understanding burnout among interns in their induction year.

The first approach, Psychological-Social Approach (Freudenberger, 1974; Maslach and Jackson,1981; Malach-Pines,1984, 2011). Focuses on the individual and explains the source of burnout as ongoing personal mental erosion, which includes three characteristics: Physical and mental exhaustion, de-personalization and limited self-realization (unaccomplishment). While the second one the - Organizational Approach explains burnout as the outcome of a gap between the individual's perceptions and
attitude and the occupational reality in the organization and defined as Conservation of Resources theory (COR) (Cherniss, 1980; Hobfoll & Freedy, 1993; Hobfoll & Shirom, 2000; Shirom, 2003; Rafaeli et al. (2005). The third approach which combines the psychological and organizational aspects is Self-Efficacy Perception - burnout is a crisis in the sense of self-efficacy, a collapse in the individual's sense of self-efficacy in the professional domain (Leiter, 1992).

Regarding the research population, the interns' burnout is an ongoing dynamic process which does not start in their induction year, but rather during their teacher education in the college (Gavish and Friedman, 2003, 2010). Burnout begins when many teachers perceive gaps as incomprehensible and impossible to resolve and as a result, they experience physical exhaustion, mental stress and social as well as personal problems. Understanding the interns' difficulties and feelings allows for understanding research findings pertaining to induction. In Israel and around the world, dropout rates point to 30% - 50% of teacher-education graduates dropping out from the first year to the fifth (Kfir et. al., 2006 in: Raingold, 2009; Berger and Toren, 2010; Arbiv, Elyashiv & Zimmerman, 2013).

Nevertheless, there are still interns who are happy and enthusiastic about their work (Roth, Assor, Kanat-Maymon & Kaplan, 2007). The fact that interns may feel either Burnout or enthusiasm with their work raises the question how these findings presented a contradictory picture can be accounted for. One of the explanation is Antonovsky's Salutogenic Model, where the main concept is Sense of Coherence (SOC), which is an internal resource helping the individual withstand stressful situations (Antonovsky, 1987, 1979). SOC includes three components: Comprehensibility (cognitive), Manageability (behavioral) and Meaningfulness (emotional) pertaining to life in as a whole. The assumption underlying SOC approach is that a person with a strong Sense of Coherence facing stressful situations will be motivated to cope (Meaningfulness), believe the challenge is understood (Comprehensibility), and believe he or she has resources to help cope with that challenge (Manageability) (Antonovsky, 1998). In many research around the world it was found that SOC can be considered as moderating the health impacts of stressful life events, meaning that SOC seems to buffer the impact of recent stressful life events (Cohen & Kanter, 2004; Richardson and Ratner's, 2005; Braun-Lewensohn, et al. 2011). Research dealing with students has found that SOC significantly mediates stress and Burnout (Heiman, 2004; Grayson, 2008; Austin et. al., 2010). While there
is knowledge about the sense of coherence among different people little is known about student and even less about interns.

Since this work deals with interns and in order to understand their SOC this study use the concept of "Sense of Coherence in Teaching Situations" - SOCITS (Bracha & Hoffenbartal, 2011): The extent to which the teacher has a sense of confidence in the predictable, familiar teaching situations, and the belief that one can cope so that teaching situations will be managed in the best way. The SOCITS’ has three components like SOC which related to teaching world: Comprehensibility, Manageability and Meaningfulness.

The assumption underlying this research is that SOCITS is an inner resource that helps interns to cope with their difficulties in teaching situations. In light of the fact that interns experience stress and Burnout during their induction year and the understanding that Sense of Coherence in Teaching Situations can be a factor which predicts the level of Burnout and serves as a buffer to Burnout this research goal is to examine the connection between Sense of Coherence in Teaching Situations and Burnout among first Year Teaching Interns.

In order to check it a Mix-Methods research approach and tools were chosen (Creswell, 2009, Creswell & Plano Clark, 2011). It was designed to gather information about the connection between SOCITS and Burnout. The Mix-Methods approach in this research has an advantage because the different approaches focus on the same phenomenon and provide better understanding of the research population – interns in their first year (Johnson & Onwuegbuzie, 2004; Creswell & Plano Clark, 2011).

Thus the research was designed to answer three majored questions and three hypotheses: The main questions were formulated for each of the approaches: Quantitative approach examined the relationship between the variables No. 1 - SOCITS and its components and Variable No. 2 - Burnout and its components and interns’ characteristics (Program; Year of study; Employment scope and Job position):

1. What is the relationship between "Sense of Coherence In Teaching Situations" (SOCITS) and Level of Burnout among first year teaching interns?
The research hypotheses were based on the above and derived from the general question:

1. Negative relationship will be found between SOCITS and Level of Burnout
2. Manageability will predict the Burnout more than Comprehensibility
3. Manageability will predict the Burnout more than Meaningfulness.

While in the *Qualitative approach* manifestations of SOCITS will be presented and will also present the enhancing factors and the inhibiting factors of SOCITS including all its components, regarding the Level of Burnout among first year teaching interns.

Thus the research was designed to answer two more research questions:

2. What are the manifestations of Sense of Coherence in teaching situations, including all its components, regarding the Level of Burnout among first year teaching interns?
3. What are the enhancing factors and the inhibiting factors of Sense of Coherence in Teaching Situations, including all its components, regarding the Level of Burnout among first year teaching interns?

**The research population** chosen for the research consisted of 144 interns from all the various programs at colleges of education in the center of Israel.

This study was conducted in two – phases. This design enabled a better understanding of SOCITS as a coping resource dealing with Burnout. Stage 1 - Qualitative Approach and Tools: The two questionnaires SOCITS questionnaire (Bracha and Hoffenbartal 2011) and Burnout questionnaire (Friedman, 1999) were administered to the interns in their internship-workshop in January, 2013, a year of the induction.

Stage 2 – Qualitative Research and tools: The current study seeks to enhance the understanding of the interns' SOCITS in the induction year; their feelings about understanding the various teaching situations so after analyzing the Quantitative data phase two was conducted in April that year. In the second phase interns who volunteered participated in a Semi-Structured interview. The interview questions were formulated with regard to the theory of Sense of Coherence in the field of teaching and its components. The interviews were recorded and transcribed while maintaining the prevailing research ethics procedures.
The data collecting in this research: The quantitative data were collected without sampling. This procedure enabled the researcher to obtain as much data as possible (Creswell, 2008). Such a procedure will allow the researcher to generalize research data to the entire population of interns (Patton, 2001, Merrian, 2009). The qualitative data were collected via basic mixed methods' purposeful sampling in order to answer the research questions. Interns who filled out the two questionnaires were asked to volunteer to participate in a Semi-Structured interview. This sampling was used because all of the individuals that volunteered had experienced the induction's year various characteristics (Teddlie & Yu, 2007, Sullivan et al. 2012).

**Analysis of research questions:** The quantitative research - In order to examine the relationship between SOCITS and Level of Burnout Pearson correlation was conducted. To predict the Level of Burnout by the three components of SOCITS, a Multiple Regression was conducted with the Burnout as the criterion and the three components of the SOCITS as the predictors. The relationship between the interns' personal characteristics and SOCITS and Level of Burnout will also examine thus a multivariate analysis (MANOVA) was conducted.

The qualitative research: Data Analysis in this research was via content analysis based on methodology that is partly based on the data. The theory – driven thematic analysis that was chose is particularly useful when the researcher have a set of theoretical concept (Sullivan et al. 2012) as it was in this research. The purpose of the analysis is to identify the manifestations of Sense of Coherence in teaching situations, including its components, and to identify the enhancing and inhibiting factors of Sense of Coherence in Teaching Situations, including all its components, regarding the Level of Burnout among first year teaching interns.

The main importance of this research is in the examination of the concept of Sense of Coherence in Teaching Situations - SOCITS as a predictor of Burnout among interns in their induction year.

So far, studies that examined SOC, have related to the concept in general, whereas the innovation of this research is, that it relates to the specific case of Sense of Coherence in Teaching Situations. In other words, until now, no studies have been conducted among interns during their induction to examine their Sense of Coherence in Teaching
Situations and its capacity as a predictive factor, and even a factor that can moderate Burnout. Such exposure can contribute to the theoretical and methodological domains. In the theoretical domain, the research findings will enrich of the existing theoretical knowledge with regard to the concept of SOC – meaning the new knowledge that will be create in this research which will allow for relating to the concept of SOC not only as a global sensation pertaining to a person's life but also with reference to specific teaching situations and the interns' population.

In the methodological domain, the research may reinforce the questionnaire (Bracha and Hoffenbماتal 2011) for examining the interns' Sense of Coherence, specifically in teaching situations and justify the examination of each of its components, as well as with regard to the term SOCITS.

Moreover, the hypothesis in this research refers to the concept of SOCITS as a personal resource for coping with stressful situations and Burnout among interns. If this is the case, then the results of this research will enable teacher trainers and school systems to identify SOCITS among interns and to plan a program to empower it, in order to diminish the powerful effect of difficulties, and to prevent burnout during the induction year.

The structure of this research - as previously mentioned, this research focuses on the population of interns as a special group within the teachers population. Thus, the first chapter will engage in getting acquainted with the interns' population and their development throughout their induction year. The internship year is a special year in their professional development and therefore it will be described in detail, with reference to its goals and its components, both in Israel and abroad, comparing between them. The purpose of this broad description is to create an understanding of the role and of the induction year and its influence on the interns. Since this year is considered difficult and challenging, four areas of difficulties the interns experience are presented. These difficulties can lead to stress and Burnout in teaching.

Therefore, first of all, the concept of stress will be clarified, and phenomenon of stress among teachers and interns will be described. Stress is liable to lead to Burnout, so in order to understand the process three approaches were chosen to describe the phenomenon of Burnout, each from a different angle, which can help in understanding the phenomenon. Finally, the phenomenon of Burnout among teachers and interns will be described as well as its influence on them. The phenomenon of Burnout is
liable to cause them to quit the profession; however, not all of the interns do drop out. The present study engages in the concept of SOCITS, thus the second chapter will present the concept Sense of Coherence as a person's internal resource for coping with stressful situations and conflict, its characteristics and development, the concept of Sense of Coherence in Teaching Situations and the questionnaire used to examine it.

The third chapter is the methodological chapter which presents the research questions, the hypothesis, the manner in which the research was conducted, and the justification for the chosen research design.

The fourth chapter will be dedicated to the quantitative and qualitative research findings. In the fifth chapter, the research results will be discussed, and in the sixth chapter, the research conclusions will be presented, with reference to the contribution of this research as well as to its limitations.
CHAPTER I:  
INDUCTION YEAR AND INTERNS' BURNOUT

Interns in Israel and around the world are teachers in their first year of teaching, taking the first steps in their professional development. This year is filled with significant changes in their professional and personal lives. It is a year which constitutes a bridge between their teacher education and their serving as teachers in the educational system, as part of the school staff. From the moment of entering the schools, the interns are required to fill their duties as teachers, function as experienced teachers and as agents of change in the education system. They must do this while becoming acquainted with the school as an organizational and cultural system (Brownell, et al. 2005; Dvir & Schatz-Oppenheimer, 2011; Gavish & Friedman, 2011; Darling-Hammond, 2010 in Hudson, 2012). Hence, their entry into this system is accompanied by a sense of being "foreigners in a new country" (Strahovski et. al., 2002 In: Kizel, 2010). Moreover, interns report a level of Burnout following their day-to-day workload and the intensity characterizing the teaching profession (Arbib, Elyashiv & Zimmerman, 2013).

The teacher's development occurs in stages, but the transition between teacher education and teaching practice is sharp and influences the interns and their adjustment to the profession. Therefore, this chapter will be divided into five sections: (1) the stages of teacher development; (2) the interns and their characteristics; (3) the induction year in Israel and around the world; (4) the sharp transition and the need to function as experienced teachers creates difficulties for the interns in reference to four domains; and (5) Discussion of the concepts of stress and Burnout, description of the various approaches to understanding Burnout and its characteristics among teachers and interns. This continuum seeks to reach to a better acquaintance with the interns, their situation during the induction year and understanding their difficulties which lead to stress and Burnout.
I.1. Process of Teacher's Socialization – from Pre-service Teacher to an Experienced Teacher

The induction year in Israel and world-wide has been identified as a primary, significant stage which influences the process of the new teacher's development and wish to persevere in the teaching profession (Ingersoll & Strong, 2011, Nasser-Abu Alhija et al. 2011). This section presents the stages of teachers' development within the teaching profession, the characteristics of interns in their first year and programs for their training. An examination of the components of the induction year will help researchers understand the processes which interns undergo and the influence of these processes on their development.

In Israel there is a distinction between the stages of the interns' development. To make that distinction, in the first year they are called "first year teaching interns" or "beginning teachers" and the year is referred to as an induction year In the following early years of their role they are referred to as "novice teachers".

The journey from pre-service teacher to teacher consists of three stages in the process of development:

- **Training for teaching** during studies in the various teacher education colleges;
- **Induction year.** A stage that includes the entry into and growth in teaching profession. (Auton, Berry, Mullen & Cochran, 2002; Smith & Reichenberg, 2008 in Kfir & Ariav, 2008);
- **Professional development while performing the role during the school year.** Teaching is the outcome of competencies which develop and improve over the years, with the accumulation of conscious experience (Bransford, Darling-Hammond & LePage, 2005; Glassford & Salinitri, 2007).

The literature presents numerous approaches explaining the process as a continuum between the positivist approaches and the constructivist ones (Sagi, Gilat and Kupferberg, 2002; Dvir, N. and Schatz-Oppenheimer, 2011). The positivist approach perceives the teaching profession as focused on the teacher. On the other hand, The constructivist approach perceives the teachers' professional development as an outcome of the social-cultural components of the school and so, the process of teachers' development is holistic and complex (Watzke, 2007).
The different theories allow for a description of the stages of the teachers' socialization from pre-service teachers to experienced teachers, as based on the combination of three dimensions – personal, professional and environmental as presented below

3. The environmental ecological dimension stage:
   "The teacher as an organizational person"

2. Professional dimension stage: consists of two dimensions:
   • Developing teaching Capabilities
   • Developing professional identity

1. The personal dimension stage: The stage of entering the teaching world were the intern feels a sense of shock survival and concern and is focused on self.

Figure 1.1. Stages in Teachers' Development

The classical perspective of teachers' life-cycle enables us to understand the teacher's entry into the profession regarding chronological age and teaching continuum in terms of accumulated seniority (Kegan, 1992; Vonk, 1995; Oplatka, 2008). What all these have in common is reference to changing energies in the course of the teaching career (Kagan, 1992).

1. The Personal Dimension Stage

This work engages in the first stage of launching the novice intern's career. The fact that the intern young and new in the education system explains concerns and the emotional burden he or she experiences (Bullough & Draper, 2004). The induction-shock and the discrepancies between expectations and reality cause the intern to focus mostly on survival as a teacher and on personal well being.

Moreover, since the teacher's role has becomes more complex over the years, the induction stage has also become harder (Ingersoll, 2007; Johnson, 2007). Hargreaves (2005) adds that age and seniority add to the teachers' sense of self-efficacy and the way in which they respond to change. Interns are indeed open to change and welcome it optimistically, but their lack of experience delays the implementation of changes. Therefore, interns' concerns start with the question whether he or she is suitable for teaching. The sense of survival at this stage expresses the individual's concern for self, but also issues of class management and the teaching routine (Fuller & Brown, 1975).
Watzke (2007) emphasizes that students' academic growth and motivation remain the main concerns for a long time and in the subsequent stages of teaching.

2. The Professional Dimension Stage

The teacher's development shifts between developing knowledge and teaching skills, and the shaping of the teacher's professional identity.

- **Developing knowledge and teaching skills:** Teaching becomes more automatic, standardizing the routine, combining learning and class management. The interns feel committed to their pupils (Vonk, 1995). Feeling it is possible to influence their progress and the realization of their potential while catering to their academic and socio-emotional needs. In contrast to the first, induction stage, the confidence interns feel provides them with greater and better energy expenditure. Oppenheimer et. al (2011) emphasize that professional development does not only pertain to the actual teaching, but also to their ability to investigate their work and develop tools for coping with their difficulties meaning they even develops effective problem solving methods and techniques (Kegan, 1992; Clayton, 2007).

- **Developing intern's professional identity:** it is a feeling that pertains to the teacher's confidence in having made the right career choice his or her professional realization and perception of teaching as a mission and a challenge (Fisherman, & Weiss, 2006). According to the traditional approach, the teacher's professional identity is shaped over the years with regard to experiences, tensions and crises experienced, until reaching stability. Conversely, the post-modern approach does not refer to one solid and unified identity, but rather to a variety of professional identities which develop over the years, change and become more complex (Beijaard et al. 2003). The construction of one's identity is a subjective interpretive process accompanied by intrinsic and extrinsic dialogue. It is done through deliberating between different, often contradicting ideologies, as well as deliberating between the ideal image created in the teacher education process and the image in the field (Lamm, 2002; Elbaz-Luwisch, 2004; Goldstein, 2005; Zilberstein and Ben-Peretz, 2006; McNally, 2008 in Fenwick, 2011).
3. The Environmental-Ecological Dimension Stage

The environment and the organization: the demand that the intern cope and adjust effectively to the school's rules and conditions so as to reach to school's goals. Friedman & Kass (2002, in: Gavish & Friedman, 2011) suggest the concept of the teacher as an "organizational person" who must have knowledge about the school as an organization with unique characteristics; the teacher is required to be able to use the school's organizational resources effectively, influence the school's culture, school policy and activity, act freely and enjoy the strength of the organization (Gavish & Friedman, 2011). This dimension also calls for learning the cultural codes and norms characterizing the school culture.

The basic assumption is that the teacher's professional development is shaped and influenced by expectations and actions pertaining to "culture bearers" - significant "others", environmental and personal factors in the organizational environment where the teacher operates (Friedman and Gavish, 2001; Strahovski and Herz-Lazarowitz, 2002).

In light of the literature presented so far it can be understood that teacher's professional development occurs in three dimensions simultaneously: personal, professional and environmental ecological dimension and is accompanied by the intern's learning about the self and realizing that learning and teaching are not only intellectual activities, but they also involve emotional "work". The teacher's professional are refined and become more sophisticated in the course of time as a result of experiences and various, contradicting events with "significant others". The school's culture and the significant others allow for support as well as internal and external dialogue leading to professional development, which enable the intern to become a staff member in the school organization.

All these together constitute the grounds where the interns grows into the construction the professional "I" – "I am a teacher!"
I.2. Interns – Beginning Teachers in Their First Year

This work focuses in its first stage on the induction stage which is known in Israel as the "practicum" stage for interns. Hence, the concepts "teaching interns" and "induction year" will be introduced, and the goals of the induction year in Israel will be presented and compared as grounds for understanding the process which the interns undergoes.

Interns around the world are teachers in their first year of teaching (who have completed their academic studies). The situation in Israel is different. According to the Israeli Ministry of Education, interns are pre-service teachers in their fourth year of studies and in their induction year.

The pre-service teacher's transition from the teacher education college to the new status as a teacher is usually rather sharp rather than gradual. The transition occurs in the short time between the end of teacher education and the beginning of work, but at the same time, psychologically, it is a giant leap, which the pre-service teachers are expected to make in a short period of time (Friedman and Gavish, 2001, Glassford & Geri Salinitri, 2007). This situation requires the interns to cope with a variety of roles and succeed at all of them simultaneously. Furthermore, they are expected to function professionally and abide by all rules and instructions from the beginning of the year to its end. They are expected to perform complex tasks and assume the same responsibility as their veteran colleague (Brownell, et al. 2005; Darling-Hammond, 2010 in Hudson, 2012). In addition Tat (2008) found inconsistencies in the principals' expectations of the interns. Dvir and Schatz-Oppenheimer (2011) emphasize the fact that despite their lack of experience, interns are expected to function effectively as agents of change in the education system.

This is an experience that differs from their experiences as students who are constantly supported by a pedagogical instructor and a master teacher at school. The gap between their expectations and the reality may influence their future work (Sagi and Regev, 2002). Therefore it may be assumed that graduate students experience stress in many areas of academic and personal life (Oswalt et al. 2007).
Moreover, it is important to note that the stress experienced by the interns and the gaps in their expectations and reality may intensify in light of school characteristics in the contemporary era. According to OECD data (2011), the roles of school in many states in the world have been changing, and so have the expectations from the teachers. The tasks assigned to them are numerous and complex. They are required to teach in classes that are more heterogeneous culturally and academically, to emphasize the inclusion of pupils who have special difficulties, and at the same time deal with students with special talents, take part in the planning of assessment frameworks and take responsibility for involving the parents in school activities.

Thus Vidislavski et. al. (2010) claim that according to contemporary pedagogy, the structure of learning has to be flexible and suited to the social, cultural, economic and technological changes in the state and in the education system. The education system and the teachers have to cater to the changes in perception of the essence of knowledge and teaching processes. The teacher, then, has to develop personal high order thinking skills and instill them in the pupils, have cooperative working skills and master teaching via using information technology.

In this respect, it is clear that current day teaching has become more complex, and as a result, the induction stage of teaching has also become harder. Without guidance and direction, the interns will find it hard to do their job and be effectively absorbed in the system (Ingersoll, 2007a, 2007b). Hence, the development of practicum programs, allowing the beginning teacher an easy passage from being a pre-service teacher to being an independent teacher at school is needed. In order to meet the needs, teachers’ internship programs have been developed in Israel and other countries in the world, seeking to bridge between the beginning teachers’ professional development in their first year and their dropout.

The following section will engage in the definitions of induction (internship programs) and the presentation of internship models in Israel as well as in other countries.
I.3. Induction Year (Internship Program) in the World and in Israel

I.3.1. Induction Year in the World

"In recent year there has been a growth of support, guidance and orientation program – collectively known as induction - for beginning elementary and secondary teachers during the transition into their first teaching job" (Smith and Ingersoll, 2004, p.681).

Induction year as an overall title refers both to a highly organized system of support (internship programs) and comprehensive form of a stage in professional development for the purpose of helping interns' internship and absorption in the schools. The assumption is that induction programs can be based on continuous learning and self-development via reflective practice (Fulton et al. 2005; Wong, Britton, & Ganser, 2005; Oppenheimer et. al (2011). As shown in the figure below:

![Figure 2.I. The Induction Year](image)

During the Internship stage, the focus, then, shifts to the practical experiences of the intern, who is required to cope with the complexity of teaching and its changing, unpredictable situations, develop skills of identifying problems, making an informed choice of solutions and develop reflective thinking in all stages of teaching: planning, performing and assessing. For the intern to learn how to attribute meaning to the process he or she is undergoing, the intern will also have to turn to the theories which will allow for the shaping of new professional knowledge. In summary, from this
perspective, the induction (induction year) can be regarded as a primary development stage in the cycle of the intern's professional life, and as a support system provided during this year (Fulton et al. 2005; Strong, 2009).

The significance of the support system increases in light of Romano’s research (2004), which examined "bumpy moments" in the life of a interns. She found that beyond problems pertaining to teaching techniques, the interns cope with emotional difficulties which have to do with self-confidence in teaching and the socialization process within the organizational framework, whose language differs from that of the teacher education framework. Therefore, the intern often feels he has no one to talk to about his/her problems, and lacks professional, social and emotional support. This shows the process of supporting the intern, though complex is critical (Draper, O'Brien, and Christie 2004), and without proper professional help or a well-structured induction program and mentoring, the interns will find it hard to function (McCormack & Thomas, 2003).

In light of the characteristics of the process and the interns' difficulties in the course of the induction year, a need arose to set up formal, structured and professional programs for accompanying the interns. In the 1980s strong political involvement led to national legislation in the United States and in England, resulting in educational reforms (Fisherman, 2005). These programs were constructed in a way that would enable mentors to help and support the teacher's professional development.

A review of the existing internship programs in different countries, has found similar components, most of the programs focus on internship and advancing the interns' teaching skills but also differences among them in their intensity, frequency and nature of operation as well as in the educational environments where they are implemented (Ingersoll, & Strong, 2011).

Induction programs vary as to their purpose (Ingersoll & Smith, 2004) and as such, the type of support beginning teachers receive in induction programs varies as well (Davis & Higdon, 2008).

The following paragraph summarizes the characteristics of programs in different places in the world: (Ferguson & Morihara, 2009; Schatz-Oppenheim & et al. Eds. 2011; Schleicher, 2011; Paz & Salant 2012).
Induction Programs' Goals, Characteristics and Components

The induction year is designed for Population of those who have completed their academic studies. The duration of program is between one and three years but attention is also given to the overall contents rather than just the duration (McNally, 2002 in: Smith & Reichenberg, 2008). Moreover in some countries there is a tendency to decrease the load of interns and their mentors (Raingold, 2009). In most places in the world two main bodies are involved in the induction year and in Funding: the first are the absorbing schools whose role it is to: absorb the interns, allow interns observes model lessons or the lessons of an experienced teacher, be responsible for their socialization to the profession and find suitable mentors and make sure the interns are properly trained for their work and the second one are training institutions whose responsible for academic support of the interns and the training of mentors (Wong, 2004; Dymoke & Harrison, 2006; Howe, 2006; Glassford & Salinitri, 2007; Smith & Reichenberg, 2008).

Five Goals were chosen to promote the interns: Exposing interns to different roles and tasks and exposing them to the cultures of the schools where they will teach; Improving the beginning teachers' professional capabilities and, and training them in the domain of information technologies and communication; Assessing the beginning teachers so as to make sure they can properly perform their teaching duties and manage to adjust to the schools where they teach; Providing support and guidance to beginning teachers so as to alleviate their transition from being beginning teachers to being professional ones. Decreasing rates of teachers' dropout rates in certain geographical regions or certain subject-matters.

Program Components:

- Mentoring/Internship: In literature the terms "mentoring", "induction" and "professional development" used as combination and interchangeable terms to refer a range of types of assistance to interns' needs. Nevertheless "mentoring" and "induction" is not the same. Induction refers to process with multiple components and mentoring is the personal guidance, one component of a more comprehensive induction process (Smith & Ingersoll, 2004; Wong, 2004; Fulton et al. 2005; Ferguson & Morihara (2007). The distinction is important because there is evidence that mentoring alone is insufficient to either retain new teacher in the professional or to assist them to develop into highly effective teachers (Ferguson &
Morihara, 2007). Both mentoring and internship have been found to significantly influence the development of interns, and of interns' career retraining for teaching (Newman, 2010).

**Mentor:** A mentor is an experienced veteran teacher whose role is to provide teaching interns with emotional and professional support, feedback and assessment, and enhance the intern's reflection and self-criticism capability, which is considered an important professional development tool (Wang, 2004; Norman and Feiman-Nemser, 2005; smith, 2005 in Paz & Salant, 2012; Lindgern, 2005; Gilbert, 2005; Ripon & Martin, 2006; Simpson et al.2007; Roehrig, 2008).

The significance of this role increases in light of the findings that already as students, there is great significance to the relationship with the training teacher/mentor. Social-professional relationships with the mentors were reported as a necessary condition for teaching (Rots et al., 2012).

It is important to note that mentoring abilities are not innate (Smith and Reichenberg, 2008). Experienced teachers do not necessarily possess guidance and leadership skills required for mentoring teaching interns in their induction year (Hennison et al., 2010). Consequently, effective mentoring requires training, so that the goals of mentoring, including decreasing teachers' dropout will indeed be reached (Norman& Feiman-Nemser, 2005, Fantilli & McDougall, 2009). Wang & Odell (2002 in: Schatz-Oppenheimer, 2011) found that there are a few mentor-training programs in the world. Nevertheless, there are different models of mentoring programs regarding their budgetary sources and location context. Mentors, who are trained, get their training in workshops and guidebooks. In some states, as in the U.S. after training, the teachers change status from "teacher" to "mentor" (Wong, 2004; Yosko & Feiman-Nemser, 2008).

**Group Encounters, Frequency of Encounters** include: internship-workshops, seminars, university classes and other structured learning, lessons mode led by mentors, peer observation and spread over the first teaching year: before the year begins or few times during the year (Wong, 2004; Moskowitz & Stephens, 197 cited in Nasser-Abu Alhija et. al. 2011).

**The goals are:** to prepare the beginning teachers for their teaching duties, to enhance their teaching skills and to alleviate their decision-making process. The discussions in the groups seek to allow beginning teachers to share dilemmas and issues deriving from their work in the field, share their experiences with others and
enjoy their support. Further, there are those who regard these encounters as part of the professional development process, a part of "long life learning". In some of the successful programs, group encounters are conducted along with personal mentoring (Howe, 2006; Kelly, 2004; Fulton, Yoon, & Lee, 2005; Wong, 2004).

- **Learning Materials and Guides**: Program alignment between induction Classroom needs and professional standards (Whisnant, Elliott, & Pynchon, 2005) are needed so in some of the states, beginning teachers are provided with study materials and manuals. In most cases, these materials provide explanations about the absorbing school – goals, objectives, regulations, resources and so forth.

- **Assessment**: The assessment component is part of the program (diagnostic, formative and summative assessment) and is often a condition for getting the teaching license. On constructive feedback through formative assessment. For assessment processes to be effective, it is important they be based on meticulous and methodical data collection, and they ought to be extensive and objectively conducted by a number of people (Murray & Mal, 2005; Phillips & Carr, 2006; Bass et al. 2002 in Schatz-Oppenheimer, 2011).

**I.3.2. Induction year (Internship Programs) in Israel**

(Schatz-Oppenheimer et al. Eds. 2011; Smith & Reichenberg, 2008; Raingold, 2009)

There are two major periods of developing programs for the absorption of teaching interns in their induction year: (1) In 1996 a pilot induction program was implemented by the teacher education department in the Ministry of Education seeking to alleviate the absorption of interns. Until 1999 implementation increased leading to the second period, (2) The Induction-Teaching Internship Program. The rationale underlying the program derives from perceiving teaching as an academic profession, whereby internship is an inseparable part of preparation. The program was implemented for some four years as a controlled experiment (Nasser-Abu Alhija et. al. 2011 in Schatz-Oppenheimer, 2011).

Today, participation in the induction program is mandatory. The intern is a teacher in the school, and receives wages. The interns work between 12 (1/3 time) weekly hours and 36 (full time) during one year and no less than 6 months of work in the same year. Internship has to be according to the age group (pre-school, primary school, junior high school and high school) for which the teacher trained in his teacher education program (Director General's Circular, 2004,b, paragraph 3).
The induction year in Israel is perceived as the peak of teacher education. At the end of the year it is impossible to get a teaching license without a successful completion of an induction year. The pre-service teacher which receives his or her teaching license sets off as an independent professional teacher (Raingold, 2009).

- **The Program's Target Population** - The program is designed for graduates of teacher education programs in the teachers' colleges, graduates of university teacher training programs and graduates of career retraining programs. According to Ministry of Education principles, teaching internship is directed at students in their fourth year of studies in the colleges. The pre-service teachers have to engage in their internship, and at the same time continue their academic studies. This is one aspect where the program differs from other internship programs in the world, where interns have already completed their academic studies. However, an intern can also choose to participate in the internship program after completing his or her duties in the college. University students complete their academic studies by the third year, and in the fourth year, they study for their teaching certificate. Nevertheless, the difference between internship programs in the world and in Israel points to one disadvantage that has to be considered. The fact that interns in Israel are both students and teachers, and the implementation of the internship program is done by both the colleges and the schools may cause difficulties: on the one hand, the involvement of a number of factors may lead to ambiguity regarding the responsibility for the program and who supervises its implementation. On the other hand, the intern is required to cope with college assignments and the professional demands of the school simultaneously (Schatz-Oppenheimer et al. Eds. 2011; Smith & Reichenberg 2008).

- **Duration of program** - Much like other programs, the Israeli program spreads over three years and consists of two stages: the first stage – in the first year, is the induction year. The beginning teacher has the status of an "intern"; the second stage – from the end of induction year for two years, the teacher has the status of "novice teacher". The internship activities, mainly mentoring, are done during work hours, at times dedicated to it. Sometimes the activity is done in the last day of vacation, before the year starts.
• **Authority and Funding** - Contrary to programs in other countries which are funded by the districts or the schools, in Israel the teacher internship program is in the care of the department of teacher education in the Ministry of Education, and the Ministry funds it (payments to master-teachers). The Israeli program is implemented by two major bodies in the education system: the teacher education system including the teacher education colleges and the universities, and the system absorbing the teachers to work including the ministry’s pedagogical department, subject-matter inspectors and the internship frameworks (schools and kindergartens). Two support (personal mentoring and internship workshop) and assessment frameworks were set up to meet the needs and reach the goals of internship.

• **Goals of the Program** - Unlike induction programs in other countries, the Israeli programs do not specifically refer to the prevention of Burnout. The emphasis is on the beginning teacher's professional development, meaning, the gradual transition into the profession and the development of an effective socialization. For this transition to be gradual and controlled, the induction program includes a central component of mentoring, guidance, support and feedback. The goals of the program according to the Ministry of Education are:

  • **Practice in real life** – Exposing the interns to new teaching experiences arising from teaching in real life situations;
  
  • **Providing professional, social and emotional support** to interns;
  
  • **Helping interns shape professional working patterns**: integrating into school and class related activities by internalizing the school's ideological norms and the intern's taking more responsibility for his or her professional development (professional responsibility includes the pupils, the parents, and the school system) (Director General's Circular, 2004).

  • **Assessing the intern in the first year of teaching**:

The first goals seek to serve to beginning teacher's advancement, whereas the latter ones seek to serve the system, and are an additional tool for identifying those who are suitable for teaching.
Program Components
(Schatz-Oppenheimer et al. Eds. 2011; Smith & Reichenberg 2008)

- **Personal Mentoring** – Much like other programs in the world, the Israeli personal mentoring is provided by a veteran school teacher, a colleague teaching the same subject or a member of the school staff.

- **Mentor** – According to director General Circular (2004), the interns are assigned mentors who have to have a teaching certificate license, and at least four years' experience at teaching. Schatz-Oppenheimer and Zilberstrom (2009) list five characteristics shared by mentors in the different frameworks: they pose questions and help find solutions; they are aware of the need integrate and socialize within the educational framework; they have the experience and the ability to provide emotional support. Mentors are appointed by the principal immediately after accepting an intern. Mentors are paid for their work. Furthermore, if a mentor has participated in a mentoring course in the college where the intern has studied, the mentor accumulates points for further remuneration.

- **The Mentor's Role** is to observe the intern in different lessons and engage in feedback conversations following the observations. At the same time, the mentor is to hold regular meetings with the beginning teacher so as to discuss different aspects of the work. In addition, the mentor has to assess the teacher twice a year based on structured criteria set by the Ministry of Education. In Israel there are mentors in all educational frameworks: pre-school, primary schools, junior high schools and high schools. The Mentor's status and authority are due to experience, professional success and the theoretical grounds he or she can provide to the intern. Nevertheless, it is not enough to be well versed in the discipline and in pedagogy, but it is also necessary that the mentor know how to impart that knowledge. Therefore, it was decided to provide mentoring workshops in the universities and the teacher education colleges. The assumption is that there is a link between the role of mentoring and academic processes, in other words, between the processes in the field and learning about them with reference to the academic-research world.

- **Internship Workshop** – the component which distinguishes the Israeli internship program from others. Its uniqueness lies in that it takes place in the teacher education college throughout the internship and is navigated by the
college staff, in contrast to other internship programs in the world, whereby there is little or no communication with the training institution. In Israel there are two workshop models: workshops taking place in the universities, and those taking place in the teacher education colleges. **The Goal of the Internship Workshop** is to help the beginning teacher's socialization both theoretically and practically. A community of colleagues is expected to develop in the supportive environment of the workshop framework, thus contributing to the development of the peer group's professional and personal self-image.

- **The Workshop Leaders** in the colleges are teachers or pedagogical instructors in the college staff, whereas in the universities, the mentors are external teachers and often pedagogical instructors from the teacher education colleges.

- **Assessment system** – underlying the assessment system in Israel is the process approach. This approach regards the intern as a person with acquired professional skills, who is likely to develop and change. The assessment process is double focused: **formative assessment and summative assessment**. In the formative assessment process, the master-teacher observes the intern and provides feedback so as to help shape teaching methods. In contrast, different stakeholders in school in addition to an inspector are involved in the summative assessment process. This assessment serves as grounds for granting the teaching license. The assessment is made based on a document provided by the Ministry of Education with clear criteria for assessing the interns.
Table 1.I: Differences between the Israeli's induction Programs and World Wide programs

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<tr>
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<th>The World</th>
<th>Israel</th>
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<tbody>
<tr>
<td>Population</td>
<td>Interns who have completed their studies in the teacher education program</td>
<td>Most interns are students in their last teacher education year and first year teachers simultaneously. We can also find interns who choose to graduate first and then start their internship. Most interns are aged 25 – 27.</td>
</tr>
<tr>
<td>Program duration</td>
<td>From one to three years</td>
<td>Three years representing the professional development: one induction year and two more years at a novice teacher status, whereby in the second year the interns are required to participate in workshops, though at a lower frequency than during the first year.</td>
</tr>
<tr>
<td>Authority and Involvement</td>
<td>Mostly financed by the state or the schools. Academic institutions' involvement is minimal.</td>
<td>Clear involvement. National program of the teacher education department in the Ministry of Education. Full funding. Teacher education institutions are involved in the workshops.</td>
</tr>
<tr>
<td>Goals</td>
<td>Exposing interns to the field, improving teaching capabilities, providing emotional and professional support, teacher assessment and decreasing dropout.</td>
<td>The same goals except the goal of decreasing dropout presented in various places in the world as a formal goal; It is not a formal goal in Israel, but a desired outcome.</td>
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Program Components:

**Mentoring**
- Internship and personal mentoring
- Carefully chosen veteran teacher. No obligation of participation mentoring workshops
- Similar, but in Israel there are structured mentoring workshops which are recognized as part of the mentor's professional development.

**Mentor**
- Various encounters at varying frequencies during the year
- A training workshop unique to Israel throughout the year, guided by teacher education institutions' instructors. The interns must attend the workshop in the induction year and a year after.

**Mentoring workshops**
- In some of the places in the world learning materials are provided based on the school's organizational structure.
- Guidebook for mentors of internship workshops and a formal Ministry of Education website including professional, pedagogical and teaching knowledge as well as links to sites of different colleges and learning materials for the interns.

**Assessment**
- In Israel as in other countries in the world – formative and summative assessment for the purpose of granting a teaching license. In recent years the question has been who should make the assessment, government officials or representatives of the profession?

This section has presented the interns in the first year as well as induction programs in different countries in the world and in Israel. The review of the various induction programs reveals their components and the significance attributed to them. Policy
makers and teacher educators have realized that the induction year is highly
significant and is crucial for the intern's perseverance. During this year, the intern
experiences a variety of complex situations which influence his or her coping and may
develop a system of intense emotions and difficulties. The attempt to overcome
setbacks led to the development of the induction programs, with the understanding
that only intensive, well organized support will help beginning teachers cope with the
difficulties arising during the initial teaching stages.
As can be seen, the Israeli program resembles many programs around the world, but
also differs from them in terms of components. Regarding these programs, the
questions is whether the interns are influenced in light of all the efforts and what is
that influence? Are the goals of the internship programs achieved?

The following section presents findings which shed light on the influence of all
inductions' components on the interns.

Influence of the Induction Year

Studies around the world (Hbson et al. 2009 pp209-210; Ingersoll & Strong, 2011; Paz
& Salant, 2012) found that most studies provide evidence that the induction programs
provide support and help and they are of great positive influence on the interns and at
the same time on the mentors, school principal and school as an educational system.

According to Howe (2006) the most successful teacher induction programs for
mentors and interns are those that offer opportunities to learn together in a supportive
environment promoting collaboration, reflection and acculturation into the profession
of teaching. The literature review reveals a good deal about the significance of the
induction year for the interns in four subjects as demonstrated in the table below.
<table>
<thead>
<tr>
<th>Induction programs influence</th>
<th>Personal influence:</th>
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<tbody>
<tr>
<td></td>
<td>Emotional and psychological support (Villar &amp; Strong, 2005; Nasser-Abu Alhija et. al., 2011).</td>
</tr>
<tr>
<td></td>
<td>Development of a sense of commitment, perseverance in the profession, prevention of dropout and attract better candidates (Smith &amp; Ingersoll, 2004; Howe, 2006; Cherubini, 2007; Unruh &amp; Holt, 2010; Johnson, 2011; Ingersoll, &amp; Strong 2011; Hallam, et al., 2012).</td>
</tr>
</tbody>
</table>

|                         | Positive influence on the pupils' achievements (Fletcher et al. 2008; Davis & Pigdon, 2008; Bartlett & Johnson, 2010; Gujarati, 2012). |

<table>
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<th>School support</th>
<th>Mentor's influence on interns in tree aspects:</th>
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<td>Pedagogical</td>
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<td>Personal aspect – emotional and psychological support of the intern (Marsbale &amp; Raimondi, 2007; Rajuan, et. al. 2011; Arbiv, Elyashiv &amp; Zimmerman, 2013)</td>
</tr>
<tr>
<td></td>
<td>Organizational aspect – social absorption (Raingold, 2009; Orland – Barak, 2005). The data indeed corresponds with the goals set by policy makers in Israel and confirmed by a study done in Israel (Goldenberg et. al., 2010).</td>
</tr>
</tbody>
</table>

| Pertains to the Mentors: | The dialogue with the interns regarding teaching situations can improve the mentor teaching in Professional context and Personal context (Moor et al. 2005; Hagger, H., & McIntyre, D., 2006 in Hobson et al, 2009; Rajuan, et. al., 2011). |
| The Principal influence on interns: | the characteristics of the principal, personality, interpersonal skills, educational personality and ability to manage conflict have been perceived to be highly significant to the intern-principal interaction and intern's integration (Fisherman et. al., 2005; Anhorn, 2008; Arbiv, Elyashiv & Zimmerman, 2013). |

| Fellow Teachers' Influence on interns in two ways: | Professional aspects in class (Fisherman et. al. 2005); Social domain: sense of belonging to the school, satisfaction, lesser stress and perseverance (Kardos & Johnson, 2007; Anhoren, 2008; Fox & Wilson, 2009). |

| Internship workshop: | Two main domains in contribution of the workshop - the most influential: The emotional domain, including discipline problems, emotional support and help in coping with frustration; The personal-professional domain, including the development of reflective thinking on the intern's work as a teacher, enhancing the intern's self-confidence and coping with pupils' personal problems and becoming familiar with the intern's rights and obligations (Fisherman , 2010). |
Professional development: Participation in assessment improving teaching techniques, the teaching language and getting reinforcement and encouragement (Nasser-Abu Alhija et. Al., 2006, 2011 p. 88);

Interns' self-assessment tool: It helps the interns focus on the goals and on their teaching processes, which leads to improved performance (Levi-Feldman et al., 2006; Ross & Bruce, 2007; Babay & Ate, 2009; Nasser-Abu Alhija et. al., 2011; MAskit and Yaffe, 2011 in Schatz-Oppenheimer, 2011).

In summary, the significant body of research in Israel regarding the support and absorption program in the induction programs (Masser, Reichenberg and Fresco, 2006; Shimoni, Gonen & Yaakobi 2006; Raingold, 2009), testifies to the interns' satisfaction and to the fact that the internship workshop and the mentors' activities provide meaningful help to the interns in their first year of teaching.

It is important to note, then, that even in a state of receiving effective support, the interns are still in a survival stage and are mostly overwhelmed by the multiple demands of the work and find it hard to work without help (McCormak & Thomas, 2003 in Abbott, et al, 2009). Several researchers (Kane & Mallon, 2006) argue the multiple demands, the complexity of the teaching work and the increasing expectations of them, even cause stress to experienced. Therefore, it is understandable that interns experience tremendous stress, as well as many complex situations which influence their considerations whether to persevere or drop out (Gujarati, 2012).

The following chapter will address the issue of increasing stress in teaching, the interns' Burnout and its influence on them.

I.4. Interns' Difficulties – Four Domains

Perception of the teacher's role, love of ongoing learning, teaching the pupils and the subject matter – these are the factors influencing teachers to engage in the teaching profession, persevere in it and feel satisfied with their role (Loui, 2006; Culross, 2007; Anhoer,2008). In light of this the following questions then arise:

1. What explains the fact that the induction year at school is perceived as highly significant in the teacher's career, while at the same time it is the hardest? (Kennedy, 2005; Pritzker, & Hen, 2010);

2. What explains the high (30% - 50%) dropout rates of interns in Israel and in the world? (Kfir et. al., 2006 in: Raingold, 2009; Paz & Salant, 2012; Arbiv, Elyashiv & Zimmerman, 2013).
The explanation may lie in the nature of the induction year and its process. So far teaching has been characterized as a complex occupation by its very nature even for experienced teachers (Tuval and Or, 2008; Hillel-Lavian, 2008) and as a result, the internship stage of teaching has also become harder.

The intern's transition from being a pre-service teacher to being an independent teacher in the field is rapid, complex and hard while experiencing highly demanding psychological processes, and the intern feels like a "Foreigner in a new country" (Strahovski et. al., 2002 in: Kizel, 2010; Pritzker, & Hen, 2010). During the induction stage, the intern experiences two processes:

1. The process of socialization to teaching, meaning experiencing becoming a teacher and (2) Learning to teach (Vonk, 1995; Brownell, et al. 2005; Raingold, 2009).

2. The process of socialization to school as an educational framework and to the organizational culture characterizing it. Murshidi et. al. (2006) argues the reality and its complex tasks cause the intern to experience a "reality shock". Hence, we can understand the intern's stormy feelings, feelings of helplessness, loneliness, estrangement, lack of confidence and ambiguity.

The literature provides images testifying to the interns' perceptions of the induction year and the transition to it as particularly difficult: "Shock of transition", "Baptism of fire", "Swim or sink", and "Survival year" (Schatz-Oppenheimer and Dvir in Schatz-Oppenheimer et. al., 2011).

The many difficulties experienced by the interns lead them, as mentioned earlier, to emotional distress, which is expressed in feelings of stress and results in a Level of Burnout (which will be described in the following section). Research literature offers no definite answer to the question what are the Burnout factors with teaching interns in their induction year (Pritzker, & Hen, 2010, p. 95). Nevertheless, many studies report mental and physical fatigue, stress and Burnout throughout the teacher's professional development.

Coping difficulties constitute the main reason why interns drop out (Wong, 2004), and therefore, it is important to expose the characteristics of their difficulties and their influence on the interns, in order to avoid such a situation.
Hence, this chapter engages in the detailed description of the causes of interns' difficulties. The following chapter will describe Burnout among teaching interns and its influence on them.

Various researchers have described the interns' difficulties in a variety of ways (Fuller, 1969 in Sagi and Regev, 2002). Schatz-Oppenheimer (2011) based on Vonk (1995) expanded his domains into four major domains which help us understand the characteristics of the difficulties: internal, external, personal and organizational-professional domains: the domain of teaching pedagogical content; The domain of the learners and their characteristics; The ecological-system-organizational domain constituting the gap between the system's and intern's expectations of each other; The personality domain regarding the development of the intern's professional identity.

I.4.1. The Domain of Teaching Pedagogical Content

In Israel as in other parts of the world, the role of teacher education institutions is to prepare the teachers for meeting the demands of teaching and integrating into the schools (Darling-Hammond, & Bransford, 2005 in Paz & Salant, 2012). Several researchers have expressed criticism maintaining teacher education programs are too theoretical: most teachers describe teacher education as not corresponding to teaching in practice, as they are too theoretical and hardly deal with issues such as pupils and discipline. (Liston, et al. 2006; Beck et. al., 2007; Pritzker, & Hen, 2010 ).

Tam, (in Strahovski et. al., 2002) refers to the interns' difficulties in translating academic knowledge into active knowledge. The issue of preparation and training, then, becomes critical to the interns' coping with pedagogical issues, in light of the fact that the fields of knowledge are vast and complex, whereas the teacher's knowledge is only partial (Hillel-Lavian, 2008), and because interns have difficulties in translating academic knowledge into active knowledge (Tam in Strahovski et. al., 2002).

Consequently, the following difficulties have been identified by researchers:

- Interns experience difficulties in the domain of disciplinary knowledge:
  The literature around the world and in ISRAEL reveal several sources to these difficulties in the induction stage; some of the teachers teach where **they have not been trained to teach** and as an outcome it causes interns to lose interest in teaching, particularly when they consider the subject "unimportant" (Kirsch ,2006;
Abbott et. al., 2009; Raingold, 2009); Also interns placed in more than one class, and required to cope with a great number of lessons are more likely to drop out. Moreover, it was found that teachers placed in schools located in economically challenging areas are at a greater dropout risk at least in their induction year, compared to teachers placed in easier circumstances. Primary school teachers assigned to teaching a few classes were at greater risk than those placed in one class. High school teachers assigned to teaching a number of subject-matters were at greater risk of quitting or dropout than their colleagues assigned to teaching one subject; (Johnson, Berg & Donaldson, 2005; Donaldson & Johnson, 2010). The problem increases when there are difficulties in finding sources of knowledge, curricula, guidebooks and teaching materials which might help the intern decrease the gap in knowledge and motivate their pupils (Schatz-Oppenheimer, 2011; Alean & Zeidan, 2011; Sagi & Regev, 2002).

- **Difficulties pertaining to teaching skills** – the lack of disciplinary knowledge renders some processes difficult in: combination of various teaching methods, using teaching strategies, difficulties in planning lessons (organizing and designing suitable teaching means), describing the goals and reaching them according to plan via the implementation of the lesson (Sagi & Regev, 2002; Nasser, Reichenberg & Fresco, 2006 in Raingold, 2009; Schatz-Oppenheimer, 2011). Romano (2004) states the interns in the teaching process tend to plan excess of activities without the depth required for the creation of an ultimate teaching process, and even identified difficulties in managing the discourse and asking questions for the development of high level thinking. Alean & Zeidan (2011) reported teaching skills difficulties as well as difficulties in assessing the pupils in the actual process of learning.

These difficulties become even more severe in the light of the demand that the intern to specialize, to achieve and manage to teach all the material in time. The fact that these difficulties were already identified by Simchon (2000) and are still prevailing as significant Burnout predictors is troubling.

- **Time management difficulties and burden of tasks** – the annual planning, semester, week and daily planning, meaning, the interns have difficulties, and they tend to avoid making plans and organize their teaching in the short and long term (Alean & Zeidan, 2011; Schatz-Oppenheimer, 2011). Moreover, the interns' difficulties increase in light of their daily task burden (making lesson plans,
correcting pupils’ assignments and so forth) and occasional work (filling different forms and meeting with parents). The multiple processes in which the interns take part create what is known as "occupational overload". Researchers have found that task overload, meaning the paperwork and the overcrowded classes are perceived as factors which make the work of teaching much harder. Qualitative overload is perceived as lack of skills or competencies required for effective teaching (Gavish & Friedman, 2003; Barrett & Schulz, 2006; Chan, 2007; Sunddip, 2010; Maskit, 2013). To this heavy workload we may add insufficient time to accomplish all tasks. (Chaplin, 2008; Kirsch, 2006 in Karsenti et al. 2008; Romano, 2008)

- **Difficulties in integrating technological knowledge** - According to the novel pedagogy, the 21st Century teachers ought to adjust teaching in class while integrating learning activities employing technological applications (Vidislavski et. al., 2010). Cavas (2009 in Rodden, 2010) reports that young teachers aged 20 – 35 have been found to have more positive attitudes to using computers in teaching and actually using more technologies in teaching that the older teachers. Hammond et. al., (2009) report that interns keep using technology effectively for their personal and professional needs as they did when they were students. In contrast, Schatz-Oppenheimer (2011) reports of difficulties in technology based teaching. A possible explanation for using technology or not in the teaching process is embedded in the school's culture. In other words, schools which are not technologically organized for using technology for lack of access to computers, lack of technical support or school culture whereby the teachers do not give demonstrations, which does not advance the interns (Hammond et al. 2009a; Condie et al, 2007; Rodden, 2010).

### I.4.2. The Domain of the Pupils and Their Characteristics

As in Israel, evidence of teachers' difficulties can be found in around the world. Furthermore, in light of the massive expansion of academic education in Israel, the class populations have become **heterogeneous**, and we can find **pupils with different characteristics on the social and cultural level, as well as pupils with special needs** (such as learning disabilities, emotional and behavioral disorders and pupils on the autistic spectrum). This affects a change in the teacher's traditional role. The teachers are required to perform new roles in class, which were previously the responsibility of the family and the community. This is done via adjusting and
implementing specific teaching and educational methods, considering the class complexity (such as providing emotional support to pupils, and teaching life skills and monitoring their personal development – Eploig & Shaley-Vigiser, 2010).

Hence, we can understand the argument that the interns' main difficulties are satisfying the pupils' needs (pupils with different capabilities, from different backgrounds, and different mother-tongues) and advancing the class as a learning group at the same time; using a great variety of strategies which meet the needs of all the pupils and inability to motivate the pupils (Sagi & Regev, 2002; Anhoren, 2008; Ewing & Manuel's, 2005 in Sunddip-Panesar, 2010). An explanation of their difficulties (Nasser et. al., 2006) can be found in various studies which reveal that interns are required to provide solutions when they have insufficient experience and knowledge. This is emphasized in light of the fact that many times interns are placed in difficult classes, where veteran teachers do not want to teach, and the interns are helpless and lack the strength to refuse (Darling-Hammond, 2003; Alean & Zeidan, 2011; Schatz-Oppenheimer, 2011; Laurieann, 2009).

So far it was found that the two dimensions – teaching pedagogical content and pupils' characteristics – are interconnected and influence the intern's difficulties in effective class management. As part of teacher's duties, he or she has the power and the authority in the class. Numerous studies have found the main problem to be dealing with discipline problems, pupils' behavior and the heterogeneity of the pupils. Therefore, misunderstanding the group dynamics, and lack of knowledge in problem solving within the classroom create situations where the interns are caught in power struggles with their pupils and experience a sense of helplessness and lack of control (Sagi & Regev, 2002; Achinstein, & Barrett, 2004; Shimoni et. al., 2004; Basser et. al., 2006; Kfir & Ariav, 2008; Melnick & Meister, 2008; Buchanan, 2010 Kizel, 2010; Schatz-Oppenheimer, 2011; Hillel-Lavian, 2012).

I.2.3. The Ecological-System-Organizational Domain

Since the early 1980s, teaching has been the heart of significant social and political changes. Consequently, the teaching profession has undergone organizational changes and has introduced new programs, and expectations of teachers and of their development have also changed. Friedman & Gavish (2003) state the changes in the education system may have a positive influence on the school as an organizational
system (following the renewal of teachers' resources and the intellectual challenge). In contrast, ongoing changes (mainly when they entail teachers' negative attitudes), and teachers who do not acquire enough knowledge, or sufficient training and support in their induction year may experience difficulties and a good deal of confusion, a sense of neglect and Burnout (Friedman & Gavish, 2003; Sunddip, 2010).

The interns' difficulties are expressed in a number of aspects: the relationship between the intern and the school system as an educational organization; the intern's relationship with principals, teachers-colleagues, parents and the physical conditions of the school.

- **Difficulties with the school as an educational organization**: Gavish & Friedman (2011) describe the school as an organizational, cultural and social organization which defines its roles and redefines the roles of management and teachers. The teaching work is characterized by collegiality within the staff and is done in small teams and/or in the entire staff for the development of curricula, teaching patterns and implementation. Friedman & Kass (2002, in: Gavish & Friedman, 2011) suggested the term of the teacher as an "organizational person", a concept expressing the role of the teacher in the light of the educational reforms in the school. Meaning, the teacher has to have knowledge about the school as an organization and be able to use that knowledge and even affect the system as a whole (Fisherman, 2011 in: Schatz-Oppenheimer et. al., 2011). In fact this is the intern's opportunity to experience the organizational-cultural norms which characterize the school towards a common goal in a joint endeavor (Laker et.al., 2008). Johnson and her colleagues (2004 in Liston, 2006) found that schools with an integrated professional culture are crucial to beginning teachers' development and retention. Gavish & Friedman (2011) found that in Israel the interns' level of expectations of their organizational environment is very high. In the face of these high expectations, different researchers (Romano, 2008 in McAtee et. al., 2011; Kizel, 2010; Alean and Zeidan, 2011) have found a gap with which the interns arrive in the schools. The researchers maintain that the skills gained in the teacher education period cannot substitute their accumulative experience and organizational understanding, and hence, the interns arrive with a lack of awareness of the school's culture (overt and covert rules and customs) and the role demands. Moreover, the fact that they are required to function fully within a short period of time, which causes a sense of helplessness and a decrease in self-worth.
Meaning, adjustment difficulties derive from the interns’ status as new in the teaching profession and in school. They are required to learn the work of teaching with all the responsibility for the class, and at the same time, to find their place in the school's organizational system (Kelchtermans & Ballet, 2002 in Alean and Zeidan, 2011).

Gavish and Friedman (2010) emphasize that the development of a sense of Burnout can also be explained by the interns' difficulties and the organizational system and their work environment. The interns need to feel that they are a part of the school system, that is, to have a sense of belongingness and safety, be aware of the overt and covert cultural codes, and know how to behave according to these codes. Gavish and Friedman maintain interns have only partial knowledge about the way in which the school system operates. The explanation for this stems from the fact that in the course of training there is more focus on class and lesson management and less on work processes within the school system. Lack of knowledge about the system may be one of the main difficulties for interns in the beginning of their way, and it may affect the development of their self-confidence and professional confidence. This can cause mental Burnout.

The situation is even more serious in light of Linton's criticism of the school's absorption conditions, claiming "Many beginning teachers do not find themselves in workplaces that are organized to support their learning. More important, for many interns this is a critical factor in whether they stay at a particular school or in teaching as a career" (Liston et al., 2006 pp.354).

- **Difficulties with the principal as a leader of the school:**

Barrett & Schulz (2006) found in their study that another cause of frustration for the interns was the way in which administrators made decisions that affected their daily teaching life. According to Johnson (2004, in: Liston et al. 2006), the interns perceive the principal as a significant figure who is responsible for their absorption at school in the domain of developing interpersonal relationships with the interns, their professional development, creating proper working conditions such as adjusted, reasonable tasks, providing adequate equipment for teaching the pupils and so forth.

In light of the principal's significance in the eyes of the interns, it is understandable that when they encounter unclear demands or lack of consistency in the principal’s expectations of them, they experience more difficulties and those difficulties...
constitute factors in the interns' lack of success (Anhoren, 2008; Tat, 2008; Brock & Grady, 2011; Alean & Zeidan, 2011; Gavish & Friedman, 2011; Schatz-Oppenheimer et al., 2011).

- **Difficulties with colleagues:** Alean & Zeidan (2011) point to the characteristics of the interaction among staff members within school. They maintain interactions among staff members often go on for years, but sometimes there are cliques and different interests among them. The colleagues wish to provide support to the new intern changes in the different school systems. The literature notes beginning teachers' difficulties which have to do with personal issues and problems arising from lack of communication with colleagues (Shimoni, Gonen & Yaakobi, 2006; Anhorn, 2008; Buchanan, 2010; Skaalvik, & Skaalvic, 2011). In contrast, Fox & Wilson (2009) maintain that collegial relationships within schools, based on trust, mutual understanding and collective responsibility, were found to be more significant than cooperation between the interns and the staff. According to Anhorn (2008), the interns regard themselves as belonging with the school as an educational organization when their relationship with the staff and colleagues are proper and positive. In contrast, there is the fragility of the feeling of trust. Anhorn (2008) believes the interns are afraid to expose their concerns to the principal and the teachers, which damages their professional development. Hence, the claim made by Day et al., (2006) that the induction year is the stage where the interns are vulnerable and their career cannot develop within a negative school culture is understandable.

Bullough & Draper (2004, p. 285) summarize the association between the characteristics of the ecological-system-organizational domain, claiming the interns experience emotional labor due to their situation as beginning teachers in the organizational system. They have to mobilize strength to hid their pain and repress their feelings and deliberations, so as to meet the organization's requirement and integrate into the systems' norms of the veteran teachers, who do not experience the same level of emotions and fears.

- **Difficulties with parents and the community** – In recent years, parental involvement in schools has been on the increase, and touches upon new domains. Skaalvik & Skaalvic (2011) emphasize that teachers are increasingly dependent on cooperating with parents and need positive relationships with them. However, the interaction between parents, the community and teachers has become difficult and
rather bitter, and resulting in lack of appreciation on the part of the parents and the community (Chan, 2007). Teachers seem like they are in the crossfire, due to increasing public demands for better academic performance and children improved behavior. Teachers are often accused of causing most of public education's problems, and are expected to heal the situation (Friedman & Gavish, 2003 p. 39).

As a result of the legitimacy of parental involvement, a teacher might find himself/herself subject of additional review to that of the system itself (Hillel-Lavian, 2012). Moreover, experts expect that this process will extend to more domains and become more intense, with all the difficulties involved (Bar-Kapra, 2011).

These difficulties are a challenge for every teacher and influence the teacher's work, and even more, the work of the intern. Therefore, the reports of interns' difficulties with parents are clear and understandable (Shimoni et. al., 2004: Nasser, Reichenberg and Fresco, 2006; Anhorn, 2008; Alean & Zeidan, 2011; Schatz-Oppenheimer, 2011; Maskit, 2013). Anhorn (2008, p. 18) quotes one of the interns in her research, who stated, "Parents were the worst part of her first year of teaching".

In addition, these difficulties may increase in light of the principal's lack of support of the interns. Barrett & Schukz (2006) found that teacher's frustration increased when principals did not mentor the interns regarding effective meetings with parents.

- **Physical conditions and school resources**: Research has testified to the correlation between the school's meager conditions and lack of school resources (such as class size, state of computers and technology and so forth) and the interns' difficulties and Level of Burnout (Friedman & Gavish, 2002; Shimon et al., 2004; chan, 2007; Kizel, 2010; Pritzker, & Hen, 2010).

- **Lack of social financial remuneration and lack of advancement** – in addition to the difficult conditions, under which the interns sometimes have to teach, there is the problem of insufficient remuneration. Researchers distinguish two types of remuneration: internal teaching rewards (such as self-realization and helping pupils) and external remuneration (such as low wages and even worse, low prestige and lack of respect and appreciation of the teachers' work). These difficulties were found to influence teacher and lead to rethinking the profession as a personal career (Friedman & Gavish, 2003; Barrett & Schukz, 2006; Anhorn, 2008;
Karsenti et al, 2008). Internal rewards were found to have the most chance of influencing the interns' resistance to Burnout (Friedman & Gavish, 2003). The sense of frustration increases when interns feel they have no opportunity for professional advancement (Friedman & Gavish, 2003) and/or participating in decision-making (Karsenti et al, 2008).

So far we have discussed difficulties pertaining the ecological, system and organizational aspects of teaching, class characteristics and school as an educational framework. Veenman (1984) summarized the teachers' difficulties well and graded them in their order of importance. The eight problems perceived most often are classroom discipline, motivating students, dealing with individual differences, assessing students' work, relationships with parents, organization of class work, insufficient and/or inadequate teaching materials and supplies, and dealing with problems of individual students.

The combination of all difficulties influences the interns who then raise questions about their teaching capabilities and professional identity.

I.4.4. The Personality Domain

Regarding the development of the intern's professional identity – the interns arrive at the schools with expectations of the system, its ways of operation and their ability to assist. In fact, they imagine all kinds of scenarios of the way in which they will act (Kizel, 2010). They expect to give from their education, knowledge, capabilities and skills to their pupils, influence their education, their minds, and their morality and help nurture their future (Friedman, 2004a in Gavish & Friedman, 2011 p. 451). Interns have expectations (Friedman, 2005) on a continuum whose one end includes expectations pertaining to teaching as a profession, and the other end includes expectations pertaining to the self (personal or professional). In between them there is the intern's expectation pertaining to the integration between the self and the profession. Maskit (2013) found that the interns' difficulties arose from the need to navigate through their professional private life.

The high expectations of the interns confront the interns' difficulties. The source of difficulty can be understood from two perspectives: the interns' mistaken beliefs and images and lack of reconstructed beliefs and images.
**Misconceptions:** Interns arrive in the teacher education program with beliefs and expectations developed in the course of their lives. They have their own images of themselves as teachers, and high ideals about teaching. However, they soon "land" in reality where teaching is not only academic, but also involves engaging in discipline problems and administration. Sunndip (2010) conducted research whereby 100% of the participants reported discrepancies between the expectations of the profession and the school reality. Friedman (2005) found that the shattering of professional dreams begins when the intern starts work with a feeling of educational-social mission and idealism and encounters the everyday reality of the school. Friedman and Gavish (2003) explain the discrepancy via two factors: in the interns' early perceptions of teaching – Pre-service teachers wrongly assume that their experience as pupils, youth movement guides and so forth helps them become familiar with the school and that they have knowledge about teaching. An additional factor is the "unrealistic optimistic" perception of their ability to cope with the requirements of teaching compared to other teachers.

**Lack of reconstructed conceptions (beliefs and images):** Gavish and Friedman (2003) maintain teacher education ought to lead the interns to newly constructed beliefs via coping with misunderstandings, conflict and the encounter with different master teachers. Without the reexamination of beliefs, knowledge gained in the program may be superficial, and the new teachers end up with their mistaken beliefs in the harsh school reality.

**Ambiguity and difficulty in shaping the professional identity:** Ingersoll (2004) maintains it is important to understand the interns' expectations of the profession of teaching, and how these expectations meet the actual experience of teaching. Furthermore, it is important to understand what happens to the personal identities of the interns. One of the definitions of developing the professional identity is "that it is an ongoing and dynamic process which includes attributing meaning and interpreting the individual's values and experiences". A process which might be influenced by personal, social and cognitive factors (Flores & Day, 2006), and social perceptions of the teachers' knowledge and roles and the expectations of them (Dvir and Schatz-Oppenheimer, 2011, In: Schatz-Oppenheimer, 2011, p. 93). Thomas & Beauchamp (2011) emphasize that the development of a sense of professional identity as a teacher is critical for beginning teachers who join the profession. Nevertheless, this is one of their difficulties in the process of their
professional development, expressed in the difficulty in understanding the essence of the professional identity as it is perceived in the context of teachers in today's society. Additionally, Schatz-Oppenheimer (2008) argues that the interns' experience of the discrepancy (between different factors: between the intern and self, the intern and different factors in the system and so on), the load and difficulties in managing their teaching, sensitivity to criticism create the concern for their professional image and uncertainty regarding their (still unshaped) professional identity.

The literature discussed in this chapter reviews the interns' difficulties and allows us for the understanding of it being referred to as a survival year. The interns experience a "reality shock" with the class reality that is so different from the way they perceived it (Murshidi, Konting, Elias, and Fooi, 2006; Melnick & Meister, 2008). Sunddip (2010) explains that in light of the fact that interns do not necessarily realize how complex the teaching profession can be and therefore experiencing many difficulties as seen in Figure No 3.I. which summaries their difficulties:

![Figure 3.I. Interns' difficulties](image-url)
The difficulties presented thus far reflect a thick web of interactions influencing each other all the time (Keizer, 2008). Romano (2004) examined these difficulties and called them "bumpy moments", an expression which represents the difficult road the interns travel. Raingold (2009) argues that the difficulties increase in light of the fact the interns have not yet shaped their full professional identity and have not yet gained proper teaching skills. Interviewees in his research describe the beginning teacher as "miserable", an expression testifying to those bumpy moments leaving their mark on the interns. Moreover, Kane & Mallon (2006) argue that multiple demands from the interns, the complexity of the teaching work and the increasing expectations of them, even cause stress to experienced teachers. Therefore, it is understandable that interns experience tremendous stress, as well as many complex situations which influence their considerations whether to persevere or drop out (Gujarati, 2012).

The following chapter will address the issue of increasing stress in teaching, the interns' Burnout and its influence on the interns in the induction year.

I.5. Interns' Burnout

"The profession that eats its young" – this harsh expression posed by Anhorn (2008) raises difficult questions regarding the reasons why the induction year is perceived so harshly by the interns. Do the difficulties presented in the previous section leave the interns with a sense of a harsh, humiliating and scary period in their professional development? Why are they so frustrated? The answers are to be found in the combination between the characteristics of the induction year and teaching and those of the interns (Kizel, 2010).

For centuries, teaching has been characterized as a profession that is "emotionally taxing and potentially frustrating" (Lambert, O'Donnell, Kusherman, & McCarthy, 2006, p. 105). Moreover, the induction stage is considered one of the most difficult periods in the teachers' professional development, and it is even harder today than ever before, as the teacher's role has become more complex.

Interns begin their teaching journey with a sense of mission and a great wish to implement changes in their pupils and in the education system. Despite their training and intentions, they find the "genuine" world of teaching is different from that which they have imagined, so their dreams are shattered and turn into a struggle for survival
The struggle pertains to the interns' adjustment to the school and its policy, and to their responsibilities as teachers and staff members. The struggle makes them experience "trauma" and "like a little boy thrown in the water", imagery representing helplessness, which influences their entry into a Burnout process at a record speed (Nasser-Abu Alhija, Fresco, and Reichenberg, 2006; Shimoni, Gonen & Yaakobi, 2006; Kizel, 2010).

The literature provides images testifying to the interns' perceptions of the induction year and the encounter with reality is likened to "a painful beginning" due to the "reality shock" (Murshidi, Konting, Elias, and Fooi, 2006), and their coping with the requirements are described as "Swim or sink" (Hill, 2004; Lundeen, 2004; Amoroso, 2005; Howe, 2006) or coping characterized by "trial and error" (Friedman and Gavish, 2001 p. 17). The "survival year" imagery testifies to the fact that most of the interns' energy is invested in survival mechanisms which do not always contribute to effective teaching (Reichenberg et. al., 2000), so they regard teaching as a "battlefield" (Ringold, 2009), and the challenges of teaching "bumpy moments" (romano, 2008), and they liken the induction year to "the dark corners of teaching", a strong image emphasizing the hostile aspects of the induction year on the one hand, and the sense of the intern's helplessness on the other (Orland-Barak and Maskit, 2011).

The pressure, coping difficulties and the interns' sense of survival are some of the main causes of their Burnout and dropout in the end of their first teaching year.

As a result, it is important to understand the concepts of stress and Burnout in teaching, its causes and influence on interns in their induction year.

I.5.1. Stress among Interns

Stress

Burnout is an expression of continuing professional stress (Brill 1984 at Segal et al. 2011; Malach-Pines, 2011). Pritzker & hen (2010) maintain it is important to clarify the difference between stress and Burnout, since both terms are often used for describing the same phenomenon.

Therefore it is necessary to clarify the idea of stress at first. **Stress** is a prevalent problem in modern life (Chang & Lu, 2007). It has been defined in various ways: a
negative emotional experience such as frustration, tension, concerns and anxiety; a tension experienced when an event is perceived as being harmful, threatening or challenging to one's feelings of well-being (Sanderson, 2004 at Jacobs, 2006; Abel & Sewell, 1999, in Zidan & Bitar, 2013) or as the inability to cope with a perceived (real or imaginary) threat (Oswalt et al. 2006).

The stress "accompanied by predictable physiological, biochemical and behavioral changes that are designed to reduce or adapt to the stressor, either by manipulating the situation to alter the stressor or by accommodating its effects" (Taylor et al. 1997, p.399 at Jacobs, 2006). This threat can be either "positive – stress" (eustress or pressure) managed properly and can be a motivator (such as graduation or starting a new relationship) or "negative-stress", also called distress and can be harmless (Cohen, 2006).

A stressor refers to a stress-inducing factor (any event or object) acting on the individual, emanating from the self or the environment, to which a positive or negative meaning is ascribed subjectively by the person, and which he or she experiences as a threat or a challenge (Folkman & Lazarus, 1984; Bester and Swanepoel, 2000 at Jacobs, 2006).

Similarly, there are two major types of stressors: life events (such as relocation and death) and chronic strains (such as multiple roles and inadequate finances) (Oswalt, 2007).

Stress among Interns

Numerous studies support pre-service teachers reports they perceive the academic life (studies and field experience) as stressful as a result of the combination of external pressures and personal expectations (Fischl & Sagy 2009) and as requiring coping which affects a whole array of variables (Heiman, 2004). Moreover across different countries, being a teacher is stressful and school teachers are among those professionals with the highest levels of job and Burnout on the job stress. Baker (2004) reported that teachers almost double the rate (40%) when compared with other professions and as a result many teachers retire early because they feel burned out (Cano-García, et al., 2005; Hakanen et al, 2006). It is understandable, then, that levels of psychological distress have been reported to be greater among the pre-service teachers than among the general population, and were reported in various university faculties world-wide (Wong et al., 2006 in Gardner, 2010).
Regarding interns, Friedman (in Zuzovsky et. al, 2005) explains that there is a discrepancy between the intern's subjective perception of his or her professional capability and his or her actual success of failure. The process can be summarized as the gap between what is 'anticipated' and what is 'perceived' (Friedman 2000, Hilel-Lavian, 2012). This discrepancy creates a sense of personal stress in teaching and accounts for the formation of the Level of Burnout.

According to Friedman, stress derives from two main causes:

One is the fact that there is no correspondence between the professional demands and the individual's capabilities; the other is due to the poor social environment and lack of support which the intern needs from his or her colleagues and principal and the demands presented to him or her.

As a result, the interns are left with a strong feeling of personal worthlessness, despair, frustration and a sense of struggle leading to Burnout (Liston, 2006; Hilel-Lavian, 2012).

From the literature reviewed thus far, stress can be defined as a state or an event whereby the individual perceives a requirement or demand as one which exceeds his/her resources, or with which he has no resources to cope; Burnout is defined as an emotional-experiential response to this stress (Shirom, 1977 in: Pritzker & Hen, 2010). Burnout, in fact, is the direct continuation of the phenomenon of stress at work, and hence deserves our attention.

I.5.2. The Concept of Burnout – Approaches and Implications

Burnout as a complex phenomenon is well known since the early 1970s and was defined by Freudenberger (1974), Maslach and Jackson (1981) and in Israel by Malach-Pines (1984, 2011).

The common tendency is to use the term "Burnout" regarding a person's professional career and relationships. Interest in the field of Burnout is natural, since the phenomenon has far-reaching influences on the individual's functioning, and consequently, on the functioning of organizations (Pines, 2011).

The present section presents the phenomenon of Burnout while referring to different approaches to understanding it. These approaches reflect researcher's different perspectives in their attitudes to Burnout and developed from Freudenberger's pioneer definition of Burnout (1974).
Freudenberger (1974) defined "Burnout" as a state of fatigue and depletion of physical and mental strength, a state of being worn out as a result of excessive desire to reach unrealistic goals set by the individual. Burnout syndrome occurs in response to prolonged stress at work place. It is important to understand that Burnout is different from physical fatigue and from depression.

Burnout is common among those who are unable to cope with extensive demands and pressure on their energy, time, and resources and those who require frequent contact with people (Azeem, 2010).

People working in the domain of human services, as the teaching interns in this research find themselves under increasing pressure to do well in their jobs, and require extensive dedication and efforts from themselves, until they end up collapsing under the burden (Freudenberger, 1974). The one with the highest risk of Burnout is the one who are passionate about his work who wants "to save the world, with initiative, help people and give himself, a man with exalted ambition" (Malach-Pines, 2011)

Two terms have to be differentiated when defining Burnout: fatigue and depression. Burnout differs from fatigue regarding the duration of the phenomenon. Fatigue is a passing physical phenomenon, whereas Burnout is constant physical exhaustion. Furthermore, when in a state of fatigue, the main characteristics of Burnout are unfelt: dissatisfaction, helplessness, hopelessness and a sense of being trapped. Burnout also differs from depression in terms of focus and treatment. In depression, the focus is the person, and treatment is mostly medical; in Burnout, the focus is on the interaction between the individual and his/her work environment on its characteristics.

Interest in the issue of Burnout is the outcome of the practical significance of the issue both in the individual's life and in the life of organizations. There are numerous approaches, definitions and research tools for examining the phenomenon.
Psychological - Social Approach

According to the psychological-social approach (as an early approach in the development of the term's definition), Burnout mostly focuses on the organizational and social work environment. Burnout is described as ongoing mental erosion. Burnout has three characteristics which appear chronologically, when one characteristic causes another (Maslach and Jackson 1981, Friedman, 2005 in Zuzovsky et. al, 2005).

Figure 4.1: Characteristics of Burnout

Burnout begins with emotional fatigue due to endless demands at work, which erode the individual's emotional resources. In response, some people restrict their involvement and create a psychological barrier between them and the demands, while abandoning their own ideas and hopes. These responses harm the workers' relationships with the environment and they may lose the appreciation of the environment. They adopt a rigid, detached approach of de-personalization and develop negative, cynical approaches to the service receivers. This harms their self-being and creates a sense of limited self-realization, meaning, these responses create a sense of failure and negative self-esteem. This response derives from the gap between the invested efforts and achievements and is expressed in low output and morale (Maslach, 2003; Maslach & Jackson, 1981; Maslach, Schaufeli & Leiter, 2000).

Freudenberger (1974) and Maslach and Jackson (1981) have similar approaches to the origins of Burnout. They explain the tension and frustration experienced by the workers in service-related professions derive from states of emotional and physical burden at work. Nevertheless, they differ in their approach to the workers' reaction to stressful situation at work. While Freudenberger (1974) maintains the pressure causes workers to invest more time and efforts, Maslach and Jackson (1981) emphasize an opposite reaction whereby the worker regresses and treats the client in a detached, de-personalized manner.

Malach-Pines (2011), much like her predecessors and Friedan (1999) presents the same three components of Burnout with reference to the psychological approach, but organizes it in a slightly different manner.
The main term defining Burnout is **fatigue**, representing the component of pressure.

A. As a result of pressure at work, workers feel they can no longer "give of themselves". As a result, they are **physically fatigue**, shifting from a state of high level work performance with great interest and caring to a feeling of frustration and fatigue accompanying their work. This state leads to the loss of physical and mental energy, expressed in general exhaustion, lack of energy, aches of various sorts and insomnia as a result of the worker's great involvement.

B. **Mental Exhaustion** is characterized by depression, helplessness, hopelessness and the feeling of being trapped. The greatest Burnout characterizes people who experience these feelings beyond work and need the remainder of their mental strength to keep functioning.

C. **Cognitive exhaustion** is characterized by (1) The individual's **negative attitudes to self** whereby the individual has a sense of lack of professional realization, a sense of failure and lack of personal achievement; self-esteem decreases, and this is expressed by depression and low morale. As a result, there is a decline in creativity and effectiveness in performing tasks at work. This decline in achievement and capabilities causes a lack of faith as regarding the possibility of coping and changing the situation. (2) **The individual's negative attitudes to others-de-personalization**: the individual experiences a negative change in attitudes towards others, and develops such negative attitudes of malice, hostility and cynical attitudes.

According to Malach-Pines (2011), Burnout is not a one-time state, but rather a gradual, ongoing state. The intensity of the Burnout experience, its duration, frequency and outcome differ from one person to another and depend on the person and on the environment in which that person lives and operates. Mostly, Burnout begins at work, but the person manages to cope and enjoy life beyond work. In cases where Burnout lasts long and the person cannot cope, he or she remains in a state of helplessness without any signs of healing.

Malach-Pines & Aronson (1988) also refer to the dimension of time in Burnout, and expand on the dimension of cognitive exhaustion not only towards self and work, but also to other aspects of life such as parenting or political conflict.
Melamed et. al. (2006) contribute to broadening the definition of Burnout claiming it does not go away even after disconnecting from the original source of stress.

**Organizational Approach**

Over the years, Burnout research has taken new directions. One such new direction regards *Burnout as the outcome of a gap between the individual's perceptions and the occupational reality*. Cherniss (1980) refers to Burnout as the feeling of "barrier", much like Maslach and Jackson and Malach-Pines and Aronshon mentioned above, but explains it from the organizational perspective, meaning, he explains the creation of the Level of Burnout in the relationship between organizations and work environments and their influence on a person's response to his/her work. He claims Burnout is a dynamic process which develops over time and depends on the individual's coping with the process of Burnout. Burnout is the outcome of a discrepancy between the workers investment in work and his/her feeling regarding to the rewards received for work. The final stage is the stage where the worker feels helpless due to the fact he/she has invested ineffective efforts into coping with the stress. Burnout expressions are expressed in the transition from active, effective coping and problem solving to passive coping such as mechanical communication with the service receivers.

Maslach and Jackson (1981), Malach-Pines and Aronson (1988), as well as Cherniss (1980) regard Burnout as a developmental process expressing passive coping and including three stages: fatigue, distancing and the worker's low self-esteem. Nevertheless, whereas Maslach, and Malach-Pines and Aronson, regard Burnout as a progressing and finite state of the same three stage process, Cherniss perceives the transition between the stages as a Burnout process. Cherniss also differs from Freudenberger (1974) and Maslach and Jackson (1981) in his perception of the connection between Burnout and the worker's commitment to his/her work. Whereas his colleagues maintain Burnout is caused by the worker's over-commitment, Cherniss claims the opposite, and says Burnout is the result of losing commitment and ideals on the part of the worker.
An additional theory which refers to the gap between the worker's attitude and the organization is the Conservation of Resources theory (COR), assuming that work pressure can be associated with the resources available to the worker, meaning the demands at work burden the individual and cause tension. A state of lack of resources, losing them or inability to renew them after maximum investment will influence the level of energy invested in work and lead to a sense of stress, meaning, this approach focuses on explaining Burnout as an emotional state characterized by dwindling the worker's physical, emotional and cognitive energy (Hobfoll & Freedy, 1993; Hobfoll & Shirom, 2000; Shirom, 2003; Rafaeli et al. 2005).

According to this theory, the Level of Burnout may weakened or be avoided by people who are defined as having ample personal resources who can cope with stress. Furthermore, it was found that the demands placed on people have more influence than insufficient external resources. The reason for that is that the demands may cause the loss of resources, and hence a person is required to invest resources in his/her role and on the other hand, he/she has to beware the dwindling of these resources in the future. Nevertheless, additional resources are of great significance as well. Resources such as social, physical or mental support provided to the worker in his/her environment help him/her cope with the demands of work. In the context of teaching, too, it was found that the existence of physical and mental resources with colleagues, and or physical resources in the school will influence the Level of Burnout (Liston et al. 2006; Buchanan, 2010; Gavish, & Friedman, 2010).

**Self-Efficacy Perception**

An approach which combines the psychological and organizational aspects is the perception of self-efficacy: in the psychological perspective, Bandura (1997) presents self-efficacy as a perception of a person's belief regarding his/her ability to reach set goals. It is the individual's judgment regarding the question how well one can cope (organize and realize) with a specific future goal in an effective and realistic manner. In this view, the components of Burnout (sense of emptiness, fatigue and low self-realization) are in contrast to the components of self-efficacy (sense of control and self-direction towards the goal) (Bandura, 1997; Gavish & Friedman, 2003).
In the organizational context, Burnout is an expression between organizational systems and the individual's self-efficacy and personal interpretation. Organizational control systems can affect the individual's perception of self-efficacy, enhance it or shatter it. Gavish & Friedman (2003, p. 12) state researchers assume that environmental factors underpinning the Burnout experience influence the decrease in the sense of self-efficacy. Already in 1992, Leiter stated that Burnout is a crisis in the sense of self-efficacy, a collapse in the individual's sense of self efficacy in the professional domain. In other words, an organization which allows the workers to take part in self-management will cause them to be more involved. This involvement influences workers to adopt the organization's goals, to attributing success to themselves, and enhance their sense of self-efficacy. Therefore, in the end, these feelings will lead to a decrease in Level of Burnout. Friedman and Farber (1992) argue that in a state where organizations which prevent workers with a high sense of self-efficacy from realizing occupational goals and expectations, they may contribute to the workers' mental Burnout. Meaning, if an organization does not encourage self-management, it harms the worker's sense of self-efficacy and increases the chance of Burnout.

In summary of the studies engaging in Burnout in service professions, it appears the process of Burnout is perceived as the expected levels and the observed levels of self efficacy. The worker experiences a strong Level of Burnout when his/her dreams are shattered, meaning, when there is a gap between the resources, the demands and the outcome of work, and the dreams of professional execution, the worker is left with a sense of lack of self-importance, despair and frustration leading to Burnout.

To summarize this section, the following table presents the approaches to Burnout.
Table 3.I: Approaches to Defining Burnout

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<tr>
<td>Burnout is described as <strong>ongoing personal mental erosion</strong>. Burnout has three characteristics which appear chronologically, when one characteristic causes another:</td>
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<td>- emotional fatigue</td>
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<td>- de-personalization</td>
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<td>- limited self-realization</td>
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<th>Organizational Approach</th>
<th>Cherniss (1980)</th>
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<td>Burnout is the outcome of a <strong>gap between the individual's perceptions and the occupational reality</strong>.</td>
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<tr>
<td>It is a feeling of &quot;barrier&quot; deriving from the Level of Burnout in the relationship between organizations and work environments and their influence on a person's response to his/her work.</td>
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<tr>
<td>Burnout is the <strong>gap between the worker's attitude and the organization and defined as Conservation of Resources theory (COR)</strong>; assuming that work pressure can be associated with the resources available to the worker.</td>
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<tr>
<td>The Level of Burnout may be weakened or avoided by people who are defined as having ample personal resources who can cope with stress</td>
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<th>Self-Efficacy Perception</th>
<th>Leiter (1992)</th>
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<tr>
<td>Burnout is a <strong>crisis in the sense of self-efficacy</strong>, a collapse in the individual's sense of self efficacy in the professional domain.</td>
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**Burnout Outcome**

Burnout as a personal and social phenomenon has been widely researched in Israel as well as in other countries and was found to relate to a variety of people. Therefore, it is important to note its negative implications and the high price it entails, meaning the damage on a personal level and to society as a whole: to the employee – damage to the quality of life; to the organization – damage in the quality of work performance and output, losing good workers and service providers who are cold and hostile to customers, so that service to society as a whole becomes inefficient and often insulting (Melamed et al. 2006, Shirom et al. 2005, Malach-Pines 1989 in Pritzker and Hen, 2010, Malach-Pines, 2011).
As for the Burnout of service providers, it was found that it is discussed mostly pertaining to teaching, probably due to the fact that teaching is widely acknowledged to be a demanding profession. Thus teachers are at high risk of stress and stress related symptoms such as Burnout (Brown et al., 2009; McCarthy et al. 2009). Moreover, this period can involve a humbling of the participant because the teacher is being "stripped" of their old identity. These are the stages in which a teacher is most vulnerable to stress and feelings of dissatisfaction with the profession (Meyer & Land, 2005).

In light of the negative influence of the stress (sense of pressure) and Burnout on the teachers' population as part of the service providers, it is important to understand whether things are the same with teaching interns. Therefore, the following sections will discuss in detail the Burnout of teachers and interns.

### I.5.3. Teachers' Burnout

Friedman (2005) and other researchers (Dorman, 2003; Skaalvic & Skaalvik, 2009) argue that the issue of Burnout is mostly discussed regarding teachers, more than any other profession. To understand the phenomenon of Burnout among teaching interns, who constitute this research population, we will first explain the notion of Burnout among teachers in general and it will be related to interns as part of the teachers' population.

The Burnout phenomenon consists of an array of negative attributes which the individual experiences at work (Zhou & Wen, 2007). Malach-Pines (2011) explains that the teaching profession is part of the service providing professions, whose representatives, she claims, pay a heavy price due to working with people. Their daily role leads to erosion as a result of the constant mental stress characterizing their work, and eventually they break down. Nevertheless, there is a fundamental difference between the work of teacher and that of other service providing professionals. This difference is expressed in three characteristics of teaching: (1) the pupils are not "sick"; (2) the encounter takes place in a group; (3) the teachers' work environment is in a number of places and includes the classroom, the school yard, working at home, working with parents, and with the community as a whole (Friedman & Lotan, 1993). The work environment also influences the teacher's sense of isolation – teachers spend their hours surrounded by human company, but at the same time, they are isolated from their colleagues, from an adult professional environment where they can
communicate and develop a strong support system (Dorman, 2003). This is happening because when the teacher is in class, he/she cannot communicate with colleagues. Often the classroom is remote, so the teacher only engages in discourse with the pupils, and meets his colleagues, other teachers, only during breaks, which are usually busy as well.

The first researchers to examine the issue of mental Burnout among teaching personnel were Kyriacou & Sutcliffe (1978). They defined the teacher's Burnout as a syndrome emerging from ongoing pressure, which is characterized by physical, emotional and behavioral fatigue. Later, Maslach & Jackson (1981) also described the teachers' Burnout as a three stage process, much like the description of Burnout as a syndrome with three dimensions: emotional fatigue, de-personalization and limited self-realization:

- The first stage is that of **emotional fatigue**: The teachers express being tired, emotionally void and wishing to remain at home following their ongoing intensive interaction with people (pupils, parents and colleagues). Professionally, teachers suffering from Burnout-emotional fatigue, may lose their zeal and display negative emotions and attitudes (tension, frustration, anxiety, anger and depression), feel they have no more resources and that they can no longer continue and contribute as they did in the beginning.

- The second stage is that of **de-personalization or cynicism**: teachers may be alienated from people around them and those who receive services from them. In other words, they may express cynical attitudes to their pupils, and perhaps even to the school community, themselves and their work.

- Third stage: teachers feel their **self-realization is limited** which is expressed in the feeling they can no longer make a significant contribution in their work, negative self-evaluation (low self-esteem) and lack of satisfaction with teaching (Schwab, 1983). With regard to this research engaging in interns in their induction year, Burnout will be explained based on Friedman's definition (1996 in Gavish & Friedman, 2010 p. 143). Friedman was one of the first teachers' Burnout researchers in Israel. As well, the Methodology chapter presents the questionnaire adapted by Friedman to examine teacher Burnout. Friedman suggests "a model of Burnout as a multi-track phenomenon. According to this model, the process is triggered by stress factors in the work environment, and if coping strategies such as depersonalization are ineffectual, Burnout may persist to a severe climax along
the following lines: (1) emotional–exhaustion, overload, depletion of, physical and mental energies; (2) cognitive–reduced sense of personal fulfillment and professional accomplishment, reduced feeling of competence. The tracks can merge to form a "combined track", in which the lack of personal fulfillment is added to the sense of overload, creating a powerful feeling of unimportance: unaccomplishment and exhaustion".

Burnout does not only influence the teachers' physical and mental state, but also leads them to conflicts with self and between them and their colleagues. Professionally, there is a significant decrease in performance and teaching quality, and a negative influence on the development of their pupils, in addition to absenteeism due to illness (Kyriacou & Sutcliffe, 1978; Zhou & Wen, 2007). Moreover, Skaalvik & Skaalvik (2009) examined the relationship between the teachers' perceptions of school context, teachers' Burnout and satisfaction with their work, found that satisfaction was directly connected to the two Burnout dimensions (emotional fatigue and limited self-realization), and indirectly to aspects of school context.

**Causes of Burnout among Teachers**

Teachers do not Burnout all of a sudden. It is a process that stretches over time and originates from a number of factors. At any given time, teachers may be in a process of Burnout and experience different levels of factors related to it (Fives, Hamman & Olivarez, 2007).

A review of recent studies reveals a number of factors accounting for the sources of Burnout among teachers, similar to the factors accounting for the interns' difficulties as presented in the second chapter. Friedman and Gavish (2003) suggested three main Burnout sources: organizational, personal and inter-personal in addition to perceived role discrepancies:

- **Organizational sources - The nature of work and inappropriate work conditions**: organizational climate such as problematic students, lack of equipment, occupational overload or role perception conflict.

- **Personal characteristics - Personal attributes and tendencies** such as low self-esteem, weak coping style with pressure, lack of correspondence between personal efficacy and reality (gaps in sense of professional efficacy).
Interpersonal Factors - Interaction between teacher and environment expressed in relationships with role partners such as Lack of acknowledgement and meager social support, lack of support from management, parents indifference,

Role Perception Gaps - The perceived gaps between the teacher's expectations and those of the environment: A gap where "worn out" teachers perceive teaching as beyond their capabilities, their actions cannot influence their goals; no matter how hard they work, the results are disappointing. (Simchon, 2000; Farber, 2000; Friedman & Gavish, 2003; Gavish & Friedman, 2007; Pritzker & Hen, 2010; Malach-Pines, 2011a; Farber, 1991; Hillel-Lavian, 2012).

Malach-Pines (2011b) states that most teachers' Burnout causes depend on their work environment and the most serious problem is that of discipline and violence. Talmor et. al. (2005) found evidence of a strong negative correlation between discipline and the teacher's Level of Burnout. In other words, classes where the teachers spend a good deal of time disciplining the pupils and punishing them, and too little time on teaching and education, cause Burnout and lead many teachers to quitting the profession. Malach Pines (2011a) quotes Friedman (2005, p. 122) stating the combination of three factors creates the teachers' stress: low status of the teaching profession, a sense of isolation and lack of authority. Consequently, a sort of "tongs movement" is created, between the cognitive response (a sense of personal and professional failure) and the emotional response (burden and mental fatigue). The two feelings separately or together, set in motion a cluster of responses generating the urge to abandon the profession.

According to Friedman, mental fatigue is the unique and genuine component of teachers' Burnout, and it is worse than physical fatigue.

Friedman (2005) maintains the Burnout issue is common to all teachers despite the different nature of their work, the different frameworks or places where teaching takes place (starting in pre-school and ending in academic institutions, from children with disabilities to gifted children). In addition he compared Burnout components and states mental exhaustion and unaccomplishment can be found in various professions, but the feeling of depersonalization, expressed in negative feelings towards others can be mostly found in professions engaging in helping others.

In conclusion, teachers' Burnout may have implication on the nature and continuity of the teacher's career and the achievements of their pupils. Much like veteran teachers,
the interns experience many difficulties during their induction year, and these difficulties cause the Level of Burnout already in their first year of teaching. This may lead them to a state of dissatisfaction, alienation, physical and mental health problems, and eventually – dropout (Chan, 2011; Fisher, 2007). Moreover, the emotional-economic-social price is so high (Karsenti et al. 2008 pp.11; Berger and Toren, 2010) that this phenomenon has to be addressed (Shukla & Trivedi, 2008). In light of the serious influence of Burnout on teachers in general and interns in particular, the following section describes the interns’ Burnout and its influence.

I.5.4. Interns' Burnout

The report about the education system in Israel (Weissblei, 2013) presents the Central bureau of Statistics predictions, reporting a shortage in 7,700 teachers by 2018. The explanation provided in the report refers to the low wages which deters students and university graduates from choosing to become teachers, and causes young teachers to leave the system. This is pretty much the picture all over the world (Fisher, 2011; Karsenti, 2008), and research reveals the teaching profession is emotionally demanding (Yu, 2005; Shukla & Trivedi, 2008). The situation is more severe if we consider the fact according to Chaplain (2008 in Gardner 2010), when pre-service teachers begin teaching it is anticipated that their levels of psychological distress would increase further. This makes the transition from being an intern to being an independent teacher even harder, as during this period the most significant changes occur in the intern's approach and behavior.

Previous sections of this work reviewed the difficulties constituting the reasons for the development of stress and Burnout among interns. As mentioned, interns experience two processes: the process of socialization to teaching, meaning experiencing becoming a teacher, and learning how to teach (Vonk 1995), and the second process is socialization to school as an educational framework and to its organizational culture.

In addition, four major domains which help us understand the characteristics of the difficulties were presented: (1) The domain of teaching pedagogical content (2) The domain of the learners and their characteristics; (3) The ecological-system-organizational domain constituting the gap between the system's and intern's expectations of each other; (4) The personality domain regarding the development of the intern's professional identity (Schatz-Oppenheimer, 2011).
In light of the interns' difficulties and Burnout, Friedman argues that interns lack the ability to use direct methods for coping with the pressure and decreasing it so as to prevent Burnout. The situation is even graver in light of research findings indicating talented, committed, idealistic teachers are the ones who quit (Kfir & Ariav, 2008 p. 214; Nasser-Abu Alhija et. al. 2006; Pritzker and Hen 2010; Connell, 2007 in Mulholland, & Wallace, 2012; Gonzales & Sosa 1993 in Gujarati 2012). The fact the good inters quit raises the question what is the process they undergo during their induction year, which causes some of them to burn out and want to leave teaching as a profession?

Lewis (1980, in Friedman and Gavish, 2003; Gavish & Friedman, 2010) describes three levels representing the development of this phenomenon:

1. **Change** is the difference between the new and the old environments. For instance, coping in the college's supportive environment, versus coping in a new, unfamiliar school environment, where the teacher is isolated both in class and in the teachers' community. Watkins (2005) maintains the teacher's success depends on the school's climate.

2. **Contrast** – lack of connection between old and new roles. Pre-service teacher experiences have nothing to do with the interns' experiences e.g. the gap between the many resources of the college versus the meager resources of the school.

3. **Surprise** – the gap between the individual's expectations and experiences in the new environment. There are surprising aspects such as realizing expectations of the self and the work are not realistic and difficulties in understanding personal responses to the new experiences.

It is important to note that this period of transition is hard on the interns, even those who are mentored and supported by veteran teachers, principals or inspectors. The combination between the interns' perception of their professional reality and their idealized professional fantasies create a sense of "reality shock" leading to Burnout (Friedman, 2005; Karsenti et al, 2008). In fact, the reality shock is caused by the loss of the interns' ideals in light of their sense of commitment as a response to the stressing work conditions. Cherniss (1980) argues that since the interns consolidate their values and basic approaches during that time, and not always in the desired direction, they
may experience it as a "reality shock" whereby their dreams of an enjoyable, satisfying profession are shattered in the face of reality (Friedman, 2000).

**Burnout Outcome for Interns in Their First Year**

Friedman and Gavish (2003) emphasize that the seeds of Burnout lie in the beginning of the teaching road. Burnout begins when many teachers perceive gaps as incomprehensible and impossible to resolve and as a result, they experience physical exhaustion, mental stress and social as well as personal problems.

In a later research (2010), they maintain that interns' Burnout is an ongoing dynamic process which does not start in their induction year, but rather during their teacher education in the college.

Gavish (1997 in Friedman, 2005) found three Burnout stages:

1. **Crisis** – interns feel there is no way they can overcome the harsh reality, so no wonder they refer to "shock", "nightmare", "collapse", "despair" and "crisis";
2. **Fatigue and exhaustion** – interns do like their pupils and teaching, but the stress makes them think about quitting. Disappointment stems from too much burden, criticism, lack of remuneration and pupil-related problems;
3. **Adjustment and acceptance** – interns accept the reality and adjust to it in a compromise between the initial dreams of quality teaching and the reality dictating otherwise.

We can learn, then, that the interns' feelings may change during the year, from a feeling of crisis to an inclination to accept and adjust to the work process. Hamman & Olivarez (2007) indeed found changes in the interns' Level of Burnout. Interns reported Burnout symptoms (emotional fatigue and de-personalization) in the beginning of the semester, but as time went by, these feelings decreased significantly. This can be explained by the notion that since the interns are new in the teaching profession, they have limited coping strategies, and so they may experience Burnout on all its components. Nevertheless, the research revealed that the picture may change for the interns, as the training teachers and the staff have the ability to help them decrease the Level of Burnout and reality shock.

In contrast, other studies show no change in the interns' feelings. Another research conducted by Gavish (2002) found the interns' levels of Burnout had not changed throughout the year. She also found evidence of the "reality shock" as interns reported gaps between their expectations and the reality of the school throughout the first
teaching year. Similar findings were reached in a later research conducted by Gavish & Friedman (2010) – they found a high Burnout level in the beginning of the year and in its end: "No significant gap was found between the levels of the dimensions of depersonalization and unaccomplishment at the beginning and the end of the year. The highest Burnout scores were found for unaccomplishment, and the lowest scores for depersonalization in the beginning and the end of the school year."

Furthermore, Sagi and Regev (2002) describe the interns' feeling of not meeting the self's personal expectations. Causing this feeling are the gaps between the vision and the real world, between teacher education and expectations of the interns. This gap leads to the "reality shock" and consequently discomfort and frustration. Strahovski et. al (2002) also support the assumption that the reality shock and stress caused by lack of support influence the interns' performance. Consequently, the intern's ideals and attitudes collapse, thus influencing their responses. When the intern in a state of distress and has to attend to problems, he or she resorts to ineffective instinctive, spontaneous and defensive responses, using short-term solutions to burning issues. Moreover, the lack of set rules in the school's culture compels the interns to respond by trial and error. This response is important as the success and failure may lead the interns to forming effective strategies. Nonetheless, the problem may arise when the interns finds it hard to translate educational knowledge accumulated in the course of training, and so solutions are find without and educational considerations, thus affecting performance and enhancing the Level of Burnout.

Research conducted all over the world supports the above findings. Pritzker and Hen (2010) collected interns' narratives during their first years at the job. The interns reported Burnout which sometimes caused their dropout. Analysis of the narratives revealed overload, lack of empathy and the reality shock regarding teacher-system relationship.

The studies presented here account for the causes of Burnout and their influence on interns in their induction process. In contrast, Friedman and Gavish (2007) present other surprising and rather worrying findings. The findings point to high Burnout levels pertaining to both Burnout components and the development of Burnout in the beginning and the end of the year.

Moreover, Burnout rates among interns are higher than among veteran teachers (Allensworth et al., 2009). Gavish (2007) summarizes by arguing that interns begin
their teaching career already burnt out. In other words, interns start their teaching career exhausted and lacking energy, distant, even alienated from their pupils and with low self-esteem (p. 104) – before even understanding the world of teaching, interns experience a sense of professional failure and lack confidence regarding their professional capabilities. The fact they start with these feelings, which do not change, sheds light on the situation whereby Burnout influences the interns already in the beginning of the first year, and so it also influences the pupil and the school. Since the first two months of the year are too short for the development of the Burnout process, the question is when Burnout begins, and the answer is to be found in the teacher education process (Gavish, 2009; Gavish & Friedman, 2010).

Recently, the OECD analysis into global trends and developments in the teaching workforce across 25 countries identified retention of quality teachers as one of the main concerns for policy-makers worldwide (OECD 2005, p. 4). It was reported that teachers experienced higher levels of stress at work, almost double the rate (40%) when compared with other professions (Baker, 2004 in Shikieri, 2012).

Evidence of the phenomenon being severe was also found in research conducted by O’Brien et. al. in Australia (2007, pp.10-11). It was found that beginning teachers in their second year stated they would not choose to take teacher education if they had to decide all over again. Teaching has "significantly higher Burnout on all three dimensions of the MBI". Additionally, with regard to the components of Burnout among these teachers, the research found "significantly higher mean Emotional Exhaustion scores and significantly lower mean Personal Accomplishment scores, both corresponding to higher Burnout levels" compared with the means of new teachers who would choose to take teacher education studies if they had to decide again.

Numerous studies make it possible to explain the phenomenon of Burnout among interns with reference to such factors as "excessive time pressure, poor relationships with colleagues, large classes, lack of resources, behavioral problems of pupils, role ambiguity and role conflict, poor opportunities for promotion, lack of support, and lack of participation in decision-making" (Azeem, 2010 p. 36). It is not only a difficult situation for veteran teachers; the interns experience those factors as a heavy burden that may create a stressful situation already in their first steps of teaching (Friedman and Gavish, 2000, 2007).
Understanding the interns' difficulties and feelings allows for understanding research findings pertaining to induction. In Israel, dropout rates point to 20% - 50% of teacher-education graduates dropping out from the first year to the fifth. (Berger and Toren, 2010) Interns' dropout rates were found to be almost 30%. Moreover, research conducted recently has found that of all teachers who have dropped out, nearly 50% were interns in their induction year, and that the rate of interns teaching in Junior High school is higher than that of interns teaching in primary school.

Nasser-Abu Alhija et. al. (2006) state this phenomenon is not unique to Israel, but is rather international. Goddar & Goddard (2006) report a 30% dropout rate world-wide. In the U.S, 50% of the interns drop out during the first five years of teaching. The phenomenon of interns' dropout leads to a state of a "revolving door" whereby teachers' dropout causes waste of resources, the lack of ability to develop a permanent teachers' community or a proper teaching cycle.

![Diagram](Figure 5.I: From teaching difficulties to Burnout and dropout)

Part of the researcher's role in this study was to accompany the interns in their professional and personal development. In the course of the induction year, differences among the interns as far as their coping with the teaching process, their perception of their ability to cope with teaching were presented.

In light of differences in the interns' approaches to coping with the demands and the resulting pressures, the question is what is the factor accounting for the differences among them?

Haberman (2004) writes in his article (p. 2) that "the inexorable link between teacher stress and Burnout leads researchers to examine the causes of teacher stress. Based on
a review of the research it can be reasonably concluded that teacher stress is a real phenomenon that can reliably be connected to both intrinsic causes which interact with teacher attributes and personal predispositions as well as to external causes which exist in the actual working conditions teachers face. In other words, teachers’ different personal characteristics lead them to leave Burnout or cope with the very same objective conditions of work.

Moreover, Goddard & Goddard (2006) proved a significant correlation between Burnout causes and teachers’ dropout in their first years of teaching, but also stated Burnout is not necessarily the outcome of adjustment issues. Their explanation is somewhat different: they also find the attitudes to the teachers to be significant. They believe Burnout is the outcome of lack of internal and external support which interns need badly.

One more possible explanation is that of the Salutogenic Theory. Antonovsky (1998) proposed a significant inner resource which helps the individual cope with stressful situations to which he referred as a "Sense of Coherence".

According to Antonovsky (1979, 1978, 1993, 1998a, 1998b) there are resources which promote successful coping with stress and health, and they have common grounds – they provide life experiences which construct world views. This world view is called "Sense of Coherence" (SOC).

Hence, the following chapter will engage in "Sense of Coherence" in comparison to the Pathogenic Approach, the concept of "Sense of Coherence" and its relevance to teaching interns.
CHAPTER II

SENSE OF COHERENCE IN TEACHING SITUATIONS (SOCITS) AS A COPING RESOURCE

A large body of research shows that Teaching has been identified as a particularly stressful occupation and that this is an international phenomenon (Chan, 2002; Montgomery & Rupp, 2005; Chaplain, 2008). During their induction year, interns in Israel are also at the last stage in their academic process of the student professional training, and it is the first stage of their professional lives as teachers (Sagi and Regev, 2002). They are required to navigate between being students and teachers, between academic tasks and their being independent and autonomous teachers who comply with the school's reality and teaching requirements. Further, it is important to remember that these are young people in the first stages of their personal adult life (marriage, moving to a new location, and more).

These difficulties become more intensive in light of the fact that the interns are required to fill the same duties as the veteran teachers are required to fill (Andrews, Gilbert & Martin, 2007; Darling-Hammond, 2010 in Hudson, 2012). Friedman and Gavish (2007) emphasized that this heavy burden may create a stressful situation. These lead to frustration and Burnout as early as at the teacher education stage. Numerous studies support that finding. Interns have reported they perceive the academic life (studies and field experience) as stressful as a result of the combination of external pressures and personal expectations (Sagi & Fish, 2009) and as requiring coping which affects a numerous variables (Heiman, 2004).

In light of the difficulties, it is easy to understand the interns’ feelings and wish to quit teaching. Nevertheless, there are still interns who are happy and enthusiastic about their work (Roth, Assor, Kanat-Maymon & Kaplan, 2007). Moreover, the researchers found that "Autonomous motivation for teaching was predicted to be associated positively with teachers' sense of personal accomplishment and negatively emotional exhaustion". The fact that teachers and interns may feel either Burnout or enthusiasm with their work raises the question how these findings presented a contradictory picture can be accounted for. One of the answers is that Antonovsky's Salutogenic Model, where the main concept is Sense of Coherence (SOC), which is an internal resource helping the individual withstand stressful situations. The model's basic assumption is that the daily living conditions constitute a source of stress and tension...
(Bental & Sagi, 2012). The Salutogenic issue focuses on the resources which allow a person to live a healthy life despite the pressure. Therefore, this section will be devoted to the description and discussion of Sense of Coherence, its development and attributes as part of the Salutogenic Approach. Additionally, the unique aspect of this research, a questionnaire for assessing Sense of Coherence In Teaching Situations (SOCITS) will be presented. The questionnaire is innovative in the field of Sense of Coherence Research, and will serve as a tool for examining the present research goal – the relationship between SOCITS and Burnout among teaching interns during their induction year.

II.1. The Pathogenic Approach versus the Salutogenic Approach

In order to understand the sources of the SOC approach this section will briefly present the traditional pathogenic paradigm versus the salutogenic paradigm, which is the basis for the growth Sense of Coherence.

The Pathogenic Approach still prevailing in western medical and psychological thought and regards the human system as a wonderfully organized, smoothly operating system (Sagi, 2011). According to pathogenic orientation, this system can be attacked by a pathogen every once in a while, and be acutely chronically or lethally damaged (Antonovsky, 1998). Similarly, the social-psychological approach accepts the assumption whereby the pathogen attacks the human system. However, according to this approach research extends regarding the injury, and relates not only to biological factors with regards to the pathogen, but also to social and psychological ones. The approach leads to the assumption that if we can avoid the attack of the pathogenic factor, we will be fine. This is a dichotomy assuming that if people avoid pathogens or risk factors, they will remain healthy. The social meaning of this is that we, as a society, have to make every effort to eliminate the risk factors or at least to decrease them so as to avoid illness. The researcher, then, has to investigate what these factors are, and as educators, we must remove them from the individual’s life so as he or she can be healthy (Sagi, 2011).

The Salutogenic Approach Contrary to the pathogenic model, Antonovksy (1978; Sagi, 2011) introduced a new model already in the 1980s, which he called "Salutogenic Model". This model introduces a new way of thinking about sickness and health, and about prevention of sickness and promoting health. Contrary to the
pathogenic model, the philosophical assumption underlying the salutogenic model is that the circumstances of human life constitute a source of stress and tension, so that the human life is characterized by a variety of constant ongoing stressful stimuli which are inevitable. These never ending stress factors are part of a person's life in the modern (or post-modern) world. It seems, then, that a state of lack of balance is normative, and an illness cannot be considered a rare event in a person's life. Instead of referring to the health-sickness dichotomy, Antonovsky (1878. 1998) introduced the salutogenic model referring to all humans everywhere on the health-ease/disease continuum. Instead of asking what are the risk factors, asking how well the individual can cope with the harsh world around him or her. The salutogenic model, then, relies on the resources enabling a person to live a healthy life despite the pressure (Bental and Sagi, 2012).

The salutogenic intent is to locate and examine factors which actively allow a person to preserve or promote health. Regarding health and preventing disease, Antonovsky (1998 p. 171) uses the metaphor of "bias of the downstream focus". The resources of the medical system are dedicated to saving swimmers from drowning down the stream, rather than to asking who or what pushes them to the river in the first place. In other words, medicine dedicates itself to those who are already drowning and preventive medicine is dedicated to those who are at risk of falling to the water up the stream.

McCdonald (in Lindestron & Aeiksson, 2006) elaborates on reference to the salutogenic model from the individual to society. They argue the salutogenic model is a model of a society whose members perceive their lives to be significant, and whose world is structured and clear, and so stress can be managed in this changing world. Life is perceived as good since there is enough energy to invest in order to live a good life.

**Pathogenic versus Salutogenic Orientation**

The starting point for comparing the pathogenic orientation and the salutogenic one is the consensus among advocates of treatment medicine (downstream) and preventive medicine (upstream). The two approaches accept the assumption that a person is characterized by as an excellent organism which might be occasionally attacked by a pathogen and be damaged. Antonovsky (1998) compares the approaches and lists
three disadvantages to the pathogenic approach compared to three advantages of the salutogenic approach as shown in the following table.

**Table 1.II: The Pathogenic versus the Salutogenic approach**

<table>
<thead>
<tr>
<th>Pathogenic approach</th>
<th>versus</th>
<th>Salutogenic approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Separating health and illness: Dichotomy of people who caved in to disease (drowned) and those who have remained safe, is a great setback.</td>
<td>Focusing on preventive medicine.</td>
<td></td>
</tr>
<tr>
<td>Constantly dealing with risk factors and disease</td>
<td>Allows for maintaining health via cooperation between traditional and preventive medicine,</td>
<td></td>
</tr>
<tr>
<td>Focusing on a specific diagnostic category. The person is identified with the disease, which gets all the attention</td>
<td>The salutogenic approach is holistic. Its advantage is that it does not identify a person based on a specific disease, but refers to all human aspects and regards the person as a complex human whole full of traits. This is a moral issue! Those who advocate the salutogenic approach must be empathic and sensitive, seeing the person, not the disease.</td>
<td></td>
</tr>
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</table>

In summary, the salutogenic approach presents a significant moral aspect in the discourse pertaining to the two approaches. It regards the person as a complex, rich entity, and advocates attention to all of this entity's components. Unlike the pathogenic approach, those who treat the person accept the diagnosis, but are not satisfied by the mere diagnosis and ask how they can help the person move in the direction of better health and which resources will advance the person? The salutogenic model highlights the strengths of individuals and their capacity for successful adjustment and tries to explain why certain people seem to preserve health and well-being and successfully cope with tension and the exposure to life's stresses and difficulties. If stress is handled well, its outcome can be positive or neutral, and the individual moves toward the health-ease end of the continuum, whereas if stress is poorly handled, the person moves toward the disease end of the continuum. Antonovsky maintains there are resources which promote successful coping with stress and promoting health, and they have a common denominator – they provide life shaping experiences which develop one's world view. This view is known as a Sense of Coherence, which will be discussed in the following paragraph.
II.2. Sense of Coherence (SOC)

In an attempt to understand what accounts for the movement towards the health-ease pole of the health-ease/disease continuum, Antonovsky (1998) first introduced the term "Generalized Resistance Resources (GRR)", which are the characteristics of a person or a group that helps successful coping with inherent human existence factors. He later attempted to understand what all generalized resistance resources have in common and how they operate. His answer was that they enhance and encourage experiences which help the individual regard the world as a sensible place on the cognitive, instrumental and emotional level (Antonovsky, 1998 p. 176). These insights led Antonovsky to the definition of the term "Sense of Coherence".

A Sense of Coherence is an important inner resource which helps the individual cope with stressful situations. A Sense of Coherence is defined as a crucial personality component, which affects the individual's coping capability. It is a sense defined as a global orientation expressing the extent to which the individual has a penetrating, constant but dynamic sense of confidence in the predictable, familiar environment, and the belief that one can cope so that life events turn out for the better (Antonovsky, 1979a, p.123). According to the Salutogenic approach stressful events are part of everyday life thus a strong SOC is essential for coping with them. SOC is not a coping style or strategy in itself rather a dispositional orientation - a way of assessing the world both cognitively and emotionally. It allows individuals to be flexible in selecting appropriate strategies to deal with stressors and thus enhancing behavior to a better social adjustment (Antonovsky, 1987; 1996; Strümpfer, 1990, 1995 in Jacobs 2010 pp.43, 44)

II.2.1. The Three Components of the Sense of Coherence

Sense of Coherence includes behavioral, emotional and cognitive components pertaining to life in as a whole, rather than to specific domains, situations or times. The uniqueness lies in the combination of the three components (Antonovsky, 1998):

1. Comprehensibility – the individual perceives the world as a system which is methodically organized, and hence can be predicted and accounted for. Comprehensibility, then, is the extent to which the individual perceives external or internal stimuli as cognitively meaningful and predictable, so for the individual the world operates based on comprehensible rules, and the individual seeks to
operate on the same rules and even speculate on the continuation of events. This is in contrast to stimuli which make no sense and cannot be explained let alone predicted. A person with high Comprehensibility levels has the ability to predict what will happen, and is likely to be able to cope with difficult situations. Such a perception enables a person to develop cognitive assessment of the difficulties and allows for finding appropriate coping strategies even if the stimulus is surprising.

2. **Manageability** is an instrumental-behavioral component. The individual believes he or she has personal behavioral and social resources which allow him or her to cope with a variety of demands. This component expresses a subjective feeling pertaining to the extent to which the individual has control over managing his or her internal and external resources, which help in the coping with a variety of events. In other words, when a person has to cope with a variety of challenges, the person knows how to mobilize such internal resources as education or external resources such as social support. Thus a person with high Manageability sense that he or she can manage events, reach goals and cope with the various pressures while controlling his or her life.

3. **Meaningfulness** – a motivational-emotional component (Skarsater et al. 2008 in Jacobs, 2010). Significance is attributed to motivation, caring and the value of investing emotional energy and commitment to various life events. In other words, the extent to which an individual feels that life is emotionally significant. A person with high level Meaningfulness feels that the demands presented to him or her are worthy of investment and regards them as challenging rather than as a burden. Even when the situation is tough, such a person will try to derive meaning from it and do the best to overcome difficulties. According to Antonovsky (1987; 1993) Meaningfulness is the most important component of the SOC's three dimensions and a high level of sense of Meaningfulness allows the individual to transform coping resources or General Resistance Resources from potential to actual operation.

Therefore, a person with a strong Sense of Coherence facing stressful situations will be motivated to cope (Meaningfulness), believe the challenge is understood (Comprehensibility), and believe he or she has resources to help cope with that challenge (Manageability) (Antonovsky, 1998). Antonovsky adds that contrary to
such concepts of "internal locus of control", "empowerment" and "problem solving", a Sense of Coherence is not culture-dependent (p. 176).

According to Antonovsky (1987) this means that in all cultures SOC could be considered as a potential protector against stress. This is reinforced in research by Erikkson and Lindstrom (2005; 2007 in Erikkson and Lindstrom, 2008), who reviewed hundreds of studies that focused on coherence and found that SOC scale has cross-cultural validity. Braun-Lewensohn and Sagy (2011) in Israel also reaffirmed this in their research. They indicated that personal SOC was the strongest predictor of stress reactions in all cultures.

Antonovsky emphasizes that the important idea is that different experiences in the course of a person's life will lead to the development of a Sense of Coherence. A strong Sense of Coherence will enable a person to use the resources in times of stress and even in case of failure, the person can learn from it. Thus, a Sense of Coherence alleviates movement in the direction of a state of health, and can be considered as moderating the health impacts of stressful life events, meaning that SOC seems to buffer the impact of recent stressful life events (Richardson and Ratner's, 2005).

Moreover, in a study by Braun-Lewensohn, et. al. (2011) it was found that a strong Sense of Coherence was related to higher resiliency and lower levels of stress-related reaction, meaning that the Sense of Coherence had both direct and mediation effects on stress reactions. Adolescents with a high Sense of Coherence, despite exposure to missile attacks had lower stress reactions. It seems that the Sense of Coherence has a protective effect (p. 197).

Cohen & Kanter (2004) reaffirm this argument, and add when confronting stressful life events, people with a higher Sense of Coherence were found to have lower levels of psychological distress and better psychological and physiological wellbeing.

**Questionnaire for Testing the Sense of Coherence**

Over the years, Antonovsky developed a questionnaire for examining the Sense of Coherence. In the 1990s the questionnaire was translated to different languages and it has been used in hundreds of empiric studies where a connection has been found between a Sense of Coherence and health and successful coping (Sagi & Antonovsky, 2000, Erikkson & Lindström, 2006). According to Jacobs (2006, p. 30), in the attempt to explain health in terms of coping styles and stress resilient personality patterns, a
number of concepts were developed (learned optimism, self-efficacy, hardiness and locus of control). "The three components of the SOC (Comprehensibility, Manageability and Meaningfulness) may be found in all of those theories. However SOC has been found to be a more useful measure than other personality constructs, since it appears to offer considerable utility in explaining how an individual’s orientation to life influences the stress and coping process" (Smith & Meyers, 1997 in Jacobs, 2006 p. 33).

Reliability and validity of the SOC showed a high level of Cronbach alpha ranging from 0.84 to 0.93 and a high degree of internal consistency (Antonovsky, 1987)
Antonovsky preferred to use the questionnaire on the grounds of its general score only, without relating specifically to the three dimensions of the tool – Comprehensibility, Manageability and Meaningfulness. The explanation according to Antonovsky (1996) lies in a the uniqueness and the strength of the combination between those dimension questionnaire.
Nevertheless, when the connections were examine between the components of the concept, it was found that there are high, but not perfect correlations, so a person can get a high score for one component and a low score in another (Antonovsky, 1987). An interesting finding was explained by Antonovsky (1987) – a person can have a strong Sense of Coherence, but not experience his entire world as coherent, and so we can understand there are individual differences in the Sense of Coherence. With one person it can be comprehensive, while with another it may be narrow and directed at one specific domain. Bental and Sagi (2012) have expanded that issue in their research and referred to each dimension separately and to the questionnaire as a whole.

In summary, Eriksson & Lindström (2005, 2006) have reviewed studies conducted in the years 1992 – 2003 in 32 states in the world and report that the "Sense of Coherence scale seems to be a reliable, valid, and a cross-culturally applicable instrument measuring how people manage stressful situations and stay well".
Sense of Coherence is an individual inclination deriving from a number of sources influencing its development and intensity which will be discussed in the next section.
II.2.2. The Sources Influencing SOC

Three Sources Influencing the Development of a Sense of Coherence:


1. **Historical-cultural sources** (general generational experiences) – a cultural inclination may influence a person's belief in his or her ability to influence his or her destiny, cope with challenges and regard his or her life as meaningful. Historical events such as war or economic depression may influence the Sense of Coherence positively or negatively. Bental and Sagi (2012) add that the historical context does not constitute an independent source of the development of a Sense of Coherence, but rather mediates life experiences. Some people have experienced devastating life events, but kept maintaining the Sense of Coherence. The factor accounting for that is the balance of one's emotional burden, meaning, in cases where there is serious life experience damage such as in wartime, the Sense of Coherence may be damaged due to one's diminished belief in one's ability to cope.

2. **Social structure sources** such as early childhood experiences in the family, the family structure, the child's place in the family (firstborns were found to have a stronger Sense of Coherence), the parents' occupation, social status and race. Marsh et al. (2007) emphasize that Social support and a home environment in childhood and adolescence are central in the development of SOC. These sources influence the person's perception of himself or herself as a participant in the decision-making process. For instance, people of a low social status do not perceive themselves to be participants in decision-making, but rather look up to a more authoritative figure to make the decision for them. This feeling derives from the belief that the individual's life are subject to the authority of stronger powers, and so they regard themselves as lacking control of their world, and have a weak Sense of Coherence.

3. **Psychological sources** constitute the system of a person's responses such as action or regression in the face of stressful situations. The response pattern develops in the first years of life, via use of the various mechanisms (e.g. avoidance mechanism). The personality pattern to develop in this situation is a passive type, thus leading to a feeling of helplessness in coping with stressful events, and to a weak Sense of Coherence (Antonovsky, 1998; Bental and Sagi, 2012).

According to Antonovsky (1987) there are three kinds of life experiences that also shape the development and strength of the SOC in an individual:

1. **Consistency** – grounds for the component of Comprehensibility – how consistent is the current reality with previous experiences. The more consistent it is, the more predictable and clear the future. According to Bental and Sagi (2012), Antonovsky introduced the concept of consistency and its significance to Sense of Coherence mostly in the time between early childhood and early adulthood. Bental and Sagi's research reveals that the significance of consistency in a person's life extends beyond the age of 30 as it puts order in the person's life and allows for prediction.

2. **Underload-overload balance** - the basis for the Manageability component. To what extent do life's demands of the individual correspond to his or her capabilities and coping resources? Overload or underload means danger to the individual's health. A state of underload means lack of demands and expresses a sense of emptiness and boredom. Bental and Sagi (2012) state this dimension is meaningful in the formation of Sense of Coherence in the individual various life domains. Those whose underload-overload balance is preserved have a high Sense of Coherence. At the same time, Bental and Sagi report that when this balance is disrupted, the Sense of Coherence can be balanced via another life circle.

3. **Participation in socially valued decision-making** – the basis of the Meaningfulness component. To what extent does the person participate in decision-making in the family and in society? The family domain is a most significant domain constituting a framework for different factors to contribute to the Sense of Coherence. For instance, the feeling of familial participation when making decisions. In addition to participation in decision-making, belonging to the family and frameworks outside the family have been found to enhance the Sense of Coherence (Reiss, 1981 in Bental and Sagi, 2012; Bental and Sagi, 2012).

In summary, according to Antonovsky (1980, 1987), SOC is not innate, but rather constitutes an individual's personality component. The feeling is created by a
combination of factors which influence its formation and those influencing its intensity.

We may state, then, that the component of Comprehensibility develops as a result of various events (historical, social and familial), and its intensity depends on the level of stability and prediction of these events, meaning, the existence of balance between predictable and unpredictable events. The component of Manageability develops into the creation of response patterns following the individual's experiences in the different events, and its intensity is influenced by the level of requirements. The Meaningfulness component depends on the social structure source, and its intensity is influenced by the level of involvement which the social environment affords the individual, meaning, the extent to which the environment allows the individual to be involved in the decision making process and shows tolerance towards the individual's coping in ambiguous situations. This is demonstrated in the following table.

Table 2.II: The Sources that Influence SOC

<table>
<thead>
<tr>
<th>Comprehensibility</th>
<th>Manageability</th>
<th>Meaningfulness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical-cultural sources</td>
<td>Psychological sources</td>
<td>Social structure sources</td>
</tr>
<tr>
<td>Consistency</td>
<td>Underload - overload balance</td>
<td>Participation in socially valued decision-making</td>
</tr>
</tbody>
</table>

So far it was explained that SOC serves as a perceptual filter (Antonovsky, 1993), affected by several factors and can help a person to cope with stressful situations. Since Antonovsky (1980, 1987) claimed that SOC shaped through Experiences during different periods in a person life, the next section will discuss the relationship between the SOC's development during the life of the person
II.2.3. Sense of Coherence as a Developing Dynamic Feeling

The sources of a Sense of Coherence are the individual's experiences from early childhood to adulthood. Antonovsky (1987) argues that the Sense of Coherence is not innate, but rather constructed during childhood as a temporary feeling, and becomes permanent during adolescence and early adulthood and stabilizes by the age of thirty. Sagi et. al. (2009 in Braun-Lewensohn, 2011) adds that Sense of Coherence may contribute to moderating stress experiences similar to the way it does in 'mature' adults.

This development occurs as a result of the individual's experiences:

- **Comprehensibility** – this component will develop only when the child has experiences based on interactions with the family and the environment. The more consistent the experiences, and the more they resemble each other, they will become familiar and routine. The same is true for the child's developing behavior patterns. These processes are part of the individual's adjustment to the world and to the self, which is based on increased insights and developing coping capabilities.

- **Manageability** – the child learns that his or her autonomous behavior and ability to control his or her actions determine what happens next. This component will develop when there is a balance between the child's demands of others and responses to them, and between the demands and responses of others. The child learns there are behaviors which may enhance what he or she considers a positive reward, and those leading to punishment and unpleasant situations.

- **Meaningfulness** – develops when the child feels he or she is taking an active part in decision-making in daily or special circumstances relevant to his or her life. The condition for the development of Meaningfulness is that the child be surrounded by warmth and love of the people around him or her, and feel that he or she is significant for the parents, the family and the other significant figures around. Such a situation contributes to the development of a sense of satisfaction and increases optimism about the future.

Bental and Sagi (2012) connected the individual's experiences and the components of Sense of Coherence. They believe the significance of emotional closeness is the greatest in the person's early stages of development, whereas participation in decision-making is more important at later stages, starting in adolescents.
There has been a change in the perception of Sense of Coherence as a constant part of a person's life. Sense of Coherence does not seem to be as stable as Antonovsky assumed. The evidence shows that SOC tends to increase with age through the whole life span (Eriksson & Lindström 2005).

Feldet et. al. (2005) also state that this notion is not ironclad and there may be changes in the individual's Sense of Coherence at any stage in life. They explain that the change may occur due to extreme changes in life. For instance, when a person's professional life course is disrupted and the person becomes unemployed, the situation causes the shattering of the sense of professional stability, sense of confidence and the individual's ability to predict the future, feelings which are necessary to the development of Sense of Coherence. Moreover, Bergstein et. al. (2008) added that there has been evidence for being able to influence the Sense of Coherence after intensive therapeutic intervention. Bental and Sagi's research (2012) support that and elaborate on the attitude to the development of Sense of Coherence. Their research yielded an additional factor which they defined as "erupting experience". It is, in fact, a sudden event according to a person's subjective perception, constituting an interruption in the life-continuum, the course of which leads to a turning point in the development of the circle of life, meaning, it is a significant, extreme event which influences the person's life and the way the person perceives that life and the self (in their study, they referred to women who have been through the Holocaust). They believe this information allows for regarding the Sense of Coherence developing as a flexible, dynamic orientation in a person's life. The concept of the "erupting experience" may be regarded as a contrast to the dimension of consistency, which, was stated earlier, is significant for the development of the individual's sense of control in life. When the Sense of Coherence is interrupted by an "erupting experience", the individual's ability to cope is weakened. In contrast, people whose lives are characterized by consistency may respond to the "erupting experience" and cope with it. Their reactions will stem from the belief that their lives will be restored and be as organized in the future as they were in the past.

In summary, when confronting stressful life events, people with higher Sense of Coherence, were found to have lower level of psychological distress and better psychological and physiological wellbeing (Cohen & Kanter, 2004).
One of the stressful situations a person experiences in life occurs in the course of academic studies and also in relation to the work area (Austin et al. 2006). The following chapter will engage in the contribution of the Sense of Coherence variable to the student's coping capabilities.

II.2.4. Sense of Coherence among Pre-Service Teachers

A Sense of Coherence helps personal adjustment via increasing the likelihood of an individual believing that coping with the stressor is of value; that attempts to resolve the problem are worth the effort, and that the stressor is a challenge rather than a burden. Hence, the individual will decode to act in order to cope with the stress. This chapter engages in the connection between the pre-service teachers and the Sense of Coherence in the attempt to understand the connection between the pre-service teachers' coping capabilities in light of the difficulties they experience and the contribution of Sense of Coherence to this coping.

As mentioned earlier, a Sense of Coherence develops and stabilizes by the age of 30 and even tends to increase with age over the whole life span (Eriksson, 2007). Regarding the research population, interns are also pre-service teachers, and they are in the age group of 21 – 27, so they are actually in the process of early adolescence, a development in the human life and in their Sense of Coherence. During their studies, pre-service teacher has an opportunity to develop. Hence, this time represents a crucial stage in the individual's development and is considered a positive event in human life (Heiman, 2004; 2006).

The pre-service teachers entering the academic world face a new environment which requires them to cope with multiple tasks. Throughout their university studies, which constitute a part of the process of their career building, the pre-service teachers are required to cope on a number of levels: on the personal level – they have to adjust to new norms, establish new relationships with others and widen their social horizons. On the academic level, the pre-service teachers have to cope with many significant changes, tension and challenges posed by the academic world. In other words, the pre-service teachers cope with emotional-social and academic situations simultaneously, and this might create tension (Togari et. al. 2008; and Heiman, 2004, 2006). This is reaffirmed in numerous studies which have found that students perceive the academic life (studies and professional training) as stressful, as a result of the combination
between external pressures and personal expectations, and as requiring coping which influences many variables (Heiman, 2004; Sagi & Fish, 2009).

Konu & Rimpela (2002) also related to the student's personal well-being: "the transition from physical well-being to success-fully coping with developmental issues/tasks" (In Togari et. al. 2008 p. 1337) and divided it into four categories: school condition, social relationship, means for self-fulfillment, and health status.

A Sense of Coherence was identified as a significant factor in coping with stress. Antonovsky (1987) argued that a person with a strong Sense of Coherence chooses a certain coping strategy which he or she believes to be the best for coping with a certain pressure. Grayson (2008) adds and claims it is to be expected that students with a strong Sense of Coherence will experience fewer difficulties in coping with challenges in the framework of student life. When these students have to cope with academic issues, they will know how to choose the appropriate coping strategy. Consequently, they will have higher academic achievements. Grayson (2008) cites research conducted in Canada regarding the influence of Sense of Coherence on the students' academic achievements concluded:

"It is found that a model including Sense of Coherence better fits data for commuter and residence students than a model in which Sense of Coherence is omitted. Although the effect of Sense of Coherence on first year academic achievement is small, it is larger than the effect of some institutional experiences. Furthermore, as a result of this study it can be assume that students who perceive their problems as comprehensible and manageable are more likely than others to achieve academically". Heiman (2004) also supports this assumption in her study, although differences were found in coping resources between young students and adults. The young students have mobilized emotional coping strategies, whereas the adults employed task-oriented strategies. Moreover, students mobilizing coping strategies will adjust better than those, whose attitudes are negative, or resort to tactics of avoiding coping with the problem.

Stressful situations such as examinations during academic studies arouse anxieties. Studies have found Sense of Coherence to be negatively related to test anxiety whereas emotion-focused coping and avoidance were positively related to it. It means that students with higher state of anxiety had a lower SOC in academic situations (Cohen et al. 2008, Sarid et al. 2004).
Heiman's research (2006) reveals the connection between SOC and emotional variables among college students (p.465). "Studies "have indicated that SOC was negatively associated with psychological distress, depression, and anxiety (Kaiser, Sat-tler, Bellack, & Dersin, 1996) and that individuals with lower SOC were more anxious than those with higher SOC (Langius, Bjoervell, & Anto-novsky, 1992), and that SOC was positively associated with academic competence (Harri, 1998) and perceived well-being (Adams, Bezner, Drabbs, Zambarano, & Steinhardt, 2000""). Furthermore, the different stressful situations experienced by students may lead to dropout. The Sense of Coherence was found to be significant in accounting for the diversity in dropout and academic success. Sagi (2000) found that a low Sense of Coherence score corresponds with rising chances of dropout. Contrary to the feeling of pressure, which affects the students negatively, social support has positive influences. Social support has major influence on Sense of Coherence. It makes life more manageable and understandable and can assist in making decisions (Antonovsky, 1998). Few studies revealed that students with strong sources of support demonstrated overall positive Sense of Coherence (Heiman, 2004, He et. al. 2011). Heiman (2004) also revealed in her study that younger students perceived stronger support from friends and others than did older students. With regard to this research, it is important to note that a connection was found between the student' thoughts about their career and SOC. Lustig and Strauser (2008) found that students with a high SOC can cope with a career decision process better than those with a low SOC.

In light of all of the above, it can be stated that Sense of Coherence may express the student's potential of coping with stress factors. The students perceive their studies as a stressful situation whereby they are to function effectively. The various tasks they have to perform may induce anxiety and affect their performance. Research reveals that a high Sense of Coherence with students may decrease the sense of threat and anxiety due to learning tasks they have to perform and enable them to mobilize the resources required for coping with their stressful situations. In addition, internal and external pressures influence the students' performance, however social support may enhance Sense of Coherence and influence their way of coping.

With respect to this research, which deals with teaching interns in their induction year, it is important to note that all the difficulties mentioned in the previous chapters may
influence the interns' career choice process. One of the stressful situations pertains to the process of study and work (Heiman, 2004; Togari et al. 2008; Sagi & Fish, 2009). Stressful situation beget negative career thoughts which were found to "significantly contribute to anxiety, and this anxiety limits career development, linked to job avoidance behavior, low job satisfaction, academic and job undecidedness, low skill confidence and career indecision" (Austin et al., 2010, p. 67). "Those negative career thoughts have been found to be connected to Sense of Coherence. Empirical research has found that SOC significantly mediates stress and Burnout meaning, the higher the Sense of Coherence, the lower the level of negative career thoughts. Moreover, individuals indicating stronger Sense of Coherence also uphold greater emotional stability, display less psychological difficulties such as anxiety and depression".

Findings by Pahkin et al. (2011) pertaining to the world of work also reinforce the relationship between SOC and the working individual's mental health. In other words, when the individual is exposed to negative situations at work, SOC constitutes a buffering factor with regards to his or her mental health.

In summary, it can be stated teaching-interns' sense of stress may beget negative thoughts, which may, in turn, influence the interns' feelings and even harm their work. The fact that Sense of Coherence may mediate between these feelings and the interns requires understanding the approach and the manner in which it constitutes a coping resource regarding teaching situations.

As mentioned, SOC was measured by a questionnaire compiled By Antonovsky (1987) and found reliable, valid, and it was found to be cross-culturally applicable instrument measuring how people manage stressful situations and stay well (Eriksson & Lindström, 2005, 2006).

Nevertheless, since this research engages in a specific population (interns) who are still in the process of shaping their SOC and are placed in a unique situation (in a teaching situation in their induction year, the first year of their professional development), such a questionnaire will provide a partial description of their general feelings, but not with regard to teaching situations.

Since possible temporary fluctuations in SOC may occur it is important to investigate the nature of SOC in the research population, based on the impact of the interns' many
transitions and challenges occurring during this period in their personal and professional life (Marsh, et al., 2007 in Moksnes et al., 2012).

The following section describes the development of the SOCITS questionnaire.

II.3. "Sense of Coherence in Teaching Situations" – SOCITS

The concept "Sense of Coherence in Teaching Situations" - SOCITS was coined by Bracha & Hoffenbartal (2011). The development of this concept was based on Antonovsky's concept "Sense of Coherence" – SOC (That was described in the last chapter).

In an attempt to understand the coping resources available to the individual, Sense of Coherence (SOC) as a global orientation may allow a better understanding of the coping process that encompasses behavioral and cognitive reactions (Antonovsky, 1998).

This orientation is global but in order to understand a Sense of Coherence in specific situations like teaching, it is imperative to understand the uniqueness and complexity of teaching.

Teaching is viewed by policy makers, educators and researchers as a complex, multidimensional and dynamic profession (Donald, Lazarus & Lolwana, 1997; Barrett Kutcy & Schulz, 2006; Chan, 2007; Karsenti et al. 2008; Romano, 2008; Tuval and Or, 2008; Hillel-Lavian, 2008; Buchanan, 2010; Schatz-Oppenheimenr, 2011; Skaalvik & Skaalvic, 2011).

According to contemporary pedagogy, the structure of learning has to be flexible and suited to the social, cultural, economic and technological changes in the state and in the education system (Vidislavski et. al., 2010). The education system and the teachers have to cater to the changes in perception of the essence of knowledge and teaching processes. They are required to cope with a variety of processes (Vidislavski et. al., 2010).

Several factors have been suggested to explain the reason for teaching's complexity and the teachers' coping (Hillel-Lavian, 2008; Schatz-Oppenheimenr, 2011):

The complexity of the pedagogical contents:

- The fields of knowledge: the sources of these fields are vast and complex, whereas the teacher's knowledge is only partial.
- **Teaching Skills**: teachers need to be both flexible and creative in their approach and consistent in their teaching to establish a clear routine for daily activities; need to learn their discipline and ways of teaching it; need to develop personal high order thinking skills and instill them in the pupils; need to conduct a number of processes like teaching-learning and assessment while integrating learning activities employing technological applications.

**The complexity of the class:**
- Pupils characteristics: teachers have to cope with pupils' varying degrees of intellectual needs, social, emotional and behavioral difficulties; unequal teaching situations – the teacher has the power and the authority, therefore, misunderstanding the group dynamics, and lack of knowledge in problem solving within the classroom may create struggles between the teacher and his students.

**The complexity of the ecological-organizational system:**
- **Parental and community involvement**: these days the public's involvement in school is more prevalent, and as a result, the teacher is more exposed to criticism, both from his superiors and the parents. The interaction between parents, the community and the teachers have become difficult and rather bitter, resulting a lack of appreciation by part of the parents and the community (Chan, 2007)

In light of these factors, it can be understood why teaching was confirmed in internationally research as one of the more stressful occupations in recent years (Billingsley, 2004; Borg 1990; Eloff, Engelbrecht, Swart & Oswald, 2002; Pithers & Soden, 1998 in Jacobs, 2010).

Little is known about the Sense of Coherence as a coping resource of teachers, even less is known about these latter among pre-service teachers. There was no research tool to examine the sense of coherence in specific teaching situations. As a result of the lack of such a questionnaire, there was no ability to identify the SOCITS of the teachers / pre-service teachers during their teaching.

Therefore, an adjustment of the Sense of Coherence components to teaching characteristics was required. The senses of coherence components were adapted to teaching characteristics. This adjustment enabled a clear and unique description of a coping resource - Sense of Coherence in Teaching Situations.
The current study is based on a previous research (Bracha & Hoffenbartal, 2011) which validated the existence of a Sense of Coherence in Teaching Situations as a concept.

**SOCITS as a concept defines the extent to which the teacher has a sense of confidence in the predictable, familiar teaching situations, and the belief that one can cope so that teaching situations will be managed in the best way.**

**SOCITS has three components:**

- **Comprehensibility** - cognitive component - the extent to which the pre-service teacher / teacher perceives teaching situations as cognitively meaningful and predictable.

- **Manageability** - behavioral component - the ability to cope with teaching situations' problems - the extent to which the pre-service teacher /teacher perceives the available resources as satisfactory in the attempt to meet the demands placed by both external and internal stimuli.

- **Meaningfulness** – motivational-emotional component - the extent to which the pre-service teacher / teacher feels that teaching situations are emotionally meaningful, and that at least some of the daily requirements pose more of a challenge than a heavy burden.

The research was conducted by Bracha & Hoffenbartal (2011) in the framework of a program engaging in research, measurement and assessment in the Mofet Institute led by Dr. Sagi.

The research sought to develop a questionnaire which examines Sense of Coherence in the context of teaching situations.

The research was conducted in few steps: phrasing and testing items by experts in education; final phrasing of the questionnaire; testing validity and reliability of the questionnaire among pre-service teachers and in compare to Antonovsky's questionnaire. The pre-service teachers were from three different teacher- education programs, from the first year and the third year of their studies. The data were collected without sampling, from all the students who learnt in the three training programs (N=110).

The entire questionnaire and each component revealed a satisfactory level of reliability. Validity was indicated by a significant correlation between the SOCITS
and Antonovsky's questionnaires. Examination of validity shows that Sense of Coherence in Teaching Situations is different from general Sense of Coherence and has a unique significance.

It is important to clarify that the concept "SOCITS = Sense of Coherence in Teaching Situation" focuses on teachers' feelings in contrast to the concept "Coherence in Teaching" which focuses on the teachers' doing. In other words, SOCITS as a concept focuses on teachers' feeling about their ability to cope with different teaching situations whereas the term "Coherence in Teaching" describes the teachers' practical ability. The latter concept represents a connection between teachers' theoretical foundations and practical elements. This connection is created by a combination of two sources: information about the students - what they learn and how they do it; and information about the content being taught and its importance. This cohesion allows the teacher flexibility in choosing practices tailored to the circumstances. This way, students will get the best of their teaching (Paris, 1993; Buchmann & Floden, 1992; Applebee, 1994; Copeland, Finley, Ferguson & Aldarette, 2000 in Shoval & Talmor, 2006).

II.4. Gap in Knowledge

Sense of Coherence is a component in one's personality, which allows for coping effectively with stressful situations. In other words, the higher the individual's Sense of Coherence, the more he/she will be able to cope with difficulties and regard them as challenges, believe the challenges are clear and that he/she has the resources to cope with the challenges. Therefore, numerous studies were conducted among different populations with regard to many topics (Eriksson & Lindström, 2005, 2006; Austin et al., 2010).

Nonetheless, there is a gap in knowledge with regard to the population chosen for this research, the research question and the research tools. In other words, the uniqueness of this research is that it was conducted among interns in their induction year and engaged in the examination of the relationship between SOCIT and the Level of Burnout.
Interns' Burnout

This study is to be conducted among interns in their first year of teaching. Interns perceive this year as stressful and demanding. This may lead to frustration, Burnout and abandonment of teaching as a profession (Han et al. 98 in Heiman, 2004; Oswalt et al. 2007; Togari et. al. 2008; Brown et al. 2009; Fishl & Sagy 2009; Hillel-Lavian, 2012). Moreover, the lowest level of commitment to teaching was found among the pre-service teachers in their fourth year (Arnon & Bar-Zohar 1994 in Watad, 2010). Unlike the large body of teachers' Burnout research there is little research in the domain of interns' Burnout. Friedman and Gavish (2007) found that some of the interns start their teaching career already exhausted and lacking energy and vigor, distanced from the pupils, and even estranged from them, and mostly having a low professional self-perception. This finding indicates a gap in understanding the phenomenon and its implications. Thus the researchers maintain these findings oblige educators to rethink, among others issues, the teaching's process in the induction year.

SOC Research among Student and Interns

Jacobs (2010 p. 33) argued that "research studies regarding stress and coping among educators have focused mainly on the pathogenic approach of stress, the extent of stress, sources of stress and the experience of stress. However, it is important to focus on the positive orientation of educators because it might be an indication of how well they cope with their daily stressors."

Although SOC has been found to be an important factor in coping with stress, as a mediator between stress and Burnout (Austin et al.,2006) only a few research studies were conducted among students (Heiman, 2004; Eriksson & Lindstrom, 2006; Oswalt et al. 2007; Grayson, 2008; Togari et. al. 2008; He, 2011) and even less among first year teaching interns. This fact creates a gap in understanding their inner coping resources, and their SOC, especially in teaching situations.
Sense of Coherence in Teaching Situations

The research among students used Antonovskys' questionnaire. Antonovskys' questionnaire was designed to check (1987) human life in general. As mentioned before, teaching is a complex occupation (Hile-Lavian, 2012) and teachers who experience higher level of Burnout symptoms are those perceived themselves as having excessive stress level (Lambert et al., 2009 in McCarthy, 2010). Interns perceive their situation as a state of mind, just as SOC. The fact that there is no research that designed specifically for exploring the Sense of Coherence in Teaching Situations makes it difficult to bridge the gap in knowledge about their perceptions which lead to stress and Burnout.

So far conducted a review of the literature regarding the interns and the gap of knowledge the following section presents the conceptual framework of this study.

II.5. Conceptual Framework

This research engaged with interns in the induction year in Israel and their Sense of Coherence in Teaching Situations (SOCITS). This research sought to focus on the SOCITS' influence among interns and the contribution dealing with their Burnout.

Thus the research topic is: Sense of Coherence in Teaching Situations as a predictor of first year teaching interns' Burnout.

To study this topic, several relevant theories were examined: from the perspective of education and teacher education, the interns in Israel and around the world have been presented as well as their professional development and difficulties characterizing them, and the components of the induction year. Relevant psychological theories have been depicted, engaging in Burnout and Sense of Coherence. The focus of this research is on the phenomenon of Burnout among interns, and a description of the phenomenon will help in understanding the sources of Burnout and its influence on interns. The Salutogenic Theory and the theory of Sense of Coherence in Teaching Situations were chosen for this research so as to be able to understand the unique world of teaching interns during tier induction year and their coping resources.
The conceptual framework of this research is presented in Figure No 1.II.

![Figure 1.II. The Conceptual Framework](image)

This model seeks to emphasize the association among all concepts and their contribution to the research process, data analysis and interpretation of the findings.

1. Interns

Interns in Israel are young people in the first stages of their personal adult life (marriage, moving to a new location, and more) which required navigating between being students and teachers, between academic tasks and their being independent and autonomous teachers who comply with the school reality and teaching demands. Those demands may create heavy burden and may influence interns perceive their academic life and their professional life as stressful as a result of the combination of external pressures and personal expectations. This stressful situation may lead interns to frustration and Burnout already in their first steps of teaching (Friedman and Gavish, 2007, 2009; Sagi and Fish, 2009). Nevertheless, there are still interns who are happy and enthusiastic about their work (Roth, Assor, Kanat-Maymon & Kaplan, 2007). The differences in the interns’ approaches to coping with the demands and the resulting pressures raise the following question: what is the factor accounting for the differences among interns’ stress and Burnout?

Consequently, the aim of this research is to examine the connection between Sense of Coherence in Teaching Situations (SOCITS) and Burnout among first year teaching interns.
2. Induction Year

The interns' transition from being pre-service teachers in college to the new status as a teacher is usually rather sharp rather than gradual (Friedman and Gavish, 2001, Glassford & Geri Salinitri, 2007). Despite their training and intentions, they find the "genuine" world of teaching is different from that which they have imagined, so their dreams are shattered and turn into a struggle for survival (Gavish and Friedman, 2007; Hillel-Lavian, 2008; Kizel, 2010; Orland-Bara and Maskit, 2011).

In this respect, without guidance and direction, the interns will find it hard to do their job and be effectively absorbed in the system (Ingersoll, 2007a, 2007b). In order to meet their needs, teachers' internship programs have been developed in Israel and other countries in the world, seeking to prevent their dropout from the education system as they commence their first year of teaching.

Therefore, a review of induction year theoretical knowledge was presented in this research with respect to all induction components and comparing them between what is happening in the world and in Israel.

3. Four Major Difficulty Domains

This work presented interns' four major difficulties domains. The description of the difficulties will help to understand the characteristics of the difficulties, the interns' experience and their feelings:

The personality domain regarding the development of the intern's professional identity; The domain of teaching pedagogical content; The ecological-system-organizational domain constituting the gap between the system's and intern's expectations of each other; The domain of the pupils and their characteristics and the relationship with them (Vonk, 1995; Schatz-Oppenheimer, 2011). These four difficulties were called by Romano (2004) "bumpy moments" reflect a thick web of interactions influencing each other all the time (Keizer, 2008).

4. Stress and Burnout

As a result, the induction stage of teaching has also become harder and causes interns to experience stress (Kane & Mallon, 2006; Tuval and Or, 2008; Hillel-Lavian, 2008) which may influence their considerations whether to persevere or drop out (Fischl & Sagy 2009; Gujarati, 2012). Understanding the induction's characteristics and intern's difficulties leads the researcher to explore the concepts of stress and Burnout in
teaching, its causes and influences. **Stress** can be defined as a state or an event whereby the individual perceives a requirement or demand as one which exceeds his/her resources, or with which he has no resources to cope. Whereby a **stressor** refers to a stress-inducing factor (any event or object) acting on the individual, emanating from the self or the environment, to which a positive or negative meaning is ascribed subjectively by the person, and which he or she experiences as a threat or a challenge (Folkman & Lazarus, 1984; Bester and Swanepoel, 2000 at Jacobs, 2006).

**Burnout**, in fact, is the direct continuation of the phenomenon of stress at work (Malach-Pines, 2011) and hence deserves our attention regarding this research population. Burnout is defined as a state of fatigue and depletion of physical and mental strength, a state of being worn out as a result of excessive desire to reach unrealistic goals set by the individual (Freudenberger, 1974).

**Teachers' Burnout** was described by Maslach & Jackson (1981) as a three stage process, much like the description of Burnout as a syndrome with three dimensions: emotional fatigue, de-personalization and limited self-realization (lack of fulfillment). Teachers' Burnout may have implication on the nature and continuity of the teacher's career and the achievements of their pupils.

**Interns' Burnout**, like veteran teachers, experience many difficulties during their induction year, and these difficulties cause the stress and Level of Burnout already in their first year of teaching. This may lead them to a state of dissatisfaction, alienation, physical and mental health problems, and eventually – dropout (Fisher, 2007; Chan, 2011). Rate of interns' Burnout and dropout were between 20% - 50% from the end of their induction year to the end of to the fifth year of teaching. Moreover, this phenomenon is not unique to Israel, but is rather international (Goddar & Goddard, 2006; Nasser-Abu Alhija et. al., 2006; Berger and Toren, 2010).

Not only does Burnout influence the interns but it also influences the pupil and the school. (Gavish, 2009) Moreover, the phenomenon of interns' dropout leads to a state of a "revolving door" whereby teachers' dropout causes waste of resources, the lack of ability to develop a permanent teachers' community or a proper teaching cycle (Berger and Toren, 2010).
5. A Sense of Coherence

A Sense of Coherence (SOC) is an important inner resource which helps the individual cope with stressful situations and defined as a "crucial personality component, which affects the individual's coping capability. It is a sense defined as a global orientation expressing the extent to which the individual has a penetrating, constant but dynamic sense of confidence in the predictable, familiar environment, and the belief that one can cope so that life events turn out for the better" (Antonovsky, 1979a, p.123). SOC is a dispositional orientation, namely, a way of assessing the world both cognitively and emotionally. It allows individuals to be flexible in selecting appropriate strategies to deal with stressors and thus enhancing behavior to a better social adjustment (Antonovsky, 1987; 1996; Strümpfer, 1990, 1995 in Jacobs 2010 pp.43, 44).

SOC includes behavioral, emotional and cognitive components pertaining to life as a whole, rather than to specific domains, situations or times. The uniqueness lies in the combination of the three components (Antonovsky, 1998): Comprehensibility - cognitive component: Manageability - behavioral component: Meaningfulness – emotional component.

Therefore, a person with a strong Sense of Coherence facing stressful situations will be motivated to cope (Meaningfulness), believe the challenge is understood (Comprehensibility), and believe he or she has resources to help cope with that challenge (Manageability) (Antonovsky, 1998).

This research focused on the concept SOCITS - Sense of Coherence in Teaching Situations (Bracha & Hoffenbartal, 2011).

SOCITS is a new and unique concept which was developed by the researcher and her colleague Hoffenbartal, on 2011 in the Israeli institute - Mofet. The development of this concept was based on Antonovsky's concept "Sense of Coherence". SOC is internal coping resources available to the individual as a global orientation in his life that help the individual withstand stressful situations (Antonovsky, 1998). SOCITS much like SOC is an inner coping resource. It is not a global orientation but a specific one. It defines the extent to which the teacher has a sense of confidence in the predictable, familiar teaching situations, and the belief that one can cope so that teaching situations will be managed in the best way. SOCITS has three components:
Comprehensibility: (cognitive component) the extent to which the teacher perceives teaching situations as cognitively meaningful and predictable. Manageability: (behavioral component) the extent to which the teacher perceives the available resources as satisfactory in the attempt to meet the demands placed by both external and internal stimuli in teaching situations’ problems. Meaningfulness: (motivational-emotional components): the extent to which the teacher feels teaching situations are emotionally meaningful and that at least some of the daily requirements pose more of a challenge than a heavy burden.

As presented earlier, the concept is relatively new, and so is its use in the field of teaching interns. The hope is, therefore, that this research will enable the researcher to understand the influence of Sense of Coherence in Teaching Situations (SOCITS) on the interns in their induction year from their perspective. The knowledge obtained and its interpretation and understanding will allow for action in the attempt to decrease the intensity of this stress and prevent the Burnout of interns in their induction year.

Thus in order to achieve the research goal a mixed methods research was chosen, employing qualitative and quantitative research methods (Creswell, 2010). This is an opportunity to learn about the connection between interns' SOCITS, interns' Burnout and the enhancing factors and the inhibiting factors of SOCITS including all its components.

The next chapter will presents the methodological considerations that underpinned this research.
CHAPTER III

DESCRIPTION OF RESEARCH "SENSE OF COHERENCE IN TEACHING SITUATIONS AS A PREDICTOR OF FIRST YEAR TEACHING INTERNS' BURNOUT"

The description of the research in this chapter is presented in fulfilling the stated purpose of this study. For a clear understanding of each research component, the chapter was divided into nine sections: the research goal, questions and hypotheses will be presented regarding the literature review and the researcher's experience. This chapter also includes: research variables, participants, methodology, paradigm, research strategy (stages and data analysis) and data collection methods.

III.1. Research Goal

Teaching is a stressful career which can lead to teachers suffering from Burnout (McCarthy et al, 2009). As well, the teaching interns in their induction year found themselves in the most vulnerable stage feeling stress and dissatisfaction with the profession. In addition, interns in Israel are also pre-service teachers in their last academic year. Chaplain (2008) found that they may also experience stress when attending schools for practice teaching. Thus it can be understood, as studies have shown, that teachers are leaving the profession at an alarming rate (Hanushek, et al. 2004; Fisher, 2005; Meyer & Land, 2005 in Fisher, 2005; Goddard & Goddard, 2006; Hanushek, 2007; Noushad, 2008; Gavish, 2009; Glazer, S., et al. 2010; Pritzker and Hen, 2010; Azeem, 2010).

The research goal derives from the researcher's personal experience as a tutor in internship workshops during the pre-service teachers' first year of teaching. The goal also derives from reading the research literature engaging in the difficulties experienced by interns in their induction year, and the Level of Burnout they experience during that year as well as the Sense of Coherence in teaching situations. In the discussions held in the internship workshops, interns noted the many difficulties they experienced during their induction year. Some have expressed their wish to quit teaching at the end of the year, while others expressed great enthusiasm despite the numerous difficulties.

The differences in the interns' attitudes raised the question how it is possible for all of them to experience the same difficulties, but respond so differently. How can some of
them feel Burnout and others be interested and enthusiastic and choose to persevere in teaching? A Sense of Coherence is defined as a resource for coping with stress and crisis, but this far has not been researched in teaching situations. A research design that will help uncover the relationship between Sense of Coherence in Teaching Situations and the interns' feeling of Burnout, may shed light on the phenomenon, help understand it and its influence on the interns.

Thus the research goal is to examine the connection between Sense of Coherence in Teaching Situations and Burnout among first year teaching interns.

III.2. Research Questions:

This was a mixed method study that was designed to gather information about the connection between SOCITS and Burnout. The main questions were formulated for each of the approaches; Quantitative approach examined the relationship between the variable No. 1 – SOCITS and its components and Variable No. 2 - Burnout and its components and interns characteristics (Program; Year of study; Employment scope and Job position). While in the Qualitative approach manifestations of SOCITS will be presented and will also present the enhancing factors and the inhibiting factors of SOCITS including all its components, regarding the Level of Burnout among first year teaching interns.

Thus the research was designed to answer the following research questions:

**Quantitative question**

1. What is the relationship between "Sense of Coherence In Teaching Situations" (SOCITS) and Level of Burnout among first year teaching interns?

**Qualitative Questions**

2. What are the manifestations of Sense of Coherence in teaching situations, including all its components, regarding the Level of Burnout among first year teaching interns?

3. What are the enhancing factors and the inhibiting factors of Sense of Coherence in Teaching Situations, including all its components, regarding the Level of Burnout among first year teaching interns?
III.3. Research Hypotheses

Interns have nearly identical areas of responsibility and burden as veteran teachers. Moreover, they are required to cope with the demands much like their veteran colleagues. Different studies found that teaching intern start off with three major problems: (1) Discipline problems, pupils' disrespect for their teachers and the pupils' different needs; (2) Time and burden constraints; (3) Conflicts with parents and other adults.

Some of these teachers, who experience difficulties, feel they have failed and drop out before even gaining experience (the ability to cope and effectiveness) which are acquired in the first years of teaching (Reichenberg, Lazowsky and Zeiger, 2003; Angelle, 2006; Kutcy & Schulz, 2006; Karsenti et. al.,2008; Fantilli &McDougall, 2009).

Sense of Coherence (Antonovsky, 1998) is perceived as a coping resource among both teachers and pre-service teachers (Heiman, 2004; Graysons, 2008). Sagy (2000) found that a low SOC score corresponds to an increasing chance of dropout.

The research hypotheses were based on the above and derived from the general question.

1. Negative relationship will be found between SOCITS and Level of Burnout.
2. Manageability will predict the Burnout more than Comprehensibility.
3. Manageability will predict the Burnout more than Meaningfulness.

III.4. Research Variables

Variable No. 1

- Sense of Coherence in Teaching Situation at interns, with their three components: Comprehensibility; Manageability; Meaningfulness in teaching situation.

Variable No. 2

- Level of Burnout in Teaching.

Interns' characteristics:

- Program: primary school / junior high school / special education in Israel.

- Year of study: 4 with specializing in teaching / 5 specializing in teaching after graduation.
- **Job position**: homeroom teacher / Subject Matter teacher
- **Employment scope**: Partial / full

### III.5. Research Participants

The survey questionnaire was administered to 144 interns attending in teaching college in the center of the country (of Israel). All the participants in research work as teachers. Part of them (58%) still students and the rest of them (42%) are teachers who finished their academic studies.

Characteristics of the research participants are shown in Table 1.III. and Figures 1.III. – 5.III.

**Table No 1.III. The frequency distribution of characteristics of the sample (N-144)**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Categories</th>
<th>No.</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>Primary school</td>
<td>66</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>Junior high school</td>
<td>28</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Special Education</td>
<td>50</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong>: 144</td>
<td></td>
<td><strong>100%</strong></td>
</tr>
<tr>
<td>Academic year</td>
<td>Forth year = study + working as a teacher</td>
<td>83</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>Fifth year = working as a teacher after finish academic requirements</td>
<td>61</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong>: 144</td>
<td></td>
<td><strong>100%</strong></td>
</tr>
<tr>
<td>Job position</td>
<td>Homeroom teacher&lt;sup&gt;1&lt;/sup&gt;</td>
<td>76</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>Subject Matter teacher&lt;sup&gt;2&lt;/sup&gt;</td>
<td>68</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong>: 144</td>
<td></td>
<td><strong>100%</strong></td>
</tr>
<tr>
<td>Employment</td>
<td>Part time</td>
<td>61</td>
<td>42</td>
</tr>
<tr>
<td>Full time/part time</td>
<td>Full time</td>
<td>83</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong>: 144</td>
<td></td>
<td><strong>100%</strong></td>
</tr>
<tr>
<td>Gender</td>
<td>Male</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>128</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong>: 144</td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The table reveals that the sample is characterized by a high percentage of women, where three major teacher education programs are represented, whereby 35% of the participants study in special education related programs, 40% study in the primary

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<sup>1</sup> A **homeroom teacher** is a teacher in charge of a class, and cares for all class matters.

<sup>2</sup> A **subject-matter teacher** teaches one or two specific subjects
school program and 20% study in the Junior High School division. As for employment, 58% work full time and 42% - part time.

The distribution of roles in school reveals that 53% are homeroom teachers including primary school home room teachers and special education home room teachers, and 47% teach one or two specific subjects as can be seen in Figure No III.1 to No III.5.

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**Figure 1.III: Distribution of Interns - Various Programs**

**Figure 2.III: Distribution of Interns - Academic Years**
Figure 3.III: Distribution of Interns - Job Positions

Figure 4.III: Distribution of Interns - Employment Scope

Figure 5.III: Distribution of Interns - Gender
III.6. Research Methodology

The aim of this research was to examine the connection between Sense of Coherence in Teaching Situations and Burnout among first Year Teaching Interns. In order to check it a Mix-Methods research approach and tools were chosen (Creswell, 2009, Creswell & Plano Clark, 2011).

One part of the study used quantitative research methods, administering two questionnaires to the interns: SOCITS = Sense of Coherence in Teaching Situations (Bracha & Hoffenbartal, 2011; Appendix No. 2) and Burnout questionnaire (Friedman, 1999; Appendix No. 3). The other part of the study was qualitative and used semi-structured interviews. Interview questions derived from the definition of the concept of SOCITS and its components.

The quantitative research will reflect interns' SOCITS and will enable:

- Statistical comparisons of two questionnaires.
- Examination of relationships between variables.
- Generalizations drawn from the sample-interns from this study to the population of interns in Israel.

The qualitative research will initially identify the manifestations of SOCITS, including all its components, and also the enhancing and the inhibiting factors of SOCITS, including all its components, regarding the Level of Burnout among first year teaching interns.

The Mix-Methods approach in this research has an advantage because the different approaches focus on the same phenomenon and provide better understanding of the research population – interns in their first year. (Johnson & Onwuegbuzie, 2004; Creswell & Plano Clark, 2011).

Research Design

- Permission for Study: The research was conducted in a college of education in the center of Israel. In order to conduct this study according to the required procedures, the researcher received approval from the college's research authority (Appendix No.1). In addition, the researcher received a consent form each of the interviewees (Appendix No. 4).
**Sampling:** *The quantitative data* were collected without sampling, from all the interns in the various programs at colleges of education in the center of Israel. Participants were asked to consent to their participation in research and none of them refused. This procedure enabled the researcher to obtain as much data as possible (Creswell, 2008). Such a procedure will allow the researcher to generalize research data to the entire population of interns (Patton, 2001, Merrian, 2009).

*The qualitative data were* collected via basic mixed methods' purposeful sampling in order to answer the research questions and results posed by mixed method research designs. Interns who filled out the two questionnaires were asked to volunteer to participate in a Semi-Structured interview. This sampling was used because all of the individuals that volunteered had experienced the induction's year various characteristics (Teddlie & Yu, 2007, Sullivan et al. 2012).

**Procedures:** In this study, a two-phase design enabled a better understanding of SOCITS as a coping resource dealing with Burnout:

**Stage 1 - Qualitative Approach and Tools:** The two questionnaires SOCITS questionnaire (Bracha and Hoffenbartal 2011) and Burnout questionnaire (Friedman, 1999) were administered to the interns in their internship-workshop. Interns from all teacher education programs were asked to consent to participate in the study. Only then, did they fill the questionnaires. The questionnaires were the first to administered, as it was the most practical method to investigate interns' Sense of Coherence in Teaching Situations on its components and the interns' Level of Burnout in the induction year. Recent literature has provided a surveys concerning the interns' Level of Burnout all over the world regardless of differences in their educational system (Goddard & Goddard; 2006; Stoeber & Rennert, 2008; Gavish, & Friedamn, 2007; Gavish, 2009; Azeem, 2010; Gavish, & Friedman, 2010; Hong, 2010; Gavish, & Friedman, 2011 ). There are few researches on Sense of Coherence based on Antonovsky's questionnaire among students (Heiman, 2004; Ying et al. 2007; Fischl, & Sagy, 2009; He, et al., 2011) but there are none of researches on SOCITS among interns. For this reason the researcher used first the SOCITS' questionnaire to validate this concept. The validity of the questionnaire allows for generalizing the results to the population of interns.
Stage 2 – Qualitative Research and tools: In the second phase interns who volunteered participated in a Semi-Structured interview. The interviews were recorded and transcribed. The current study seeks to enhance the understanding of the interns' SOCITS in the induction year; their feelings about understanding the various teaching situations; feeling regarding their ability to manage different teaching situations and their concept of teaching situations as constituting a challenge to the professional development in the induction year.

The Semi-structured interview included pre-determined, open-ended questions. While at the same time if more issue arose during the interview process the interviewer would relate to them. Thus, the interviewer can ensure that certain key elements are covered, but allow flexibility (Van Not Chism et al, 2008).

The interview questions were formulated with regard to the theory of Sense of Coherence in the field of teaching and its components, which underpinned this research. It is important to emphasize that the interview questions have been reviewed by colleagues who work in teacher education colleges or guide the interns and also by colleague who had conducted research on the subject. The colleagues read the questions and based on their comments, necessary revisions were made and then used in the study. Moreover, a preliminary study was conducted to examine questions. First interns were asked to answer the interview questions and then evaluate the questions’ clarity or suggest other questions. Thus the final version also included questions proposed by them.

However, the interview itself is a complex process that requires considerable skill on the part of the interviewer. As a result the interviewer in this research tried to be attentive and empathetic, flexible and guide the interview in directions that would elicit the desired information without threatening the well-being of participants (Patton, 2002; Van Not Chism et al, 2008).

Ethical Procedures: In the beginning of the interviews the researcher let the participants know what the research was about and how information would be shared and used. In order to protect the privacy and confidentiality as part of the ethical procedures, the names of the participants were not disclosed and only the first letter of their first name was recorded. All data were kept secure in a locked cabinet and surveys were coded by numbers assigned to each
intern. The data collection process in qualitative research must take place in an environment which allows people to tell their story (Shkedi, 2011), thus the researcher let each of interviewee choose an appropriate place without external interference.

In sum the two phases allowed the interviewer to ensure that certain key elements were covered, but also allowed flexibility in the interview (Chism, 2010). The final conclusion will combine the findings from these two stages to deepen the understanding of SOCITS and the connection to Burnout; in other words, enriching the knowledge of SOCITS’ contribution to the prevention of Burnout among interns.

### III.7. Research Paradigm

It is not enough to simply collect and analyze quantitative and qualitative data and therefore, a Mixed-Method approach was used in this study. The combination of various research methods and sources is known in the research field as "Triangulation".

Creswell (2006, p.62) quoted Morse (1991, p. 122) stating the purpose of the triangulation design is to obtain different but complementary data on the same topic to best understand the research problem. Denzin & Lincoln (2005) and Alpert (2010) encourage use of triangulation and regard it to be an advantage to the validation of the research. Nevertheless, Shkedi (2011) maintains each methodology has different characteristics and we ought to remember that, meaning, although triangulation is of great significance, researchers must be careful not to use a methods which does not suit the pattern of the research. This issue draws attention to the differences between quantitative and qualitative research.

The level of methods that characterize each approach creates an unequivocal distinction between the methods in the way of measuring the phenomenon and its analysis. Quantitative research uses figures, whereas qualitative research is based on words people use. The quantitative research paradigm seeks to be concise and accurate in its numerical language and mathematical summations. The method characterizing the approach is based on numbers and mathematics as the research language. Quantitative methodological measurements may correspond to the positivist or the post positivist paradigm.
The research process measurements seek to establish objective knowledge. The knowledge is perceived as independently of the views and values of the researcher or the people involved. Generally quantitative research makes use of deduction, that is, research is carried out in relation to hypotheses drawn from theory.

Unlike the quantitative paradigm qualitative research emphasizes meanings (words) rather than frequencies and distributions (numbers) when collecting and analyzing data. Qualitative research has a number of patterns which can be displayed over a continuum running from focusing on the researcher's intuitive research skills (expressed in closeness, involvement and empathy) and the researcher's analytic skills (expressed in distance, reflection and monitoring). The qualitative research may correspond to the research paradigm that is closer to constructivism. Nevertheless, it is important to note that on the qualitative methodology continuum, methodology cannot be considered qualitative if it has only analytic characteristics (it is, in fact, quantitative methodology), and alternately, qualitative methodology which does not include analytic components such as distance, reflection and monitoring, and has only intuitive-impression features cannot meet the criteria of qualitative research in particular or of research in general (Shkedi, 2011 pp. 323 – 329).

Concerning this research, in order to understand the world of interns it is not enough to find out factors predicting such as SOCITS or measuring their Burnout levels by quantitative research methodologies. Interns should be allowed to talk about their world which is full of difficulties. Qualitative research methodologies will reveal the interns' personal perspective of their SOCITS and their Level of Burnout. Thus a mixed-methods paradigm was chosen in this research. The combination of all the research tools will allow for extended understanding of the phenomenon as a whole (Pritzker & Hen 2010; Creswell & Plano Clark, 2011).

The Mixed-Methods approach has emerged as a "third paradigm". (Alpert, 2010) Johnson & Onwuegbuzie, 2004 p.18-19) clarified that "it is inclusive, pluralistic ,and complementary. Moreover it suggests that researchers take an eclectic approach to method selection and thinking about and conducting their research. What is most fundamental is the research question - research methods should follow research questions in a way that offers the best chance to obtain useful answers".
The aim of this approach is not to replace either of these previous approaches but rather to draw on the strengths of both quantitative and qualitative research methods and minimize the weaknesses across studies. The Mixed-methods paradigm can bridge the gap between quantitative and qualitative research. This approach will enable full understanding of the phenomenon and identify its strength (Johnson & Onwuegbuzie, 2004; Creswell & Plano-Clark 2006). It can also provide more comprehensive answers to research questions, going beyond the limitations of a single approach.

Thus the type of mixed methods design that was chosen in this research is "explanatory design". "With this design, the researcher might seek to explain the results in depth in a qualitative stage of the study...Moreover, the researcher can use this as a framework for identifying themes in a qualitative database" (Creswell, 2005, p. 521). "In this model, the researcher identifies specific quantitative findings that need additional explanation, such as statistical differences among groups, individuals who scored at extreme levels, or unexpected results. The researcher then collects qualitative data from participants who can best help explain these findings" (Creswell, 2006 pp. 72-73)

![Figure 6.III: Mixed Methods Design - Explanatory Design](image)

The arrow indicates a progress form of data collection, with one form (qualitative data) follows the other (Quantitative data) (Creswell, 2006, 2009).

**Explanatory Design**

Two questionnaires were administered in this research: one examined the interns' Sense of Coherence in Teaching Situations and the other examined their Level of Burnout. The goal was to identify the relationship between the two. However, in order to extend understanding of the influence of Sense of Coherence in Teaching
Situations on the interns' feelings, the qualitative approach was chosen as well. The combination of the two research approaches allows for understanding the phenomenon in depth: on the one hand the exposure of the interns' feelings as they experience stress and crisis in teaching during their induction year, and the extent to which Sense of Coherence in Teaching Situations mediates between the intrinsic-personal resources and the development of Level of Burnout. On the other hand, the interviews allowed for identifying and understanding the manifestations of SOCITS and the factors allowing or delaying its development.

**Strengths and Challenges**

This paradigm was chosen in this study based on pragmatic paradigm. Pragmatism helps to shed light on how research approaches can be mixed fruitfully. (Gorard & Taylor, 2004; Hoshmand, 2003 in: Johnson & Onwuegbuzie, 2004).

*The main strength* of the mixed-methods approach according the literature review (Creswell, 2006, 2008; Johnson & Onwuegbuzie, 2004; Creswell & Plano Clark, 2011) which can contribute to this research: using triangulation methods statistical (from both questionnaires: SOCITS and Burnout) Quantitative results and the follow up with individual semi-structured interviews allow for a better understanding the research problem. In other words, the combination of the two approaches offers some advantages with respect to the research results and their meaning and to the research process:

- **Results and their meaning**: a full and in-depth understanding of the researched phenomenon (the connection between SOCITS and Burnout among interns in the induction year) or discovering something that would have been missed if only a quantitative or a qualitative approach had been used. Thus, this research paradigm offers the best opportunities for answering important research questions; to explore the participant –interns' views with the intent to build on these views with Quantitative research so it can be generalized to the entire interns’ population.

- **The research process allows**: the two-phase structure makes it easy to implement because the researcher in this study could conduct the two methods in clear separated stages and collect only one type of data at a time. This means that single researchers can conduct this design. In addition, because the final report can also be written in two phases, it makes it easy to describe, to report and provide a clear explanation for the readers.
The main challenges – the weakness of the design has to do with its length and the research sample population: Researchers should recognize that in this design data collection requires a lengthy amount of time for implementing the two phases. Moreover the researcher must decide whether to use the same individuals for both research stages. In the current study the same interns participated in both stages. The justification for this lies in the researcher's desire to learn as much as possible on a common and similar interns' experience which will allow comparison between them.

III.8. Research Strategy

III.8.1. Research Stages

Table No. 2.III.

<table>
<thead>
<tr>
<th>Stages</th>
<th>Description</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Formulating research question and hypothesis</td>
<td>September 2011</td>
</tr>
<tr>
<td>B</td>
<td>Planning of methodology</td>
<td>October 2012</td>
</tr>
<tr>
<td>C</td>
<td>Instruments' application:</td>
<td>January 2013</td>
</tr>
<tr>
<td></td>
<td>▪ Questionnaires</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Reliability was calculated by Cronbach's alpha</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Validation by correlations among the components</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Semi-structured interviews (original)</td>
<td>March-April 2013</td>
</tr>
<tr>
<td>D</td>
<td>Data collecting</td>
<td>May 2013</td>
</tr>
<tr>
<td>E</td>
<td>Data analysis</td>
<td>June 2013</td>
</tr>
<tr>
<td>F</td>
<td>Data interpretation and conclusions</td>
<td>June 2014</td>
</tr>
</tbody>
</table>

III.8.2. Data Analysis

SOCIT Questionnaire

▪ Questionnaires' reliability - Reliability of the SOCITS will be tested by Cronbach's alpha for each component and for the entire instrument.

▪ Questionnaire's Validity - Correlations between components. Validity will be tested by inter-correlations among the three components. We expect moderately high values that will indicate that each component has a unique meaning.
**Burnout Questionnaire**

- Reliability of the Burnout Questionnaire will be tested by Crobbach's Alpha.
- Validity - Correlations between components. Validity will be tested by inter-correlations between the three components. We expect moderately high values that will indicate that each component has a unique meaning.

**Multiple Regression**

- To examine the relationship between SOCITS and Level of Burnout Pearson correlation will be calculated.
- To predict the Level of Burnout by the three components of the SOCITS, a Multiple Regression will be conducted with the Burnout as the criterion and the three components of the SOCITS as the predictors.

**Semi-Structured interview**

Data Analysis in this research was conducted via content analysis based on methodology that is partly based on the data.

**Theory – driven content analysis** is particularly useful when the researcher has a set of theoretical concepts (Krippendorff, 2012; Sullivan et al. 2012) as it was in this research. The purpose of the analysis is to identify the three components of Sense of Coherence in Teaching Situations, to identify their manifestation and their enhancing and inhibiting factors regarding the Level of Burnout among first year teaching interns.

This methodology indeed relies on a theoretical system and a set of given criteria emerging from this system, but at the same time is characterized by a most flexible approach and the researcher may decide whether to adhere to the criteria or allow flexibility in the research.

This research was conducted in four stages as proposed by Shkedi (2011).

1. **Creating the analysis categories** – this stage precedes the data collection stage. Contrary to other qualitative approaches such as grounded theory, the criteria in this research were determined in advance and did not arise from the interviewees' experience. This research leans on methodology which is partly based on criteria. The categories derived in advance from the theoretical perspectives underpinning this research, meaning from the main Sense of Coherence theory proposed by Antonobsky (1998), and pertaining to teaching
situations (Bracha & Hoffenbartal, 2011) and its components: Comprehensibility, Manageability and Meaningfulness. This set of categories guided the researcher in the data collection stage (questionnaires and interviews) and constituted the grounds for data analysis.

2. **Reading and arranging the data** – prior to the formal analysis process, the data have to be prepared for analysis. The interviews were recorded and transcribed word for word. Editing was done in cases where the interviewer added the interviewees' responses such as facial expressions and pauses. This process included a comprehensive, meticulous analytic reading of the data, constituting a stage of learning the data and preparing them for detailed analysis.

3. **Setting categories** – since the categories in this research process are set before the data analysis process, it is possible to directly read the data and place them in the categories as grounds for further data analysis. Technically, the researchers set the data and categories side by side and place the data into the categories based on their content (Gordon-Finlayson, 2010). This process includes placing the raw data (the interviewees' answers to the questions asked) in the categories so as to attribute meaning to the data.

4. **Updating the categories** – the information obtained in the end of the data collection process allegedly corresponds to the categories emerging from the theories constituting the grounds of this research. Nevertheless, as stated before, in the data collection process, researchers are open to receiving additional data, and should such data arise, they will be included in the research.

5. **Categorization** – at this stage, the researcher faces a set of categories whereby the research data are embedded. In this process, the data are compared and contrasted so as to be able to place them in their respective categories. Placing the data in the categories will be done in a manner that reflects their relationships, meaning the extent of their closeness of distance.
III.9. Data Collection Methods - Validity and Reliability

The data collection will be based on three methods: two quantitative questionnaires and one a semi structured interview.

These methods will be applied in two steps:

1. Participants will be requested to complete SOCITS and Level of Burnout questionnaires in order to identify Sense of Coherence in teaching and Level of Burnout;
2. Participants will be requested to answer questions arising from theory which is the basis of research.

III.9.1 Quantitative Sources

**SOCITS - Sense of Coherence in Teaching Situations questionnaire**

SOCITS is a valid and reliable questionnaire developed by Bracha and Hoffenbartal (2011). The questionnaire seeks to measure and assesses the global Sense of Coherence in Teaching Situations (SOCITS) and its three components – Comprehensibility, Manageability and Meaningfulness of the participants. The questionnaire was based on a questionnaire developed by Anotonovsky (1998), which measures general Sense of Coherence (SOC) and was adapted to teaching situations by Bracha and Hoffenbartal (2011).

The SOCITS includes 25 items on a 6-point Likert scale (Clark and Watson, 1995, Schuman and Presser, 1996 in Lam, Allen and Green, 2010) from 1 (not at all) to 6 (to a great extent). The global score ranges from 25 to 150. Higher scores indicate greater Sense of Coherence in teaching situations.

The items are divided according to the three components, namely Comprehensibility, Manageability and Meaningfulness in teaching situations.

The grading of the item that was phrased negatively has been changed to equalize it with the general direction of the scale (Item 25).

The items of the questionnaire are divided as follows:

- 3 Comprehensibility items (7, 17, 20) -
  
  I feel the lesson has to be managed according to my plan.

- 10 Manageability items (2, 6, 8, 11, 13, 14, 15, 18, 21, 24) -
  
  I feel I can change the lesson even if it does not go according to my plan.
• 12 Meaningfulness items (1,3, 4, 5,9, 10, 12, 16,19,22, 23,25) -

I feel satisfied with teaching.

**Scoring** - Every item has a score (from 1 to 6). The score of each component refers to the mean score of all items' component. The general score refers to the sum of the three components' score.

The questionnaire was developed by Bracha and Hoffenbartal in a previous research (2011).

The questionnaire was administered to 110 students in a college of education in the center of Israel. The participants were divided into three groups according to the educational program (elementary school program, junior high school program and special education program). The data were collected without sampling, from all the students who learnt in the three training programs (N=110).

**Validity and Reliability**

- **Validity:**

  **Content validity of the questionnaire was tested in several stages:**

  - **First Stage- Phrasing the items**

    The statements in the various items were phrased by the researchers, who are expert teacher educators, with reference to the three Sense of Coherence components: Comprehensibility, Manageability and Meaningfulness as they are expressed in the work of teaching. New statements were phrased corresponding to teaching situations.

  - **Second Stage- Evaluating the items by educational experts**

    In each of the encounters, the "experts" were represented with statements engaging in one of dimensions regarding the term "coherence". The participants received the list of statements and were asked to mark those which were not clearly phrased or were repetitive.

  - **Third Stage- Determining the final version of the questionnaire**

    1. In the end of the encounter, 25 statements remained, which were selected by the "experts" as suitable for examining the student-teacher's Sense of Coherence.
2. It was decided to use a 6-point Lickert Scale from "Not at all" (1) and "To a Great Extent" (6)

This scale was chosen under the guidance of Prof. Y. Gilat, and Dr. R. Sagy, (The Mofet Institute – Research and Program Development for Teacher Educators, Levinsky College of Education).

There has been a debate about using an even or odd number of scale points in attitude scaling with surveys. When using an odd scale, researchers are faced with a problem: what is the meaning of the mid-point?

Mid-point allows the responses two possible meanings: a neutral meaning and a meaning in the sense of "undecided" (Raaijmakers, Van-Hoof, Hart, Verboogt and Vollebergh, 2000). Other researchers argued that there are several ways of understanding the respondents' answers when they choose the mid-point as their response. It is possible the respondents are telling us that they do not have a response because they either have no opinion or are unclear what their opinions are, or that their response is moderate intensity, or they are not certain what the item means to them (Clark and Watson, 1995, Schuman and Presser, 1996 in: Lam, Allen and Green, 2010).

On the other hand, an even number of scale points, like a six point scale, provides three degrees of positivity and three degrees of negativity. This scale does not allow the respondents to avoid giving an answer thus their choice represents a clear answer.

The scale that was chosen is without a mid-point in order to minimize the social desirability bias arising from respondents' desires to:

- Please the interviewer;
- Help the interviewer;
- Give what they perceive to be a socially acceptable answer (Garland, 1991).

Therefore, in order to get accurate and significant answers an even scale is used.

**The Questionnaire's Discriminant Validity**

Discriminant validity was tested in comparison with Antonovsky's Sense of Coherence Questionnaire (1998). Correlations were calculated between the "SOCITS" questionnaire (Sense of Coherence in Teaching Situations questionnaire) and Antonovsky's SOC questionnaire. A medium significant correlation was found -
.47**, meaning Sense of Coherence in teaching situations has a unique significance within the general Sense of Coherence.

**Pearson coefficients** were calculated among the three dimensions in "SOCITS" questionnaire (Sense of Coherence in Teaching Situations questionnaire) and the three dimensions in Antonovsky's questionnaire: Significant correlations of medium intensity were found for two dimensions: Manageability (.52**) and Meaningfulness (.39**) pointing to an association between the two questionnaires, but also to unique significance. A low, non-significant correlation was found in the Comprehensibility dimension (.08) testifying to lack of association between the questionnaires in that dimension. In other words, pre-service teachers can have a high Sense of Coherence in life, but not in teaching situations and vice versa.

- **Reliability**
  Reliability of the entire questionnaire was 0.77 as measured by Cronbach's alpha (N=110). Reliability of each component was:
  Comprehensibility - 0.64; Manageability - 0.67; Meaningfulness - 0.79
  **The reported high reliability of the entire questionnaire and of each component indicates a satisfactory reliability.**

**In summary**, the findings testify to a high level of reliability to the questionnaire examining the Sense of Coherence in Teaching Situations. Furthermore, the findings testify to discriminant validity suggesting that Sense of Coherence in teaching situations has a distinct meaning from that of the general Sense of Coherence. This result justifies and validates a unique questionnaire addressing the issue of Sense of Coherence in teaching situations.

After testing for the questionnaire's validity and reliability, the final version of the questionnaire was phrased and it was entitled SOCITS - Sense of Coherence in Teaching Situations Questionnaire.

It is important to clarify time and again that while the term "coherence in teaching" focuses on the teacher's actions, the term "Sense of Coherence in teaching situations" addressed in this research focuses on the teacher's feelings.
Validity and Reliability in this Research

Reliability: The presents study examined the questionnaire's reliability via Cronbach alpha coefficients for the questionnaire as a whole and for each of the components. The following reliability coefficients were found: General score for the entire questionnaire - .83; Comprehensibility - .73; Manageability - .70; Meaningfulness, .79. These results indicate a high reliability level.

Validity: Examination of the questionnaire's validity was done via Pearson correlation coefficients among the three components. Coefficients were found to be positive and significant with a medium intensity:

Manageability-Meaningfulness - r = 0.48; Meaningfulness-Comprehensibility - r = 0.23; Manageability-Comprehensibility - r =0.17. These coefficients testify to the fact these components are all part of the same world of contents, but each has its unique significance.

In light of these findings, four measures of coherence were calculated for each of the participants: general score, Meaningfulness score, Manageability score and Comprehensibility score. The scores were calculated by the mean statements score of the component of the entire questionnaire.

Reliability of SOCITS

Table No.3.III. presents the analysis of reliability of the SOCITS questionnaire's measures as found in this research.

Table 3.III: SOCIT questionnaire reliability as found in this research (N=144)

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Reliability Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensibility</td>
<td>0.73</td>
</tr>
<tr>
<td>Manageability</td>
<td>0.70</td>
</tr>
<tr>
<td>Meaningfulness</td>
<td>0.79</td>
</tr>
<tr>
<td>The entire questionnaire</td>
<td>0.83</td>
</tr>
</tbody>
</table>

The findings point to a high level of reliability in the questionnaire as a whole and for each of the three dimensions.
Burnout - Teachers’ Burnout Questionnaire (Friedman, 1999)

The teachers' Burnout scale was based on the Maslach & Jackson's Burnout inventory (1981), which was translated and adjusted to Israeli teachers by Friedman (1999). The scale contains 14 items on a 6-point Likert scale. Those items represent three sub-scales: physical and mental exhaustion, unaccomplishment, and depersonalization, and was found highly reliability and satisfactory by Cronbach's alpha:

<table>
<thead>
<tr>
<th>Component</th>
<th>Cronbach's alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical and mental exhaustion</td>
<td>0.90</td>
</tr>
<tr>
<td>Unaccomplishment</td>
<td>0.82</td>
</tr>
<tr>
<td>Depersonalization</td>
<td>0.79</td>
</tr>
</tbody>
</table>

Cronbach's alpha for the entire instrument: 0.90

Teachers' Burnout Questionnaire items on 6-point Likert scale from 1 (not at all) to 6 (always). The global score ranges from 14 to 84. Since all the items on the Burnout scale are negatively phrased, high scores express a high Burnout level.

The items of the questionnaire are divided as follows:

- 5 Physical and mental exhaustion items - I feel that teaching is physically hard for me;
- 5 unaccomplishment items - I feel that in another profession, not teaching, I would make better use of my capabilities;
- 4 Depersonalization items - I feel my pupils are not making the necessary efforts in their studies.

Scoring - Every item has a grade (from 1 to 6). The score of each refers to the mean grade of all items' component. The general score refers to the sum of the three components' grade.
Table 5.III: Reliability of the Level of Burnout as found in this research:

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Reliability Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental and Physical Fatigue</td>
<td>0.85</td>
</tr>
<tr>
<td>Unaccomplishment</td>
<td>0.78</td>
</tr>
<tr>
<td>De-personalization</td>
<td>0.69</td>
</tr>
</tbody>
</table>

The calculation yielded a Cronbach alpha = 0.86. This testifies to the questionnaire’s high reliability, similar to that of Friedman's Burnout Questionnaire (1999), which was 0.90.

Mental and physical fatigue: 0.85; Unaccomplishment, 0.78 and de-personalization, 0.69 are the values which testify to the high reliability of the items in the questionnaire.

**Validity** of the questionnaire was examined by inter-correlations between the three components. The results revealed that Mental and Physical Fatigue was significantly related to Lack of realization ($r=0.51^{**}$) and to De-personalization ($r=0.36^{**}$) and Unaccomplishment was significantly related to De-personalization ($r=0.36^{**}$). These correlations show that the three components of Burnout are related to each other but also have a unique meaning.

### III.9.2. Qualitative Source

Interviews have played a central role in educational research throughout the 20th Century (Gubrium & Holstein, 2001 p. 455). Semi-structured interview is the most common type of qualitative interview. "The researcher might take issue with a particular theoretical proposition about educational opportunity and set out to interview individuals and groups in order to advance his or her theoretical notions" (Gubrim & Holstein, 2001, p 457).

The Semi-Structured interview in this study allowed the researcher to learn about the interns’ (those being interviewed) experiences, perceptions, and feelings concerning the teaching situation. It can be considered an advantage because it exposes the researcher to another person’s perspective and expands understanding of the phenomenon, meaning the researcher hopes to understand the relationships between the topic and its components from the respondent’s viewpoint. The semi-structured
interview also has an advantage because the same basic questions are pursued with each intern interviewed (Patton, 2002).

It involves pre-determined, open-ended questions, but with freedom for either the researcher or the interns to raise issues and to explore them during the interview process. This allows for a balance in the process between researcher-led questions based on SOCITS and the intern-led issues based on his/her experience and understanding. It can ensure that certain key elements are covered. Moreover, the fact that semi-structured interview restricting in advance the issues to be explored helps the researcher to interview a number of different interns from different program more systematically and comprehensively (Sullivan, et al. 2012).

The semi-structured interview in this study started with broader questions, and worked towards more specific questions concerning the three components of SOCITS as needed, particularly if one of the interns tended to give only short, not very descriptive answers.

Several types of questions that have varying levels of specificity and also covered the research topics were included: (Chism et al. 2008)

- **One major open-ended question** that invited an open-ended response in the beginning of the semi-structured interview; "Please describe how you have been feeling about teaching during the year - the process of teaching, the pupils and the relations with them?"

- **Focus questions ask for more specific responses to a broad question**: the researcher asked questions about each component; coherence, for example: "What are the factors that help you understand what is happening in the classroom from the point of view of the teaching process?"

- **Focus questions to prompt responses when the interviewee has some difficulty responding or when the interviewer seeks elaboration**: "What are the enhancing factors of your Meaningfulness in teaching?"

In addition, during the interview process questions were suggested by participants and were added to the interviews. These questions help to understand the Sense of Coherence in teaching situations and its relation to the Level of Burnout. Moreover these questions help to understand the research general question and his hypothesis. Questions were added during the interviews:
• How would you define what teaching is to you?
• How does your feeling influence your attitude to teaching?

The answers for such questions help the interviewer understanding interns' sense of meaning in relation to teaching, in other words, how teaching is significant in their professional life.

• Of the three Sense of Coherence components in teaching situations: Comprehensibility, Manageability, and Meaningfulness, which one influences your feelings about teaching the most? Please explain your feeling.

The answers for such question expand the understanding with respect to the second and the third research hypothesis: Manageability will predict the Burnout more than Comprehensibility and Manageability will predict the Burnout more than Meaningfulness.

• Will you keep teaching next year? What will make you persevere?
• To what extent does your feeling prevent Burnout?

The answers for such questions help the interviewer understanding the relationship between interns' SOC and their Level of Burnout regarding teaching situations.

In order to summarize the description of the research procedure the data were organized in Table No. 6.III. which allows for understanding the research process and its contribution
### Table 6.III: Research Procedure

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Approach and Tools (MM)</th>
<th>Data Analysis</th>
<th>The Aim</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quantitative question:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1. What is the relationship between Sense of Coherence in Teaching Situations (SOCITS) and Level of Burnout among first year teaching interns? | Mix-Methods: Quantitative and Qualitative tools. | ▪ Questionnaires’ reliability tested by Cronbach’s alpha for each component and for the entire instrument.  
▪ Questionnaires’ Validity - Correlations between components. Validity tested by inter-correlations among the three components. | The quantitative research will reflect interns’ SOCITS and will enable:  
▪ Statistical comparison of two questionnaires.  
▪ Examination of relationship between variables.  
▪ Allows to generalize from the sample-interns from this study to the population of interns in Israel. |
| **Quantitative Questionnaires** | | | |
| A. SOCITS | Bracha & Hoffenbartal (2011). | ▪ Reliability of the Burnout Questionnaire will be tested by Crobach’s Alpha.  
▪ Validity- Correlations between components. Validity tested by inter-correlations between the three components. | |
| B. Burnout | Friedman (1999). | | |
| **The Research Hypothesis** | | | |
| 1. A Negative relationship will be found between SOCITS and Level of Burnout.  
2. Manageability will predict the Burnout more than Comprehensibility.  
3. Manageability will predict the Burnout more than Meaningfulness. | **Analysis of research questions** | | |
| | ▪ To examine the relationship between SOCITS and Level of Burnout Pearson correlation will be conducted.  
To predict the Level of Burnout by the three components of SOCITS, a Multiple Regression will be conducted with the Burnout as the criterion and the three components of the SOCITS as the predictors. | | |
<table>
<thead>
<tr>
<th>Research Question</th>
<th>Approach and Tools (MM)</th>
<th>Data Analysis</th>
<th>The Aim</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The relationship between the interns' personal characteristics and SOCITS and Level of Burnout was also examined. To examine the relationship, multivariate analysis (MANOVA) was conducted. The personal characteristics (job position, Program, Year of study and Employment scope) were the predictors and the SOCITS and Burnout scores were the measures. Analysis was conducted for each of the measures (SOCITS and Burnout).</td>
<td>Data Analysis in this research was conducted via content analysis based on methodology that is partly based on the data. <strong>Theory – driven thematic analysis</strong> is particularly useful when the researcher have a set of theoretical concept (Sullivan et al. 2012) as it was in this research. The purpose of the analysis is to identify the three components of the SOCITS (Comprehensibility, Manageability and Meaningfulness in teaching).</td>
<td>The qualitative research will allow for understanding the reasons for SOCITS and the connection to Level of Burnout among first year teaching interns.</td>
</tr>
<tr>
<td>Qualitative Questions:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. What are the manifestations of Sense of Coherence in teaching situations, including its components, regarding the Level of Burnout among first Year Teaching Interns?</td>
<td><strong>Qualitative: Semi-Structured Interview:</strong> Interview questions derived from the definition of the concept of SOCITS and its components.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. What are the enhancing factors and the inhibiting factors of Sense of Coherence in Teaching Situations, including all its components, regarding the Level of Burnout among first year teaching interns?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER IV

THE RESULTS OF THE RESEARCH

The aim of this research was to examine the connection between Sense of Coherence in Teaching Situations and Burnout among first Year Teaching Interns. In order to check it a Mix-Methods research approach and tools were chosen (Creswell, 2009).

This chapter presents the research findings in the following order: first quantitative data analysis including the descriptive statistics (means and standard deviations) of all SOCITS measures and Burnout measures will be presented. The findings will be then examined in light of the research hypotheses and finally the additional analyses of the relationship between the interns' personal characteristics and the SOCITS and Level of Burnout scores will be presented. The second part will describe the qualitative findings emerging from the data.

IV.1. Findings Pertaining to the First Research Question (Quantitative) and the Research Hypotheses

In this research, 144 questionnaires were administered to interns in teachers' colleges in Israel. All questionnaires were returned as interns answered every item.

The quantitative question was:

1. What is the relationship between "Sense of Coherence in Teaching Situations" (SOCITS) and Level of Burnout among first year teaching interns?

The research Hypotheses were:

1. Negative relationship will be found between SOCITs' and Level of Burnout.
2. Manageability will predict the Burnout more than Comprehensibility.
3. Manageability will predict the Burnout more than Meaningfulness.
   The three hypotheses derived from this general question.
A. Descriptive Statistics

Data from the survey were analyzed by using descriptive statistics (means and standard deviations of the study variables – Sense of Coherence in Teaching Situations and Level of Burnout) and are presented in Table 1.IV. The means are presented in Figure No. 1.IV. (SOCITS) and in figure No. 2.IV. (BURNOUT).

Table 1.IV: Means and standard deviations of SOCITS and Level of Burnout index (N=144)

<table>
<thead>
<tr>
<th>Index</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sense of Coherence in Teaching Situations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehensibility</td>
<td>3.65</td>
<td>1.05</td>
</tr>
<tr>
<td>Manageability</td>
<td>4.56</td>
<td>0.57</td>
</tr>
<tr>
<td>Meaningfulness</td>
<td>5.06</td>
<td>0.56</td>
</tr>
<tr>
<td>General Score</td>
<td>4.61</td>
<td>0.39</td>
</tr>
<tr>
<td>Burnout</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental and physical exhaustion</td>
<td>3.32</td>
<td>1.14</td>
</tr>
<tr>
<td>Unaccomplishment</td>
<td>2.65</td>
<td>1.01</td>
</tr>
<tr>
<td>De – Personalization</td>
<td>2.61</td>
<td>0.99</td>
</tr>
<tr>
<td>General Score</td>
<td>2.92</td>
<td>0.83</td>
</tr>
</tbody>
</table>

Figure No 1.IV. Means of Components of SOCITS

SOCITS general score - 4.61 on a six point scale. This score indicates a fairly high level of SOCITS among interns. Regarding specific components of the SOCITS a fairly high level of Meaningfulness was found – 5.06 as well as a high level of Manageability – 4.56 and a moderate Comprehensibility level 3.36, the lowest of the three dimensions.
Figure 2.IV: Means of Components of BURNOUT

**Burnout general score** 2.92 on a six point scale - This score indicates a low-intermediate level of Burnout among the interns in this study. The highest mean score was for the dimension of mental and physical exhaustion - 3.32; the dimension of Unaccomplishment yielded a low level score - 2.65, and the dimension of de-personalization yielded a score of 2.61, the lowest level of the three dimensions.

**B. Testing Research Hypotheses**

**The First Research Hypothesis**

The first research hypothesis claimed that negative relationship will be found between the general SOCITS score and the general Level of Burnout score. In order to examine this hypothesis, Pearson's correlation coefficients were calculated between the two general scores. The results are presented in Table 2.IV.
Table 2.IV: Correlations between the dimensions of Sense of Coherence in Teaching Situations and the dimensions of sense Burnout N=144

<table>
<thead>
<tr>
<th>Level of Burnout</th>
<th>Sense of Coherence In Teaching Situations</th>
<th>Comprehensibility</th>
<th>Manageability</th>
<th>Meaningfulness</th>
<th>General Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental and physical exhaustion</td>
<td></td>
<td>-0.07</td>
<td>-0.17*</td>
<td>-0.27*</td>
<td>-0.28*</td>
</tr>
<tr>
<td>Unaccomplishment</td>
<td></td>
<td>.029</td>
<td>-0.22*</td>
<td>-0.54**</td>
<td>-0.50**</td>
</tr>
<tr>
<td>De-Personalization</td>
<td></td>
<td>.038</td>
<td>-0.32*</td>
<td>-0.40*</td>
<td>-0.46*</td>
</tr>
<tr>
<td>General Score</td>
<td></td>
<td>-.015</td>
<td>-0.27*</td>
<td>-0.50**</td>
<td>-0.51**</td>
</tr>
</tbody>
</table>

The research findings reveal a negative and significant relationship at a moderate intensity (-0.51**) between SOCITS and Level of Burnout. It can be said that the higher the interns' SOCITS the lower the interns' Level of Burnout. Additionally, the SOCITS general score is significantly and negatively correlated to each of the three Burnout components at medium to medium-high intensity. In other words, when the level of interns' SOCOITS is high, they feel less mental and physical exhaustion, they feel less unaccomplishment and less sense of de-personalization with their pupils.

This finding supports the research hypothesis that there is a connection between SOCITS to Level of Burnout; SOCITS score may be considered an effective internal coping resource for the interns coping with Level of Burnout.

In addition, Manageability was significantly and negatively associated with each Burnout's score as follows:

- **Manageability and mental and physical exhaustion (-0.17*)**: A significant negative correlation was found between Manageability and mental and physical exhaustion, the correlation is not high, but statistically significant and confirms the hypothesis that as interns feel a greater sense of Manageability mental and physical exhaustion decrease.

- **Manageability and unaccomplishment (-0.22*)**: A significant negative correlation was found between Manageability and lack of fulfillment. That is to say as interns feel a greater sense of Manageability the lack of fulfillment among interns is low, indicating that Manageability can be considered a factor affecting the sense of lack of fulfillment or even a behavior inhibiting factor on the interns' feeling of lack of fulfillment.
Manageability and De-Personalization (-0.32\*): A significant negative correlation was found between Manageability. That is to say as interns feel a greater sense of Manageability, their sense of de-personalization decreases. This means the interns feel they are aware of the pupils’ needs and feel they can address those needs in class.

Furthermore, Meaningfulness was significantly and negatively associated with each Burnout's score as follows:

- **Meaningfulness and mental and physical exhaustion (-0.27\*)**: Meaningfulness is negatively associated with physical exhaustion, meaning, as teaching is more significant, the interns’ sense of physical exhaustion is significantly lower.

- **Meaningfulness and unaccomplishment (-0.50\**): Meaningfulness is negatively associated with unaccomplishment, meaning as the interns feel a greater sense of Meaningfulness, the less sense of unaccomplishment they experience, or, in other words, when the sense of Meaningfulness is high, they experience more fulfillment in their work as teachers.

- **Meaningfulness and De-Personalization (-0.40\*)**: Meaningfulness is negatively associated with de-personalization, meaning, as the interns feel a greater sense of Meaningfulness, the less sense of de-personalization they experience towards their pupils, the more they will address the pupils' needs and regard their work as a challenge rather than a burden.

Additionally, this study found no significant relationship between the dimension of Comprehensibility and the dimension of Burnout scores.

These findings confirm the first research hypothesis. Confirmation was obtained regarding to the general SOCITS score and for Manageability and Meaningfulness' dimensions but not for the Comprehensibility dimension.
The Second Research Hypothesis

The second research hypothesis maintained that Manageability will predict Burnout more than Comprehensibility. In order to test this hypothesis, the significance of the differences between correlations was calculated between: (1) Manageability and Burnout; (2) Comprehensibility and Burnout. This calculation was done on the Burnout's questionnaire general score and each of its three components. The results are presented in Table 3.IV.

Table 3.IV: The correlations between Manageability and Comprehensibility and Burnout's scores

<table>
<thead>
<tr>
<th>Burnout</th>
<th>Comprehensibility</th>
<th>Manageability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental and physical exhaustion</td>
<td>-0.07</td>
<td>-0.17*</td>
</tr>
<tr>
<td>Unaccomplishment</td>
<td>0.29</td>
<td>-0.22*</td>
</tr>
<tr>
<td>De-Personalization</td>
<td>0.38</td>
<td>-0.32*</td>
</tr>
<tr>
<td>General score</td>
<td>-0.015</td>
<td>-0.27*</td>
</tr>
</tbody>
</table>

The Manageability score was significantly correlated with the general Burnout score and with all three Burnout components while the Comprehensibility score was not significantly correlated with all the measures of Burnout. In other words, Manageability, rather than Comprehensibility, predicts the level of Burnout in general and of Burnout components in particular.

A significant correlation was found (-0.17*) between Manageability and mental and physical exhaustion while a non-significant correlation was found between Comprehensibility and the physical and mental exhaustion.

A significant correlation was found between Manageability and unaccomplishment (-22*) while the correlation between Comprehensibility and unaccomplishment was not significant. The correlation between Manageability and de-personalization was significant (-0.32*) while that between Comprehensibility and de-personalization significant was not significant.

These findings confirm the second hypothesis.
The Third Research Hypothesis

The third research hypothesis maintained that Manageability will predict the Burnout more than Meaningfulness. In order to test this hypothesis the significance of the difference between correlations was calculated between: (1) Manageability and Burnout. (2) Meaningfulness and Burnout. This calculation was done on the Burnout questionnaire general score and each of its three components. The results are presented in Table 4.IV.

Table 4.IV: The correlation between Manageability and Meaningfulness and Burnout scores

<table>
<thead>
<tr>
<th>Burnout</th>
<th>Manageability</th>
<th>Meaningfulness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental and physical exhaustion</td>
<td>-0.17*</td>
<td>-0.27*</td>
</tr>
<tr>
<td>Unaccomplishment</td>
<td>-0.22*</td>
<td>-0.54**</td>
</tr>
<tr>
<td>De-Personalization</td>
<td>-0.32*</td>
<td>-0.40*</td>
</tr>
<tr>
<td>General score</td>
<td>-0.27*</td>
<td>-0.50**</td>
</tr>
</tbody>
</table>

The results in this table show that the correlations between Manageability and Burnout score are lower than the correlation between Meaningfulness and Burnout scores. In other words, the sense of Meaningfulness predicts Burnout more than Manageability.

In order to test the significance of differences between correlations Fisher Test of significance was conducted for each of the four indicators in the Burnout questionnaire. It was found that the correlation between the Meaningfulness and the general Burnout score was significantly higher (Z=3.67, p<0.01) than the Manageability and the general Burnout score. In addition, the correlation between the Meaningfulness and unaccomplishment was significantly higher (Z=3.67, p<0.01) than the correlation between Manageability and unaccomplishment.

No significant differences were found between Manageability and Meaningfulness with the two other measures of Burnout - Mental and physical Exhaustion and De-Personalization. To sum up, Meaningfulness is related to Burnout more than Manageability.

These findings do not support the third hypothesis.
C. The relationship between the interns' personal characteristics and SOCITS and Level of Burnout was also examined:

- **Academic year:** Forth year - the students-teacher are still fourth year students in the academic world and at the same time they start their work as interns in their schools. Fifth year – interns have completed their academic studies and start their professional development as teachers.

- **Job position:** Homeroom teacher; Subject-matter teacher.

- **Program:** Primary School; Junior High School; Special Education.

- **Part time/full time Employment:** Full time - the Israeli interns work 36 hours, the same as the veteran teachers and those hours are defined as a full-time job. Part time - the interns work fewer hours whereby the minimum is 12 hours per week.

**Academic year**

In order to compare the two groups, multivariate analysis (MANOVA) was conducted. The group's year (forth year/fifth year) was the predictor and the SOCITS and Burnout scores were the measures. Analysis was conducted for each of the measures (SOCITS and Burnout).

In the multivariate analysis of the **SOCITS**, no significant difference was found between the two years [F (4,139) = 0.33, N.S]. In other words interns in the fourth year do not differ from interns in the fifth year in their level of SOCITS.

In the multivariable variance analysis of **Burnout**, no significant difference was found between the two years [F (4,139) = 1.15, N.S].

**In other words interns in the fourth year do not differ from interns in the fifth year in their level of Level of Burnout.**

**Job position:**

In order to compare the two groups, multivariate analysis (MANOVA) was conducted. The job position (homeroom teacher; A subject-matter teacher - teaching one or two specific subject) was the predicting variable and the SOCITS and Burnout scores were the measures. Analysis was conducted for each of the measures (SOCITS and Burnout).
Analysis of SOCITS showed a multivariate significant effect \([F (4,133) = 2.86, p < 0.05]\). In a univariate analysis of each of SOCITS components a significant difference in the Manageability-component was found \([F (1,136) = 4.03, p < 0.05]\). The difference stems from the fact that the homeroom teachers’ level (mean = 4.65, standard deviation = 0.49) of management was higher than the level of Manageability of a subject-matter teacher (teachers teaching a specific subject), standard (mean = 4.46; deviation = 0.62).

The means of the three components of SOCIT according to job position are presented in Figure No 3.IV.

![Figure 3.IV: SOCIT according to Job position](image)

Analysis of Burnout showed a multivariate significant effect \((F (3,140) = 8.25, p < 0.05)\].

In a univariate analysis of each of the Burnout components, a significant difference in the mental and physical exhaustion dimension was found \([F (1,142) = 10.36, p < 0.01]\]. The difference stems from the fact that the homeroom teachers' level (mean = 3.60, standard deviation = 1.18) of mental and physical exhaustion was higher than that of subject matter teachers (mean = 3.00, standard deviation = 1.01). In addition, significant difference in the de-personalization were found \([F (1,142) = 4.43, p < 0.05]\). The difference stems from the fact that the homeroom teachers' level (mean = 2.45, standard deviation = 0.97) of de-personalization was lower than of a subject-matter (teacher teachers teaching a specific subject) (mean = 2.80, standard deviation = 0.99). No significant difference between the two groups was found for unaccomplishment.

The means of the three components of BURNOUT according to job position is presented in Figure 4.IV.
To sum up, homeroom teachers revealed a higher level of Manageability than those teaching a specific subject; they were more exhausted but felt less de-personalization regarding their pupils than those teaching a specific subject.

**Program**

In order to compare the three groups, multivariate analysis (MANOVA) was conducted. The program (Elementary School, Junior High School, Special Education) was the predictor and the SOCITS and Burnout scores were the measures. Analysis was conducted for each of the measures (SOCITS and Burnout).

In the multivariate *analysis on the SOCITS*, no significant difference was found between the three programs \([F (3,141) = 1.11, \text{N.S}].\)

In other words interns in the three programs do not differ in their level of SOCITS. *Analysis of Burnout* showed multivariate significant effect \([F(3,140) = 3.76, p < 0.05].\)

In a univariate analysis on each of the Burnout components, significant difference in the de-personalization were found \([F(2,141) =4.55, p < 0.01].\) The difference stems from the fact that interns teaching in junior high school showed higher level of de-personalization (mean = 3.09 SD = 0.77) than interns teaching in primary school (mean = 2.63 SD = 1.02) and interns who teach in special education (mean = 2.41 SD = 1.01). No significant differences between the three groups were found for mental and physical exhaustion and unaccomplishment.

The means of the three components of Burnout according program is presented in Figure 5.IV.
To sum up, the three programs did not differ with regard to SOCITS. As for Burnout, interns teaching in junior high school showed a higher level of de-personalization than interns teaching in elementary school and in special education.

Full Time/Part Time Employment:

In order to compare the two groups, multivariate analysis (MANOVA) was conducted. Employment (Part-time; Full-time) was the predictor and the SOCITS and Burnout score were the measures. Analysis was conducted for each of the measures (SOCITS and Burnout).

Analysis of SOCITS showed multivariate significant effect \(F (3,142) = 4.27, p < 0.01\). In univariate analyses on each of SOCITS components significant difference in the Manageability-component were found \(F (1,142) =7.11, p < 0.01\). The difference stems from the fact that Manageability of full-time interns (mean= 4.67, standard deviation=0.49) was higher than the level of part-time interns' Manageability (mean = 4.42, standard deviation=0.63).

The means of the three components of SOCIT according to Employment is presented in Figure 6.IV.
Analysis of Burnout showed no significant multivariate effect [F(3, 144) =1.36, N.S].

To sum up, as for Burnout the two groups did not differ with regard to part time/full time employment. As for SOCITS, interns teaching full-time showed a higher level of Manageability than interns teaching part time.

The table below presents the relationship between the interns' personal characteristics and SOCITS and Level of Burnout:

Table 5.IV: The relationship between the interns' personal characteristics and SOCITS and Level of Burnout

<table>
<thead>
<tr>
<th>interns' personal characteristics</th>
<th>SOCITS</th>
<th>Burnout</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predictors</td>
<td>Measures:</td>
<td></td>
</tr>
<tr>
<td><strong>Academic year</strong></td>
<td>No significant difference was found between the two years. In other word interns in the fourth year do not differ from interns fifth year in their level of SOCITS.</td>
<td>No significant difference was found between the two years. In other word interns in the fourth year do not differ from interns fifth year in their level of Burnout.</td>
</tr>
<tr>
<td><strong>Job position:</strong></td>
<td>Homeroom teacher revealed a higher level of Manageability than those teaching a specific subject:</td>
<td>Homeroom teacher were more exhausted but felt less de-personalization regarding their pupils than those teaching a specific subject.</td>
</tr>
<tr>
<td><strong>Program</strong></td>
<td>The three programs did not differ with regard to SOCITS.</td>
<td>Interns teaching in junior school showed a higher level of de-personalization than interns teaching in elementary school and in special education.</td>
</tr>
<tr>
<td><strong>Full time/Part time employment</strong></td>
<td>Interns teaching full-time showed a higher level of Manageability than interns teaching part time</td>
<td>The two groups did not differ with regard to part time/full time employment</td>
</tr>
</tbody>
</table>
IV.2. Qualitative Findings Pertaining to the Second Research Question

Introduction
This research examined three questions. The first question was analyzed by a quantitative approach and was presented above. This section presents the findings regarding the two other questions that were examined by a qualitative method. The first qualitative question seeks to examine Sense of Coherence among interns as a resource for coping with stress and crisis situations and for preventing Burnout. The second qualitative question constitutes another layer in the understanding of Sense of Coherence in teaching situations among interns. In other words, the research attempts to identify the factors which influence the existence of Sense of Coherence in Teaching Situations with regard to the interns’ Level of Burnout, in order to validate and enhance the quantitative survey findings (Creswell, 2006, 2009)

Manifestations of Sense of Coherence in Teaching Situations - The Second Question
The second question was: What are the manifestations of Sense of Coherence in Teaching Situations, including its components, regarding the Level of Burnout among first Year Teaching Interns? The findings will be presented on two levels: (1) Analysis of the participants' statements regarding Sense of Coherence in Teaching Situations as a global concept; (2) Analysis of the data from the perspective of each of the components of Sense of Coherence in Teaching Situations: Comprehensibility, Manageability and Meaningfulness.

Sense of Coherence in Teaching Situations as a Global Concept
SOCITS much like SOC is an inner coping resource: it is not a global orientation but a specific one. It defines the extent to which the teacher has a sense of confidence in the predictable, familiar teaching situations, and the belief that one can cope so that teaching situations will be managed in the best way.

The interviews yield two main expressions of Sense of Coherence in Teaching Situations:
As a personal, internal, and professional component: the interviewees reported a component which allowed them to remain optimistic, and continue teaching even though they experienced difficulties:

- **DO**: referred to her prior knowledge regarding the conditions of her induction year, yet her words still point to a high level of SOC: "I knew it would be hard, that it is the first year, and everyone said that the first year was the most difficult from the very start, because you experience everything for the first time. And I want to add that although I am frustrated and bitter, and the year is going so-so (teaching a subject she was not qualified for) I know it will not continue this way… I believe that these things will change next year… So I am optimistic and I know that this year is a first year, and that there is nothing to do, a first year is hard where ever you decide to go for it, it is a year of adjustment.”

- **L**: has also referred to the difficulties, and regards SOC as a personal and professional component which allows her to cope with teaching situations, "Coherence strengthens me, without the Sense of Coherence I wouldn’t have been able to continue doing my job, because you are lost. You do not know what to do and how to deal with other situations. Without coherence there is no order to things, coherence as a trait and character for a person has to be professional, too. The year is not over yet, and I hope it will have some continuation.”

As a factor which prevents the development of a Level of Burnout and helps create meaning and motivation: The interns also report that when they feel physically and emotionally exhausted, the Sense of Coherence in Teaching Situations prevents the development of a Level of Burnout and provides motivation for persevering in the profession:

- **H**: "At first it was a shock for me, no matter how much they prepared me at Lewinsky’s, and how many lessons I taught in a classroom (during the internship) the moment I closed the door it was just me and the children… At first I was really stressed… I felt mentally emotionally exhausted, emotionally from the strain of having to remember… But it came in stages… Now I think that I am feeling better than I did at the beginning of the year… I still think I am learning so I feel the Burnout a lot less… I still have motivation…”
Y: teaches subjects that she did not study in college, and still feels emotional satisfaction and a sense of Meaningfulness:

"I don’t think that it still affects me today. At first I was terrified, and I taught a lot more subjects than I do today, and a lot more classes. It was really just a mass of things to learn at once, several subjects. It was not simple, but today it isn’t! What got me to continue despite the difficulties is the reward. The intangible reward, the emotional and mental reward, the satisfaction and sense of meaning. If you look at the difficulties versus the feeling of satisfaction and Meaningfulness, they are relatively trivial; the difficulties do not really have any influence. It is different. There is nothing to compare with the emotional and mental rewards."

DN: "It is both a challenge and sometimes a breaking point. There were several times when I simply went home and burst out crying. Crying because I don’t know… but the crying got me to get up again…OK what do I do next? How do I get over this? It’s this and that. I believe that over the years, I’ll cry less and stop taking things to heart so much, but…(What do you feel helps you get up?) "My part is my desire to be there. My desire to be there… then it is a lot of fun…It prevents Burnout."

The Components of Sense of Coherence in Teaching Situations among Interns

The concept of the Sense of Coherence in Teaching Situations, as stated in the theoretical chapter, is comprised of three parts: Comprehensibility, Manageability and Meaningfulness.

This study is a pioneer research which examines the Comprehensibility, Manageability and Meaningfulness among interns. The qualitative analysis sought to identify expressions and ideas which illustrate the existence of each of these components:

Manifestation of Comprehensibility in teaching situations:
Comprehensibility is a cognitive component - the extent to which the teacher perceives teaching situations as cognitively meaningful and predictable (Bracha & Hoffenbartal, 2011).
In this study we found expressions which illustrate the existence of the sense of Comprehensibility, which are represented by variations of the word "comprehend". The interns expressed a feeling of Comprehensibility in regards to several domains: Different teaching situations, teaching methods, and the pupils' characteristics. In addition, they expressed understanding towards their own professional identity – their roles as teachers:

- **S:** "I realized I would have to invest a lot in the process of teaching".
- **L:** "I feel that I understand teaching situation... Earlier this year, I was in shock, total shock and now I learned to manipulate between the demands... and I really understand the process and see my progress in class.
- **H:** "I understand that there was a need to change here, I usually do change and think about what I had to do for things to happen differently."
- **N:** "I think I understand that I do not always have to stand and lecture to 40 pupils... It goes way beyond... (I) need to be there as more than a teacher and teach them. Many times it involves listening to them, especially in the 6th grade when they enter puberty. It is, many times, about teaching them and being flexible... In the beginning, I mean, I was stubborn... but I quickly understood that I need to become flexible and be there to listen and contain them. After that it will come... I think I understand the role of the teacher"

**Manifestation of Manageability in Teaching Situations**

Manageability is an instrumental-behavioral component - the extent to which the pre-service teacher perceives the available resources as satisfactory in the attempt to meet the demands placed by both external and internal stimuli in teaching situations' problems (Bracha & Hoffenbartal, 2011).

Analysis of the interviews reveals the interns' use expressions which represent the feeling of Manageability, such as: coping, managing, I think I can succeed. They expressed a sense of Manageability in several areas: the feeling of controlling a classroom in different teaching situations, controlling the teaching methods, expressing flexibility in the teaching process, the ability to construct personal and class-wide teaching programs.

Some even expressed the ability to modify their teaching method to better fit the characteristics of the class:
L: "I know how to cope better with different situations, and every class situation except that which includes a pupil who disrupts the lesson. But I really see my progress in the last four months."

K: "There is no doubt in my mind that I can manage a class, 100%. I am really proud of myself. I teach whole classes which differ from each other, and I am flexible with the curriculum. In terms of controlling the class, I have no problem. I am meticulous and strict with discipline."

S: "I feel that I connect to this and teaching is starting to feel good, I feel a lot more comfortable, I am better able to handle the study material and the tests, the pupils' discipline, the connection to the parents, phone calls, and looking at the feedback every day (A feedback is a tool for checking the pupils' progress the context of learning and behavior)"

DO: "I feel that I am successful, that I know how to teach the class, that I know how to get them (the pupils) to study, and how to connect to them; It all just flows."

H: "I think that I can manage a class. I try very hard to make teaching more dynamic. Many times I won't start the lessons if I see the pupils are emotional, and I usually let them express themselves, and then I cut them off and say let's study Hebrew."

KE: "I feel that I have the personal ability to do it (manage a classroom). I understand how it is done. I do not even need too much support."

M: "In real time, in the special education class... In managing a schedule I feel great. I even feel like the assistants can leave the class. I feel like I have total control over the class. Things are very pleasant in the class... I construct the personal programs, the educational programs, the teaching units, and how everything will look. I also construct an emotional program."

Manifestation of Meaningfulness in teaching situations:

Meaningfulness is a motivational-emotional component - the extent to which the teacher feels that teaching situations are emotionally meaningful, and that at least some of the daily requirements pose more of a challenge than a heavy burden (Bracha & Hoffenbartal, 2011).
Sense of Meaningfulness in this research was expressed in the interns’ perceptions of different teaching situations as a way of life, a personal choice that satisfies them. The applied expressions indicating that they regard teaching to be a significant challenge, both in terms of advancing the pupils and their own professional progress.

- **K**: "**Teaching is a way of life**, to me. What would I do if I did not teach? It is as simple as that. I had other jobs where I earned lot of money...I studied economics in college. I did what everyone was did and was unhappy. Indeed I made more money and could spend more, but I was not happy. It was not fun to wake up in the morning, so what good is that?".

- **A**: "I get up every morning and know it is going to be a complex day of coping, because I teach an extremely difficult population...**It is significant for me**. That is what causes me to tell myself the day is going to be difficult, but in the end of the day it is **going to be rewarding**, so that is what keeps me going."

- **L**: "**Teaching for me is a challenge**. That is why I chose special education. It means coping. Waking up in the morning with a smile on my face, going to school knowing you have to cope with this and that. In the morning, the children hug you and love you, or they give you hell, but I like coping with different situations. **It is very challenging.**"

- **DO**: "**Teaching is a very big challenge for me...** I actually decided to teach because **I love it**, really, I love it, I love children, **I love working with children**, some are more disciplined and some are less... I love teaching... even teaching how to be people; that is the most important to me."

- **DN**: "Very much. Firstly, I'm always mentioning excellence because it makes it easy for me but since there is material that is not in the regular program, it is a challenge for me because there are new things I am learning and I've never personally experienced what it is to teach them so by teaching them it is a lot of fun for me to all of a sudden try new things. And since I teach both classes, I also learn from class to class. If in one class I got reactions, then I already know to go into the other class."

- **N**: "**I feel like every day is a new challenge for me.** I really try, each time, after every class, to **reflect upon it**. Look outside and say what happened. If the pupils did not listen today, then why did they not listen? Was it something that was about me, or something about the class? I mean, what to do, how to teach the
subject in an interesting way... How I can reach all of the children. It is a challenge, really, it is a huge challenge."

Furthermore, the second research question examined, as stated above, which expressions illustrate the Sense of Coherence in Teaching Situations with regard to each of the its components. During the interviews, the interns were asked an additional question, whose purpose was to see not only the expressions of each of the components, but also which had the most effect on the interns: "Of the three Sense of Coherence components in teaching situations: Comprehensibility, Manageability, and Meaningfulness, which one influences your feelings about teaching the most? Please explain your feeling".

From the data collection, we can see that out of 14 interviewees, 13 mentioned that the component of Meaningfulness was the one they saw as most important of the three components of the SOCITS, while only one interviewee mentioned Manageability. Meaning, as we can see from their accounts, the feeling of Meaningfulness was the one which affected them the most, and is the reason why they define teaching as a meaningful and "sacred" way of life, and despite the difficulties, they see it as a challenge, and choose to persevere:

- KE: "Teaching, for me, is life, air to breath, I cannot live without it, it gives my life meaning. If I were to work at something that did not involve children or people I would not be meaningful... I will definitely stay a teacher next year. I hope that I would not feel the Burnout and stay a teacher for many more years, continue to influence the next generations."

- Y: "I think that Meaning is the source of my work. The value, values. Those are the things that matter most to me. I can tell you that with certainty compared to my previous job. There was no meaning there, there was anything but meaning. What I feel during one day of school I have not felt there for 9 years. It makes the difference and gives me strength... I do not see myself ever giving up on teaching in one way or the other."

- M: "It is a way of life. Something that I really love and am happy to do... I did not know what I wanted in the beginning and started in social-work... I think that I am in the right place... I have no regret over my choice (teaching) nor over my course (interning in the educational framework) I have no desire to make any
changes, but rather a will to learn more things that I love... *I feel at home there.*"

- **K:** "First of all teaching is meaningful, I feel like my job is important. I have to make it meaningful to them (her pupils)...

*What keeps me doing my job is that it is meaningful... We are doing sacred work, because you are helping others, so if that would not make me stay, then what will?..."

In conclusion, the second research question examined which expressions illustrate the Sense of Coherence in Teaching Situations for interns in their first year. The interviews showed expressions which illustrated that the interns do feel a Sense of Coherence in Teaching Situations. In addition, clear expressions were found for each of the components of the SOCITS: Comprehensibility, Manageability, and Meaningfulness. Furthermore, we can see that the interns consider Meaningfulness the most important SOCITS component.

**IV.3. Qualitative Findings Pertaining to the Third Research Question**

The purpose of the third question is to deepen the knowledge about SOCITS as a concept and its components. That is to find the factors that enhancing and inhibiting the development of each of the three SOCITS components.

Thus the third question was: What are the enhancing and inhibiting factors of Sense of Coherence in Teaching Situations on all its components, regarding the Level of Burnout among first year teaching interns?

This part of the work will present the factors emerging from the semi-structured interviews with reference to the three components of Sense of Coherence in Teaching Situations: Comprehensibility, Manageability and Meaningfulness. Analysis of the interviews yielded four aspects which can influence the development of the components of Sense of Coherence as they are defined in the theory (Schatz-Oppenheimer, 2011) . Influence on these components may be enhancing or inhibiting. The four components are: (a) Pedagogical content; (b) Pupils’ characteristics; (c) The ecological system - organizational domain; (d) Personal and professional identities.

The enhancing and inhibiting factors identified in this research will be presented with references to each of the components of SOCITS: first the enhancing factors of
Comprehensibility will be presented, and will be followed by the factors inhibiting this feeling. The same applies to the other SOCITS components.

IV.3.1. Comprehensibility - Enhancing Factors

A. Pedagogical Content as a Comprehensibility Enhancing Factor

This research found two characteristics which affect pedagogical content. The intern (K) reported that the disciplinary knowledge they had acquired during their college studies was perceived as a motivating factor which advanced their Comprehensibility towards teaching situations. The other factor is teaching skills – the interns (H, KN) added teaching experience to the disciplinary knowledge factor. The experience that they acquired while they were student-teachers and their actual teaching experience during their induction year were found to influence their teaching skills. Hence, they feel that they have knowledge about teaching skills, which allows them to understand different teaching situations:

<table>
<thead>
<tr>
<th>Comprehensibility Enhancing Factors</th>
<th>Quotes by Interns Regarding Pedagogical Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disciplinary knowledge</td>
<td>K: The teaching aspect was not a problem. I felt I was extra ready from the college. I even contributed to the literature teachers, and gave them new ideas.</td>
</tr>
<tr>
<td></td>
<td>H: What I think helps the most (to understand teaching) is experience. It is when I am alone in class, and nothing helps, no one will help me now. And from that every time I learn from the previous time... From the experience of what I encounter in any situation, how I deal with it at that moment, I learn what to do, what not to do the next time.</td>
</tr>
<tr>
<td>Teaching skills</td>
<td>KN: I understand what I am doing less, but through doing something and only then realizing what I have done. First of all I act, and only then do I realize what I have done...</td>
</tr>
</tbody>
</table>

B. Pupils' Characteristics as a Comprehensibility Enhancing Factor

In this study, three characteristics were revealed as factors which promote the pupils as a factor enhancing understanding of teaching situations: Knowing the pupils' characteristics (their abilities, difficulties, and background), and the relationship with them (M, Y, KN). Furthermore, some of the interns (KN) elaborated on the essence of the relationship. Meaning, the abilities to excite the pupils and to influence them in
an interpersonal connection constitute factors which promote the sense of Comprehensibility.

<table>
<thead>
<tr>
<th>Comprehensibility Enhancing Factors</th>
<th>Quotes by Interns Regarding Pupils’ Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge about the pupils and their characteristics</td>
<td>M: Today I know the pupils... I understand their difficulties; most of them come from a low socioeconomic class. The teacher shares very intimate situations with me. We were with the teacher on some house-calls and it was very emotional, I understand, first of all, their emotional state, and only then their studies. However, their studies are the most important thing, but even when I am teaching a class and no matter what, I still acknowledge both their individual difficulties, and those of groups of pupils.</td>
</tr>
<tr>
<td></td>
<td>Y: Of course. The factors (which help understand teaching) are first of all the knowledge about the children. I hear a lot from the children. I am in constant contact with the other teachers who teach the class, there are many sources. Sources of knowledge about what is going on with the class, notes and letters from the parents.</td>
</tr>
<tr>
<td>The relationship with the pupils and the desire to influence them</td>
<td>KN: A relationship with the pupils... I know that I need to excite the pupils. Today I know them a bit more, learn about them. It excites me as a person. I want them to be influenced by me, to grow up and remember me.</td>
</tr>
</tbody>
</table>

C. The Ecological-Organizational Domain as Comprehensibility Enhancing Factors

In this study, three characteristics ecological-organizational characteristics were revealed as factors which enhance Comprehensibility: the school's staff, the school as an ecological system with its own organizational culture, and of course, the pupils and their parents as partners in that community.

In the course of this study, the interns reported about these three characteristics, when they expressed that they had received support from the school staff, focused support was organized for them as part of the school system, and their relationships with the parents were positive, and felt the parents valued them, they perceived these components as factors which motivated their sense of Comprehensibility in different teaching situations.
School Support (mentor, school's stuff and other interns) - All of the interns testified that they found their mentor to be a meaningful figure who enhanced their sense of Comprehensibility. In addition, they also found other meaningful figures, such as veteran teachers, colleagues, and assistants (in special education). Another interesting finding is the fact that the interns mentioned their fellow interns as motivational figures for understanding processes. While new to teaching and to the educational system, their communication became a motivating factor which helped provide understanding of the complexity of teaching.

Ecological System – DN and Y stated they saw the school as an ecological system which contained not only their partners at school, but also the parents. They stated that when the relationship with the parents is positive, based on trust, appreciation, and open and constant communication, the parents promote a feeling of the school as an educational organization.

Organization - the interns (DN, K) perceived the school as an educational, organizational system, which enhances Comprehensibility when it provides organized plans for helping advance the interns as a specific reference group during their induction year. KN emphasized that when the system supports the interns even after the formal work hours, it enhances their sense of Comprehensibility. The following quotes testify to the importance of the school system as a factor which enhances Comprehensibility:

<table>
<thead>
<tr>
<th>Comprehensibility Enhancing Factors</th>
<th>Interns' Quotes Regarding Ecological-Organizational Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Support</strong></td>
<td>D: Watching the mentoring teacher teach: I understood how to teach because I saw my mentoring teacher doing things, and she also told me what to do.</td>
</tr>
<tr>
<td></td>
<td>SIA: I learned A lot of conversations with veteran teachers.</td>
</tr>
<tr>
<td></td>
<td>L: I was fortunate to get help from my teaching assistant; I told her that without her I would not be able to succeed.</td>
</tr>
<tr>
<td></td>
<td>K: I am learning from the other interns and we analyze events between ourselves, we consult each other, we are a very cohesive group, and we have Facebook and WhatsApp groups, we are constantly talking to each other.</td>
</tr>
<tr>
<td>Comprehensibility Enhancing Factors</td>
<td>Interns' Quotes Regarding Ecological-Organizational Domain</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Ecological System</strong></td>
<td><strong>DN:</strong> <em>In the first week you have to meet with each parent for 5 minutes and many parents were apprehensive...and then at the next parents teachers meeting, parents approached me to tell me that they have to let me know how happy they are to have me as the teacher. If we are talking about something to prevent Burnout, then it's great to hear these comments and it gives me the feeling that it's good I'm here.</em></td>
</tr>
<tr>
<td></td>
<td><strong>Y:</strong> <em>The factors are first of all the children, the parents. We have direct communication, fluent, unrestricted; In every way, starting with meetings at the school and ending with my own house visitations.</em></td>
</tr>
<tr>
<td><strong>School as an Educational organization</strong></td>
<td><strong>DN:</strong> <em>I already received my teaching schedule for the year at the beginning of June, as well as a phone call from the coordinator who works with me on the staff and the guidance counselor...and they really discussed the school. Who are the other teachers on each grade level, which pupils will be coming, a bit about the school’s administrative procedures and regulations...</em></td>
</tr>
<tr>
<td></td>
<td><strong>K:</strong> <em>This year my school accepted 8 new teachers, interns... And they brought in an outside guide who meets with us for 2 hours every 2 weeks... and we have conversations, work out a plan that we can all work by. That is a thing where I feel like the school is investing in me, that the school cares about me, that it knows how hard it is that I am a new teacher so he gives me that, and I think that it is something that should happen in every school.</em></td>
</tr>
<tr>
<td></td>
<td><strong>KN:</strong> <em>I came into a supportive system, a mentor, a staff, a principal. There is warmth and caring even beyond the working hours.</em></td>
</tr>
</tbody>
</table>

**D. Personal and Professional Identity as a Comprehensibility Enhancing Factor**

The research found four factors characterizing the development of personal and professional identity as a Comprehensibility enhancing factor: Professional view of love of their profession; reconstruction of the interns' beliefs, the perception of personal characteristics and development of personal identity as an internal personality factor which promotes professional identity and combining the interns' professional identity, personal identity and experience.
In the interviews, it was found that when an intern has a positive personal and professional identity with regard to teaching situations, this feeling constitutes a Comprehensibility enhancing factor in the various teaching situations.

<table>
<thead>
<tr>
<th>Factors Enhancing Comprehensibility</th>
<th>Interns’ Quotes Regarding Personal and Professional Identity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional view of love of their profession</strong></td>
<td><strong>K</strong>: I really love to learn, I always ask and ask, I'm not a person who works alone, I always ask…</td>
</tr>
<tr>
<td><strong>Reconstruction of the interns, beliefs</strong></td>
<td><strong>S</strong>: I would come home, and process with myself what happened that day and what I would do for my next class... I think that with time, I understood that I cannot cut them any slack, and that I have to keep up consistency while teaching.</td>
</tr>
<tr>
<td><strong>Personal characteristics and development of personal identity</strong></td>
<td><strong>H</strong>: If I come to class and I planned X and it changes because of Y. I understand that there was a need to change, and I usually do change... I go back and try to understand, and I say... What should I have done to make it happen differently?</td>
</tr>
<tr>
<td><strong>Combining the interns’ professional and personal identity and experience, and the wish to change and prove that things can be different</strong></td>
<td><strong>KN</strong>: I feel like I understand teaching, I have a sense of responsibility. And I feel like I influence every child. As I child I was disappointed in my teachers... I feel like I want to fix that... Every lesson I had, I wanted to conduct a lesson that will be meaningful, that the children will remember. Understanding is meaningful to me.</td>
</tr>
</tbody>
</table>
IV.3.2. Comprehensibility - Inhibiting Factors

A. Pedagogical Content as a Comprehensibility Inhibiting Factor

Regarding pedagogical content, three major factors were found to inhibit the interns' sense of Comprehensibility.

Some of the interns (H, DO) referred to the difficulty of gaps in disciplinary knowledge and their constituting a factor which inhibits the understanding of the teaching process. For instance, H stated that lack of knowledge does not only inhibit Comprehensibility, but also creates a severe emotional experience. Deficiency in teaching skills was also found to be an additional Comprehensibility inhibiting factor. The interns' teaching skills (KN) start developing as they experience teaching pupils in the course of their teacher education program. The interns reported that when their teaching experience as students does not constitute sufficient grounds for understanding different teaching situations, then the development of Comprehensibility is delayed.

Time management and overload: the interns (S H, Sib) reported not only the link between overload and their understanding of teaching situations, but also unpleasant emotional feelings with regards to various teaching situations.

<table>
<thead>
<tr>
<th>Factors Inhibiting Comprehensibility</th>
<th>Interns' Quotes Regarding Pedagogical Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gap in Disciplinary Knowledge</strong></td>
<td>DO: <em>I teach a subject that I did not study (in college) and that is why I feel that I am trying to fill really big shoes... I feel like this year I do not understand teaching so much, I got into a profession I do not really understand. I do not know, it is so different from what I learned.</em></td>
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<td></td>
<td>H: <em>It was hard for me at the beginning, teaching the discipline, because I had to start from scratch. True, I had some lesson plans from college, but it was hard for me to come up with new ones... I still think that I have a lot to learn because I am still not proficient in the discipline.</em></td>
</tr>
<tr>
<td>Factors Inhibiting Comprehensibility</td>
<td>Interns' Quotes Regarding Pedagogical Content</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td><strong>Deficiency in Teaching Skills</strong></td>
<td>KN: <em>I understand that teaching is a very complex situation. Even though I had some experience from college and it gave me background, it is very different when you are actually doing it.</em></td>
</tr>
<tr>
<td><strong>Time Management and Overload</strong></td>
<td>S: <em>The first few months were really traumatic. In several ways. Also in terms of what the material was and what was required of me. To keep up with schedules in terms of tests and contents and reading journals and so forth and so forth.</em></td>
</tr>
<tr>
<td></td>
<td>H: <em>The moment I closed the door it was just me and the children... It was something new that I do not know... Because the school was new for me and everything was new for me. It is a constant readjustment to a new thing... Sometimes I felt like I was being swallowed up by the system... It was hard to make lesson plans in reading, making lesson plans in Hebrew, and making lesson plans in education and dealing with everything... because there is a lot of pressure.</em></td>
</tr>
<tr>
<td></td>
<td>Sib: <em>I had no teaching materials and experience, and I was constantly stressed, I was always worried about being a homeroom teacher, dealing with the pupils' fights in recess, trouble with parents, reading tests, checking their notebooks, the overload around me prevented me from teaching.. I tried to teach... I do not understand, to this day, how homeroom teachers teach, because it is all done during class. There is only one hour for homeroom, and I was constantly busy with listening to the children, collecting parental approval forms, planning ceremonies, etc. I just collapsed.</em></td>
</tr>
</tbody>
</table>

B. **Pupils' characteristics as a Comprehensibility Inhibiting Factor**

The interviews showed that the interns perceive the dimension of pupils' characteristics as a factor influencing their sense of Comprehensibility. When the interns have knowledge of the dimension of pupils' characteristics, their sense of Comprehensibility is enhanced, and they perceive their lack of knowledge as an inhibiting factor.
### Factors Inhibiting Comprehensibility

| Lack of knowledge about pupils' characteristics | N: Sometimes I do not know the children, and it can cause me to not understand what is happening... I lacked knowledge about the child himself and his characteristics. I teach a class where there is one child who is Arab. Half Jewish, half Muslim, and at the beginning of the year I could not understand why he was having difficulties. No one prepared me. It is his second year, and I thought that he was a learning disabled, not that he was having difficulties... That he was lazy. I did not understand him. |

### C. The Ecological System-Organizational Domain - School as an Educational Organization as a Comprehensibility Inhibiting Factor

The interns reported a difference between their approach and that of the school as a factor which does not only influence their Comprehensibility, but also their sense of confidence.

| Difference in approaches between the school and interns | H: In terms of something that I feel that inhibits my learning, my understanding, maybe, different approaches from the school, by other teachers... I will give an example. I, for instance, really believe in giving autonomy and responsibility to the children, and it drives me crazy that others do not do that. Our school's approach is to send everything (to the pupils and parents), now I do not have a problem sending it to the children, let's say before a test, sending a preparation sheet, but they want me to send it to the parents too, and I do not do that... It inhibits my understanding (towards teaching), if I think that you should not send it to the parents, and they dictate, it undermines my security... It delays me from developing my understanding regarding teaching... sometimes there are different approaches than what the school thinks, like in this instance, and from approaches of other teachers, so for me it is sometimes about the rigidity of the system, who is maybe a bit inhibiting. The pupils' rigidity is also inhibiting. They are used to one thing, and I want to teach them something else, and the gap delays my understanding of the process. |
D. Personal and Professional identity as a Comprehensibility Inhibiting Factor

The interview yielded two factors which teach us about the interns' personal and professional identity which develops in the course of their induction year. Some of them talked about misconceptions (K, Sib) with which they arrived in the schools, and which had affected the gaps in their expectations of the system. The additional factor, as the interns perceived it, was a personal factor of a sense of ambiguity regarding the shaping of their professional identity (S, Sib). These factors were found to inhibit the understanding of various teaching situations and influence the creation of a sense of shock and anger, as can be seen in tier statements.

<table>
<thead>
<tr>
<th>Factors Inhibiting Comprehensibility</th>
<th>Quotes by Interns Regarding Personal and Professional Identity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Misconceptions - Gap in expectations</strong></td>
<td>K: Earlier this year, I was in shock, I thought - I am ready, I prepared teaching plans but meeting suddenly my pupils who look at me as a teacher and not as pre-service teacher was totally different. I couldn't imagine that it would be so different, it was very difficult to understand</td>
</tr>
<tr>
<td></td>
<td>Sib: I did not understand where I was getting into; in theory it was all well and good... I was really disappointed... I was sure that it would come to me easily, what happened with me and my dreams, I landed on very hard ground... The problem was that I was a new teacher that had to go into a new world of culture... You cannot describe what kind of alien world I fell into... I did not understand what to do, how to do it, why to do it, when to do it. Everything was a complete shock. (She spoke very angrily).</td>
</tr>
<tr>
<td><strong>Ambiguity About yet unshaped professional identity</strong></td>
<td>S: The inhibiting factors for me were mostly my own character... There is something in me that I sometimes feel like I am too good (in comments to the pupils), and it is stronger than what I have to do. It means, my head and my heart are often at war, and the heart usually wins. I tell myself not to give up on them, and then I find myself, over and over again, compromising with them and letting their actions slide.</td>
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<td></td>
<td>Sib: I told the principal that I am learning... It will take time until I get to the point where I am a seasoned teacher, I am halfway there, like unripe fruit.</td>
</tr>
</tbody>
</table>
IV.3.3. Manageability - Enhancing Factors

**A. Pedagogical Content as a Manageability Enhancing Factor**

Two major characteristics of pedagogical content were found in this research: disciplinary knowledge (DO, H) and Teaching skills and experience (K, L, M). The interns stated these factors help their class management and enhance their sense of Manageability. The interns also added these factors create a sense of confidence and wish to remain in the teaching profession.

<table>
<thead>
<tr>
<th>Manageability Enhancing Factors</th>
<th>Quotes by Interns Regarding Pedagogical Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disciplinary knowledge and love of the profession</td>
<td><strong>H:</strong> <em>I feel more confident in teaching the discipline (that she learned in college) than I do about teaching a homeroom class. It is easier for me with the discipline because I can be less surprised when things come up.</em></td>
</tr>
<tr>
<td></td>
<td><strong>DO:</strong> <em>What will keep me in the teaching profession in my disciplines. Literature and Bible-studies. I do it because it interests me. I love Literature, I love the Bible, and I really love History, too.</em></td>
</tr>
<tr>
<td>Teaching skills - College studies and personal experience</td>
<td><strong>K:</strong> <em>Experiencing in the field of teaching – I started acting like a teacher.</em></td>
</tr>
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<td></td>
<td><strong>L:</strong> <em>The experience of class management – that is what made me feel more confident, and that I am going to remain in the area of special education.</em></td>
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<td></td>
<td><strong>M:</strong> <em>The things that help me manage a class - I think that my studies for three years (in college). I have never taught a PDD population before, but I was in a lot of classrooms during my education, and it gave me confidence when I walked into a classroom... Also my studies, my practical work, my lecturers over the years, both in normal education and special-education... (The feeling that I can manage a classroom) is because of the study process and the experiences in the field.</em></td>
</tr>
</tbody>
</table>

**B. Pupils' Characteristics as a Manageability Enhancing Factor**

The interns in research emphasized the significance of possessing knowledge about the pupils' characteristics and knowing the pupils as persons with different needs, as a factor which is helpful in adjusting teaching and managing a class.
Manageability Enhancing Factors | Quotes by Interns Regarding Pupils’ Characteristics
--- | ---
Knowledge about pupils' characteristics and the relationship with them | L: *knowing how to really get to know the pupils.* Really get to know the people involved, they are pupils, they are persons, they are human being. They have their own wishes and needs and different ways of coping with the situation, and that helps manage the class…not to push the pupil to the corner so that he will finally burst. Then you can adjust the contents of your teaching to those pupils.

DO: *I feel that I am successful, that I know how to conduct a lesson, that I know how to make the pupils learn and how to connect to them… I feel that I can work in tandem with them, to make actions that will yield positive results about the teaching process.*

H: *When I walk down the hall and the pupils smile and tell you hello. All kinds of little anecdotes like that, for example one of my pupils, she has a lot of problems, tells me see, teacher, from now on I am going to behave... Or if I am angry – Teacher, do not be upset... All kinds of things that they (the pupils) come at you with from a personal aspect.*

C. The Ecological System-Organizational Domain as a Manageability Enhancing Factor

From the statements of interns in this research, we can learn about two factors which enhance the sense of Manageability in teaching situations: school and parents' support as part of the ecological system - organizational domain. The factors mentioned were the feedback the interns receive from their mentor and fellow teachers, the fact they are trusted and are involved in making educational decisions. All these constitute an enhancing factor which helps them feel they can manage a class effectively. The support of the principal is also significant as they perceive the principal as an educational leader. Furthermore, the school as an ecological environment contains the parents, and the interns stated the significance of their support as enhancing their sense of Manageability.
### Manageability Enhancing Factors

<table>
<thead>
<tr>
<th>Quotes by Interns Regarding Ecological-Organizational Domain</th>
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</thead>
<tbody>
<tr>
<td><strong>School support: Staff and management</strong></td>
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<tr>
<td><strong>K</strong>: The mentor supports me; the other teacher helps and explains things to me that I do not know, the entire school system that envelops and helps me teach a class.</td>
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<tr>
<td><strong>H</strong>: I think that maybe it is about the feedback. The responses I get from the class coordinator, and from my fellow teacher. Sometimes from the principal, too, if she was watching me. I think that I learn mostly from the feedback that I am given. I learn a lot from that. From things that I am given... I think that I am making progress.</td>
</tr>
<tr>
<td><strong>K</strong>: I did not feel blocked at all, I have a subject coordinator and she gives me freedom of operation... She really believes in me... She allows us to do what we need to and she accepts any creative idea that we have. It is very interesting, very creative.</td>
</tr>
<tr>
<td><strong>DN</strong>: They didn't just throw me in the water and let me figure it out on my own. I always had someone close by... staff meetings... That is also what helps me deal with situations.</td>
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<tr>
<td><strong>DO</strong>: The school staff, they are awesome... I get excited about how they are giving me leeway. We have a curriculum that we have to follow, but we have freedom regarding the lessons and how to construct them, how to teach them. I have the freedom and they support that, and it is nice.</td>
</tr>
<tr>
<td><strong>Parents' support and the relationship with them</strong></td>
</tr>
<tr>
<td><strong>Y</strong>: Knowing that I can do whatever I want. It is mine, and I run the classroom. How will I make it so that it will look like it. It is mostly that. And the parental support. Also the cooperation from the parents, which I also manage.</td>
</tr>
</tbody>
</table>

### D. Personal and Professional Identities as a Manageability Enhancing Factor

This study identified two factors, the intern's personal characteristics and the perception of their professional identity. Factors pertaining to personal and professional identity seem to enhance the interns' sense of Manageability. Some of the interns (Y, K, and M) testified that their personal identity, their personality traits, enhanced their confidence in their sense of Manageability. Assertiveness and self-encouragement constitute an internal factor in their sense of Manageability. Furthermore, interns (N, S) described the process of forming their professional identity.
identity, ideas and the freedom to execute them as enhancing sense of Manageability in teaching.

<table>
<thead>
<tr>
<th>Manageability Enhancing Factors</th>
<th>Quotes by Interns Regarding Personal and Professional Identity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Characteristics</strong></td>
<td>Y: <em>I am right at the place I was born to be in. Not in the spiritual sense, though. It is like this feeling that this is what I am meant to do. It is what I can do best from day one. Before I learned, even. Before I even though of going to Lewinsky. It is exactly that!</em></td>
</tr>
<tr>
<td></td>
<td>K: <em>I told myself, enough! Stop! You have come to do something else, I wanted to do new things.</em></td>
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<tr>
<td></td>
<td>M: <em>I am kind of like that, in my character... I have the confidence in myself... A lot of times I was part of difficult situations in school, and even when it comes to the inter-staff difficulties, I learned that I was not always right, I learned to work more wisely, be more open, listen to things.</em></td>
</tr>
<tr>
<td><strong>Shaped professional identities</strong></td>
<td>N: <em>At first it was about being assertive. At the beginning of the year, I said, this is the 6th grade, they are grown children now, maybe they will feel close (to me) by age, and maybe I should be their pal, be on the same wave-length, but I understood very quickly that I should be very assertive and be determined, set boundaries. If I want to I can find the strength to be like that, and that really helps me run a class.</em></td>
</tr>
<tr>
<td></td>
<td>S: <em>I have lots of ideas...teaching really interests me...with all of its complexity I have the freedom to do things you cannot do in other workplaces. In teaching, you have 45 minutes that are yours, and you can choose how to do it, how to manage the lesson...and it is important to me.</em></td>
</tr>
</tbody>
</table>
IV.4.2. Manageability - Inhibiting Factors:

A. Pedagogical Content as a Manageability Inhibiting Factor

This study found three factors which the interns perceive as inhibiting their sense of Manageability: gaps in disciplinary knowledge (DO), Lack of experience and teaching skills (N) and the burden on the interns' shoulders which is no different than that of the veteran teachers at school. The interns referred to the time aspect as a factor which inhibits sense of Manageability: many teaching hours, or alternately, too few teaching hours. Junior High school teachers in Israel meet their students only a few times a week. The interns reported the time of day in which the lesson takes place as a Manageability inhibiting factor. Class size as well is an inhibiting factor, the overcrowded classes make it hard for them to create a positive sense of Manageability in class.

<table>
<thead>
<tr>
<th>Manageability Inhibiting Factors</th>
<th>Quotes by Interns Regarding Pedagogical Content</th>
</tr>
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<tbody>
<tr>
<td><strong>Gap in Disciplinary knowledge</strong></td>
<td><strong>DO:</strong> I teach a subject that I did not learn (in college) and that is why I feel like I have very big shoes to fill... When I walked into the school it was different. It was different than the place where I taught, and different from the schools where we did our practical exams in college... And because I taught materials that I did not connect to this year, that I did not like at all, I suffered all year long. I am dying for this year to end. Until now I did not feel that the challenge is more in the pupils, the teaching, and running a class, but rather in the material itself – because I do not know it too.</td>
</tr>
<tr>
<td><strong>Deficiency in Teaching skills - College studies and personal experience</strong></td>
<td><strong>N:</strong> I think that I know how to really plan a curriculum. Because in practical-work in college we had 4-5 pupils per year in the first year, and then in the year after that we started teaching once a week. Now I am at school every day with classes of 40 pupils, and they are all in different levels, and they are different with different personalities... I often wonder and think about it and I do not really know how I have this ability right now... the time to do it. Really, I never really know...</td>
</tr>
<tr>
<td>Manageability Inhibiting Factors</td>
<td>Quotes by Interns</td>
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<tr>
<td><strong>Difficulties in time management and overload</strong></td>
<td>S: The main factors are the teaching hours and class size. When the classes are smaller, it is easier to cope. I think, if I had time, more hours to get to know the pupils, I would manage to do a lot more with them. I only meet them twice a week and it is hard to manage the class, and I have to give up on many things…and surely the hour that I teach the class makes different. When I came to teach the class at Seventh hour it's impossible to teach them, it is difficult to manage the lesson. You really can't manage the class, this awful feeling. I meet them on Friday at first hour and it is like another class.</td>
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<td></td>
<td>K: Burden – I can say that many times a teacher feels it is all too much. It happened before that I came home and cried. I lit a cigarette and cried... because I felt I was suffocating. It is wrong, wrong, wrong to let interns be homeroom teachers (in junior high school). It is wrong to give them a full time job. It is wrong to give them extra roles. They assign more and more things for you to do, and you collapse...there is no time to live…</td>
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<td></td>
<td>H: There is the burden. I felt exhausted, perhaps not physically, perhaps a bit, because I am standing the whole time, but I felt emotionally exhausted with all this burden of remembering...so I may be able to connect to this feeling of exhaustion...which causes Burnout. This is caused by the constant burden...not that I feel burnt out, but like I said it feels heavy because of the burden.</td>
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**B. Pupils' Characteristics as a Manageability Inhibiting Factor**

The interns in this study reported two main factors which inhibit their sense of Manageability: Knowledge about the pupils' characteristics (N), the academic diversity of the pupils - both cognitive and behavioral (DO, Sib). In addition, some of the interns (S, H) mentioned the factor of the number of pupils per class. From the interns, we can see that there is a connection between the pupils' characteristics, their academic cognitive and behavioral diversity, and the number of the pupils in the class and their feeling of Manageability. The interns reported that the bigger the classes, and the greater the academic diversity between the pupils, and the more disciplinary problems, the more the interns grasp this factor as inhibiting their sense of Manageability.
<table>
<thead>
<tr>
<th>Manageability</th>
<th>Quotes by Interns</th>
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<tbody>
<tr>
<td>Inhibiting</td>
<td>N: Sometimes I feel like I do not have enough knowledge about the child, about their difficulty. What kind of adjustments does he need, and it is all trial and error, I think. Sometimes I really feel like I cannot get through to the children, and if I really have the ability to reach them all... I find myself having trouble teaching a lot of the times. The children are hyperactive. I feel like that (puberty) makes it harder. I am saying that no matter how interesting the class is or how much I make it so, there is something in the pupils' characteristics which makes it harder.</td>
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<tr>
<td>Factors</td>
<td>Lake Knowledge about Pupils' characteristics</td>
</tr>
</tbody>
</table>

| Academic and behavioral differences between Pupils, and behavior-problems And class size | DO: The pupils are very weak and it is hard to teach them. Not only weak academically-speaking, but some are weak socially. Every pupil has to make sounds, say here I am, I am sitting here, notice me, and it is hard to do it, hard to run a classroom, hard to manage a class like that. |
|                                                      | Sib: There is a discipline problem with children that are very difficult... There is a child who is unpredictable, you cannot tell what he will do, or another child with self-control issues, and that is a problem for the school. I try to reach them, but it is hard and it is a long road. |

| And class size | H: In the beginning I was really stressed. How can I make sure that I address them all? We are in personal education. My class has 36 pupils... per class, there are all kinds of, let us call it, types of children, even when I have 20 children I automatically put in all of my energy, all of my time, towards pupils with disciplinary and emotional problems, and it creates a situation where I cannot reach the, how do I call them, regular children. |
|               | S: The first few months were really traumatic. In several ways... there were disciplinary problems and the realization that you are a lot less important than you think you are, at least in the beginning. I work with large classes and there are 37-40 pupils per class. A diverse population of the west side, what you might call Nouveau Riche, nothing interests them. It is really hard to interest them. Even more so when it comes to Literature. |
C. The Ecological System Organizational Domain as a Manageability Inhibiting Factor

In this study we found two main factors which pertain to the school's ecological system: From the words of H and Sib we learn that the lack of support from the school's staff is a factor which inhibits the sense of Manageability. In addition, we learn about the connection between the interns' relationships with their pupils' parents and their rising feeling of Manageability. The interns (L, DN) reported that when the parents do not cooperate with them, are constantly intervening and do not keep their interaction limited, this behavior inhibits their sense of Manageability in class.

<table>
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<tr>
<th>Manageability Inhibiting Factors</th>
<th>Quotes by Interns Regarding Ecological-Organizational Domain</th>
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<tbody>
<tr>
<td>Lack of support from school stuff</td>
<td><strong>H:</strong> <em>If there is something that inhibits it is the intervention of other teachers who dictate to me what has to be done regardless of what I want</em></td>
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<td></td>
<td>Sib: <em>My mentor was arrogant and nasty. Each time I asked her questions she would answer me cynically, how don't you know? How did you come to teach? How do you ask me?, and once, in front of the class she got angry with me and told me I would not be a teacher at school. The school was a hornet's nest. I had no friends. I tried to make friends; there was shouting in the teacher's room. I am sensitive and like to work in a team, so I felt lonely and uncertain.</em></td>
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<tr>
<td>Parents' non-cooperation</td>
<td><strong>L:</strong> <em>&quot;If a pupil arrives in the morning without having taken his pills, he may be distracted. I do not blame him. I approach the parents. But the parents do not contribute and do not help. I feel that the main barrier to my work is the fact that parents do not cooperate.</em>**</td>
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<td></td>
<td><strong>DN:</strong> <em>Parents sometimes think that they know exactly what is happening in the class. And if their child told them something, then that's what happened. And it makes it difficult, because on the one hand, you do need to deal with what happened in class, and on the other hand, you're supposed to handle the parent who is not too pleased with that his kid did such and such or sits next to so and so...and who do you think you are to tell my kid what to do. Their reactions, things they allow themselves to say or do, for instance, to call me at 07:00 AM nonstop, or to call on a holiday.</em></td>
</tr>
</tbody>
</table>
D. Personal and Professional Identities as a Manageability Inhibiting Factor

This study found two main factors which inhibit the sense of Manageability (DO, Sib): the factor of professional identity – which encompasses misguided notions about teaching which stem from a gap between expectations and knowledge. In addition, the interns (H, KN) reported that their own characteristics – personal identity constitutes a factor which inhibits their sense of Manageability. This study is about Israeli interns – one of the characteristics of teaching is that the majority of interns are young women at the beginning of their marital or maternal lives. The combination of motherhood and teaching is, for some of them, is a factor which inhibits the feeling of Manageability.

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<thead>
<tr>
<th>Manageability Inhibiting Factors</th>
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<tbody>
<tr>
<td>Professional Identities:</td>
<td></td>
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<tr>
<td>Misconceptions</td>
<td>DO: <em>I am dying for this year to end, I just feel like I have handled far too many challenges...</em> It is hard to teach something that you are not sure about yourself... <em>It is very hard for me. I do not like this feeling. This feeling can cause me to stop working.</em></td>
</tr>
<tr>
<td>- Gap in expectations</td>
<td>Sib: <em>I did not understand what I was getting myself into. In theory it was all well and good, and I love children, but the system amazed me in its ineffectiveness, its uselessness, education became a secondary objective, and ego comes first... It broke my heart.</em></td>
</tr>
<tr>
<td>- Gap in knowledge</td>
<td></td>
</tr>
<tr>
<td>Personal identities:</td>
<td></td>
</tr>
<tr>
<td>Marital status</td>
<td>H: <em>I do not thing that there is something specific which hinders me, I think it is first and foremost about me and how open I am, how much I want to learn and be exposed to more.</em></td>
</tr>
<tr>
<td></td>
<td>KN: <em>It is hard to combine motherhood and teaching. It feels like being constantly on the balance, if I continue to work at home that means that I spend less time with my own child.</em></td>
</tr>
</tbody>
</table>
IV.5.1. **Meaningfulness - Enhancing Factors**

**A. Pedagogical Content as a Meaningfulness Enhancing Factors**

The pedagogical area is, for the interns, a factor which enhances their sense of Meaningfulness. Two factors were reported by the interns: disciplinary knowledge, and their love of the subject they are teaching (S) and teaching skills and their love of the teaching profession (N, Y).

<table>
<thead>
<tr>
<th>Meaningfulness Enhancing Factors</th>
<th>Quotes by Interns Regarding Pedagogical Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disciplinary knowledge and the love of it</td>
<td><strong>S</strong>: <em>I think that the challenge is in the teaching itself. Really, how you grasp children who are 14, 15, and really interest them, with all kinds of subjects. Even new materials... I really love Literature. That is really important to me. Getting back to our sources. Who and what we are. I think that is the main challenge in a word with iPhones and multimedia.</em></td>
</tr>
<tr>
<td>Teaching skills and the love for teaching as an occupation</td>
<td><strong>N</strong>: <em>That is what I teach. I love teaching and explaining. It is my love for the profession, that is the thing!</em></td>
</tr>
<tr>
<td></td>
<td><strong>Y</strong>: <em>That is my childhood dream, since I was in kindergarten (being a teacher). I had a very high-position job at an international company. A lot of time abroad and a lot in Israel. I was manager of business development and marketing manager... I left one day and started teaching English. It is the two things I love most – English and teaching. And teaching and education and supporting and listening and influencing.</em></td>
</tr>
</tbody>
</table>

**B. Pupils' Characteristics as a Meaningfulness Enhancing Factor**

The sense of in Meaningfulness was found this research to be the most important for the interns. Their knowledge of the pupils and the connection with them (K), the love for them and the desire to help them, were found to be the most important parts in creating the sense of Meaningfulness in teaching (DN, H, N).
<table>
<thead>
<tr>
<th>Meaningfulness Enhancing Factors</th>
<th>Quotes by Interns Regarding Pupils' Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Acquaintance With the Pupils</strong></td>
<td><strong>K:</strong> I get up every morning knowing it is not going to be a simple day, because I teach children who are not simple, and I know that I will have a good deal of coping to do. The treat me as a friend and tell me a lot of personal things. This information helped me save a child twice. <strong>This is meaningful to me.</strong> This is what causes me to tell myself, in a day that going to be hard - in the end it will be rewarding!!! So that is what is keeping me here.</td>
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<td></td>
<td><strong>DN:</strong> It is fun here at school. <strong>The children make me laugh.</strong></td>
</tr>
<tr>
<td><strong>The relationship with the pupils, the love for them, and the desire to help them.</strong></td>
<td><strong>H:</strong> I think that teaching is very meaningful to me. For instance, when you walk down the hall and the pupils smile at you and say hello... Just, all of these anecdotes: one of my pupils, she has a lot of problems, she tells me look, teacher, from now on I will behave... Or if I am angry, she tells me teacher, don't be angry, or other things where they come at you from a personal point-of-view, and then I feel like <strong>I am meaningful to them.</strong> Or parents that tell me that their children really love me, so maybe I really am influential... I receive all of the feedbacks. So I feel like that is meaningful to me, because it feels good.</td>
</tr>
<tr>
<td></td>
<td><strong>N:</strong> <strong>It is my love for the children</strong> ... And I know that at the end of the day, there will most likely be a change, that the children will go home and feel good... It is that I feel like this year I got to reach my pupils, some pupils who had a very hard time fitting in, academically speaking.</td>
</tr>
<tr>
<td></td>
<td><strong>M:</strong> Teaching is very meaningful to me. It goes home with me and I cannot escape it, if something happens to a child I cannot stop thinking about it, I try very hard to distance myself, not in front of them, but at home, because at the beginning I really cried. <strong>They are very meaningful to me and I feel the connection</strong> ... I am really connected to the class... I feel a sense of motherhood...</td>
</tr>
<tr>
<td></td>
<td><strong>DN:</strong> My pupils. <strong>My pupils above all.</strong> When they come in with a smile, when they come in with a smile... They know my door is always open... I have one class, a regular class that I love, there are pupils there...I have pupils who are in foster care. I have pupils there who told me at the beginning of the year listen whatever you say goes in one ear and out the other. Their IQ level was very low so you expect nothing from them. I have pupils there who come only for my class and without even opening their notebook they get grades of 90+. And I love to get a hug from these pupils – that's my love. It's fun for me to get up in the morning knowing I have my Avi – that's my smaller group. That group has stronger ones who are strong, but the ones who are not so strong are my challenge.</td>
</tr>
</tbody>
</table>
C. The Ecological System-Organizational Domain as a Meaningfulness Enhancing Factor

The support of the mentor, the school's staff, and management were reported by the interns (DN, L) to be the most important factors which promote the sense of Meaningfulness in teaching, and the sense of belonging to the school as an educational institution, and it is that which most affects them in creating the sense of Meaningfulness.

<table>
<thead>
<tr>
<th>Meaningfulness Enhancing Factors</th>
<th>Quotes by Interns Regarding Ecological-Organizational Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School support</strong></td>
<td>DN: <em>The staff. I bless my lucky stars that I am here and this is my staff and my management... It helps, it raises you up, it makes all the difference I think that if I didn't have the staff I don't know if I'd be here talking to you today and telling you how much fun it is to teach</em></td>
</tr>
<tr>
<td></td>
<td>L: <em>I had a soft landing and good impressions about teaching at school. I have had positive experiences and I hope they will continue with the principal, the staff and the assistant.</em></td>
</tr>
</tbody>
</table>

D. Personal Characteristics and Professional Identities as a Meaningfulness Enhancing Factors

The interns in this study mentioned two main areas which are factors that enhance their sense of Meaningfulness. One was the **internal-personal factor** (K) – the characteristics of their personalities as questioning, caring people, who are willing to invest themselves in teaching. The second - **professional perception** – **professional identity**: the interns (S, N, DN, Y) regard teaching as their main role; they rank it as their top interest, and understand that a teacher has many roles, which they are willing to take as part of their role perception, and as people who wish to influence pupils. The combination of their personality traits and their professional identity gives them a sense of Meaningfulness and happiness, and as such is an important factor in enhancing their sense of Meaningfulness.
### Meaningfulness Enhancing Factors

#### Quotes by Interns Regarding Personal and Professional Identity

<table>
<thead>
<tr>
<th>Personal characteristics</th>
<th>K: &quot;Every time a pupil gets angry I tell myself, first try to remember that you were a student here as well...so I turn difficulties into personal conversations, and it changes. Once you let a pupil know that you care...As hard as it may be, I remain longer, make phone calls. I have no breaks because I spend time talking to pupils, because it means a lot to me&quot;.</th>
</tr>
</thead>
<tbody>
<tr>
<td>S: &quot;Teaching is so meaningful that I am terribly busy asking myself where I am going...I believe in teaching and education and I think it is our future. I totally believe in it...I think the challenge is in teaching...It is amazing that you feel meaningful through teaching...&quot;</td>
<td></td>
</tr>
<tr>
<td>N: This is the top of my interests, for teaching to be meaningful. It is expressed in the way I work, that I plan the lesson by levels. It will never happen that I just sit and relax in my free time at school. I sit with pupils who experience difficulties, and read with them... this is what motivates me.</td>
<td></td>
</tr>
<tr>
<td>DN: That's what I really want even if it's having an influence on one small child, that's what I really want. I don't want to sit in an office, I'm not interested in earning millions, to take...just, that is bit by bit gradually comes together to build us up. It sounds kind of lofty and superior to say this but our country is not so great, and if I can come and influence even the tiniest thing, that's what I really want to do. That's what matters to me each morning anew to get up and be involved in this. I repeat, it could be I'm speaking as it's only my first year, and my fantasy is still a fantasy, but it is my goal.</td>
<td></td>
</tr>
<tr>
<td>Y: I do what I love the most and it makes me happy. It is my hobby to come to school. It is happiness to get up in the morning, all aspects...there are days that are not easy, but I educate the pupils. I am their mother, their comforter, their nurse their doctor, their psychologist...so obviously this sense of &quot;born to be&quot; is the motivating force.</td>
<td></td>
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</tbody>
</table>

| Professional identities: Perception of the role of teaching |
|---|---|
| IV.5.2. Meaningfulness - Inhibiting Factors |

Only a few statements in this study pertained to the factors inhibiting the sense of Meaningfulness, and none referred to the domain of pupils' characteristics and the relationship with them.
A. Pedagogical Content as a Meaningfulness Factor

In Israel job position has two meanings in teaching: one is working as a home room teacher which is a teacher in charge of a class, and cares for all class matters. The other one is a subject-matter teacher – a teacher who teaches only one or two specific subjects.

In this study, it was found that the position of the intern, either as a home-room teacher, or a teacher of a specific subject, has an effect on their sense of Meaningfulness. The impact is more pronounced in the pedagogical area, for teachers who teach a specific subject. M talked about the difference between teaching a class and teaching a disciplinary subject in Junior-High School. Since the amount of hours she spends with the pupils is small, she feels that this is a factor which inhibits her sense of Meaningfulness. H said that a small amount of teaching hours makes it harder to teach a class.

<table>
<thead>
<tr>
<th>Meaningfulness Inhibiting Factors</th>
<th>Quotes by Interns Regarding Pedagogical Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Job position Influencing teaching skills</strong></td>
<td><strong>H:</strong> I think teaching is meaningful to me because I get feedback from the pupils and their parents…it is pleasant when you hear these things…but in the discipline, I think you feel it less, the sense of meaning if you are only a teacher of a specific subject…so there, perhaps I feel a bit more meaningful…I can definitely say I feel less meaningful when I teach a subject than when I take care of all class issues.</td>
</tr>
<tr>
<td></td>
<td><strong>M:</strong> There are all kinds of inhibiting factors. I feel I do not spend enough hours in class…I am not in class every day and it feels very long (the gaps between the days in school)...On Fridays there are ceremonies, and I am not always a part of them, because I teach only a few hours. This is inhibiting.</td>
</tr>
</tbody>
</table>

C. The Ecological-System-Organizational Domain as a Meaningfulness Inhibiting Factor

No acquaintance or no relationship with the school staff and the pupils' parents was found to be a factor which inhibits the sense of Meaningfulness: M is a teacher who works part time, and she reports that a lack of communication with the school staff and the parents creates a sense of not belonging to the school as an academic institute, which hurts her feeling of Meaningfulness.
<table>
<thead>
<tr>
<th>Meaningfulness Inhibiting Factors</th>
<th>Quotes by Interns Regarding Ecological-Organizational Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>No acquaintance or no relationship with the school staff and the pupils' parents</td>
<td>M: What I would like to improve is the fact that I am less of a teacher at school. I don't know all the teachers and do not talk to them...the instructor in the internship workshop said we should communicate with the teachers...and since I am not in school much...I am less interested. They are adults and married, or divorced and their conversation topics are different from mine, and it's a pity, I also have no communication with the parents because the home room teacher communicates with them.</td>
</tr>
</tbody>
</table>

D. Professional Identity as a Meaningfulness Inhibiting Factors

Only one intern mentioned the personal aspect of her sense of accomplishment and her professional perception as a factor which inhibits her sense of Meaningfulness. Her inability to lead the pupils to achieve certain goals is, for her, something which inhibits her sense of Meaningfulness and her personal perception of her abilities as a teacher.

<table>
<thead>
<tr>
<th>Meaningfulness Inhibiting Factors</th>
<th>Quotes by Interns Regarding Personal and Professional Identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perception of professional identity – no sense of achievement</td>
<td>KN: I have many things to do, and when I feel I cannot manage, when I feel I have not worked thoroughly, I feel I may have done something wrong, because I have not reached the level of expected achievement. This makes me think I am not meaningful enough. There are factors that inhibit Meaningfulness, which are sometimes expressed as a sense of failure, but I immediately go back to deciding where I am heading...</td>
</tr>
</tbody>
</table>

Table --- summarizes the four enhancing and inhibiting factors regarding each SOCITS' components as found in this research
Table 6.IV: SOCITS' components – Findings (N=14)

<table>
<thead>
<tr>
<th>SOCITS Components</th>
<th>Enhancing Factors</th>
<th>Inhibiting Factors</th>
</tr>
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<tbody>
<tr>
<td>Comprehensibility</td>
<td></td>
<td>A Pedagogical content:</td>
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<tr>
<td></td>
<td></td>
<td>A Gap in Disciplinary knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A Deficiency in Teaching skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A Difficulties in time management and overload</td>
</tr>
<tr>
<td>A Pedagogical content:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Disciplinary knowledge</td>
<td></td>
</tr>
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<td></td>
<td>• Teaching skills</td>
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</tr>
<tr>
<td>B Pupils' characteristics:</td>
<td></td>
<td>B Knowledge about them and the relationship with them</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B Lake of knowledge about pupils.</td>
</tr>
<tr>
<td>C The ecological system-organizational domain:</td>
<td>• School support-(mentor, school's stuff and other interns)</td>
<td>C Difference in approaches between the school and interns</td>
</tr>
<tr>
<td></td>
<td>• Ecological system - Parents' support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• School as an Educational organization</td>
<td></td>
</tr>
<tr>
<td>D Personal and professional identities:</td>
<td>• Perception of love of the profession;</td>
<td>D Misconceptions - Gap in expectations</td>
</tr>
<tr>
<td></td>
<td>• Reconstruction of beliefs</td>
<td>• Ambiguity About yet unshaped professional identity</td>
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<td></td>
<td>• Perception of the personality traits as an inner-personality component which constitutes an enhancing factor of professional identity</td>
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<tr>
<td></td>
<td>• Integration of the interns' professional identity and personal experience</td>
<td></td>
</tr>
<tr>
<td>SOCITS Components</td>
<td>Enhancing factors</td>
<td>Inhibiting factors</td>
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</tr>
<tr>
<td><strong>Manageability</strong></td>
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<td></td>
</tr>
<tr>
<td>A Pedagogical content:</td>
<td>Disciplinary knowledge and love of the profession</td>
<td>A Pedagogical content:</td>
</tr>
<tr>
<td></td>
<td>Teaching skills</td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>B Pupils’ characteristics:</td>
<td>Knowledge about pupils' characteristics and the relationship with them</td>
<td>B Pupils’ characteristics:</td>
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<tr>
<td>C The ecological system organizational domain:</td>
<td>School support - management.</td>
<td>C The ecological system organizational domain:</td>
</tr>
<tr>
<td></td>
<td>Parents' support and the relationship with them</td>
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<tr>
<td>D Personal and professional identities:</td>
<td>Personal characteristics</td>
<td>D Professional identities:</td>
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<td></td>
<td>Shaped professional identities</td>
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<tr>
<td><strong>Meaningfulness</strong></td>
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<td></td>
</tr>
<tr>
<td>A Pedagogical content:</td>
<td>Disciplinary knowledge and the love of it. Teaching skills and the love of teaching as an occupation.</td>
<td>A Pedagogical content:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B Pupils’ characteristics:</td>
<td>Acquaintance with the pupils; Relationship with pupils, loving them and wishing to help them</td>
<td>B This research found no evidence of inhibiting factors regarding Pupils' characteristics and the relationship with them</td>
</tr>
<tr>
<td>C The ecological system organizational domain</td>
<td>School staff: mentors, teachers + principal enhance a sense of satisfaction and belonging to the school</td>
<td>C The ecological system organizational domain</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D Personal characteristics and professional identities:</td>
<td>Personal characteristics: Interns characterized as involved, caring individuals who believe in their way.</td>
<td>D Professional identities:</td>
</tr>
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</table>
In summary, this chapter has introduced the research findings as yielded from the mixed methods approach. First, questionnaires were administered for examining Sense of Coherence in Teaching Situations (Bracha and Hoffenbartal, 2011) and a questionnaire for examining Level of Burnout (Friedman, 1999). In the second research stage, a semi-structured interview was conducted with interns who had volunteered to be interviewed in this research.

A fairly high level of SOCITS among interns was found in this research. Regarding the specific components of the SOCITS, the highest of the three components was Meaningfulness the second one was Manageability and Comprehensibility was found to be the lowest. Burnout general score indicates a low-intermediate level of Burnout among the interns in this study.

In line with expectations, a negative relationship between SOCITS and the Level of Burnout was found. In addition, Manageability can predict Burnout more than Comprehensibility. Surprisingly, Meaningfulness will predict Burnout more than Manageability.

Regarding the relationship between interns' characteristics and SOCITS and Burnout, some significant findings emerged: **Academic year**: Interns in the fourth year do not differ from interns in the fifth year in their level of SOCITS and Burnout. **Job position**: Homeroom teachers revealed a higher level of Manageability than those teaching a specific subject; they were more exhausted but felt less de-personalization regarding their pupils than those teaching a specific subject. **Program**: the three programs (Primary School; Junior High School; Special Education) did not differ with regard to SOCITS.

As for Burnout, interns teaching in junior high school showed a higher level of de-personalization than interns teaching in elementary school and in special education. **Part time/full time Employment**: the two groups did not differ with regard to Burnout. As for SOCITS, interns teaching full-time showed a higher level of Manageability than interns teaching part time.
The qualitative research yielded manifestations testifying to a high Sense of Coherence in teaching situations among interns, both in general and with regard to each component. The four factors enhancing and inhibiting the Sense of Coherence in Teaching Situations were identified: Personal and professional identities; Pedagogical content; the ecological system - organizational domain; Pupils’ characteristics. The enhancing and inhibiting factors were identified for each SOCITS component: Comprehensibility, Manageability and Meaningfulness.

The following chapter will discuss the findings and their significance.
CHAPTER V: DISCUSSION OF THE RESULTS

V.1. Introduction

This study focused on Sense of Coherence and examined it in the context of teaching situations. This examination is novel because until now research all over the world has examined the concept of coherence as a global feeling relative to different stages in a person's life. The studies were conducted on different populations using the Antonovsky questionnaire (1987, 1990). These studies showed that the existence of a Sense of Coherence enables a person to cope with stressful situations and crisis, and that SOC serves as a buffer between stressful situations and a person's coping. In other words, the higher a person's Sense of Coherence, the better he or she can cope with stressful situations (Antonovsky, 1987; Cohen & Kanter, 2004; Richardson, & Ratner, 2005; Eriksson, 2007; Braun-Lewensohn, 2011).

Research also reveals that a high Sense of Coherence with students may decrease the sense of threat and anxiety due to learning tasks they have to perform and enable them to mobilize the resources required for coping with their stressful situations (Heiman, 2004; Austin et al., 2006; Grayson, 2008; He, 2011).

The current study attempts to expand knowledge concerning the concept of Sense of Coherence by extending it to teaching situations. In order to accomplish this goal, use was made of the SOCITS questionnaire (Bracha & Hoffenbartal, 2011) which was administered to a population of interns during their year of induction in Israel. Some of these interns were still students in their last year of teacher education, and at the same time were teachers who were coping for the first time with different teaching situations.

Research reveals that teaching as a profession is emotionally demanding (Yu, 2005; Shukla & Trivedi, 2008). Furthermore, interns felt that their work is characterized as solitary, and that they are required to be experts and independent in teaching from the very beginning of the year (Kardos & Johnson, 2007). In addition, teaching situations and teaching as an occupation was confirmed in internationally research as one of the more stressful occupations in recent years (Billingsley, 2004; Montgomery & Rupp, 2005; Chaplain, 2008; Pithers & Soden, 1998 in Jacobs, 2010).

Much like veteran teachers, the interns experience many difficulties during their induction year, and these difficulties cause the Level of Burnout already in their first
year of teaching. This may lead them to a state of dissatisfaction, alienation, physical and mental health problems, and eventually – dropout (Chan, 2011; Fisher, 2007). Understanding the interns' difficulties and feelings allows for understanding research findings pertaining to the induction year. In Israel it was found that 20% to 50% of interns drop out at the end of their induction year till the end of the third year (Berger and Toren, 2010). Nevertheless, there are still interns who are happy and enthusiastic about their work (Roth, Assor, Kanat-Maymon & Kaplan, 2007) and do not want to leave at the end of the induction year.

In addition to the in depth examination of the phenomenon of Sense of Coherence in Teaching Situations, the research also examined the correlation between SOCITS and Burnout. The choice of Burnout was made in light of the knowledge from the field and the professional literature since the interns already experienced a Level of Burnout in their first year of working as teachers (Hamman & Olivare, 2007; Hamman & Olivarez, 2007).

In the few studies conducted thus far among students, a correlation has indeed been found between Sense of Coherence and a Level of Burnout, but it has not yet been examined in specific teaching situations (Heiman, 2004; Togari et. al. 2008; Sagi & Fish, 2009; Austin et. al., 2010)

Thus the research goal was to examine the connection between Sense of Coherence in Teaching Situations and Burnout among first Year Teaching Interns.

The research findings were presented in the previous chapter with reference to the questions which guided it. The study was conducted among 144 interns from a teacher education college in central Israel during their induction year. Data were collected by using both quantitative and qualitative research methods. Three major questions were formulated constituting the research design (one quantitative question and three hypotheses and two qualitative questions). The aim was not only to cull data regarding the scope of the phenomenon but also to deepen our understanding of it; in other words, hearing the interns' voices. Listening to their voices via the interviews helps to identify expressions of Sense of Coherence in Teaching Situations as they experience it. In addition, the interviews allowed the researcher to first identify factors which enhanced or inhibited SOCITS, as perceived by the interns in this research.
Quantitative Question

- What is the relationship between Sense of Coherence in Teaching Situations (SOCITS) and Level of Burnout among first year teaching interns?

This research question served as grounds for examining the connection between the interns’ SOCITS and their Level of Burnout during their induction year. The three hypotheses helped to understand the relationship among the three SOCITS components: Comprehensibility, Manageability and Burnout.

The research hypotheses were based on the literature review and derived from the general question:

1. A Negative relationship will be found between SOCITS and Level of Burnout.
2. Manageability will predict Burnout more than Comprehensibility.
3. Manageability will predict the Burnout more than Meaningfulness.

Additionally, the research examined the connection between the students’ characteristics and SOCITS and Burnout. As mentioned earlier, the qualitative method helped identify the manifestations of SOCITS, including all its components, and also the enhancing and the inhibiting factors of SOCITS, including all its components, regarding the Level of Burnout among first year teaching interns.

Qualitative Questions

1. What are the manifestations of Sense of Coherence in teaching situations, including all its components, regarding the Level of Burnout among first year teaching interns?
2. What are the enhancing factors and the inhibiting factors of Sense of Coherence in Teaching Situations, including all its components, regarding the Level of Burnout among first year teaching interns?

For this reason, this chapter will discuss the findings in relation to the research question in the following sequence: first, the first question regarding the level of SOCITS and level of Burnout among the interns and the significance of the findings will be discussed. The connection between Burnout and SOCITS will be discussed through the hypotheses as well as by an examination of the connection between the characteristics of the interns and SOCITS and Burnout. The SOCITS expressions will be added to this section of the discussion in order to demonstrate the reliability of the quantitative findings and to provide more in-depth insights into the development of
the interns' Sense of Coherence in Teaching Situations and its significance for their ability to cope in complex teaching situations. It is important to note that this is the first study to examine this topic and its quantitative data will not suffice; for this reason, the expressions culled from the interns reinforce the existence of the SOCITS concept on its three components, as they relate to the population under study, as well as its function as a mediating factor between the intern and his or her feeling of Burnout during the year of internship. The discussion will conclude with an explanation of the factors that promote or inhibit the development of a Sense of Coherence and its components and their significance.

V.2. Sense of Coherence in Teaching Situations among Interns

Regarding the research question, it was found that during their first year, interns display a fairly high level of SOCITS (mean between 4 and on a 6 point scale), as opposed to a low to a low-intermediate level of Burnout – mean is around 3 on a 6 point scale). This finding corresponds to the findings of other studies since Sense of Coherence (SOC) is perceived to be global, serving as a coping resource in stressful situations and personal crisis (Atonovsky, 1987; Austin, 2010). This research is unique in that it examines Sense of Coherence in Teaching Situations and therefore, the findings will first be discussed as they relate to the existence of SOC as a global concept among interns and afterwards, as it relates to each and every component of the concept.

V.2.1. Sense of Coherence in Teaching Situations as a Specific Orientation

This research is the first to examine Sense of Coherence in Teaching Situations among interns. The findings testify to fairly high level of SOCITS (mean between 4 and 5 on a 6 point scale) among interns, and the results are similar to the result of studies which examined SOC among students (Heiman, 2004; Sarid et al., 2004; Cohenet al., 2008; Grayson, 2008; He, 2011).

The interns' SOCITS can be explained by a number of factors. One of the factors is the psychological sources which constitute the system of a person's responses such as action or regression in the face of stressful situations (Antonovsky, 1998; Bental and Sagi, 2012). The psychological factor in the context of this study can be a source
which helps and enables the intern to respond to stressful situations and crisis in teaching or alternately to retreat when dealing with different teaching situations.

SOCITS much like SOC is an inner coping resource: it is not a global orientation but a specific one. It was describe by the interns as the extent to which they have a sense of confidence in the predictable, familiar teaching situations, and the belief that one can cope so that teaching situations will be managed in the best way. And as a personal, internal, and professional component: the interns reported a component which allowed them to remain optimistic, and continue teaching even though they experienced difficulties As they reported themselves in interviews: N: "I think that it is something that is internal for me, something natural, something that I brought... It is up to me... It is something that helps me to understand, to be with the children and also teach.

L's statement as well reveals that the interns in this research feel that SOCITS is not only an internal component, but it enhances their coping in teaching situations, helps them feel it is possible to make order in the world of teaching and even constitutes a motivational factor to wish to persevere in teaching after their internship.

L: "Coherence strengthens me, without the Sense of Coherence I wouldn't have been able to continue doing my job, because you are lost. You do not know what to do and how to deal with other situations. Without coherence there is no order to things, coherence as a trait and character for a person has to be professional, too. The year is not over yet, and I hope it will have some continuation."

In light of these findings, we can assume that the interns in this study are individuals, characterized by psychological coping resources which help them to cope with various demands and this is the reason why in this study they expressed a high level of SOCITS. This assumption is reinforced by other studies which dealt with pre-service teachers during their year of internship. Rots, et al., (2012) examined the feelings of students in training. They found a connection between the feelings of pre-service teachers and their decision to enter the world of teaching. It was found that already in the process of their experiences as pre-service teachers, they are characterized by a personal ability to actively interpret their experience so that it has an influence on their process of decision making regarding whether or not to become a teacher or leave the teaching profession. The internal personal component does not only influence the decision to enter the profession, but also the development of the
intern. Darling-Goddard & Goddard (2006) and Hammond & Bransford (2005) emphasized the teacher's personality element, meaning, the personal approach of the novice teacher will affect the way he or she learns and develops during the induction year. These findings are similar to the findings of this research, where interns' Sense of Coherence in Teaching Situations rested upon giving a personal interpretation of their teaching during the year and their influence on their perception of teaching and their role as teachers. This was explained in DO's interview: "I knew it would be hard, that it is the first year... I believe that these things will change next year... So I am optimistic..."

Additional factors which may account for the interns' high Sense of Coherence (Mean between 4 and 5 on a 6 point scale) include the perception of the teacher's role, love of ongoing learning, teaching the pupils and the subject matter – these are the factors influencing teachers to engage in the teaching profession, persevere in it and feel satisfied with their role (Loui, 2006; Culross, 2007; Anhoer, 2008; Sunddip, 2010). Eriksson (2007 in Eriksson M., Lindström, 2008) highlights the relationship between social support and SOC and the influence on the individual health.

An interesting finding of this study is these factors were mentioned in a theoretical survey by Schatz-Oppenheimer (2011) as Four Domains of difficulties typical of the intern's teaching process, whereas in this research, they were found to be factors that promoted and advanced Sense of Coherence in Teaching Situations, as presented at length in the section of findings pertaining to the third research question. The factors of perception of the teacher's role can be attributed to the domain of Personal and Professional Identity; the factors of subject matter, and love of ongoing learning, can be attributed to the domain of Pedagogical Contents, whereas the factor mentioned in the theories of teaching the pupils can be attributed to the domain of Pupils' Characteristics: relationship with pupils, loving them and wishing to help them. The final domain of social support is presented as part of the organizational domain of the ecological system. These four domains are interconnected and affect the development of a Sense of Coherence in Teaching Situations. When the intern begins to form his or her perception of his profession, feels love towards teaching as a profession and towards the subject matter he or she is teaching, in combination with a love of the pupils and support from the school staff, then his or her SOCITS increases. The following examples present the factors that were found and expressed in the words of the intern K, "I really love to learn, I always ask and ask." Statements made by KN
and DO teach us about the combination of the perception of the teacher's role and the love of teaching the pupils as factors which promote the interns' SOCITS.

KN: "I have a sense of responsibility. And I feel like I influence every child... Every lesson I had, I wanted to conduct a lesson that will be meaningful, that the children will remember. DO: "What will keep me in the teaching profession in my discipline, Literature and Bible-studies? I do it because it interests me. I love Literature, I love the Bible." KN's statements demonstrate the contribution of the school system's support to enhancing SOCITS, "I came into a supportive system, a mentor, a staff, a principal. There is warmth and caring even beyond the working hours."

In light of the statements made by the interns, we can learn that SOCITS was found to be an important internal personal source that promotes coping resources in the intern's professional life as shown with regard to Sense of Coherence (Eriksson & Lindström, 2006). In other words, this is an internal personal feeling typical of the intern, just as of the pre-service teacher, and served as an important resource that affect his or her motivation to teach, thoughts on entering the profession, persevering in the profession or dropping out (Rots et al., 2012).

V.2.2. Three SOCITS Components – Comprehensibility, Manageability and Meaningfulness

Regarding specific components of the SOCITS, Meaningfulness was found with the highest level (a fairly high level - mean over 5 on a 6 point scale) between the three components. The second one was Manageability (a high level - mean between 4 and 5 on a 6 point scale) and the lowest of the three dimensions (moderate level - mean between 3 and 4 on a 6 point scale) was Comprehensibility.

Antonovsky (1996) refers to the general score of the questionnaire as evidence of a person's SOC and argues that the explanation lies in the uniqueness and the strength of the combination between those dimensions. However, since this research is a pioneering one in the field in terms of population – interns in their induction year and in the use of a questionnaire for SOCITS, there is great importance in examining the SOCITS not only in general but also in relation to each of its components separately, as Bental and Sagi (2012) expanded the issue in their research and referred to each dimension separately and to the questionnaire as a whole.
Therefore observation of each one of the SOCITS components allows the researcher to reveal and understand the intern's feelings in a more profound manner. As already mentioned, SOC develops over many years (Eriksson & Lindström 2008).

The interns are at a critical stage of their lives, both professionally and personally. On the one hand, they have the opportunity to develop and cope with the many changes of this period and on the other hand, at this age they are expected to be able to handle and manage the changes and pressures they experience in their work and personal worlds (Heiman, 2004). Due to the expectation that they cope in an efficient manner, it is important to understand not only their general feeling but also its components. Moreover, Moksness et al. (2012) claim it is important to identify the role that the Sense of Coherence plays already in adolescence in order to ensure their mental health so that when they reach maturity around the age of 30, they will be able to manage the various events in their lives effectively. In other words, it is important to identify the role played by SOCITS and its components so that the interns can best manage teaching situations for themselves and for the benefit of their students.

The differing attitudes towards each of the SOCITS components constitute an interesting finding in the context of SOCITS characteristics among teaching interns during their induction year. In other words, the three SOCITS components are perceived and rated differently by the interns. They saw the Meaningfulness component as having the most influence on them, followed by the Manageability component and finally the Comprehensibility component. The difference can also be explained according Antonovsky (1987) who wrote, "There are individual differences in the Sense of Coherence. With one person it can be comprehensive, while with another it may be narrow and directed at one specific domain."

In order to understand the different way in which interns relate to the three components of SOCITS, this study made use of the mixed method approach. It is not enough to view the quantitative data that supply information about the phenomenon, but rather it is crucial to try and understand it from the interns' point of view. It has an advantage because the different approaches focus on the same phenomenon and provide better understanding of the interns' feeling (Creswell & Plano Clark, 2011).
The analysis of the interns' interviews (Research Question 2) made it possible to pinpoint the expressions that show the presence of the three components comprising a Sense of Coherence in interns' teaching situations.

Table No. 1.V. demonstrates the connection between the quantitative findings and the intern's expressions.

**Table No. 1.V. SOCITS components and the connection among them as expressed in this research**

<table>
<thead>
<tr>
<th>The Three SOC Components (Bracha &amp; Hoffenbartal, 2011)</th>
<th>Quantitative Findings (SOCITS Questionnaire) - Three Components – Research Question 1</th>
<th>Qualitative Findings – Interviews Examples testifying to the existence of the three SOCIT components among interns in this research – Research Question 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehensibility</strong> is a cognitive component - the extent to which the teacher perceives teaching situations as cognitively meaningful and predictable</td>
<td>Moderate level</td>
<td>The expressions of Comprehensibility were represented by variations of the word &quot;comprehend&quot;. The interns expressed a feeling of Comprehensibility regarding several domains: Different teaching situations, teaching methods, their pupils' characteristics and understanding towards their own professional identity – their roles as teachers: L: &quot;I feel that I understand teaching situation/ N: &quot;I think I understand the role of the teacher&quot;</td>
</tr>
<tr>
<td><strong>Manageability</strong> is an instrumental-behavioral component - the extent to which the pre-service teacher perceives the available resources as satisfactory in the attempt to meet the demands placed by both external and internal stimuli in teaching situations' problems</td>
<td>High level</td>
<td>Analysis of the interviews reveals the interns' use expressions which represent the feeling of Manageability, such as: coping, managing, I think I can succeed. They expressed a sense of Manageability in several areas: the feeling of controlling a classroom in different teaching situations, controlling the teaching methods, expressing flexibility in the teaching process, the ability to construct personal and class-wide teaching programs. Some even expressed the ability to modify their teaching method to better fit the characteristics of the class: L: &quot;I know how to cope better with different situations&quot; H: &quot;I think that I can manage a class&quot; KE: &quot;I feel that I have the personal ability to do it (manage a classroom)&quot;.</td>
</tr>
</tbody>
</table>
### The Three SOC Components (Bracha & Hoffenbartal, 2011).

<table>
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<th>Quantitative Findings (SOCITS Questionnaire) - Three Components – Research Question 1</th>
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</tr>
</thead>
</table>
| **Meaningfulness** is a motivational-emotional component - the extent to which the teacher feels that teaching situations are emotionally meaningful, and at least some of the daily requirements pose more of a challenge than a heavy burden | Sense of Meaningfulness in this research was expressed in the interns' perceptions of different teaching situations as a way of life, a personal choice that satisfies them. The applied expressions indicating that they regard teaching to be a significant challenge, both in terms of advancing the pupils and their own professional progress:  
**A:** *I teach an extremely difficult population...It is significant for me*  
**DO:** *"Teaching is a very big challenge for me".* |
| A fairly high level |  |

From this we learn that the interns have a Sense of Coherence in Teaching Situations and they perceive its three components in different ways, but they are nonetheless meaningful for them. The intern's expressions show not only the existence of these components, but also represent the connection among them (Eriksson & Lindström, 2008) and reinforce the existence of this concept: Sense of Coherence in Teaching Situations.

Furthermore, the analysis of the quantitative data in the study shows that of the three components, the component of Meaningfulness is the most significant for the interns. In the qualitative part of the research as well, in the interviews (Question 2), almost all interns noted that of the SOCITS components that the component of Meaningfulness is the most important and only one student noted the Manageability component as the most important. In light of their comments, the sense of Meaningfulness is that which most influences them in the process of teaching and therefore they describe it as "Teaching, for me, is life" and as "the source of my work," "The values. Those are the things that matter most to me" and even as "sacred work".
The explanation for this is based on the words of Antonovsky (1987) himself. It is worthwhile to note that in spite of Antonovsky's desire to view Sense of Coherence as a global personal resource, he also considered Meaningfulness to be the most important of the three SOC components. Moreover, he explained that when a person has a high sense of Meaningfulness, it enables the person to move on from a state of potential to actualizing his or her coping resources. In other words, the component of Meaningfulness gives the individual motivation to search and create order in his or her world (In Jacobs, 2010, p. 88).

Additionally, Antonovsky (1984) claimed that Meaningfulness refers to a certain level of personal commitment in the various areas of life. In this research as well, Meaningfulness becomes the source of motivation for the interns in their work and despite all of the difficulties they encounter, they regard their work as challenging and feel committed to continuing doing it in the coming years as well, "What keeps me doing my job is that it is meaningful" (K).

In summary, the fact that in this study a fairly high level of SOCITS was found, as well as a fairly high level of the component of Meaningfulness, a relatively high level of Manageability and a moderate to high level of Comprehensibility enables us to recognize the forces and challenges which the interns face. Consequently, it can be said that the interns in this study have a high Sense of Coherence in Teaching Situations, and when they encounter stressful situations, they will be highly motivated to cope, and it will be clear to them that they possess the resources with which to cope with those challenges (Antonovsky, 1998).

V.3. Burnout among Interns

This research found a low-intermediate level (average is around 3 on a 6 point scale) of Burnout among the interns. Of the Burnout components, the dimension of mental and physical exhaustion - received the highest score. The dimension of diminished personal accomplishment yielded a low level score. The dimension of de-personalization yielded the lowest level of the three dimensions.

Similar data pertaining to interns' Burnout can be found in many studies conducted in Israel as well as in other countries, testifying to a high Level of Burnout already in the beginning of the induction year (Gavish, 2002, 2007, 2009; Gavish; & Friedman, 2010; Hamman & Olivarez, 2007; O'Brien et al., 2007).
However, there are differences between these studies and the results of this study. Therefore, initially the existence of Burnout among interns will be explained and thereafter displayed both differences and a possible explanation for their existence will be presented.

**Explanation of the existence of Burnout among interns in this research:**

Studies (mentioned above) which have examined the Sense of Burnout among interns found a high level of Burnout in general (Mean is around 4 on a 6 point scale (Gavish & Friedman, 2010) and in relation to each of the Burnout components whereas in this research is the level of Burnout was found to be medium-low (Mean is around 3 on a 6 point scale). The very presence of a Level of Burnout among interns can be explained by the combination of uniqueness of teaching interns in Israel, the characteristics of the induction year, and with reference to the process of professional development of their teaching capability: teaching interns in Israel are different from those in other countries most of whom are teachers who have completed their training. Israeli teaching interns are at the last stage in their academic process of teacher education, and at the first stage of their professional lives as teachers (Sagi and Regev, 2002). They are required to navigate between being students and teachers, between academic tasks and their being independent and autonomous teachers who comply with the school's reality and teaching requirements. Further, it is important to remember that these are young people in the first stages of their personal adult life (marriage, moving to a new location, and more).

Furthermore, there is the fact that Burnout is a dynamic, developing process, meaning it starts already during the pre-service teachers' studies in the teacher education program, as explained by Gavish & Friedman (2010). The situation is more severe if we consider the fact that when pre-service teachers begin teaching it is anticipated that their levels of psychological distress would further increase (Chaplain, 2008 in Gardner 2010). In addition the fact that they lack the ability to use direct methods for coping with the pressure and limited coping strategies in teaching, it become harder to decrease stress so they may experience Burnout on all its components (Friedman, 2005; Hamman & Olivarez, 2007). This makes the transition from being an intern to being an independent teacher even harder, as during this period the most significant changes occur in the intern’s personal and professional life.
The existence of burnout in this research can also be explained with regard to the characteristics of teaching in the induction year. The literature review reveals that teaching as a profession is emotionally demanding, complex, multidimensional and dynamic profession (Yu, 2005; Barrett Kutcy & Schulz, 2006; Chan, 2007; Karsenti et al, 2008; Romano, 2008; Shukla & Trivedi, 2008; Stoeber, & Rennert, 2008; Tuval and Or, 2008; Buchanan, 2010; Schatz-Oppenheimer, 2011; Skaalvik & Skaalvíc, 2011) and thus being a teacher is stressful and school teachers are among those professionals with the highest levels of job and burnout on the job stress. Interns enter the induction year with high expectations (Kizel, 2010). Once they encounter the harsh reality of schools (the complex situations) the combination between the interns' perception of their professional reality and their idealized professional fantasies create a sense of "reality shock" leading to burnout (Friedman, 2005; Karsenti et al, 2008; Gujarati, 2012).

This finds expression in the statements of the interviewees testifying to their sense of shock and pressure which lead to their level of burnout, as described by Lewis (1980, in Gavish & Friedman, 2010), who defines the phenomenon in three stages: Change- Contrast – Surprise. S expressed her strong feelings, "The first few months were really traumatic…", and H and K explained the difficulties and the sense of stress with regard to the gaps between their studies and their practice experiences and with regard to their status as teachers. H: "At first it was a shock for me, no matter how much they prepared me at College..." K: Earlier this year, I was in shock, I thought - I am ready, I prepared teaching plans but meeting suddenly my pupils who look at me as a teacher and not as pre-service teacher was totally different. I couldn't imagine that it would be so different, it was very difficult to understand...". DO's statement testifies to the outcome of burnout, "I suffered all year long. I am dying for this year to end."

In light of the above, we can understand the presence of burnout among interns in general and in this research in particular. However, as mentioned two main differences were found between this research and others with respect to burnout:

1. **Burnout level**: As mentioned earlier, the level of burnout in this research was found to be lower than that found in other studies. A possible explanation for the difference in the level of burnout. The findings correspond to those of Hamman & Olivarez, (2007), who found that as time passes, the sense of crisis
and level of Burnout decrease significantly. There are two possible explanations:

(a) A possible explanation for the difference in the level of Burnout can be the support the interns received from their mentoring teachers and the school staff. As explained by Fives, Hamman & Olivarez (2007), that is, when the interns, who are entitled to receive support due to the very definition of internship, accept regular, well organized support, it influences the development of a sense of commitment, prevent Level of Burnout, perseverance in the profession, prevention of dropout and attract better candidates (Smith & Ingersoll, 2004; Howe, 2006; Cherubini, 2007; Smith & Reichenberg, 2008; Unruh & Holt, 2010; Johnson, 2011; Ingersoll, & Strong 2011; Hallam, et al., 2012).

In a study conducted among intern in Israel, Gavish & Friedman (2010) emphasized the significance of the support of the school staff. This support allows interns to be knowledgeable about the characteristics of the school system, to feel safe and that they belong. The lack of such support can cause mental Burnout, and the existence of such support allows for its prevention. In this study all of the interns testified that they found their mentor and school stuff to be a meaningful figure: KN: "I came into a supportive system, a mentor, a staff, a principal... the entire school system that envelops and helps me teach a class...There is warmth and caring even beyond the working hour...". DN: The staff...It helps, it raises you up, it makes all the difference I think that if I didn't have the staff I don't know if I'd be here talking to you today and telling you how much fun it is to teach...". Other meaningful figures were parents and pupils, the connection and support from them. DN: "Parents approached me to tell me that they have to let me know how happy they are to have me as the teacher. If we are talking about something to prevent Burnout, then it's great to hear these comments and it gives me the feeling that it's good I'm here..." H: "When I walk down the hall and the pupils smile and tell you hello.

(b) Another possible explanation for the difference in the level of Burnout is Sense of Coherence in Teaching Situations. As a Global feeling, a high level of SOCITS was found among the interns in this research, and it serves as a factor that moderates the Level of Burnout. That
was explained in section which discusses the very existence of SOCITS among interns. And the next section here provides more details about the relationship between Sense of Coherence in Teaching Situations and Burnout. Meaningfulness is another component of SOCITS which can shed light on the difference in the level of Burnout. The component of Meaningfulness has been found to be the highest of all SOCITS components and the most important among the interns. Meaning, as far as the interns are concerned, teaching and the pupils are meaningful to them, and despite the difficulties they experience, they continue to see the pupils as people who require solutions, and see their work as a challenge. L: "knowing how to really get to know the pupils… they are pupils, they are persons, and they are human beings…" N: "I feel like every day is a new challenge for me. I really try, each time, after every class, to reflect upon it... If the pupils did not listen today, then why did they not listen? Was it something that was about me, or something about the class? I mean, what to do, how to teach the subject in an interesting way... How I can reach all of the children... really, it is a huge challenge".

2. An additional difference between the findings of this research and other Burnout studies among interns is the component of Burnout which influenced the general Level of Burnout score. In studies conducted in Israel (Gavish, 2002, 2007, 2009; Gavish; & Friedman, 2010), the component of unaccomplishment was found to be the most influential on the Level of Burnout. This research found the component of physical and mental fatigue to be the most influential, similar to the findings of O'Brian et. al. (2007).

In addition to the explanations of the Level of Burnout in general provided thus far, the difference in the influence of Burnout's components on the general score can be explained in the combination of the theory of interns' stages of development and the energy they require at this stage and their perception of self-efficacy and their experience during their college training.

The induction year in Israel and world-wide has been identified as a primary, significant stage which influences the process of the new teacher's development and wish to persevere in the teaching profession (Ingersoll & Strong, 2011, Nasser-Abu Alhija et al. 2011). The first stage is the personal dimension stage of entering the
teaching world were the intern feels a sense of shock survival and concern and is focused on self. The fact that the interns are young and new in the education system raises the need to invest more time and energy in fulfilling the many requirements of teaching which they have to fulfill. This situation explains the concerns and the loss of physical and mental energy and emotional burden interns’ experiences (Bullough & Draper, 2004).

It is also possible that the interns have a perception of self-efficacy (Bandura, 1997) that enables them to cope with physical exhaustion. This perception can develop when the interns are supported in the schools where they practice. This support may affect the individual's perception of self-efficacy, enhance it or shatter it (Gavish & Friedman, 2003). In other words, at this stage of the research the interns were indeed at the stage of survival and experienced physical exhaustion but they had not lost their confidence in their teaching capability, as described by K.

K: "I told myself, enough! Stop! You have come to do something else; I wanted to do new things."

It is also possible that their college studies and practice in schools during their training contributed to their sense of self-efficacy.

M: The things that help me manage a class - I think that my studies for three years (in college). I was in a lot of classrooms during my education, and it gave me confidence when I walked into a classroom... Also my studies, my practical work, my lecturers over the years, both in normal education and special-education... (The feeling that I can manage a classroom) is because of the study process and the experiences in the field.

Compared with two differences with respect to Burnout among interns found between this research and other studies, there is also a common finding. Like the other studies mentioned in this work the Burnout component of de-personalization was found to be at the low level (Mean between 2 and 3 on a 6 point scale) both in the beginning and at the end of the year. This component refers to the individual's negative attitudes to others: the individual experiences a negative change in attitudes towards others, and develops such negative attitudes of malice, hostility and cynical attitudes (Malach-Pines, 2011).

This may be explained by the combination of the interns' characteristics and their perceptions of the teaching profession. The personality of those who choose to become teachers is characterized by sensitivity in the interactions between individuals
and the physical environment (Nagar, 2001). The choice of teaching is based on idealistic intrinsic motives of readiness to change and improve society and the wish to reach self-fulfillment.

Interns strive to influence students; to give from their education, knowledge, capabilities and skills to their pupils, influence their education, their minds, and their morality and help nurture their future (Friedman, 2004 in: Gavish & Friedman, 2011). Moreover their perception of the teacher's role, love of ongoing learning, teaching the pupils and the subject matter – these are the factors influencing teachers to engage in the teaching profession, persevere in it and feel satisfied with their role (Loui, 2006; Culross, 2007; Anhoer, 2008).

That is, the combination of the interns' sensitivity and their relationship with their pupils and the importance they attribute to their role as teachers and educators may be an influential factor that mitigates the development of the sense of de-personalization. As can be seen from the words of the interns in this research, although they experienced physical and mental exhaustion they testified to their professional development, the ability to address their pupils' needs, connect to them as people and not treat them in negatively and cynically.

From the words of H, we can learn that the work load creates physical and emotional feelings but not Burnout in its full sense, and her willingness and DO's and N's to try and reach every pupil, and connect to them. H: "There is the burden. I felt exhausted, perhaps not physically, perhaps a bit, because I am standing the whole time, but I felt emotionally exhausted with all this burden of remembering...so I may be able to connect to this feeling of exhaustion...which causes Burnout. This is caused by the constant burden...not that I feel burnout, but like I said it feels heavy because of the burden... I try very hard to make teaching more dynamic. Many times I won't start the lessons if I see the pupils are emotional, and I usually let them express themselves..."

DO: "I feel that I am successful, that I know how to teach the class, that I know how to get them (the pupils) to study, and how to connect to them; It all just flows..."

N: "...It is, many times, about teaching them and being flexible... In the beginning, I mean, I was stubborn... but I quickly understood that I need to become flexible and be there to listen and contain them. After that it will come... I think I understand the role of the teacher..."
In summary, the present research which focuses on SOCITS as preventing Burnout. Differences found on the Burnout level are not significant in terms of examining the very existence of a Level of Burnout, not because they are not significant, but rather because the very existence of Burnout among young teachers already in their first steps of teaching ought to occupy policy makers in the education system. This is due to different research findings indicating that this phenomenon does not disappear unless 30% - 50% begging teachers in Israel and round the world quit the profession between their first and fifth year (Alhija et. al., 2006; Goddar & Goddard, 2006; Berger and Toren, 2010).

Research conducted in Australia (O'Brien et al., 2007) and examined the development of Level of Burnout among teachers in their second year also presents similar results. This study found that those teachers who indicated that they would not choose teacher education again had a high Level of Burnout in general and each of its components. Support for this can be found in the research findings of Allensworth et. al (2009) which indicate higher rates of Burnout among interns than among veteran teachers. Nevertheless, there are still interns who are happy and enthusiastic about their work (Roth, Assor, Kanat-Maymon & Kaplan, 2007), and one of the explanations is SOCITS. The following section will discuss the findings pertaining to the relationship between SOCITS and Burnout.

V.4. The Relationship between Sense of Coherence in Teaching Situations (SOCITS) and Level of Burnout among First Year Teaching Interns

Sense of Coherence (Antonovsky, 1998) is perceived as a coping resource among both teachers and pre-service teachers (Heiman, 2004; Graysons, 2008), but at the same time, little is known about Sense of Coherence as a coping resource of teachers, and even less is known about the latter among teaching interns (Heiman, 2004, He et. al., 2011). This research was conducted in the attempt to reach better understanding of SOCITS. It can be said according to the research results, that SOCITS helps interns' adjustment via increasing the likelihood of an individual believing that coping with the stressor is of value; the attempts to resolve the problem are worth the effort and that the stressor is a challenge rather than a burden; hence, the interns will be inclined to act in order to cope with the stress. This research engages in the connection between the interns' SOCITS and Burnout in light of the difficulties they experience.
and the contribution of SOCITS to the interns' coping. In order to understand this connection, three hypotheses were retrieved from the general question.

V.4.1. The Relationship between SOCITS and Level of Burnout

The first research hypothesis claimed that a negative relationship would be found between the general SOCITS score and the general Level of Burnout score. The research findings revealed a negative and significant relationship at a moderate intensity (-0.51**) between SOCITS and Level of Burnout. It can be said that the higher the interns' SOCITS the lower the interns' Level of Burnout. Additionally, the SOCITS general score is significantly and negatively correlated to each of the three Burnout components at medium to medium-high intensity. In other words, when the level of interns' SOCITS is high, they feel less mental and physical exhaustion, they feel less unaccomplishment and a lesser sense of de-personalization with their pupils. That means that SOCITS score may be considered an effective internal coping resource for the interns coping with Level of Burnout.

Like the findings of other studies conducted in the general population and among students (Heiman, 2004; Sarid et al. 2004; Cohen et. Al., 2008; Grayson, 2008; Austin et. Al., 2010; He et. al. 2011), this research reaffirms the assertion that SOCITS constitutes a mediating factor between sense of stress and the development of Burnout, and may even prevent Burnout.

Antonovksy emphasizes that the important idea is that different experiences in the course of a person's life will lead to the development of a sense of coherence. A strong sense of coherence will enable a person to use the resources in times of stress and even in case of failure, the person can learn from it. Thus, a sense of coherence alleviates movement in the direction of a state of health.

With regard to the interns we can explain the inverse relationship found between SOCITS and Burnout – that those who have high SOCIT are highly adaptive to changing situations and difficulties in teaching (Heiman 2004; Surtees et al. 2006). Findings of the study by Pahkin et al. (2011) regarding the work world also reaffirm the connection between SOC and the mental health of the individual worker.

That is, when an individual is exposed to negative situations at work, the Sense of Coherence constitutes a protective factor with respect to mental health. Regarding the
world of teaching or teacher development in his or her work in class depends, among other things on his or her personality and the Level of Burnout explain as the outcome of lack of internal and external support which interns need badly (Darling-Hammond & Bransford, 2005; Goddard & Goddard, 2006).

Interns for whom the sense of stress is too hard to take may experience Burnout, which may lead to negative career thoughts. Negative career thoughts were found significantly contribute to anxiety, and this anxiety limits career development. Those negative career thoughts have been found to be connected to Sense of Coherence (Lustig & Strauser, 2002; Austin et. al., 2010).

Perhaps the interns are characterized by feelings of joy and enthusiasm towards their work (Roth, et al., 2007). And like in earlier research (Austin et. al., 2010), the high Sense of Coherence in Teaching Situations prevents the development of negative career thoughts and manages to maintain greater emotional stability, which prevents a high degree of Level of Burnout. That is, as the interns have a greater sense of Comprehensibility, Manageability and Meaningfulness, they will have fewer negative thoughts about their work; they will deliberate less about choosing teaching as their profession, and will be able to cope with the challenges of life as students and as teachers. Support of this argument can be found in Nieto's research (in Barrett & Schult, 2006), claiming that teachers remain in the teaching profession thanks to positive feelings they have for this profession. These positive feelings were also discussed by Kane & Mallon (2006), and include intrinsic motivation to work with the pupils, the wish to make a significant contribution to society and experience a sense of accomplishment by the mere experience of teaching and be proud in the profession. These feelings testify to a high sense of Meaningfulness, and were even identified as the factor which influences the general SOCITS score the most, as testified by the interns in their interviews: Y: "What got me to continue despite the difficulties is the reward. The intangible reward, the emotional and mental reward, the satisfaction and sense of meaning..." DO: "Teaching is a very big challenge for me... I actually decided to teach because I love it, really, I love it, I love children, I love working with children..." K: "There is no doubt in my mind that I can manage a class, 100%. I am really proud of myself..."

M's statements present her feelings: her enthusiasm, joy and love of teaching as a profession for life, and her satisfaction with her choice, as well as her positive feelings
describing her connection to her place of work as her home: M: "It is a way of life. Something that I really love and am happy to do... I did not know what I wanted in the beginning and started in social-work... I think that I am in the right place... I have no regret over my choice (teaching) nor over my course (interning in the educational framework) I have no desire to make any changes, but rather a will to learn more things that I love... I feel at home there."

In addition to the examination of the relationship between the general SOCITS score and the general Burnout score, this research also examined the relationship between the components of SOCITS and the components of burnout. Here, too, a significant inverse correlation was identified between SOCITS components and Burnout components. This confirmed the first research hypotheses. However, this correlation was only found with regard to the components of Manageability and Meaningfulness and the three Burnout components, but not for the Comprehensibility component.

**Regarding the component of Manageability and the three components of Burnout** that is to say as interns feel a greater sense of Manageability mental and physical exhaustion and sense of de-personalization decreases and the lack of fulfillment among interns is low. This means the interns feels they are aware of the pupils' needs and feel they can address those needs in class and Manageability can be considered as a factor affecting the sense of lack of fulfillment or even a behavior inhibiting factor on the interns' feeling of lack of fulfillment.

**Regarding the component of Meaningfulness and the three components of the Level of Burnout**, it can be said that as teaching is more significant, the interns' sense of physical exhaustion is significantly lower, they experience more fulfillment in their work as teachers and they experience a lesser sense of de-personalization towards their pupils. It means that Meaningfulness in this research is a crucial component that influences the interns' addressing the pupils' needs and regarding their work as a challenge rather than a burden.

Support for this can be found in the words of Antonovsky (1987) according to whom Meaningfulness is the most significant component of the three components of Sense of Coherence, and as such it is a factor which inhibits the development of a Level of Burnout among interns in this research.
With regard to the component of Comprehensibility and the three components of Burnout, an interesting finding in this research shows that there is no significant relationship between the dimension of Comprehensibility and the dimension of Burnout scores.

It can be said that the interns may have a low sense of Comprehensibility, but they still did not feel burnout. This means that although the interns do not always understand the teaching process, they will be inclined to feel less physically and mentally exhausted, will not have a sense of unaccomplishment, and will continue to respond to their pupils' needs due to their sense of closeness and responsibility. This finding can be explained with reference to two processes:

- The interns' perceptions of what happens in their induction year and the factors influencing the development of Sense of Coherence;
- Referring to the stages of the teaching interns' professional development

A possible explanation for the fact that no significant findings emerged with regard to the relationship between the dimension of Comprehensibility and the dimension of Burnout scores resides within the interns' perception of what happens during the induction year and the factors influencing the development of Sense of Coherence. According to Antonovsky (1987), SOC develops as a result of the experiences the child has with the family and the environment: the more consistent the experiences, and the more they resemble each other, they will turn into a familiar routine, meaning the interns' understanding rely on their experiences in the world of teaching.

Since the research was conducted in mid-year, interns managed to gain experience in the teaching process, but the process is only at its beginning, and not enough for building in-depth Comprehensibility so as to serve as a buffer for the Level of Burnout. That means the insight they have gained are not yet sufficient to counterbalance the physical and mental exhaustion, Manageability difficulties and lack of understanding of processes may interfere with the development of a sense of self-fulfillment and not understanding the pupils. However, interns in this research understand that since this is their first year, and despite their experience as teaching interns, they still have a lot to learn about teaching issues. In addition, since the interns' Sense of Coherence in Teaching Situations was high in this research, it can be said that they perceive the events in the world of teaching as having a reason and eventually things will work out for them (McSherry & Holm, 1994 in: Jacobs, 2010).
This explains the level of the general low-intermediate level (the mean is around 3 on a 6 point scale) Burnout that was found.

Another explanation for the non-existence of a significant connection could be due to the stages of the teaching interns' professional development: The development is not instant occurs in stages that are based on the interns’ accumulated experience (Vonk, 1995; Kegan, 1992; Oplatka, 2008). Perhaps the interns in this research are in transition between the personal dimension stage and the professional dimension stage. That is, they are in the transition between the sense of shock and survival and professional development. They only started to develop practical teaching skills, class management skills and the ability to addressing pupils according to their needs, so there is an increase in their sense of Manageability, and as well, the relationship with their pupils is enhanced, thus influencing their sense of self-fulfillment as teachers (Sundipp, 2010), creating Meaningfulness and leads to a decrease in the intensity of Burnout. The aspect of Comprehensibility will develop further as they become more experienced teachers.

So far, the research findings revealed a negative and significant relationship between SOCITS and Level of Burnout. The SOCITS score may be considered an effective internal coping resource for the interns' coping with Level of Burnout. Manageability and Meaningfulness were also significantly and negatively associated with each Burnout score but not for the Comprehensibility dimension.

As mentioned earlier, the quantitative findings in this research yielded no significant correlations between Comprehensibility and Burnout and its components, but the personal interviews teach us about the role of Comprehensibility in the interns' perception of their profession.

The interviews yielded expressions which illustrate the existence of the sense of Comprehensibility, which are represented by variations of the word "comprehend" - The interns expressed a feeling of Comprehensibility in regards to several domains: Different teaching situations, teaching methods, and the pupils' characteristics. In addition, they expressed understanding towards their own professional identity – their roles as teachers.

S, H and DO demonstrate the interns' understanding that it is just a beginning, and as such, there are many difficulties requiring a process of adjustment and investment.
S: "I realized I would have to invest a lot in the process of teaching..."  
H: "I understand that there was a need to change here..."  
DO: "I know that this year is a first year, and that there is nothing to do, a first year is hard where ever you decide to go for it, it is a year of adjustment..."  
And although Y teaches subjects that she did not study in college, she still feels emotional satisfaction and a sense of Meaningfulness: "I don't think that it still affects me today. At first I was terrified, and I taught a lot more subjects than I do today, and a lot more classes. It was really just a mass of things to learn at once, several subjects. It was not simple, but today it isn't!

We can learn from the statements made by L and N about the transition between the first stage of shock and the second stage of professional development. L states she has already begun to understand teaching processes and experience satisfaction with teaching, "I feel that I understand teaching situation...Earlier this year, I was in shock, total shock and now I learned to manipulate between the demands... and I really understand the process and see my progress in class..."

N also refers to the transition from one stage to another and the developing teaching capability and emphasizes her understanding of the teaching process. N: "I quickly understood that I need to become flexible and be there to listen and contain them. After that it will come... I think I understand the role of the teacher..."

Hence, from the interns' statements, we can learn about the relationship between Comprehensibility and the components of Burnout among interns in this research.

As they felt they had more understanding they experienced a sense of self-fulfillment and self-esteem in their capabilities as teachers.

When Comprehensibility is a source of strength it prevents a sense of de-personalization towards their students. On the contrary it brings about the wish to change for them and invest in them. Therefore, this finding ought to be further investigated in follow up studies.
V.4.2. Manageability and Comprehensibility as Burnout Predictors

The second research hypothesis maintained that Manageability would predict Burnout more than Comprehensibility. This research found that the Manageability score was significantly correlated with the general Burnout score and with all three Burnout components while the score of Comprehensibility was not significantly correlated with all the measures of Burnout. In other words, Manageability, rather than Comprehensibility, predicts the level of Burnout in general and of Burnout components in particular.

This research found a moderate level (average between 3 and 4 on a 6 point scale) for Comprehensibility among the interns and it was the lowest score of the three SOCITS dimensions. Moreover, this study found no significant relationship between the dimension of Comprehensibility and the dimension of Burnout general scores.

The comparison with the relationship between Manageability and Burnout also found that unlike Manageability, Comprehensibility was found to be non-significant. In contrast, a high level of Manageability (Mean between 4 and 5 on a 6 point scale) was found among interns in this research, and in addition, Manageability was significantly and negatively associated with each Burnout’s score.

The differences found among interns in this research in the connection between their sense of Comprehensibility and Manageability and Burnout and its components can be explained based on Antonovsky’s approach (1987). He explained that when the connections were examined between the components of the SOC, it was found that there are high, but not perfect correlations, so a person can get a high score for one component and a low score in another. Moreover, an interesting finding was explained by him – a person can have a strong Sense of Coherence, but not experience his entire world as coherent, and so we can understand there are individual differences in the Sense of Coherence. With one person it can be comprehensive, while with another it may be narrow and directed at one specific domain.

Another possible explanation derives from the development of the concept of Manageability and its influence on the coping of a person in a state of stress and Burnout. Antonovsky claimed Manageability develops over the years with the experiences the child accumulates. The child learns that his or her autonomous behavior and ability to control his or her actions determine what happens next.
The Interns' transition from being a pre-service teachers to being independent teachers in the field is rather complex. They are in the stage of taking their first steps in their professional career and their understanding of the teaching process and its complexities is at its very beginning. Nevertheless, although they do not always understand everything required of them and feel as "foreigners in a new country" (Strahovski et. al., 2002 in: Kizel, 2010; Pritzker, & Hen, 2010), they realize that time and experience are required for Comprehensibility to develop (Antonovsky, 1987), which explains the fact that no significant relationship was found between the general scores in the dimension of Comprehensibility and the dimension of Burnout.

Despite the fact that creating a sense of Comprehensibility takes time, the interns entering the school system are immediately required to teach and manage the class while coping with a heavy task load. The load creates a sense of lack of self-efficacy a sense of unaccomplishment that affects the formation of a Level of Burnout (Kizel, 2010; Gavish & Friedman, 2010). Lack of balance between the requirements of the interns and class management causes difficulty in the development of a sense of Manageability. Therefore, lack of success in class management may cause a feeling of lower Manageability (Antonovsky, 1987). This may affect the interns' Level of Burnout and all of its components. Namely, class management failure might make interns experience more physical and mental exhaustion, a low sense of self-fulfillment and achievement, and as a result, de-personalization towards their pupils (Gavish, 2009). However, if the experience of teaching is perceived, as is the case in this research, in a positive context wherein the interns perceive themselves as being able to manage a class, as proud of the autonomy given to them, then a sense of manageability and control and the teaching process develops within them. This even expands the understanding of the interns in this research and prevents the development of Burnout and its components among them, as shown in the words of KN: "I understand what I am doing less, but through doing something and only then realizing what I have done. First of all I act, and only then do I realize what I have done…"

The interns in this research reported different and positive teaching experiences. These experiences allow them to learn the ways of teaching and experience a sense of Manageability which helps them to cope with the difficulties and pressures, as is evident from their statements. Their statements of H and DN indicate high
Manageability. Both emphasize the experience of teaching enhancing their sense of Manageability of the class. DN even refers to the ability to apply insights learned in other classes. H: "I learn from the previous time... From the experience of what I encounter in any situation, how I deal with it at that moment, I learn what to do, what not to do the next time..." DN: "...since I teach both classes, I also learn from class to class. If in one class I got reactions, then I already know to go into the other class".

K’s statements, too, testify to a high sense of Manageability which allows her to cope with stressful situations which lead to Burnout. She even adds this feeling enables her to learn in different ways, control the process and exercise flexibility while managing the class in terms of the pupils' discipline.

K: "There is no doubt in my mind that I can manage a class, 100%. I am really proud of myself. I teach whole classes which differ from each other, and I am flexible with the curriculum. In terms of controlling the class, I have no problem. I am meticulous and strict with discipline."

In summary, this section engaged in the question which of the Comprehensibility and Manageability components better predicts Burnout. From the words uttered by S in this research, we can learn about the connection between his teaching experiences and sense of Manageability, and about the sense of Manageability as a better predictor of Burnout than Comprehensibility. When experience is perceived as positive by the interns, their sense of Manageability increases their level of Burnout decreases and vice versa.

S’s statements represent the positive experience and its influence on the relationship between Manageability and Burnout. Indeed, though his statements, he testifies to difficulties in understanding the process, "The first few months were really traumatic in several ways... Also in terms of what the material was and what was required of me." He also testifies to the task load, but still the sense of Manageability regarding the developing teaching process creates satisfaction and a good feeling, "I feel that I connect to this and teaching is starting to feel good, I feel a lot more comfortable, I am better able to handle the study material and the tests, the pupils' discipline, the connection to the parents...". 
V.4.3. Meaningfulness and Manageability as Burnout Predictors

The third research hypothesis maintained that Manageability will predict Burnout more than Meaningfulness. The findings refuted the research hypothesis. The results show that the correlations between Manageability and Burnout scores are lower than the correlation between Meaningfulness and Burnout scores. In other words, the sense of Meaningfulness predicts Burnout more than Manageability.

In light of these results, it is important to explain that the hypothesis leaned on various studies which described the component of Manageability as crucial for the interns' professional development during their induction year.

Teaching as a profession is emotionally demanding taxing and potentially frustrating (Yu, 2005; Lambert et al. 2006; Shukla & Trivedi, 2008). Moreover, the induction stage is considered one of the most difficult periods in the teachers' professional development, and it is even harder today than ever before, as the teacher's role has become more complex (Kenndy 2005). As part of interns' duties they have the power and the authority in the class. Numerous studies have found the main problem to be dealing with the context of classroom management such as discipline problems, pupils' behavior and the heterogeneity of the pupils (Veenman, 1984 in Azeem, 2010). Therefore, misunderstanding the group dynamics, and lack of knowledge in problem solving within the classroom create situation so the interns are caught in power struggles with their pupils and experience a sense of helplessness and lack of control.

This coping requires the interns to invest great efforts, which entail feelings of frustration, stress and exhaustion. These feelings influence their entry into a Burnout process at a record speed (Sagi & Regev, 2002; Achinstein, & Barrett, 2004; Nasser-Abu Alhija et al., 2006; Shimoni et. al., 2006; Basser et. al., 2006; Kfir & Ariav, 2008; Melnick & Meister, 2008; Buchanan, 2010 Kizel, 2010; Schatz-Oppenheimer, 2011; Hillel-Lavian, 2012).

Since interns begin their teaching journey with a sense of mission and a great wish to implement changes in their pupils they find the "genuine" world of teaching is different from that which they have imagined. So their dreams are shattered and turn into a struggle for survival that makes them experience a reality shock (Murshidi, et al., 2006; Gavish and Friedman, 2007; Hillel-Lavian, 2008; Kizel, 2010; Orland-Bara and Maskit. 2011).
In light of the fact that research results were contrary to the hypothesis, further analysis was conducted. In order to test the significance of differences between correlations, Fisher Test of significance was conducted for each of the four indicators in the Burnout questionnaire. The results confirmed the initial findings. It was found that the correlation between the Meaningfulness and the general Burnout score was significantly higher than the Manageability and the general Burnout score.

This process allows for understanding the dynamics of the influence of SOCITS components on Burnout. Of the SOCITS components Meaningfulness emerged as one of the most significant buffers against Burnout. A high sense of Manageability also helps prevent Burnout, but at a lesser extent than the sense of Meaningfulness component.

The difference between the connections of the components of Meaningfulness and for Manageability and Level of Burnout can be explained in two ways: (1) with respect to the Meaningfulness component and its development, and (2) with respect to the time when the research tools were administered.

A possible explanation for Meaningfulness as a buffer to Burnout is the component of Meaningfulness itself and its development. Regarding specific components of the SOCITS Meaningfulness was found with the highest level among the three components. The second one was Manageability.

Similar to studies by Antonovsky (1987, 1993) as already mentioned in section V.2.1, which explains the existence of the component of Meaningfulness, it is a motivational-emotional component. Significance is attributed to motivation, caring and the value of investing emotional energy and commitment to various life events.

With regard to this research, it can be said that if the interns have a higher sense of Meaningfulness, they will be willing to invest in teaching, and regard the difficulties as a challenge rather than a burden. For the sense of Meaningfulness to develop, the interns should feel he or she is significant to the environment. In other words, the intern should be in an emotionally supportive environment which supports him or her emotionally and help him or her do the job. The environment ought to allow the intern certain degree of autonomy in his or her work, involve the intern in the decision making process and like the intern. Such an environment is an important resource for the teacher in coping with the Level of Burnout. (Anhorn, 2008; Sunddip, 2010)
Such a situation contributes to the development of a sense of satisfaction and increases optimism about the future and readiness to face difficulties in teaching and regard them as a challenge (Antonovsky, 1987; 1993; Arbiv, Elyashiv & Zimmerman, 2013).

Indeed the interns' statements in this research testify that the component of Meaningfulness constitutes a resource for coping with Burnout despite difficulties in class management. Y: "If you look at the difficulties versus the feeling of satisfaction and Meaningfulness, they are relatively trivial, difficulties..."

When the school environment supports them, K: "That is a thing where I feel like the school is investing in me, that the school cares about me, that it knows how hard it is that I am a new teacher so he gives me that...", and allows them a degree of autonomy. DO: "I have the freedom and they support that, and it is nice," they will feel teaching is meaningful for them, L: "Teaching for me is a challenge", and will be optimistic despite the difficulties. DO: "I knew it would be hard, that it is the first year... I believe that these things will change next year... So I am optimistic."

An additional possible explanation for Meaningfulness as a buffer to Burnout more than Manageability is the time when the research tools were administered.

Two questionnaires - SOCITS and Burnout – were administered to interns in January and the interviews were conducted in April 2013. The time that elapsed may have enabled interns to gain teaching experience and therefore their sense of Manageability was found to be a buffer to burnout. However, difficulties have not disappeared. As mentioned above, coping with class management constitutes a significant factor for teachers. In order to cope with the various difficulties, the interns need to invest many efforts. Against the energy they had to invest in class management, the interns in this research received massive and extensive support from their mentors and the school staff. This support, as explained above increases the sense of Meaningfulness among interns, thus delays Burnout more than the sense of Manageability. In addition, numerous studies have found the personal ties with the pupils and their parents to influence teachers and their Level of Burnout (Barret & Schulz, 2006; Anhorn, 2008; Karsenti et al, 2008). The findings of the present research reflect what is learned from other studies. In other words, the more the interns feel the relationship with their pupils becomes more intense in time, the more they feel meaningful in their work even if they do not always know how to manage the various teaching situations.
V.4.4. The Relationship between Interns' Characteristics and SOCITS and Burnout

The relationship between the interns' personal characteristics and SOCITS and Level of Burnout was also examined.

- The Relationship between Academic Year and SOCITS and Burnout

There were two groups of interns in this research. Interns in their fourth year of studies, their senior year at the college, who at the same time take took first steps of teaching, in contrast with interns in their fifth year who had already completed their academic studies and worked as teachers. This research found no significant difference between the interns in the two stages. In other words, interns in the fourth year do not differ from interns in their fifth year, in their SOCITS and Burnout level.

As per the Sense of Coherence in Teaching Situations, it seems this sense is affected less by the academic year, than by its being an inherent component of the internal personality makeup of a person. The interns in this study all showed a high Sense of Coherence in teaching situations. A possible explanation for the fact that the year of study was not a factor which affected SOCITS might be the combination of the Sense of Coherence in life in general, with the Sense of Coherency in Teaching Situations. In other words, the interns are characterized as persons and as professionals who have a high Sense of Coherency in relation to life in general and to different teaching situations. Furthermore, a sense of coherence develops up to the age of 30 and even continues to develop throughout life and this is precisely the stage at which the interns are (Eriksson & Lindström 2005). Thus it is likely that the year is not the determining factor of influence, but rather the factors that influence the development of a Sense of Coherence (Antonovsky, 1987). These factors include the interns' positive experiences of during their induction year, the support of the school, the opportunities given to them to be autonomous partners in the teaching process and the growing connections with the pupils and their parents.

As per the absence of any difference in the Level of Burnout and the year of studies, it is important to note that interns in their fifth year will experience Burnout just as those in their fourth year. The assumption was that there could be a situation where the characteristics of the fourth year interns (in which they are required to function both
as students and as teachers in parallel) and the pressure of the overload would affect the interns more so than the fifth year interns. Another possible explanation for the fact there is no difference between the fourth and fifth years effect on Burnout could be that it is not the year that has an impact, but rather the characteristics of teaching and the accompanying demands that teaching makes on the interns. In other words, from the characteristics of the first year of teaching, the year of survival, the gap and shock, as well as the fact that from the moment they enter the world of teaching, irrelevant of whether it is the fourth or fifth year, the fact is that they are required to function as teachers for all practical purposes, fulfill all their tasks, as if they were already teachers with many years of experience behind them, Thus the feeling of pressure and Burnout results from the burden of the workload in teaching and not the year they entered they started teaching (O’Brian et. al., 2007).

- **The Relationship between Job Position and SCOITS and Burnout**

In order to understand the relationship between Job position and SOCITS and Burnout a univariate analysis (MANOVA) was conducted. It was found that regarding SOCITS component, homeroom teachers revealed a higher level of Manageability than those teaching a specific subject (A subject-matter teacher - teaching one or two specific subjects). In addition regarding Level of Burnout, homeroom teachers were more exhausted but felt less de-personalization regarding their pupils than those teaching a specific subject.

A possible explanation for this finding is the very definition of the teacher's role. A homeroom teacher is an elementary school teacher who teaches one class a number of subjects for many hours during the week. He or she is also in charge of the educational process of the students and communicates with parents; a subject-matter teacher is mostly a junior high school teacher who teaches one subject in many classes, and the time that he or she has to establish contacts with the pupils is rather limited. We can therefore understand that homeroom teachers have an advantage over subject-matter teachers with respect to the high sense of Manageability and a lower sense of de-personalization. In other words to homeroom teachers have more opportunities to get to know their pupils, test and perfect teaching-learning methods adjusted to their pupils, and to establish personal times with them (in Israel there are even special lessons with the program accompanying the social and emotional
development of pupils), so their sense of Manageability is enhanced and their relationship with pupils becomes deep. They get to know them not only as pupils but as people who have different needs. Meaning the long time spent with the pupils, allows for gaining experience and consistency, and is significant in creating a high sense of Manageability and a low sense of de-personalization among homeroom teachers, as expressed by M: "Today I know the pupils… I understand their difficulties…I understand, first of all, their emotional state, and only then their studies. However, their studies are the most important thing, but even when I am teaching a class and no matter what, I still acknowledge both their individual difficulties and those of groups of pupils..."

On the other hand, subject-matter teachers are required to teach one or two subjects, but since they meet different classes with pupils at different ages, they are required to learn how to adjust their teaching methods to their pupils in a short period of time. Since interns in their first steps of teaching find it hard to project the insights pertaining to teaching from one class to another, this reflects on their sense of Manageability, and sometimes they are required to teach a subject they have not been qualified for (Raingold, 2009): DO: I teach a subject that I did not learn (in college)... I suffered all year long... Until now I did not feel that the challenge is more in the pupils, the teaching, and running a class, but rather in the material itself – because I do not know it too.

Equally problematic is the fact that they are required to teach 5 – 7 classes during the day. So it is hard for them to manage all the material in the little time they have, and in addition dedicate time to get well acquainted with their pupils as do the homeroom teachers. N: "Now I am at school every day with classes of 40 pupils, and they are all in different levels, and they are different with different personalities... I often wonder and think about it and I do not really know..."

Nevertheless, homeroom teaches feel significantly more exhausted than subject-matter teachers. The explanation may be that homeroom teachers are required to fill many roles, and not only in the context of one specific subject, but they also have the responsibility of managing the class and caring for the pupils' education on all of its implications. Due to the heavy load on the shoulders of the homeroom teachers (Barrett & Schulz, 2006; Chan, 2007; Sunddip, 2010; Maskit, 2013), they are required to invest great efforts which lead to physical and mental exhaustion as described by Sib: "I had no teaching materials and experience, and I was constantly stressed, I was
always worried about being a homeroom teacher, dealing with the pupils’ fights in recess, trouble with parents, reading tests, checking their notebooks, the overload around me prevented me from teaching. I tried to teach... I do not understand, to this day, how homeroom teachers teach, because it is all done during class. There is only one hour for homeroom, and I was constantly busy with listening to the children, collecting parental approval forms, planning ceremonies, etc. I just collapsed”.

- **The Relationship between Program and SOCITS and Burnout**

In this research the three programs did not differ with regard to SOCITS. In other words interns in the three programs do not differ in their level of SOCITS. Therefore, it can be stated that the program in which the interns trained - Primary School, Junior High School or Special Education – does not influence the inters' SOCITS.

As for Burnout, interns teaching in junior high school showed a higher level of de-personalization than interns teaching in elementary school and in special education.

The difference may be explained not due to the program which the interns studied, but by the role they play as teachers. As explained in the previous section, the job position has an effect on interns. Subject -matter teachers by the definition of their duty mean they spend fewer hours in each class, and when they are faced with the teaching workload pedagogical difficulties in the behavioral and academic domains, have less time and fewer opportunities to get to know their pupils, or develop interpersonal relationships with them, which may delay the development of a sense of de-personalization, whereas teachers in primary school and special education, who are, by definition, homeroom teachers responsible for the management of the class not only in terms of teaching and learning, but also emotional, educational aspects, they have hours dedicated to meeting their pupils and can establish personal relationships with them.

Another explanation could be the characteristics of development by age. Pupils in primary school and special education in particular communicate with their teachers differently than adolescents. As part of the age based development and its difficulties, the young pupils perceive the teacher as an adult to whom they can turn if they need help, contrary to adolescent pupils, who, if they need help, will tend to approach the teachers less, and more to their peer group as a social environment to create personal relationships.
The Relationship between Full Time/Part Time Employment and SOCITS and Burnout

Regarding Burnout, this research reveals that the two groups did not differ with regard to part time/full time employment. As for SOCITS, interns teaching full-time showed a higher level of Manageability than interns teaching part time.

This finding can be explained in relation to the development of a Sense of Coherence (Antonovsky, 1998). The more experienced the individual, the higher his or her sense of Manageability - the sense that he or she can manage events, reach goals and cope with the various pressures while controlling his or her life.

As per teachers who are working full time, the fact they are teaching every day, the more hours they teach enables them to accrue more experience in various teaching situations, to learn from them and try to apply changes and feel sure of themselves. A situation of this sort increases their sense of Manageability in teaching situations, as was reported by L: *The experience of class management – that is what made me feel more confident...*

The correlation between interns' characteristics and SOCITS and Burnout can be explained in this manner: Regarding the interns' SOCITS and the academic year and to the program, no significant correlation was found between them; As for job position and Full Time/Part Time Employment, a correlation was found in the dimension intern's Manageability. Regarding interns' Burnout, no significant correlation between the academic year and Full Time/Part Time Employment was found. A correlation between job position and program was found. In other words, different factors influence Sense of Coherence in Teaching Situations and Burnout in the induction year, and therefore, it is worthwhile to continue and try to understand this more fully.
V.5. The Enhancing and Inhibiting Factors of Sense of Coherence in Teaching Situations, Including All its Components, Regarding Level of Burnout among First Year Teaching Interns

So far teaching and induction year has been characterized as a complex occupation and process so the interns might feel like a "Foreigner in a new country" in a state of "Survival year" and able to find themselves in a response of "sink or swim" and consequently develop a conception of teaching as a profession that eats it's young. (Anhorn, 2008; Strahovski et. al., 2002 in: Kizel, 2010; Pritzker, & Hen, 2010; Schatz-Oppenheimer and Dvir in Schatz-Oppenheimer et. al., 2011).

In light of the difficulties, many studies have engaged in the question what causes interns to experience a Level of Burnout. However, this research focused on the question how that despite the difficulties there still interns that are satisfied with the teaching profession, are happy and enthusiastic about it (Loui , 2006; Culross , 2007). The answer as revealed in this research is Sense of Coherence in Teaching Situations which constitutes a personal-internal component, as a mediating factor which delays or decreases the Level of Burnout. Since this is a preliminary research that examines the Sense of Coherence in Teaching Situations among interns, it also examined the factors which enhance and inhibit the development of SOCITS in order to further understand the concept among first year teaching interns. In other words, through interviews, the research tried to find out what affects Sense of Coherence in Teaching Situations. Analysis of interviews relies on a model based on four predefined domains of interns' difficulties (Schatz-Oppenheimer, 2011)

The four domains are: (a) Pedagogical content; (b) Pupils' characteristics; (c) The ecological system - organizational domain; (d) Personal and professional identities.

Indeed, the qualitative data analysis yielded the same four domains which clearly show that this model is suitable for explaining the factors which enhance and inhibit SOCITS among first year interns in their induction year. Close reading of the data and analysis suggests that each of the domains can be both an enhancing and an inhibiting factor. It is possible to refer to these factors whose existence enhances SOCITS, and whose non-existence inhibits or delays the development of SOCITS. This can be seen in the model presented in Figure 1.V which describes the factors and their influence on SOCITS.
This model presents findings that are consistent with previous studies that were discussed in the theoretical chapter (Schatz - Oppenheimer, 2011, Vonk, 1995). These studies have identified the same domains but treated them in the context of the teachers' difficulties, the feeling of stress and Burnout whereas the present research shows that the same domains can have an promoting and enhancing influence on the existence of Sense of Coherence in Teaching Situations as in general and for each of its components. Moreover, all four domains were found to be mutually influencing and influenced. These domains as factors promoting or inhibiting SOCITS can be explained through the words of the interns themselves. They reported in their interviews that control of the domain of pedagogical content helps them. The more knowledge the interns have, the higher their Sense of Coherence in Teaching Situations. That is, the existence of pedagogical (disciplinary) knowledge (about teaching methods and the pupils) and love of the teaching profession allows for
a sense of Comprehensibility regarding teaching and their pupils, as well as a sense of Manageability with regard to teaching in class while addressing their pupils' needs. Y: "Of course. The factors (which help understand teaching) are first of all the knowledge about the children," and feel work with a sense of Meaningfulness in teaching process, in the lives of the pupils and the interns' sense of professional development. Moreover, the existence of pedagogical knowledge allows the interns to understand the school as an ecosystem and experience a sense of Comprehensibility, which will make it easier for them to integrate into the school and make it through the survival stage. D: "Watching the mentoring teacher teach, I understood how to teach. H: "I feel more confident in teaching the discipline"

The non-existence of pedagogical knowledge and overload in the demands from interns will constitute an inhibiting factor in the development of their Sense of Coherence in Teaching Situations. This will make it hard for them and cause a sense of lack of Comprehensibility towards the profession and process of teaching. DO: "I teach a subject that I did not study (in college)...I feel I do not understand teaching so much, I got into a profession I do not really understand. I do not know, it is so different from what I learned". There may be a decrease in their sense of Manageability, N: "Sometimes I do not know the children, and it can cause me to not understand what is happening... I lacked knowledge about the child himself and his characteristics" and a state where H: "I can definitely say I feel less meaningful when I teach a subject than when I take care of all class issues".

The domain of pupils and their characteristics is also critical in influencing the interns' Sense of Coherence in Teaching Situations. The interns reported that when they have more knowledge about the characteristics of pupils, and the relationship with them is close, their Sense of Coherence in Teaching Situations increases, they understand their pupils more, feel they have the knowledge how to manage lessons more effectively for the pupils, and it even influences their professional identity, love to the profession and their personal identity as teachers. When they manage to communicate with their pupils, they feel more meaningful in the teaching process and regard their work as a challenge. The interesting finding in this research with respect to interns is that the domain of pupils and the relationship with them has not been identified as an inhibiting factor. An explanation for this could be due to the relationship they have
formed with their pupils and because of their professional perceptions. Despite the difficulties, working with pupils is perceived as a challenge as the interns reported, their desire to help the pupils gives meaning their work.

As for the ecological system organizational domain, the interns reported that the more support they get from the school system (including mentoring teachers, school staff, the principal and parents), the higher their SOCITS. When the teachers and the principal support their teaching process, then their understanding of the process of teaching and the pupils increases. They feel that they have more tools to manage the different teaching situations and their sense of Meaningfulness as part of the school staff becomes more profound, and despite the difficulties they regard the teaching process as a challenge with which they have to cope. However, if they do not receive support from the school staff or the pupils' parents, they lack the knowledge about the pupils and of teaching methods, their sense of Manageability decreases, as well as their perception of teaching as a challenge and their relationship with the pupils may also not be as good.

The domain of personal and professional identities was found to both influence the interns and be influenced by them. When the gap between the interns’ expectations and the teaching process and their professional development is small, they feel they are capable of managing the various teaching situations, and teaching becomes significant for them. However, interns reported that when there is a gap between their professional perceptions and those of the school, it affects their understanding of teaching and leads to a decrease in their sense of Manageability.

We may conclude that four of these domains promote SOCITS and may improve the quality of the teacher's functioning and sense of well-being. Non-existence may create stress and crisis that will lead to a Level of Burnout. These things yielded a model that shows Sense of Coherence in Teaching Situations as a Burnout predictor and can delay Burnout.

This can be explained relationships that were found between the following processes: the four domains, (pedagogical content, pupils' characteristics, the ecological organizational system and personal and professional identities) found to influence interns and perhaps cause feelings of stress and Burnout.
This study reveals that those domains are factors that enhance or inhibit the development of SOCITS. When those areas are enhancing factors, SOCITS is higher. The higher the interns’ SOCITS, as revealed in this study, the more it inhibits the development of a Level of Burnout.

Therefore, we can describe the relationship that this study yielded between SOCITS and the factors that enhance or inhibit it and Level of Burnout in the following manner:

![Diagram showing the relationship between SOCITS, Enhancing Factors, Inhibiting Factors, High SOCITS Level, Decreasing Burnout, Low SOCITS Level, Increasing Burnout, and the relationship between them.]

**Figure No. 2.V. SOCITS as a Burnout Inhibiting Resource**

In other words, this model indicates that the interns experience all four of these domains in a positive context, that is, they have more pedagogical knowledge and knowledge about pupils, and their relationships with the pupils close and appreciative; additionally, the more the school as an ecosystem with all of its partners (mentors, fellow teachers, management and parents) support the interns, and the interns develop professionally and personally, their Sense of Coherence in Teaching situations will increase and their Level of Burnout will decrease.

In addition to exposing the connections among these concepts as presented in the model, the research is innovative in that it emphasizes the enhancing/constructive potential of these four domains. The constructive meaning of these domains is consistent with the Positive Psychology approach. Antonovsky (1987) had a
breakthrough in suggesting the Salutogenic Approach in contrast to the Pathogenic Approach. According to Antonovsky, the main concept is Sense of Coherence (SOC) which is an internal resource helping the individual withstand stressful situations.

Like Positive Psychology (Seligman, 2002), SOCITS focuses on a person's sources of health. Seligman (2002) argued that Positive Psychology is based on the study of positive emotions, positive qualities and positive institutions. Interns during their induction year cope with a variety of events. The question is what makes these experiences optimal experiences. Antonovsky focused on the person's perception of the experience itself, that is, whether the interns interpret the events as optimal experience. Csikszentmihalyi (1990) argued that people can experience different things at different times, that they have the ability to control their actions, they are masters of their fate in which case they are filled with supreme joy and a deep feeling of pleasure. Moreover, he believes that optimal experiences are something that people do, and are not necessarily pleasant to the individual when they occur. However, in the long run the sense of an optimal experience leads to the feeling of an optimal sense of control and a sense of partnership in decisions related to the life of the individual.

Perhaps this is the explanation of the interns' feelings in their induction year. That is, despite their teaching difficulties, they feel a sense of pleasure in the work itself the partnership and the autonomy given to them at school made them feel that despite the difficulties they have the ability to control the process and regard it as a challenge. Fredrickson (2006) argue that positive feelings which arise during a specific event have an important role in a person's development. Perhaps these positive feelings (like love of the profession and pupils, a sense of joy and satisfaction when teaching) that arose in the different teaching situations allowed for the interns to expand their (intellectual, physical and social) resources, regard them as a challenge, and teaching as their destination.
CHAPTER VI: 
CONCLUSIONS

VI.1. Conclusions Drawn from the Research

The teaching profession has in recent years become complex and demanding. Teachers are expected to cope with multiple tasks in the pedagogical-academic field, keep abreast of updates in the discipline and teaching skills, in the social behavioral field, class management and discipline problems. They must demonstrate flexibility in the process of teaching, and to be team-mates as part of the school community. The workload on teachers' shoulder is heavy, even to veteran and highly experienced teachers; how much the more so for newcomers to the field of teaching, to those dreaming of becoming teachers, and to teaching interns.

The journey to becoming a teacher begins with a dream, a dream of becoming a teacher, to have an influence, to view the school environment as a place where pupils can grow, as well as a place to grow professionally and personally. The interns crossing the school threshold enter a new world and like foreigners in a new land, they must accustom themselves to the teaching world with its own professional and cultural codes. There is neither a written map nor operating instructions. This is a moment of surprise, the shock of entry, the gap between dream and reality, the gap between aspiration to fulfill and the ability to fulfill; the conditions and difficulties lead to different feelings: disappointment or and burnout or hope and a sense of confidence in continued activity. Those who find the road too demanding and difficult will experience stress and burnout and may even quit the profession, and whoever sees this as an opportunity for fulfillment, will feel confident and persevere in the teaching profession.

In Israel and abroad, there are worrisome statistics for educators and policy makers: some 30% of the interns quit at the end of the induction year and up to 50% at the end of their fifth year, with the most troubling piece of data being that the most talented of the interns quit. But in contrast, there are those who stick with it. What is their source of strength of those who choose to remain in the teaching profession, despite the difficulties? What are the resources they use, in face of the difficulties they encounter on the road they choose to take with the feeling that they are capable of doing it?
One of the answers to the person's strength, his resources in coping with stressful situations and crisis, is a Sense of Coherence. This is a global sense in a person regarding his or her life, and the ability to cope in life. This research presents for the first time, the concept of Sense of Coherence in Teaching Situations, when at its base the assumption that SOCITS can be a coping resource for teaching interns when facing the gap they encounter and the difficulties in teaching, and even serve as a buffer to the development of a level of Burnout. If this is the case, then the goal of this research is to examine the correlation between a Sense of Coherence in Teaching Situations and Burnout among interns in their induction year. In order to examine the connection between SOCITS and Burnout, the mixed methods approach was chosen for its effectiveness in revealing and deepening knowledge. The use of questionnaires on the one hand allowed for obtaining quantitative results which reflected interns' SOCITS and enabled statistical comparison of two questionnaires; Examination of relationship between variables and allowed to generalize from the sample-interns from this study to the population of interns in Israel, and on the other hand, the use of a semi-structured interview provided the opportunity for the researcher to hear the personal voices of the teaching interns, to uncover their feelings and thereby broaden our understanding of the connection between SOCITS and Burnout, and even identify the causes that inhibit or promote the development of SOCITS. In other words, the combination of research approaches constituted a broader system for researching the phenomenon and as such, allowed the researcher to learn about the process in depth. The questions, hypotheses, the methodology chosen and analysis of results enabled the researcher to reach a number of conclusions in relation to the main topics as presented below:

1. The level of Burnout experienced by the interns and its components;
2. The Sense of Coherence in Teaching Situations among teaching interns during their induction year, and SOCITS' connection to the level of Burnout.

This continuum of presentation of conclusions stems from the primary desire to represent the population under study - the teaching interns - and open a window into their world during their induction year, and to their experienced level of Burnout. This exposure will place emphasis on the significance of Sense of Coherence in Teaching Situations and its contribution as a resource in the prevention of burnout. In light of the research findings, it was possible to build a new model, presenting factors
affecting SOCITS and their correlation to Burnout. This model broadens our understanding of the interns, and the importance of the Sense of Coherence in Teaching Situations.

This chapter also includes the research limitations in relation to each of its conclusion, as well as the possible recommendations for future research that could help expand the theoretical and applicable knowledge emerging from this research.

1. Conclusions regarding the level of Burnout

In many studies worldwide, a high level of Burnout was found among teachers. The finding showing that the source of most concern was the fact that a high degree of Burnout was found in interns already in their induction year and there was no difference in the level of Burnout at the beginning or at the end of the year (Gavish & Friedman, 2007; Gavish, 2009). There is even evidence to the claim they come to teaching already with that level of Burnout. This research led to a number of major conclusions of importance:

- Regarding the level of Burnout;
- Regarding the components of the level of Burnout and their self-efficacy;
- Regarding the questionnaire for examining Burnout;
- Regarding the support extended to interns as a means of decreasing the level of Burnout

**Burnout Level**

The uniqueness of this study, as opposed to other studies, it yielded a low to moderate level of burnout among the interns. **The conclusions drawn from this research are that interns feel burnout but not to a high degree as seen up until now,** and this requires further research. Nonetheless, taking into account that there are very few studies in the area of burnout among teaching interns during their induction year, this research conducted in a college in Israel, and therefore caution is required in the attempt to generalize it to other places. In order to minimize this tendency throughout the research, and in order to get a wider more significant picture, the interns were not sampled, but rather the entire body of interns in that year of studies participated in the research. Likewise, the combined quantitative and qualitative methods facilitated a more profound understanding of the broader picture.
Nonetheless it is important to repeat a study of this kind in a larger scope, in other colleges, and even in other places in order to understand the phenomenon in relation to its theoretical aspects, in order to increase our knowledge regarding the lower burnout level of the teaching interns. These types of studies in an applied context may constitute a valuable contribution to teacher trainers and to the education system for creating a support system for interns and the prevention of burnout.

**Burnout Components**

As opposed to other studies on Burnout among teachers in training which found personal accomplishment to be the cause of a level of Burnout, this research uncovered physical and mental exhaustion, brought on by the initial shock of the transition into the teaching profession, the reality of teaching during the induction year, and the heavy workload on the interns shoulders. The conclusion emerging from this research is that physical and mental exhaustion are factors which lead to and promote a level of Burnout. Indeed, the research did not deal with the causes of Burnout, as this area has extensive coverage in professional literature. Nonetheless, since the research combined the quantitative and qualitative methods, it was possible to learn from the discourse with the interviewees. The personal interviews gave them the chance to reveal the reasons for their Burnout. Moreover, the research revealed that the reasons behind the Burnout can be the impetus for developing SOCITS as explained in the discussion chapter in the presentation of the model. Nevertheless, it is worth examining in a follow up research, the various factors which comprise physical and mental exhaustion and examine each factor separately. Expanding theoretical knowledge of this component can provide an applicable answer as to how to diminish the feeling of exhaustion.

In addition, from the interns' responses in the interviews conducted for this research, it appears their perception of self-efficacy was a way to diminish the level of Burnout. Self-efficacy, like SOCITS, especially in relation to manageability, can account for the interns' feelings in seeing themselves as capable of controlling teaching situations, leading the process of class management with all of its components. Hence, it can be concluded from this study, that self-efficacy is an important component in the interns' professional and personal development, and thereby further research of this concept is warranted, how it develops among interns and how it can be influenced
for the purpose of reducing the feeling of Burnout, and the correlation between this feeling and the Sense of Coherence in Teaching Situations.

**Support Given to Interns**

In this research, it was found that support is an important factor which affects the interns. Personal routine support from the mentoring teacher, from the parents and pupils and in the internship workshops in the college, eases and reduces the level of Burnout. This finding, which emerged from the interns, is compatible with the existing knowledge in other studies about the contribution of the ecological school system (school staff, parents and pupils) and thus one can conclude that **intensive, comprehensive support given to interns from all of the abovementioned sources functions as an easing factor and even reduces the level of Burnout among interns**. In other words, support serves as an important vehicle in the education system with incoming interns in their induction year. When the support is given effectively, it can be an influence in the reduction of the feeling of mental exhaustion, increase the feeling of personal accomplishment, and prevent the feeling of de-personalization towards the pupils. In other words, in applied terms, the conclusions drawn from this research emphasize the importance of support for the interns.

When they receive support relating to the process of teaching, they will fell less exhausted, both mentally and physically. The support in disciplinary knowledge and teaching methods will make it easier for them to cope with class management. Providing information about pupils and offering the mentors support in the framework of school policy, relating to discipline problems will also make it easier for the interns and reduce their level of Burnout. Nevertheless, other studies have not shown satisfaction with all the factors that offer support, so that it is important to check the types of support, the role of the mentor, and the way in which the support is given, in order to create and implement meaningful support that will help to reduce the level of Burnout among interns. Additionally, it is important to deepen the ties between the college and the internship workshop courses with the mentoring teachers in the school system. Strengthening the ties will insure improvement in the support given to the interns. In addition, another possible direction suggested by the interns in this study is also the support that the interns give one another in addition to the internship workshop. In other words, studies that examine the existence of social digital
networks and their significance as a means of professional support to interns will aid and strengthen the role of support in the prevention of the level of Burnout.

2. Conclusions Regarding the Existence of a Sense of Coherence in Teaching Situations (SOCITS) among Interns

As mentioned before, the goal of this research was to examine SOCITS among interns and whether it was a preventive or predictive factor for the level of Burnout, as indeed was found in this research. To the best of my knowledge, very few studies have been conducted regarding SOC among students, and even fewer in relation to student-teachers and teaching interns, and none has been conducted on the Sense of Coherence specifically in the case of teaching. The findings of this study with regard to the new concept SOCITS support findings of other studies in the area of SOC. The results of the current study enabled the proposition of a number of conclusions relating to the SOCITS concept:

1. The existence of SOCITS among interns and the components of the concept.
2. The correlation between SOCITS and three components of the level of Burnout.
3. The correlation between the interns' characteristics during their induction year and SOCITS and Burnout.
4. The factors which affect the development of SOCITS.

The Existence of SOCITS

The innovation presented in this study is the examination of the interns' Sense of Coherence in a specific situation, in this case, various teaching situations. In light of the findings, it becomes apparent that teaching interns also feel a Sense of Coherence in relation to specific teaching situations, as they were questioned about them in a questionnaire designed to examine this feeling. The findings emerging from the questionnaire and the personal interviews testified to the high SOCITS level. These findings support studies that show the SOC is an essential internal personal coping resource. This resource, which mediates between stressful situations and crisis in teaching, helps the person cope effectively and even influences his or her well-being (Antonovsky, 1987; Eriksson, 2007; Braun-Lewensohn, 2011). The conclusion drawn is that it is that SOCITS, too, is a personal internal component in teaching interns and becomes a resource for them in coping with stressful situations and
crisis in teaching. In other words, when interns are expected to cope with various teaching situations, SOCITS is a coping resource which helps them to believe in their capabilities in teaching, and view teaching as a challenge to cope with despite the difficulties they face.

Another conclusion reached in this research pertains to the components of the SOCITS concept (Comprehensibility, Manageability and Meaningfulness). The component of meaningfulness was found to have the most significant influence of all three SOC components, and as such, influences the interns' ability to cope with stressful situations and Burnout. This conclusion reinforces the findings of other studies that engaged in the concept of SOC as it pertains to various populations and to students.

We can summarize by saying the SOC does indeed exist in teaching situations among interns and the component that most affects its development is the sense of Meaningfulness by the interns. This research is innovative as it relates to the examination of the SOC pertaining to the specific population and to SOC, not in terms of a global perception of life in general, but rather in terms of a specific situation. Since this is a preliminary study beyond the development of the SOCITS questionnaire (Bracha and Hoffenbortal, (2011), further research is required that could broaden our understanding of this concept in the scope of its influence on a body of student-teachers, teachers and interns in their induction year. This limitation was addressed by the combination of research methods. Distribution of the questionnaire yielded reliable and valid information on the basis of which generalizations could be made about the population of interns; however, in order to deepen this knowledge, interviews were conducted with the interns. The interviews afforded a glimpse into the interns' world and allowed us to gather rich information about their SOCITS. The combination of qualitative and quantitative research approaches validated the questionnaire and the concept itself and even expanded our knowledge of the factors which promote or inhibit the development of SOCITS.
The Correlation between SOCITS and Burnout

This work confirmed the research question, in that an inverse correlation was found between SOCITS and a level of Burnout. A level of Burnout results from stressful situations and crisis. In many studies, SOC was found to be a factor that mediates between the individual and stressful situations and Burnout. In other words, it constitutes the individual's own coping resource and even helps in buffering the development of the level of Burnout. The findings of this research correspond to those of other studies which examined SOC in different populations including students, and at the same time they increase understanding of the correlation between SOCITS and Burnout. The conclusion that can be drawn from this research is that SOCITS is indeed a resource for the interns’ coping with the stressful situations and crises they experience during their induction year and even serves as a buffer to Burnout; in other words, the higher the SOCITS, the lower the level of Burnout.

As per the correlation between SOCITS components and Burnout, this question was posed: which of the SOCITS components predicts Burnout. The research hypothesis was that the Manageability was the component that could predict burnout more than Comprehensibility or Meaningfulness. The hypothesis was based on studies of Burnout among teachers and interns, which had found that class management which included handling pupil's difficulties and discipline problems was the most significant factor in reducing Burnout. This hypothesis was partially confirmed. As per the Comprehensibility component, it was indeed found that Manageability could better predict burnout. The conclusion reached is that the component of Manageability was the component that best explained the level of Burnout, more Comprehensibility. In other words, the sense of Manageability is important to the professional development of the interns and constitutes a coping resource when faced with the many demands that interns are expected to meet, and it prevents Burnout more than Comprehensibility.

As far as Comprehensibility is concerned, just as in other studies, and also in relation to the development of the SOCITS questionnaire, Comprehensibility was found to be the least influential component influencing the general Burnout score and on its components. The conclusion drawn here was that the component of Comprehensibility cannot on its own explain or predict the level of Burnout, but only as one of the SOCITS components.
As for Meaningfulness, the study discovered an important and surprising finding – that a sense of Meaningfulness can predict Burnout more so than a sense of Manageability. In spite of indications depicted in professional literature that Manageability would be the more influential than Meaningfulness in predicting Burnout, in this study, the result was different. In light of this, one can conclude that a sense of Meaningfulness is a source of strength in SOCITS and as such, it can predict Burnout among interns better than the components of Manageability or Comprehensibility.

The Correlation between the Characteristics of the Interns in Their Induction Year and SOCITS and Burnout

This study examined the correlation between the characteristics (Academic year, Job position, Program, Employment scope) of the interns during their induction year and SOCITS and Burnout. The academic year was not found to be of influence on SOCITS and Burnout. This finding is surprising because one might think that there would be significance to the fact that interns in Israel have a double status as both students at the end of their studies, and as teachers in the system, carrying a heavy burden of tasks and obligations. From this, one can conclude that the Sense of Coherence which develops throughout the years is an internal component which is influenced not only by this specific year, but rather by the cumulative experiences of the interns up to this point. Hence, this feeling even explains the level of Burnout, more than the aspect of the academic year. In other words, in spite of the burden, the interns' level of Burnout is curtailed by the high SOC as was found among the interns.

The characteristic that was found to influence SOCITS and Burnout the most was job position. The conclusion drawn is that the role of the teacher is of importance in creating SOCITS and a level of Burnout. In other words, the conclusion reached was that the role of the interns as homeroom teachers affected their sense of Manageability more than it affected the interns teaching a specific subject, but caused them to be more exhausted, but to feel less de-personalization regarding their pupils than those teaching a specific subject.

The conclusion reached pertaining to the program in which the interns studied, was that the program has no effect on SOC but it does influence the level of Burnout. From this, it can be concluded that the program cannot provide an explanation for
the development of SOCITS. In other words, since SOCITS is a coping resource, it seems that it and of itself explains the interns' choice of the teaching profession, which places high demands on the coping ability regarding the demands of complex situations. As far as level of Burnout is concerned, it can be concluded that what causes interns in junior high school to feel Burnout is not their study program, but rather their job position.

**Full time/Part Time Employment**

Whether the intern position is full or part-time has an effect on SOCITS, but not on Burnout. This finding is surprising relative to other findings since one might think that the more hours demanded in the position, by virtue of the fact it entails more demands and obligations of the interns, would cause more Burnout.

This unexpected finding can be explained via another finding pertaining to SOCITS. It was found that sense of Manageability is higher among interns working full time. The conclusion drawn from this finding is that the SOCITS serves as a buffer to Burnout. In other words, the higher the interns' sense of Manageability the lower the level of Burnout experienced by interns when they work full time.

That being the case, one can summarize and draw conclusions that the characteristics of the interns influence SOCITS and Burnout, but only partially. This conclusion requires more research to examine the complexity of the connection between intern' characteristics, SOCITS and Burnout.

**The Factors Influencing the Development of SOCITS**

In this study, four major areas were found to be influences in the development of SOCITS: pedagogical content; pupils' characteristics; the ecological system - organizational domain; personal and professional identities. Up until now, these areas, including all their components, have been described in professional literature as factors in the development of Burnout, whereas, in the current research, the conclusion is that those areas can promote or inhibit SOCITS as a general feeling and in terms of each of its components.

In light of the findings brought of the current research, it becomes possible to present a model (presented in the Discussion chapter) which describes SOCITS and its development as a factor in preventing Burnout. This model presents the connection between the four areas related to the realm of teaching and SOCITS and
**Burnout.** Nonetheless, since this is a pioneer research conducted on this topic, there is a need for further research among interns in other colleges and among young teachers in their early years of teaching. This sort of information will deepen and broaden the knowledge in professional literature concerning the factors that influence the development of SOC and its role in relation to Burnout. Furthermore, in the applied context, which will enable teacher educators and the education system to study each one of these areas, and consider ways in which they can be empowered so as to increase SOCITS and prevent the level of Burnout among interns.

**VI.2. General Conclusions**

The goal of this research was to examine the connection between SOCITS and Burnout. The question raised was whether the findings emerging from this research can add to our knowledge beyond the research itself. The answer to this is that indeed the findings can be generalized to interns from other cultures as well. The explanation for this lies in the fact that the concept of Burnout and the concept of SOCITS are concepts that do not depend on any particular culture, but rather on the context in which the individual is found and his characteristics of his/her personality.

**Regarding the phenomenon of Burnout** – previous studies have shown that the phenomenon of Burnout among teachers is so widespread that it causes much concern in the field of education. From the findings of the current research it is clear that Burnout is not culture dependent and results mainly from class management, discipline problems and workload. Thus, the findings of this research shed light on the phenomenon of burnout and can contribute towards expanding our knowledge of the phenomenon.

Nevertheless, this research is different from other studies as it reveals that the aspect of Burnout that was found to influence interns the most, was the aspect of physical and mental exhaustion. The findings of this research are of significance in understanding the phenomenon and its practical ramifications, and are worthy of further exploration in the future. Pertaining to the population, the conclusion drawn from this research is the dual status of teaching interns as teacher education students, and as interns teaching in the system, and the role they play as homeroom teachers in Israel may be a factor that contributes to their level of Burnout.
Those interns who are also homeroom teachers face high demands which are both time consuming and emotionally demanding as was reported by the interns in this research in their responses to the Burnout questionnaire and in the interviews. These characteristics explain their feelings of physical and mental exhaustion. Nevertheless,

**Regarding SOCITS**, Antonovsky (1987) and other researchers (Erikkson and Lindstrom, 2008) have argued that a Sense of Coherence is not culture-dependent this means that in all cultures SOC could be considered as a potential protector against stress. This research used the term Sense of Coherence and expanded it to apply to the situation of teaching specifically.

The conclusion drawn from this research is that when additional studies are conducted among interns, **the results of the current study can be a source of comparison for the SOCITS among interns of teaching the world over.**

Additionally, this research found SOC to be most significant in the development of SOCITS. This finding corresponds to those of Antonovsky and other studies conducted around the world. The conclusion drawn from this research, then, is that **general Sense of Coherence is the most influential factor in the development of the teaching interns' Sense of Coherence in Teaching Situations.**

**With regard to the aims of the current research:** An inverse correlation was found between SOCITS and burnout. These findings correspond to the findings of studies that investigated SOC in general populations and studies that examined SOC among students. **SOCITS is a part of a person's general Sense of Coherence, so it can be concluded that the results of this research apply to other cultures as well.**

**In summary, the results of the current study can be generalized with regard to the phenomenon of Burnout and as to SOCITS being a buffer for the development of a level of Burnout.** However, taking into account this is a pioneer research both in topic and with reference to this population, and being conducted in a college in Israel, it is important to conduct more concurrent studies in Israel and abroad. The mixed methods approach that was used in this study was chosen in order to minimize the effect of the research limitations and to deepen our knowledge of the phenomenon under study so that the results allow us to generalize from the sample-interns from this study to the population of interns in Israel and around the world.
As for the model presented in this work - The qualitative findings that emerged from the research questionnaires enabled the construction of a new model.

The conclusion drawn from this research is that this model presents the connection among the four characteristics of the difficulties the interns face during their induction year to be factors either promoting or inhibiting the development of SOCITS and the connection to the level of Burnout. Since this is a new model, some caution is warranted when classifying the interns' responses into the four areas. In order to avoid the researcher's bias while analyzing the interviews and classifying the responses, the classification was checked by peers. The cautionary step helped to generalize the model beyond the population of the current research and at the same time, requires further research.

VI.3. The Importance of the Research

The main importance of this research is in the examination of the concept of Sense of Coherence in Teaching Situations as a predictor of Burnout among interns in their induction year. The main research findings indicated, as stated, that there is an inverse relationship between SOCITS and burnout. The contribution of the research is reflected in the theoretical, methodological and applied levels.

The theoretical contribution emerging from this research focuses on:

- **Enrichment of the existing theoretical knowledge with regard to the concept of SOC** - that is, new knowledge is created which allows for relating to the concept of SOC not only as a global sensation pertaining to a person's life but also with reference to specific teaching situations and the interns' population. New knowledge pertaining to SOC refers to both the structure of the concept itself and its dynamics with other concepts and phenomena. As for the structure of the concept, the study showed that the term has three components, each of which has a specific meaning. As the dynamics of the concept, the research shows that there is a positive influence of SOCITS expressed in preventing the development of a level of Burnout. Since, as mentioned earlier, this is a pioneer study in this field, the topic has to be reexamined in other studies both with regard to expanding knowledge of the concept and the specific population chosen for this research.

- **Reaffirming the concept of SOCITS** (Bracha and Hoffenbartal, (2011)) - The theoretical contribution of the concept of SOCITS can be examined and reaffirmed
through further research, which will examine its influence in different work situations of other similar service providers such as social workers, teachers, and doctors. Knowledge that may be gained from such studies will contribute to both understanding Sense of Coherence in work situations among service providers and to the prevention of the sense Burnout characterizing these populations.

- **Constructing a model of the development of SOCITS** – the research findings allow for the development of a theoretical model at the center of which are four areas that promote or inhibit the development Sense of Coherence in Teaching Situations. The model also allows for explaining the relationship between these areas, SOCITS and level of Burnout.

**The Methodological Contribution of the Research**

**Burnout Questionnaire:**

This study made use of questionnaires to examine burnout. The questionnaire was adjusted by Friedman (1999). The questionnaire has been found valid and reliable in many research studies, and utilized to reveal teachers' and interns' feelings. The results of this research strengthen the validity of the questionnaire and show justification for the distribution of the three components: Physical and mental exhaustion, unaccomplishment, and De-personalization, each with its significance.

As indeed happened in this study, the feeling of burnout was examined in general, but relating to each and every one of the components separately in the questionnaire, allowed for identification of the factor that most affected the interns in the creation of a level of Burnout. This finding has many repercussions with regard to the future and the work with the interns.

**SOCITS Questionnaire**

This research made a pioneer use of the SOCITS questionnaire previously developed (Bracha & Hoffenbartal, 2011). The questionnaire was found to be both valid and reliable in this research as well. The results reinforce the questionnaire, and justify the examination of each of its components, as well as with regard to the term SOCITS (as preferred by Antonovsky) not only as a general concept but also to its components and to view the term as multidimensional, thereby being able to conclude that the examination of each element in the questionnaire allowed the researcher to uncover
rich detailed information about the interns. Moreover, the conclusion reached from this research that the SOCITS questionnaire is indeed an effective tool for examining the interns’ Sense of Coherence, specifically in teaching situations. Nevertheless, since this research made use of the questionnaire and its examination among interns for the first time, it is worthwhile to conduct further research in order to examine SOCITS among interns, novice teachers, and experienced teachers. The information which was obtained will help both in the theoretical context of deepening our understanding of the concept and the questionnaire as well as in the practical context of extending support to the teachers.

The Applied Contribution of this Research focuses on the following topics:

- **Reducing the intensity of the interns' level of Burnout** - The contribution of this research is in exposing the interns' level of Burnout and component which influences the level of Burnout the most. Indeed interns in this research experienced a level of Burnout, but it was lower than expected given the available research, and as a factor which influenced the level of Burnout the most was physical and mental exhaustion rather than unaccomplishment. The applied contribution may be at the level of both the interns and teaching instruments and educational system which they entered. Identifying the level of Burnout and the component of mental and physical exhaustion already at the beginning of the year will allow a meaningful dialogue lead to directions of care to prevent the intensifying level of Burnout.

- **Development Sense of Coherence in Teaching Situations through a structured program for preventing level of Burnout** - Sense of Coherence develops throughout the life of the individual. The great significance in this study is the concept promotes means it is possible to develop Sense of Coherence in Teaching Situations among teaching interns. The development of SOCITS addresses the difficulties and alarming levels of Burnout and dropout described in the literature in Israel and abroad. In other words, developing a high Sense of Coherence in Teaching Situations will empower the interns, decrease level of Burnout, and thus decrease dropout rates of good interns. Such prevention will allow for building a developing team without staff turnover, which affects the quality of teaching and even prevent
economic losses in the education system. This is not only an economic contribution, but also a contribution to building a quality team of professional teachers.

**For the interns** - Understanding the factors that promote and inhibit the development of SOCITS, and examining them with respect to the process of their development will allow the interns to emphasize the promoting factors, reduce the effect of inhibiting factors and thus have a higher Sense of Coherence.

**For the mentoring teachers and education policy makers** – the applied implications allow for designing a program for fostering Sense of Coherence in Teaching Situations as a coping resource for states of stress and crisis, and a buffer for Burnout. That is, exposing the existence of SOCITS and the factors influencing it, as emerging from this research, with respect to the process of the interns' induction will allow the development of a program to be implemented in internship workshops taking place in colleges.

The program ought to include the following contents: identification of SOCITS among teaching interns in the beginning and during the induction year; identifying factors that promote and inhibit the development of the SOCITS, and tools for coping with the factors that inhibit the development of SOCITS. Such a program requires tightening the relationship between teacher education colleges with their internship and the school system with its principals and mentoring teacher. Implementation of the program will help support internship workshop facilitators, mentoring teachers and the school principals, who which could improve the interns' induction process and support them within the school community. Furthermore, this tool can be introduced in the courses offered to mentoring teachers as to improve the mentoring process. Naturally, such a program has to be developed jointly by teacher educators and the education system as a joint process will contribute to the empowerment of interns.

**Research Limitations**

As mentioned earlier, the current research is a preliminary study that examines SOCITS as a buffer to Burnout. Because the study was conducted at one college in Israel, its results may reflect the research interns themselves. To avoid this limitation the participants were not sampled, but rather all interns participate in this year participated in the research. Furthermore, the two valid and reliable questionnaires
were used in the research, and could provide a broader picture of the research topics: SOCITS, Burnout and the relationship between Sense of Coherence in teaching situations and Burnout. Moreover, the fact that the Burnout and SOC are global phenomena allows for the assumption that despite the limitations of this research its findings can be valid and reliable beyond its somewhat limited scope. In addition, the mixed methods approach chosen for this research allowed for increasing understanding of the phenomenon. In other words, listening to the voices of the interns, authentically revealed the relationship between SOCITS and Burnout, increased the understanding that the processes that interns’ undergo, and has grounded the quantitative findings of this research.

**Recommendations for Future Research**

The uniqueness of this research is in its attempt to expose SOCITS as an internal resource which prevents Burnout. This is a new finding in the field of educational research with respect to interns in their induction year. Therefore further research of this issue is required so as to ground knowledge with respect to SOCITS, the causes of its development and its relationship to Burnout. This research yielded a number of topics worthy of future research.

- **With regard to Burnout**
  1. Examining the various factors of the physical and mental exhaustion component and each aspect of physical exhaustion and mental exhaustion separately.
  2. Further investigating the perception of self-efficacy: how it develops among interns and how it can be influenced so as to decrease level of Burnout and the connection between level of Burnout and SOCITS.
  3. Examination of the influence of social support of interns via digital networks and their influence on level of Burnout.

- **With regard to SOCITS**
  1. Examining the existence of SOCITS via the designated, with respect to interns in various colleges in the country and among teachers at different levels of seniority and the connection to level of Burnout. Also, examining it with
regard to populations engaging in the provision of service and suffering Burnout like the teachers' population.

2. Examining the proposed model in relation to factors that promote or inhibit the development of a level of Burnout in teaching situations with regard to different populations.

3. Examining the concept of SOCITS and its relation to the concepts related to the world of teaching such as a professional self-image and concepts related to SOC such as teachers' resilience, Flow and SOCITS.

4. Conduct research accompanied by a program for the development of SOCITS among teaching interns and even among new teachers. In Israel, at the end of the induction year, the interns are referred to as novice teachers and they continue to receive instruction in colleges also in the second and third years of teaching. Therefore, such research will help examine the concept and its contribution to the interns development.
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Appendix - 1

Letter of approval from Research & Development Authority

May, 2013

Dear Ms. Elnat Bracha

We hereby approve the data collection at Levinsky College of Education, through the dissemination of anonymous questionnaires to first and third year student teachers, as part of the study: A Sense of Coherence In Teaching Situations as a Predictor of 1st Year Teaching Interns’ Burnout.

Yours sincerely

Prof. Hanna Ezer
Director, Research Authority
Questionnaire 1– SOCITS (Sense Of Coherence In Teaching Situations)

Dear participant,

We would appreciate if you spend a few minutes to fill the questionnaire. The questionnaire is completely anonymous. The information required is for research purposes only. The questionnaire is formulated in the masculine, but appeals to women and men alike.

The following are statements pertaining to the different aspects of teaching situations.
Mark next to each statement the number which most suits your feeling, from 1 – "Not at All" to 6 – "To a great Extent".

Thank you for your cooperation,
Einat Bracha and Dganit Hoffenbartel

Details (Please circle)

- Gender: Male / Female
- Program: Primary school / Junior high school / Special education
- Year of study: 4 with specializing in teaching / 5 specializing in teaching after graduation.
- Job position: homeroom teacher / Professional teacher
- Employment scope: Partial / Full

<table>
<thead>
<tr>
<th>Statements</th>
<th>1</th>
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<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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</thead>
<tbody>
<tr>
<td>1. I am making efforts so that what happens in class will have a follow-up</td>
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<td>2. I know how to react to a pupil who does not participate in the lesson</td>
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<td>3. Even if pupils disrupt I will keep trying to teach</td>
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<td>Statements</td>
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<tr>
<td>Statements</td>
<td>Not at all</td>
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<td>4. I think I will keep teaching for many years despite the difficulties</td>
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<td>5. What happens in class is important to me</td>
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<td>6. When a child bursts out in the lesson, I manage to calm him or her down</td>
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<td>7. It is important that the lesson progresses according to plan</td>
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<td>8. When a pupil is angry and shouts, I know how to approach him/her</td>
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<td>9. I feel satisfied with teaching</td>
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<td>10. It is important to me that my pupils behave well, and not only in my lessons</td>
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<tr>
<td>11. When I need help I feel there is someone to help me</td>
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<td>12. It is important for me to invest in my pupils beyond the time of the lesson</td>
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<tr>
<td>13. I feel I can change the lesson even if it does not go according to my plan</td>
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<td>14. I think there will always be people on whom I can rely when I need help</td>
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<tr>
<td>15. When the lesson does not go according to my plan, I see it as my responsibility</td>
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<td>16. Teaching is a challenge for me</td>
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<td>17. I feel the lesson has to be managed according to my plan</td>
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<td><strong>Statements</strong></td>
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<td><strong>18. When a pupil bursts, I offer him/her ways to relax</strong></td>
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<td><strong>19. Teaching lessons is interesting and fascinates me?</strong></td>
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<td><strong>20. When the lesson procedure does not match the plan, it confuses me</strong></td>
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<td><strong>21. When a pupil does not understand what I am teaching, I try to teach him/her in a different way</strong></td>
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<td><strong>22. It is pleasant to work with the pupils on the different activities</strong></td>
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<tr>
<td><strong>23. It is important for me to know what is happening to my pupils</strong></td>
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<td><strong>24. When a child does not participate, I leave him/her alone?</strong></td>
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<td><strong>25. I enjoy teaching in spite of the difficulties</strong></td>
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</table>
Appendix - 3

Questionnaire 2 - Burnout

Following are a series of statements relating to various aspects of your feeling in teaching. Describe how you feel now or felt the last two-three months, the current school year.

Please mark next to each statement the number which most suits your feeling, from 1 – "always" to 6 – "never".

<table>
<thead>
<tr>
<th>items</th>
<th>Never</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>1. I feel that teaching is physically hard for me</td>
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<tr>
<td>2. I feel no self-realization in teaching</td>
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<td>3. I feel my pupils are not making the necessary efforts in their studies</td>
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<td>4. I feel exhausted from work</td>
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<td>5. I feel that in another profession, not teaching, I would make better use of my capabilities</td>
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<td>6. I feel my pupils do not care much about proving to be good pupils</td>
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<td>7. I feel &quot;done in&quot; at the end of my work day at school</td>
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<td>8. I feel that I would choose teaching again if I could start my professional life over</td>
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<td>9. I feel my pupils do not really want to learn</td>
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<td>10. I feel that teaching tires me too much</td>
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<td>11. I feel that as a teacher I do not make enough progress in life</td>
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<td>12. I feel I would like pupils who are much better than the ones I have now</td>
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<td>13. I feel teaching erodes me</td>
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Appendix - 4

Dear participant

This research is being conducted by Bracha Einat, a Ph.D candidate from the UNIVERSITATEA BABES-BOLYAI CLUJ-NAPOCA, FACULTATEA DE PSIHOLEGIE SI STINTE ALE EDUCATIEI.

This research study is being supervised by Prof. Dr. Bocos Musata.

For my doctoral research, I am conducting interview. As part of my research, I am interviewing beginning teachers in their induction year.

The research aim is to examine the connection between Sense of Coherence in Teaching situations and Burnout among first Year Teaching Interns.

This should not take more than 1 hour. Basically, I just want to find out about your Sense of Coherence in Teaching Situations as a predictor of Burnout.

Approval to participate in Semi-Structured Interview

I _______________confirm that I have read the information presented and explained to me personally - by the researcher.

Who undertook to in writing, ensure confidentiality regarding personal details and any other details that might reveal the identity. Your name will not be used when I am writing about my research.

I received a clear explanation of the purpose of the study and its importance.

I have been informed that participation is voluntary only, and If I refuse to participate it will not have any implications for the future! Also am I am conscient that I may withdraw from the study, during the research process at any time and for any reason.

I agree to participate in this study and agree that the details of the interview conducted with me will be used in for research purposes only.

Signature____________________ Date__________________________

Your participation is greatly appreciated

Einat Bracha

03-7317151 0522-548811
Appendix – 5

Semi-Structured Interview with DN April 17th, 2013

Einat: Describe to me how you have felt, from the beginning of this year till now, about teaching situations, the process of teaching, your pupils, teachers, yourself, about your relationship with the students themselves, what do you feel?

DN: First of all, I already received my teaching schedule for the year at the beginning of June, as well as a phone call from the coordinator who works with me on the staff and the guidance counselor, and they set a breakfast date with me for the beginning of August. I, together with another new teacher in the staff, and they really discussed the school. Who are the other teachers on each grade level, which pupils will be coming, a bit about the school's administrative procedures and regulations. We spoke a bit about the regulations. Yes, we related to what to do in the first few lessons, how to enter the classroom, which is something like …I have always said, they train me to be an educational figure, but practically speaking, I am not taught how to be an educator. What is truly the business of education? It should be a fun experience. When I first came to school for the teachers orientation week, the teachers immediately commented – oh great, a new teacher. And I must remark, than in contrast to my girlfriends, they quickly involved me. They showed me around, pointed out who the others in the system are, and who is responsible for what. I knew from the start what I was supposed to do, when I was supposed to do it and how. They didn't just throw me in the water and let me figure it out on my own. I always had someone close by. I also enjoyed myself because I live near the coordinator so we travelled together for the first few months. So obviously, what's happening in the classroom, who is who, who’s who, what's what.

The first time I went into the classroom, again, this was for me, I remember what it was to enter the classroom. I got to teach the outstanding students. Also math. I teach 2 classes of outstanding pupils and one regular class, so I can say that in general I work with an easier population in terms of discipline but in terms of achievement, much more difficult. I was scared to enter the classroom, but they were such nice kids, who suddenly saw someone…

Einat: Which class?

DN: 7th Grade. I must say I am still in touch with all my past teachers so my high school coordinator, with whom I had spoken the day before, immediately told me, listen, you should do so and so. The first day was simply fun. I just went into class, and came out saying, Great. I have an
amazing class. I still think so. I and my pupils, it's almost funny to admit, but we connect well. If my pupils need to call me, even if it's in the middle of the night, they can pick up a telephone and call. If on my birthday I am out of the country and they know it, I receive 20 SMS messages telling me they know I'm abroad but they still want to wish me a happy birthday. That's it. I really enjoy it. I always say...people ask me what's it like being a teacher. So I say, it's funny, because on the one hand it makes me laugh. I...I look at myself in comparison to other teachers, and relative to the pupils. I am their teacher. Every day I get up, I dress up like a teacher and go into the classroom. I don't think I actually caught on until our annual school trip when I was sitting on the bus and half of my class and another class that I teach math to, because, the outstanding pupils split in two on the bus. I was sitting with another teacher, who is not their teacher, she went on the trip instead of their homeroom teacher. And so when I got on the bus I greeted everyone with good morning, how are you and I told them it's my mother's birthday so the whole bus started singing happy birthday to my mother. Then I told them great, now I'm going to sleep and I need quiet. I put on my headphones. After a few minutes, the teacher sitting next to me told me I have to take off my headphones. I asked her why and she said I have to tell you I never understood how you could handle a class but now I saw how you speak to them and you have to listen for a moment and see how they're whispering on the bus and if anyone raises their voice, they're shushed, don't bother DN. It's so much fun for me. Really a lot of fun for me.

Einat: This feeling of fun you describe, to what extent does it prevent Burnout?

DN: It prevents Burnout, because I felt it, for example this Passover there was a relatively long break and I missed it, I simply missed it. I came back to school and my pupils came up and hugged me, I asked what are we going to do during a longer summer vacation? And I think when it's fun for you to get up and come, then it's fun for you. My pupils know. I have one class that knows I love Thursdays because I start the day teaching their class. They tell me, DN, you love Thursdays on account of our early Thursday morning class. And on Mondays, you leave with a smile because your last class of the day we're "slap happy", and they tell me that, and we laugh. And it's fun. I say if these were my classes all the time, I'd enjoy getting up and coming to work.

Einat: To what extent do you feel you could cope with different teaching situations, in your feeling, how much do you feel it?

DN: I think I don't have any idea. Every time I encounter a situation, I go and ask, say the older and wiser, those with more experience. If a parent comes to me with a complaint, I have learned not to answer on the spot. I say, OK, give me a second to think, and I must say, parents who were in the
beginning… in our school there is a 5 minute meeting. In the first week you have to meet with each parent for 5 minutes and many parents were apprehensive. They were uncomfortable with me because I am such a young teacher and this is my first time here and these are their children. When they started to hear my response to their comments on what is happening in the class, I said I would look into it and get back to them, and then at the next parents teachers meeting, that took place last week, parents approached me to tell me that they have to let me know how happy they are to have me as the teacher. If we are talking about something to prevent Burnout, then it's great to hear these comments and it gives me the feeling that it's good I'm here.

Einat: How much of what you feel do you understand about what's happening in the class in educational terms?

DN: It subdivides into several groups. Let's say, in educational terms, I still don't know what exactly education is. Really, the school year is almost over and I can say, unequivocally I still don't know what education is. To solve their social and school problems. Wonderful. In those terms, I do know precisely what's happening in my classroom. I have my sources of information. They come and tell me and if I see a pupil in a bad mood .. I go and talk to him and they talk but to say I know what it means to be an educator, I don't know what it means to be an educator.

Einat: What factors help in your understanding of what you feel is happening in the classroom, the teaching process, different teaching situations?

DN: Staff meetings. Our staff meetings. Here in school, again, the first goal of teachers is to teach their own class level and only then, busy themselves with teaching other classes. Firstly they have to teach their own class, so that they get to know the pupils very well. So it really helps to attend staff meetings because when it's dealing with something that happened in your class, and the other teachers sitting at the meeting also know the pupils you are talking about. Again, I lucked out and I'm enjoying myself. The teacher who spends the most amount of time with his pupils also when it's her homeroom class, and also when it's the other classes. What helps me handle certain situations.. again, if I don't know something, I ask others. If something seems out of the ordinary, I come and tell them listen such and such is going on in my class. What does it mean? Where do I go from here? What should I do to handle the situation? To make progress? If it's a homeroom class, where we can bring up any topic for discussion, even if it's a topic outside the list provided by the Ministry of Education, if it helps me to move my class forward, then it's my place.

Einat: Are there factors that block your understanding? That makes it more difficult for you to understand? Do you feel anything like that?
Yes and no. Again, No, because I always have people I can turn to. But yes, because it's something I brought up last year when we discussed excellence, I don't have experience in teaching, nor in seeing exactly what it means to be a teacher. Again. I've always said, first of all I want to be a homeroom teacher because I have memories of my homeroom teachers... and I repeat, my own homeroom teacher specifically did not have a big influence on me. I didn't even know who she was when I was asked. I was in my high school a month ago and I met my teachers and they asked me who was my homeroom teacher and I answered E, EF, ET, whoever is signed on my high school diploma, I haven't any idea, I don't remember. Because they are the ones who had an influence on me and that is my goal, above all else. Where are the tools to achieve this.

That is to say, you feel that a lack of tools...how much do you feel you can manage a class, in terms of teaching situations, lesson plans, adjusting the lesson plan to your pupils, , in terms of teaching in different behavioral situations. How well do you feel you can manage that?

Behavior wise, I think I'm managing alright. Because I haven't had any extreme case yet in my class and also if there were something extreme, I'd cope because there are things that can be done. In terms of lesson plans, I must say, last week I attended an enrichment workshop on academically talented pupils, I felt I was getting lost, because when you come down to it, since I don't work parallel to the rest of my staff, and I am with my 2 classes of academically talented pupils.

So…

I teach slightly different materials and progress faster so I felt lost, so I sent the coordinator an email, Oh My God! what's happening here. The next day, she made time to sit with me, we sat together, and she told me, DN, look, you're keeping pace. Here, you have nothing to be afraid of. And she simply went over everything. We've covered this, and this and this. They do keep track of what I do but you have your own time do as you choose. I repeat, there is material for exams, I am at a different pace. My exams are mine. I will send them on to the coordinator for her opinion, but I repeat, I don't know whether or not I'm doing well. When I met with her, I think it was before Passover, she came to observe one class, and then she told me what she thought. And I told her, in terms of material I'm not sure, I really don't know. There were forms to fill out for whatever topics you have to reach.

About success…

I don't know how to evaluate myself
Einat: But you feel that you can manage the class?

DN: Yes, in terms of the class, I know how to manage them

Einat: Are there factors that help you to manage the class? Do you feel that there are such factors?

DN: Obviously. My coordinator, the other homeroom teachers. Every teacher that enters a classroom helps manage the class. Let's say, the English teacher comes in and notices something that is causing a disruption in the class. She quiets them and says to me Now, you're new and they're ready to come down hard on you …so I think that perhaps if you do such and such it might help…

Einat: So what you're saying is that you feel there are factors that help you manage the class. Are there factors that make it more difficult?

DN: Parents. Parents sometimes think that they know exactly what is happening in the class. And if their child told them something, then that’s what happened. And it makes it difficult, because on the one hand, you do need to deal with what happened in class, and on the other hand, you're supposed to handle the parent who is not too pleased with that his kid did such and such or sits next to so and so…and who do you think you are to tell my kid what to do. So again, on the one hand, it's very hard, but on the other hand, not once or twice, the principal has picked up the phone to reprimand some parents who interfered too much.

Einat: This is something that makes it all difficult, the parents; reactions.

DN: Their reactions, things they allow themselves to say or do, for instance, to call me at 07:00 AM nonstop, or to call on a holiday. But once again, I do have the principal's help – she simply took the phone and said listen this is not acceptable and that put an end to it.

Einat: To what extent is teaching a challenge for you

DN: Very much. Firstly, I'm always mentioning excellence because it makes it easy for me but since there is material that is not in the regular program, it is a challenge for me because there are new things I am learning and I've never personally experienced what it is to teach them so by teaching them it is a lot of fun for me to all of a sudden try new things. And since I teach both classes, I also learn from class to class. If in one class I got reactions, then I already know to go into the other class, my regular class, I have one class, a regular class that I love, there are pupils there. I have pupils who are in foster care. I have pupils there who told me at the beginning of the year listen whatever you say goes in one ear and out the other. Their IQ level was very low so you expect nothing from them. I have pupils there
who come only for my class and without even opening their notebook they get grades of 90+. And I love to get a hug from these pupils – that's my love. It's fun for me to get up in the morning knowing I have my Avi – that's my smaller group. That group has stronger ones who are strong, but the ones who are not so strong are my challenge.

Einat: Are there factors that make teaching significant for you?

DN: My pupils. My pupils above all. When they come in with a smile, when they come in with a smile, and tell me, well, that I'm A-OK, I liked math, but sports lesson is really what I like – yea – sports. Maybe you'll teach us sports instead. Maybe instead of English. I have kids from the regular class who when they see me come into the class say DN we can come. Memorial Day, 4 pupils came in and said, DN, we can come to with you to your homeroom class. I don't have any problem with that, come on in, with pleasure. They know my door is always open, even when I need… if it's a class changing places in homeroom class, and they already finished classes, they still come in.

Einat: Are there factors that block your feeling that teaching is significant?

DN: No.

Einat: How do you define teaching to yourself?

DN: I'll tell you…when I decided to study teaching, I also registered to study accounting, and for a quick degree in nutrition, and then my coordinator told me Oh DN please help us write a yearbook. We need you to come write a yearbook. I came to the high school and sat in the teachers' room and looked at the teachers sitting with the pupils, sitting and chatting and truly I said that's what I really want - that's what I really want, even if it's having an influence on one small child, that's what I really want. I don't want to sit in an office, I'm not interested in earning millions, to take…just, that is bit by bit gradually comes together to build us up. It sounds kind of lofty and superior to say this but our country is not so great, and if I can come and influence even the tiniest thing, that's what I really want to do. That's what matters to me each morning anew to get up and be involved in this. I repeat, it could be I'm speaking as it's only my first year, and my fantasy is still a fantasy, but it is my goal.

Einat: How does this feeling affect your attitude towards teaching?

DN: That I have energy for this. I see other teachers who say to me DN don't be so bothered they're not your kids, why are talking to them after school. Why do you go outside with them. Why do you get give them rides. You know, if it's on my way, come along, I have no problem with that, why are
you like this, like that, like this, like that. It comes from here. If I go outside with a kid, I will know more about him and I will be able to influence him a lot more than a teacher who is merely his teacher and that's all. I don't believe that if I'm a teacher, that's all, I just teach them math, teach them education. 08:00 – 15:00 that's it. All done. If a pupil calls me at 07:00 in the morning, I won't get angry. If a parent calls me at 07:00 in the morning, it'll bother me.

Einat: That's the limit. It seems there's no need to ask you this, but, will you still be teaching next year?

DN: Yes.

Einat: What will keep you in teaching?

DN: My pupils. Totally

Einat: We spoke about three things. I asked you about 3 things. I asked you about your understanding – how much you understand teaching. How you feel you can handle different teaching situations, and how meaningful teaching is for you. Which of these is the most influential?

DN: Meaningfulness. If teaching were not meaningful for me, I could not remain. Again, it a demanding profession. It is exhausting! And people complain about teachers getting too many vacation days. I can now understand why. It's simply exhausting and it's something not at all simple and let's say, if we look at the salary, that is also not the payment coming to someone in this profession, and not just because I'm in it. I think a person without any meaning in his profession, it won't hold any meaning for his pupils either and he won't be able to stay in it for a long time.

Einat: Is there anything you want to add about teaching that I haven't already asked you. About your feelings towards teaching? How do you feel in teaching? How do you understand teaching, how do feel about handling teaching and how meaningful is it?

DN: I don't think I'll ever understand what teaching is and what it means to teach because it's something that keeps evolving and developing, and also changes from year to year. As all the children come, a new generation, again, I thought I'm close to their age and it was a lot of fun and easy for me the other teachers relate to me here I'm good at computers, take this and do it for us, take this and explain it to us. I thought I was so good, I go to them, my computer doesn't work, what I should do. I don't think I'll ever understand clearly what teaching is.

Einat: The fact that you think you'll never understand, that's how you feel, that you won't understand, does that affect the way you feel about teaching?
Teaching challenges me. It challenges me. It causes me to want to continue to look and develop and learn how to do something, and which way to do it. Just the opposite, I completely think that it's positive when I don't know something 100%. Because when you don't know, you learn.

As far as management, are there things you see, that you feel...if you look back from the beginning of the year to now, do you feel differently about your management?

No, I think it's the same

How so?

In the sense that I allow myself to laugh together with them, and they know that the minute I stop laughing, we continue learning. This was true also from the beginning of the year. Again, it could be the impression I gave them from the start so they know...it was really funny, some time ago I asked my pupils to imitate me. So they said when you get upset, or when you want quiet, what I was sure I'd never do, I was always certain that when I wanted quiet, I would raise my voice, so they told me you stand like this so they know that when I stand quietly, then they quiet down. That's it and I think that's something positive. Because I was sure that I'll go and start shouting. Because that's something inside of me to raise my voice and that's great. Again, I don't like to say this about myself, but I think that when I laugh with them, the coordinator happens to come by the classroom, because she also teaches this class, she always wonders, what are you doing; She always comes in exactly when we're laughing or singing or one of the pupils is standing on the table for whatever reason, or I'm threatening them and the girls look down and so she looks at me. You were singing now and this is a math class. And yes, because it's mathematics, a subject kids don't like.

By the way, how did you get them to like it?

I don't have any idea. I think it's because I don't make it into a grandiose topic, makes it a bit easier to approach. They get math, math, math daily, what is math, after all? They're aware of this.

To what extent do you sense that this feeling of yours ...you have talked a great deal about Meaningfulness and your pupils, also the fact that you don't know...how much does this feeling seem a source of power or a challenge? Strength to continue on?

It is both a challenge and sometimes a breaking point. There were several times when I simply went home and burst out crying. Crying because I don't know... but the crying got me to get up again...OK what do I do next? How do I get over this? It's this and that. I believe that over the
years, I'll cry less and stop taking things to heart so much, but…

Einat: What is the thing that helped you to get up again and to say I'm going to go on. After all you came home with a lousy feeling, something that made you cry. So what, after all, can you try and pinpoint as helping you to say OK what am I doing, what's next?

DN: The staff. Again, I always compare myself to my friends who tell me What, they told you, they said to you, you have someone to help you. My staff, at midnight I can pick up a phone to my coordinator, and she will answer me. I mean it, really, I'm not just saying it. I was supposed to go to junior high, and every day I bless my lucky stars that I am here and this is my staff and my management.

Einat: How much do you see your strength lies in the staff or is it your inner strength?

DN: One brings the other. One brings the other. Entirely. Since when I have the strength and someone falls, it picks her up because we simply help one another. If it's just sitting together and making her laugh, if it's by giving her tools, if it's by showing her that the problem is not such a big problem and let's take it apart.

Einat: That is to say, your feelings are dependent on the staff. How much does the feeling depend on you? What's your part in this feeling?

DN: What's my part in this feeling? Difficult question. My part is my desire to be there. my desire to be there

Einat: That's very obvious, by the way.

DN: Thanks.

Einat: Thank you. It's moving to hear. I must say. And I must tell y have the privilege of working in a supportive place, because research shows this to be very important. This topic of a supportive staff. Management. That you have someone to lean on.

DN: My coordinator is the regional advisor and she saw me in school when I was a student teacher. She saw me there and said you're in my school. And
when I came be interviewed by the principal, she told me, listen, nothing matters to me, the coordinator decided you have to be here and you fit for this school. So tell me, what can we do about that?

Einat: Almost idyllic.

DN: The other principal came and told me, No, the coordinator wants you here. You'll get...I'll fire someone else so you can get a full time position, really. They did above and beyond the call of duty, also in a way that wasn't the nicest or most ethical way to do it. And then, I don't know why, I said, I'm going to the other school. They asked me why and I said because when I came in and no one knew who I was, everyone was walking around smiling. Sitting and smiling. The principal who saw me from across the room smiled, oh you're DN, right. With a smile. I said, if everyone comes to school with a smile that's what I want.

Einat: Amazing

DN: And in my high school. I was sitting in my high school a month ago and they all got on my back. You're coming to teach here next year. We don't care about a Masters degree. My social studies coordinator who is now the vice principal said you come here. You'll be the social studies coordinator for the high school so I went home and said I entered with a smile, why should I change that. Just like that. Give me another two years to finish my education and then we'll see what will be.

Einat: Amazing. You came to a place that is really unique. There are places and there are places, Without a doubt there are places and there are places, but here you have such a supportive staff that makes all the difference

DN: An amazing, amazing staff.

Einat: Just right for all the challenges ahead. Wonderful. Thank you. You helped me a lot. It was very moving to hear.