

The Contribution of Matzmichim's Continuing Education Programs and Qualifications Regarding Social Climate and Violence Reduction

Research Report, Dec 2020



Table of Contents

1

Method

Sampling, Tools, and Procedure

2

Analysi
s

Statistical Tests and Analysis

3

Findings

Social Climate

4

Findings

Relevance and Applications

5

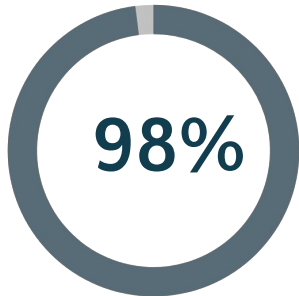
Information

Who to Reach Out to, Response
Quality, and Changes in
Violence Scale

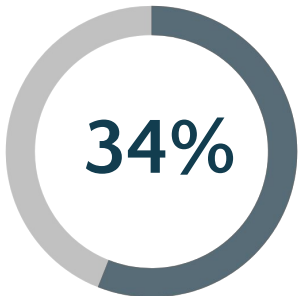
Sampling: Given Continuing Education Program Types

.The sample is based on 388 replies. The sampling error is about 5% [with confidence level of 95%, maximal variance, and infinite population]
Nonprobability comfort sampling

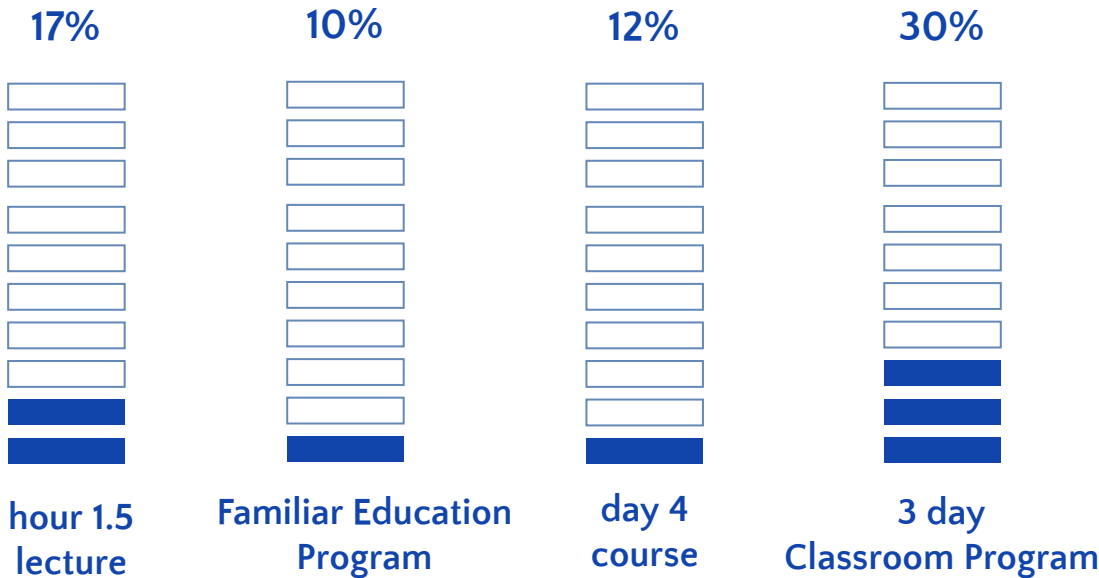
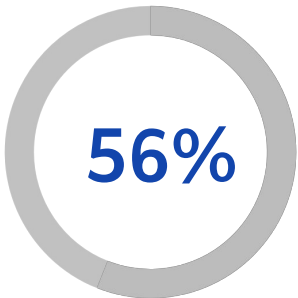
Academic Teaching Studies
passed teaching studies in academia 98%



Other Continuing Education Programs
passed another type of program 34%



Matzmichim's Continuing Education Program
passed one or more of Matzmichim's programs 56%



It is not a total of 56% because some individuals passed more than one CEP

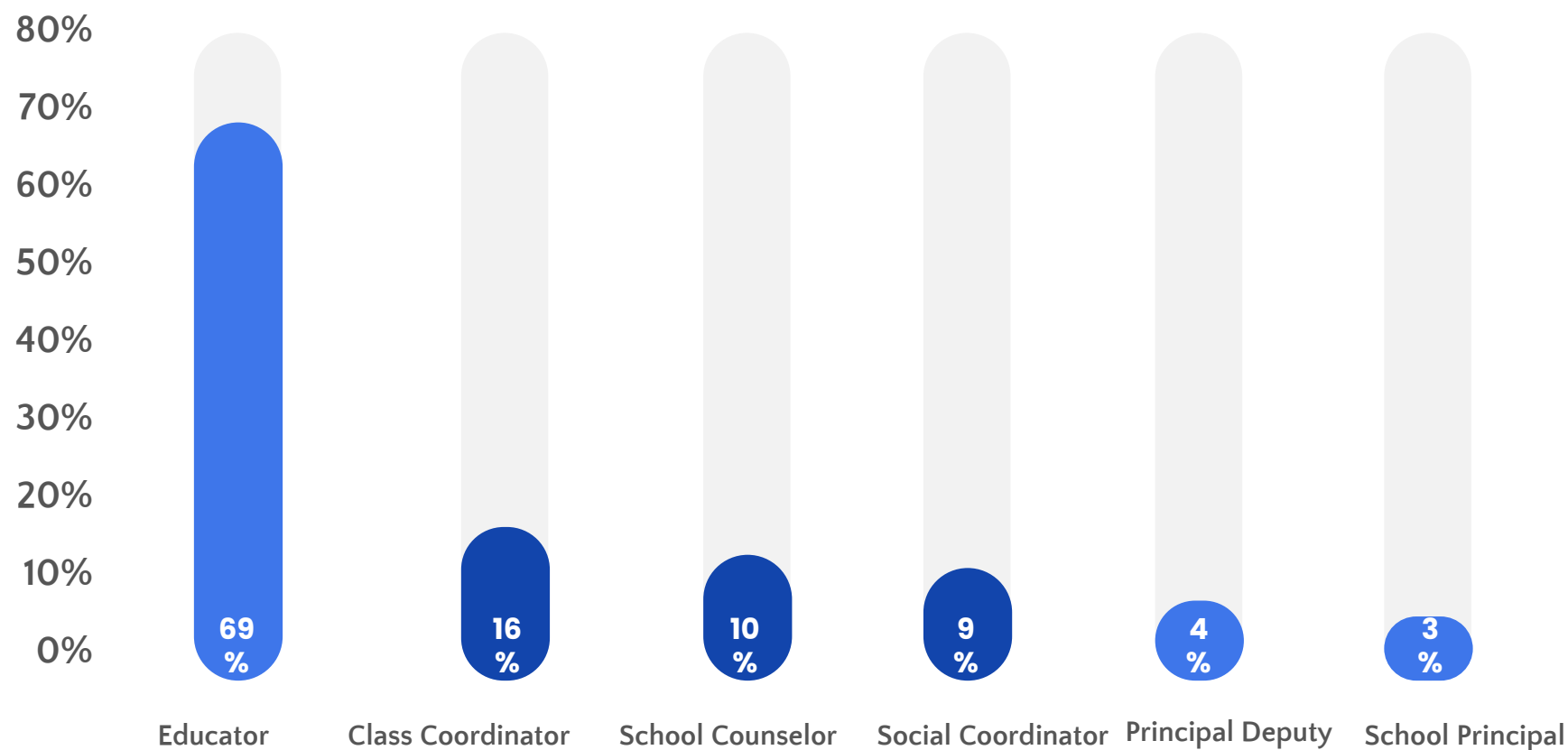
Sampling Characteristics: Role and Seniority of Teaching

Seniority

- .Average seniority of teaching is about (± 10) 15 years
- .are with seniority of 3 or more years 90%

Roles Held in the Last 3 Years

- .of the respondents were educators in last 3 years 69%



Some individuals held more than one role *



MATZMICHIM
The Israeli Violence
Reduction Organization

Sampling Characteristics: School Types

*:Type of School

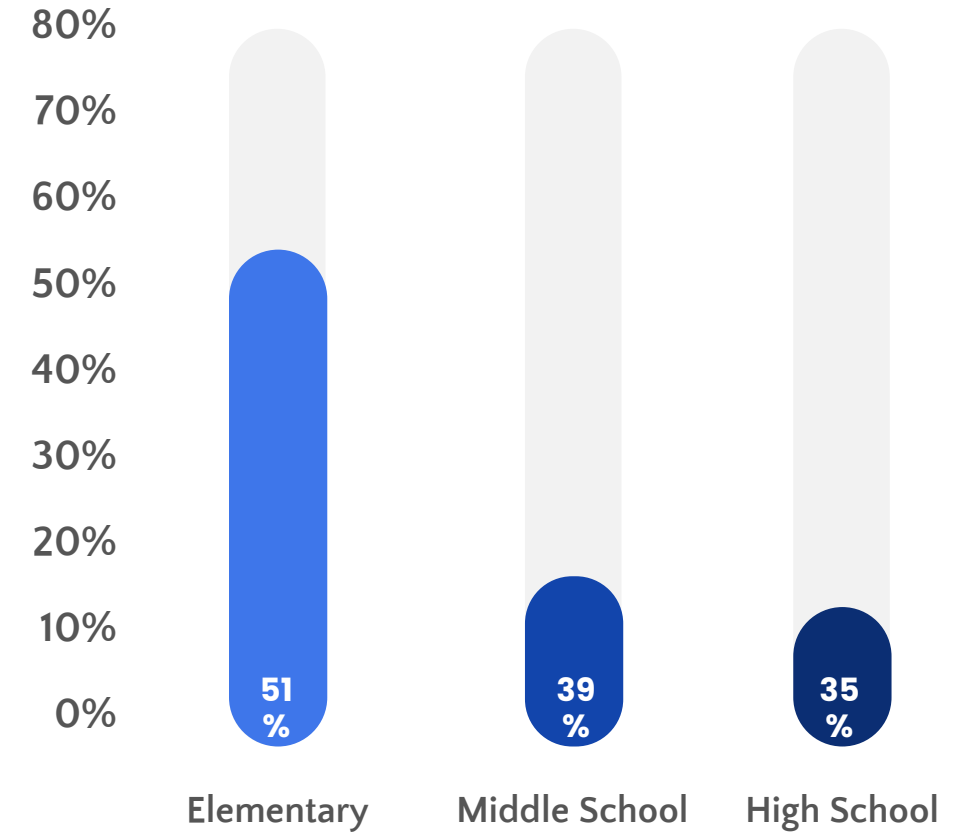
work in State Public Schools 84%

work in Religious State Public Schools 10%

% Percentage	Type
84%	State
10%	Religious State
6%	Special needs
6%	At-risk Youth
3%	Private
1%	Democratic
1%	Ultra-Orthodox
0%	Anthroposophical
3%	Other

Some individuals teach in more than one type of institution*

*Student Age Group



Some individuals teach more than one age group*

Research Tools: Fields

1

Social Climate [Impact]

.Social-emotional discourse, motivating the silent majority, physical violence, social aggression
.and unbalanced friendship

2

Practicability and Relevance

3

Estimation of The State Of Violence In The Education System

.Verbal violence, physical violence, and shaming

4

Who to Reach Out to and The Quality Of Response

Procedure

.Surveys were distributed online among teachers in elementary, middle, and high schools



Statistical Analysis and Processing

The data presented was processed and evaluated by the following criteria: frequencies, averages .(expected values) and effect (impact) size [Cohen's d']

In order to test the differences' significance and measure the impact of the social climate between Matzmichim's Continuing Education Program and academic courses, a 'T' test was done, and the .significance value is reported

Findings: The Impact of Educational Training and Advanced Training

Training's contribution to improvement of social climate

Averages, effect size, and the significance of the difference between Matzmichim and Academic Institutes Trainings

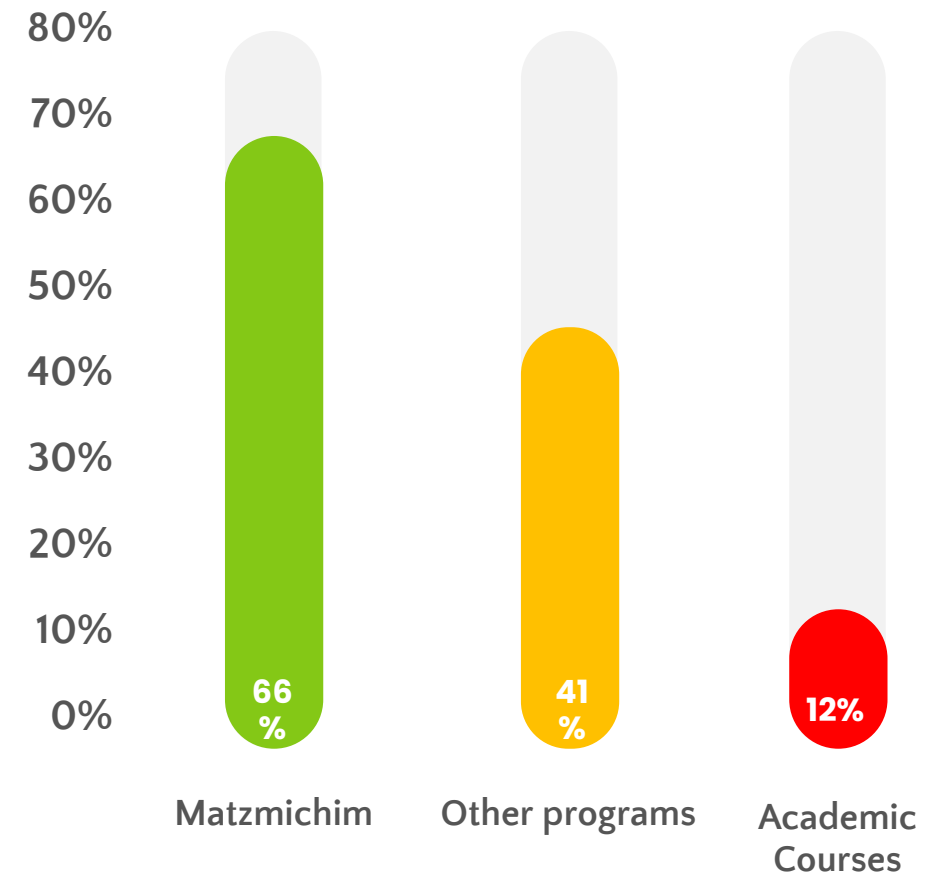
Other programs	Effect size	Significance	Academic courses	Matzmichim
3.07	1.40	001. >	1.63	3.67

- An effect size of 0.8 or higher represents a large effect.

Summary of Findings

- ✓ A meaningful effect size (1.40) and significance ($p < 0.001$) difference has been found between Matzmichim's contribution and Academic courses contribution to the improvement and treatment of social climate.

Contribution Size: Percentages of 'High' and 'Very High' Frequencies

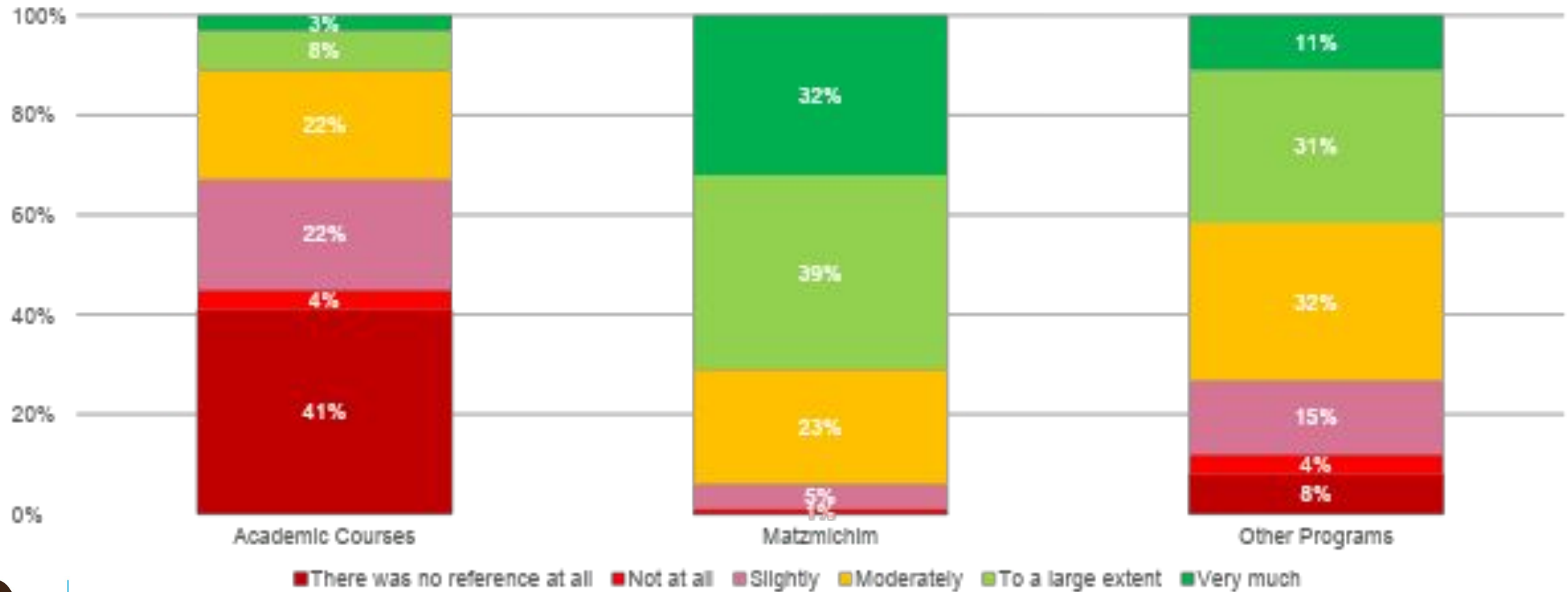


- Scale of Answers : 0-5

Findings: The Impact of Educational Training and Advanced Training

The contribution of training to the treatment and improvement of the social climate

On what level did the training program contribute to treating and improving and taking care of the social climate (distribution of all categories)



Findings: The Impact of Educational Training and Advanced Training

Training's contribution to the [classroom guidance](#), [social discourse](#), and [motivation of the silent majority](#)

Averages, effect size, and the significance of the difference between Matzmichim and Academic Institutes Trainings

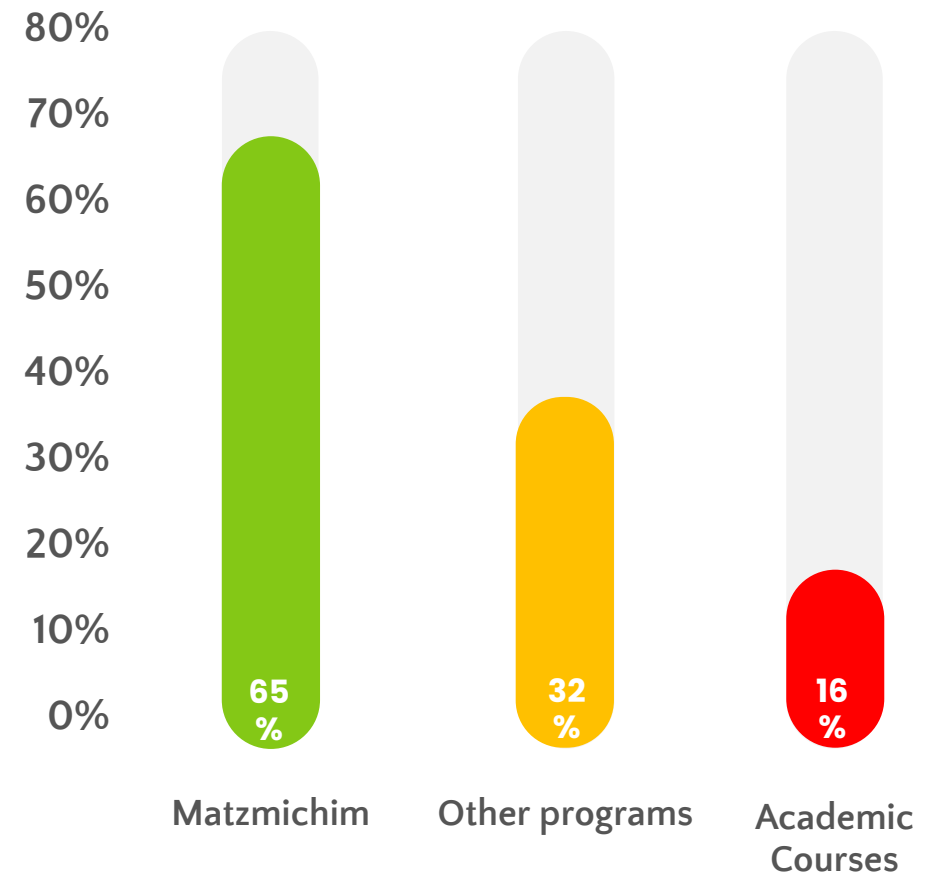
Other Programs	Effect size	Significance	Academic courses	Matzmichim
2.84	1.16	001. >	1.77	3.55

- An effect size of 0.8 or higher represents a large effect.

Summary of Findings

- ✓ A meaningful effect size (1.16) and significance ($p < 0.001$) difference has been found between Matzmichim's contribution and Academic courses contribution to classroom guidance, social conversation, and motivating the silent majority.

Contribution Size: Percentages of 'High' and 'Very High' Frequencies



- Scale of Answers : 0-5



MATZMICHIM
The Israeli Violence
Reduction Organization

Findings: The Impact of Educational Training and Advanced Training

Training's contribution to dealing with physical aggression among children

Averages, effect size, and the significance of the difference between Matzmichim and Academic Institutes Trainings

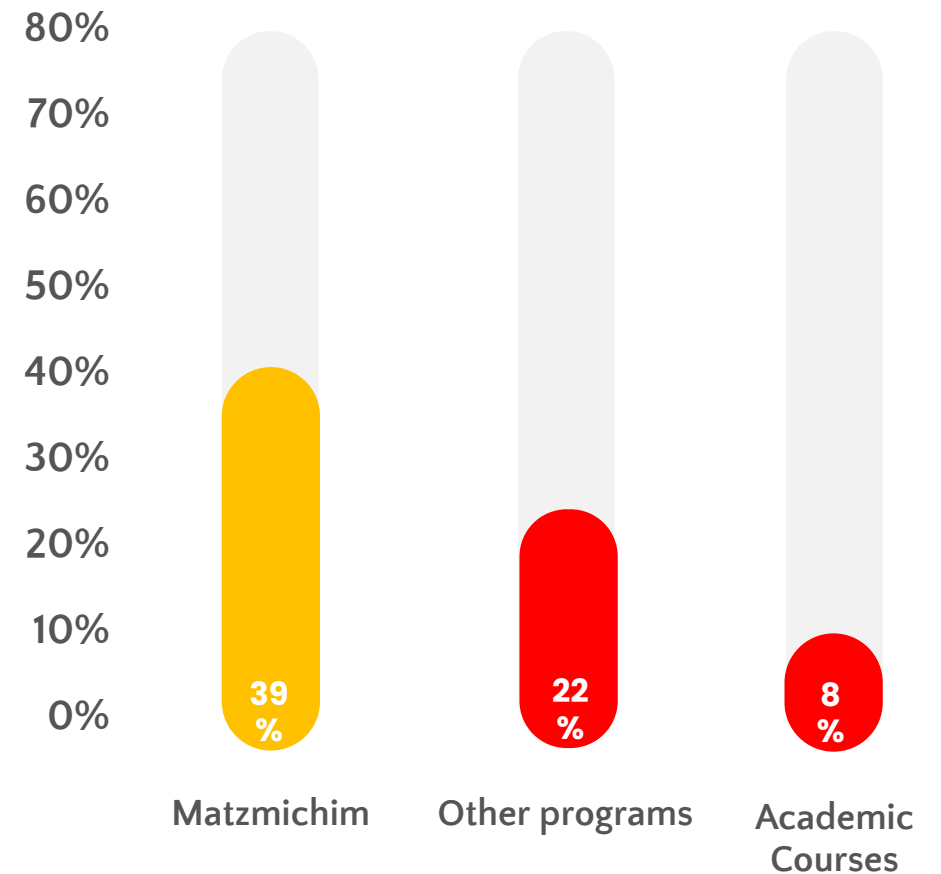
Other Programs	Effect size	Significance	Academic courses	Matzmichim
2.17	1.04	001. >	1.14	2.72

- An effect size of 0.8 or higher represents a large effect.

Summary of Findings

- ✓ A meaningful effect size (1.04) and significance ($p < 0.001$) difference has been found between Matzmichim's contribution and Academic courses contribution in dealing with children's physical aggression
- ! The contribution to this issue was found to be relatively low

Contribution Size: Percentages of 'High' and 'Very High' Frequencies



- Scale of Answers : 0-5

Findings: The Impact of Educational Training and Advanced Training

The contribution of training to dealing with aggression among children on social media

Averages, effect size, and the significance of the difference between Matzmichim and Academic Institutes Trainings

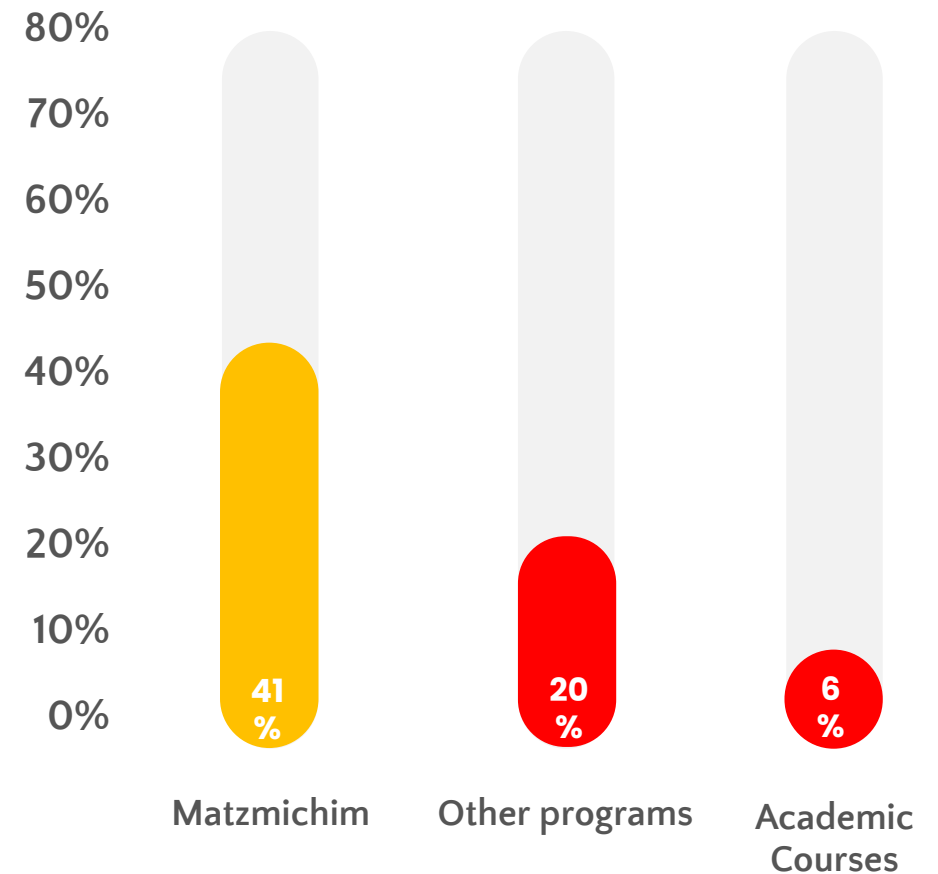
Other Programs	Effect size	Significance	Academic courses	Matzmichim
2.26	1.11	001. >	0.98	2.69

- An effect size of 0.8 or higher represents a large effect.

Summary of Findings

- ✓ A meaningful effect size (1.11) and significance ($p < 0.001$) difference has been found between Matzmichim's contribution and Academic courses contribution to dealing with aggression on social media by children.
- ! The contribution to this issue was found to be relatively low

Contribution Size: Percentages of 'High' and 'Very High' Frequencies



- Scale of Answers : 0-5

Findings: The Impact of Educational Training and Advanced Training

Training's contribution to dealing with indirect social aggression between children

Averages, effect size, and the significance of the difference between Matzmichim and Academic Institutes Trainings

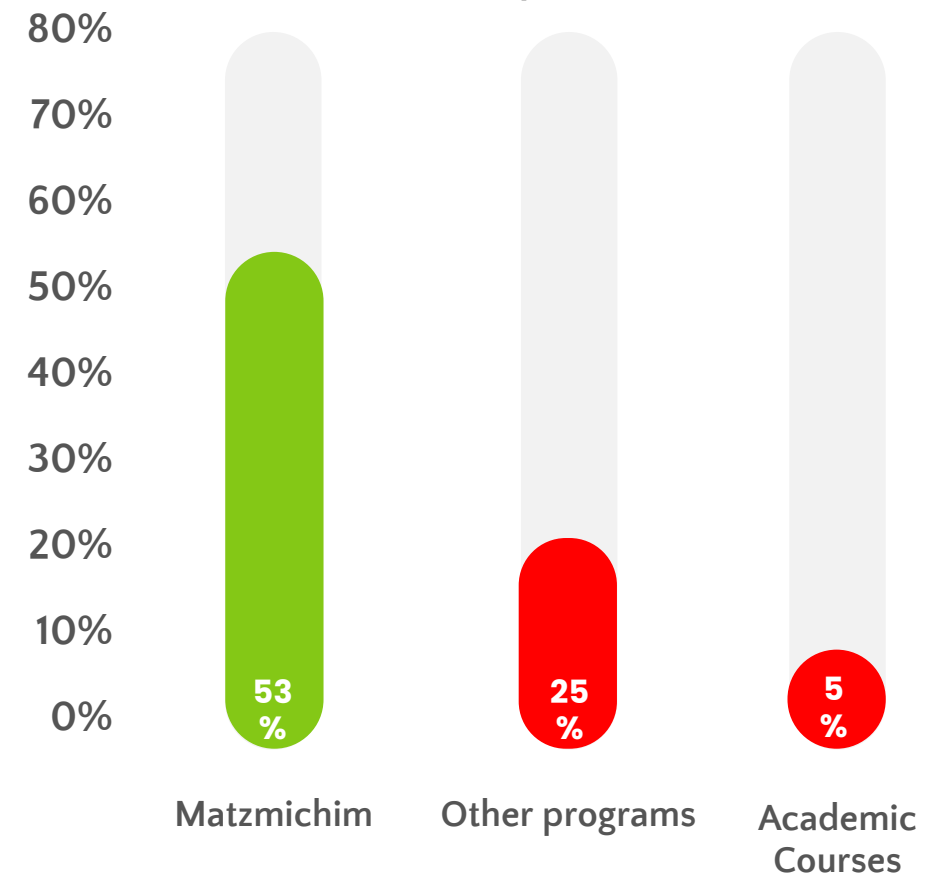
Other programs	Effect size	Significance	Academic courses	Matzmichim
2.69	0.98	001. >	1.44	2.26

- An effect size of 0.8 or higher represents a large effect.

Summary of Findings

- ✓ A meaningful effect size (1.44) and significance ($p < 0.001$) difference has been found between Matzmichim's contribution and Academic courses trainings contribution to dealing with indirect social aggression between children

Contribution Size: Percentages of 'High' and 'Very High' Frequencies



- Scale of Answers : 0-5

Findings: The Impact of Educational Training and Advanced Training

Training's contribution to dealing with class aggression provoked by popular students

Averages, effect size, and the significance of the difference between Matzmichim and Academic Institutes Trainings

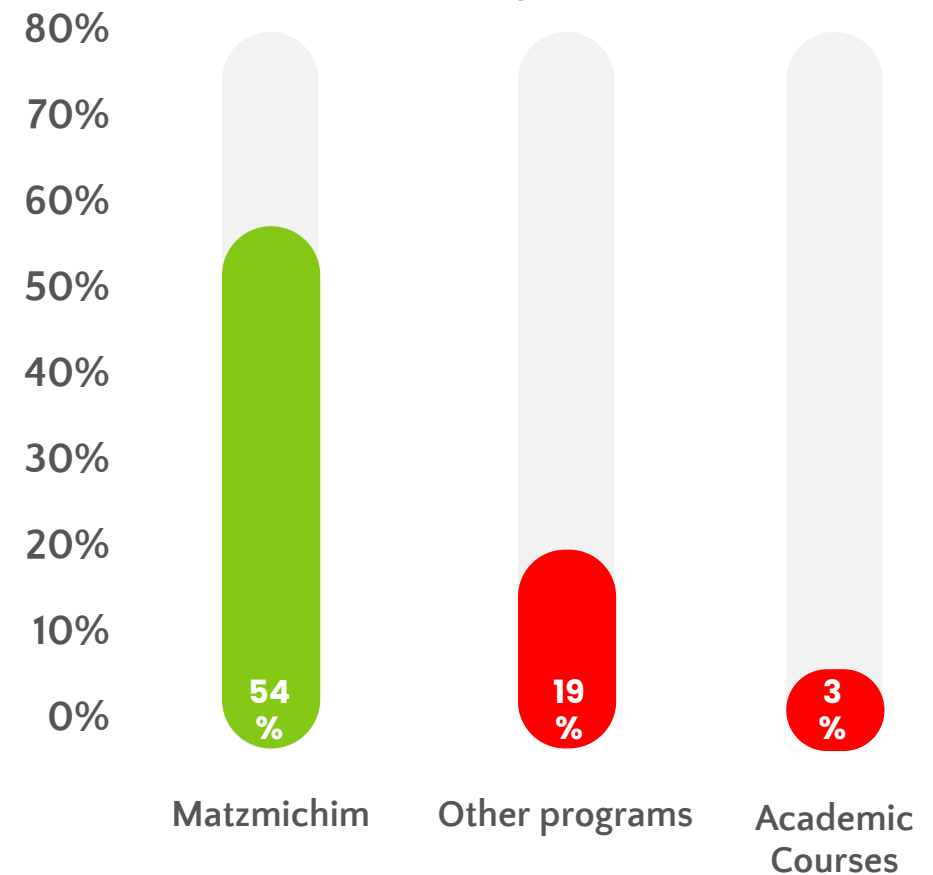
Other programs	Effect size	Significance	Academic courses	Matzmichim
2.33	1.61	001. >	0.85	3.21

- An effect size of 0.8 or higher represents a large effect.

Summary of Findings

- ✓ There is a meaningful difference effect size (1.61), and a significant one ($p < .001$) between the contribution of Matzmichim and the contribution of the Academic courses to dealing with classroom aggression provoked by popular students

Contribution Size: Percentages of 'High' and 'Very High' Frequencies



- Scale of Answers : 0-5



MATZMICHIM
The Israeli Violence
Reduction Organization

Findings: The Impact of Educational Training and Advanced Training

The contribution of training to dealing with class aggression by students from the social margins

Averages, effect size, and the significance of the difference between Matzmichim and Academic Institutes Trainings

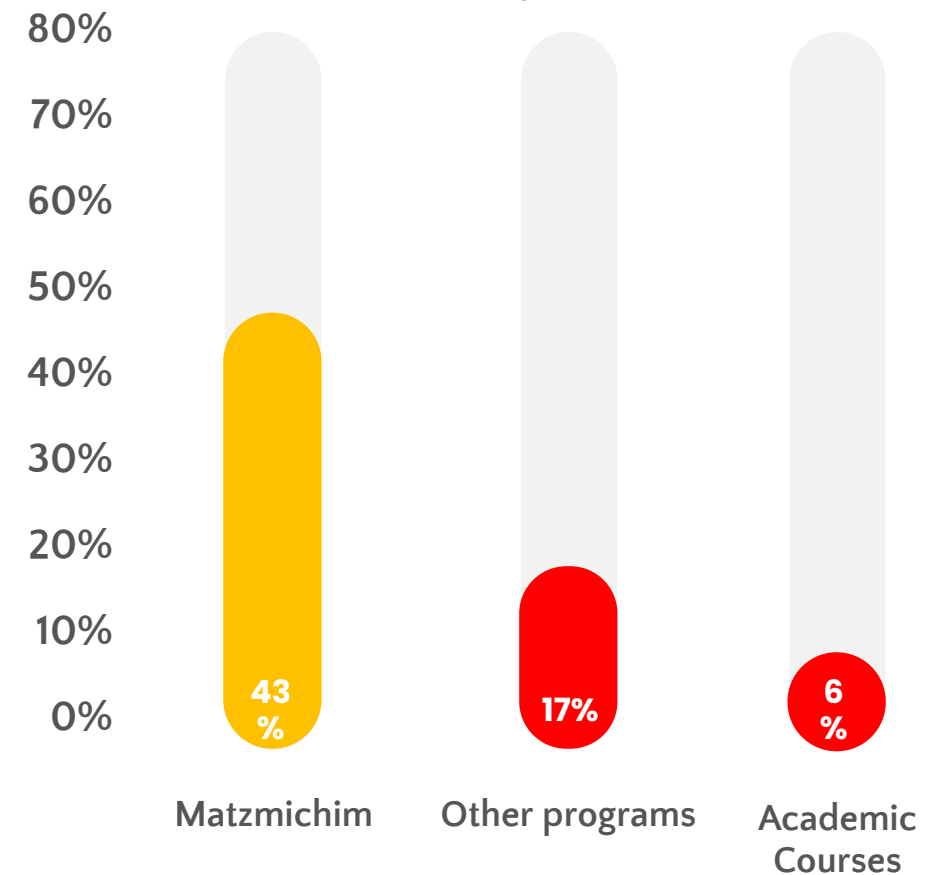
Other programs	Effect size	Significance	Academic courses	Matzmichim
1.89	1.21	001. >	0.92	2.75

- An effect size of 0.8 or higher represents a large effect.

Summary of Findings

- ✓ There is a meaningful difference effect size (1.21), and a significant one ($p < .001$) between the contribution of Matzmichim and the contribution of the Academic courses to dealing with classroom aggression provoked by less popular students
- ! The contribution to this issue was found to be relatively low

Contribution Size: Percentages of 'High' and 'Very High' Frequencies



- Scale of Answers : 0-5

Findings: The Impact of Educational Training and Advanced Training

The contribution of training to dealing with unbalanced / negative societies [persistent aggression within societies]

Averages, effect size, and the significance of the difference between Matzmichim and Academic Institutes Trainings

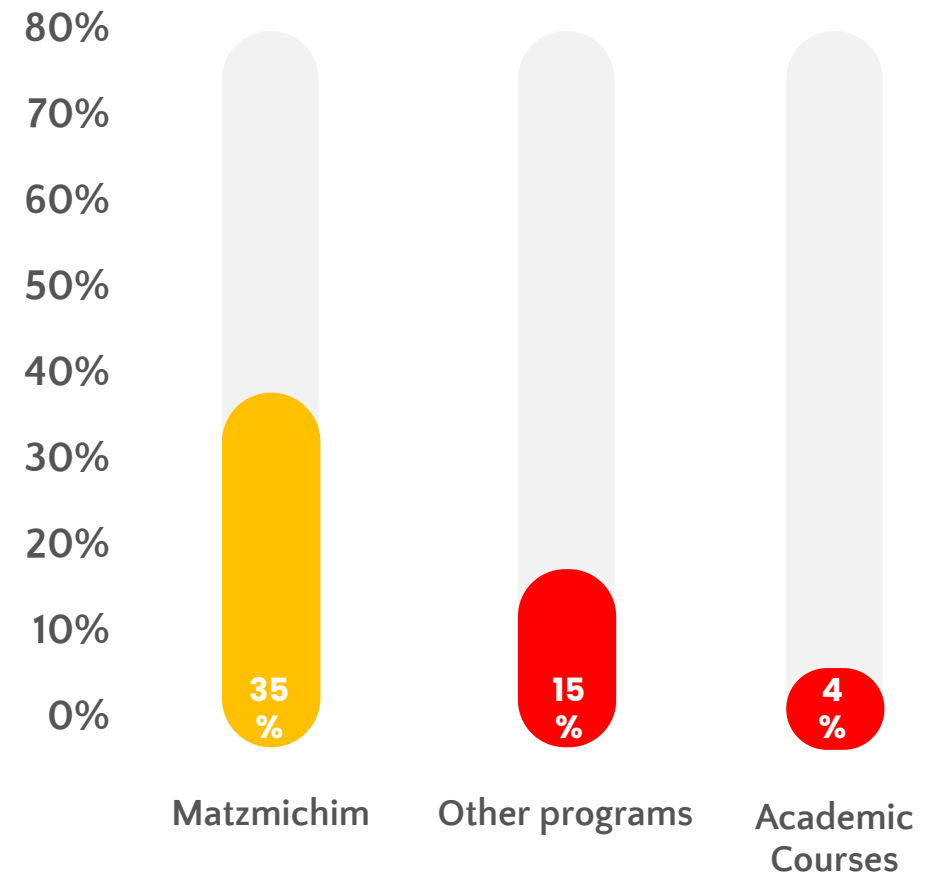
Other programs	Effect size	Significance	Academic courses	Matzmichim
1.69	1.19	001. >	0.77	2.55

- An effect size of 0.8 or higher represents a large effect.

Summary of Findings

- ✓ There is a meaningful difference effect size (1.21), and a significant one ($p < .001$) between the contribution of Matzmichim and the contribution of the Academic courses to dealing with unbalanced and negative societies [persistent aggression within societies]
- ! The contribution to this issue was found to be relatively low

Contribution Size: Percentages of 'High' and 'Very High' Frequencies



- Scale of Answers : 0-5

Findings: The Impact of Educational Training and Advanced Training Regarding Classroom Climate

?How relevant were the different social-climate related training programs and workshops you have received

Averages, effect size, and the significance of the difference between Matzmichim and Academic Institutes

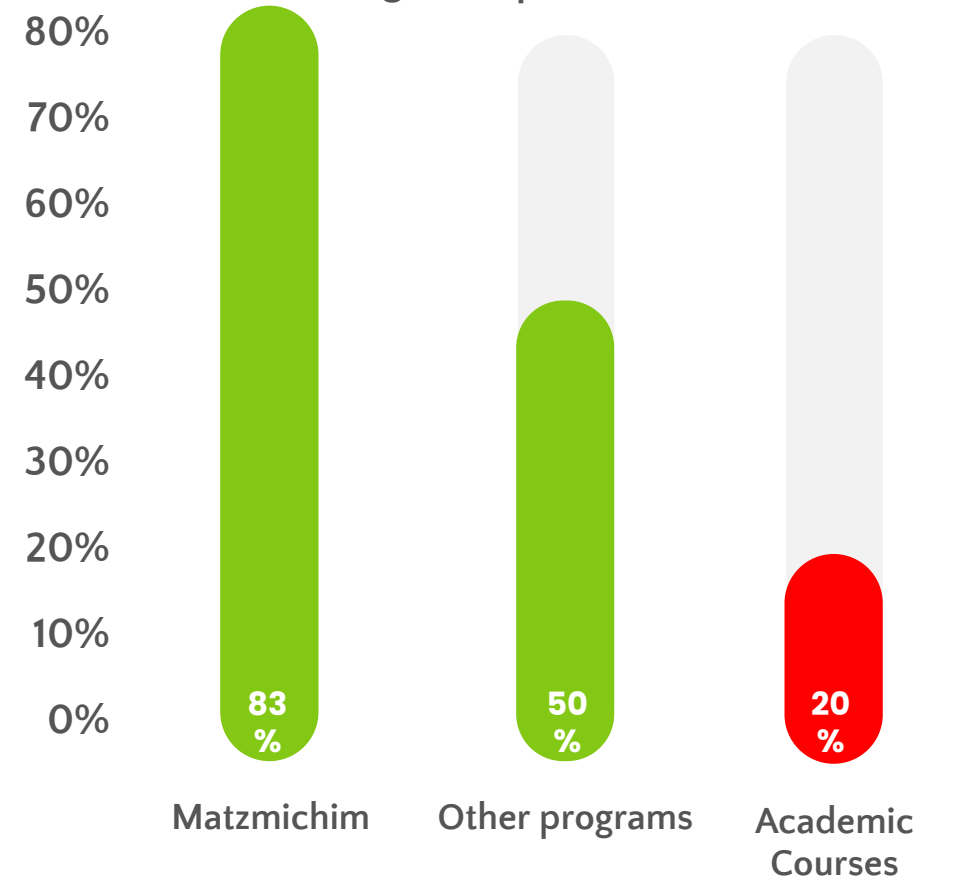
Other programs	Effect size	Significance	Academic courses	Matzmichim
3.39	1.59	001. >	2.52	4.32

- An effect size of 0.8 or higher represents a large effect.

Summary of Findings

- ✓ There is a meaningful difference effect size (1.61) and a significant one ($p < .001$) between the contribution of Matzmichim and the contribution of Academic courses to the relevance of trainings and educational programming

Contribution Size: Percentages of 'High' and 'Very High' Frequencies



- Scale of Answers : 0-5

Findings: The Impact of Educational Training and Advanced Training Regarding Classroom Climate

?How applicable were the different social-climate related training programs and workshops you have received

Averages, effect size, and the significance of the difference between Matzmichim and Academic Institutes

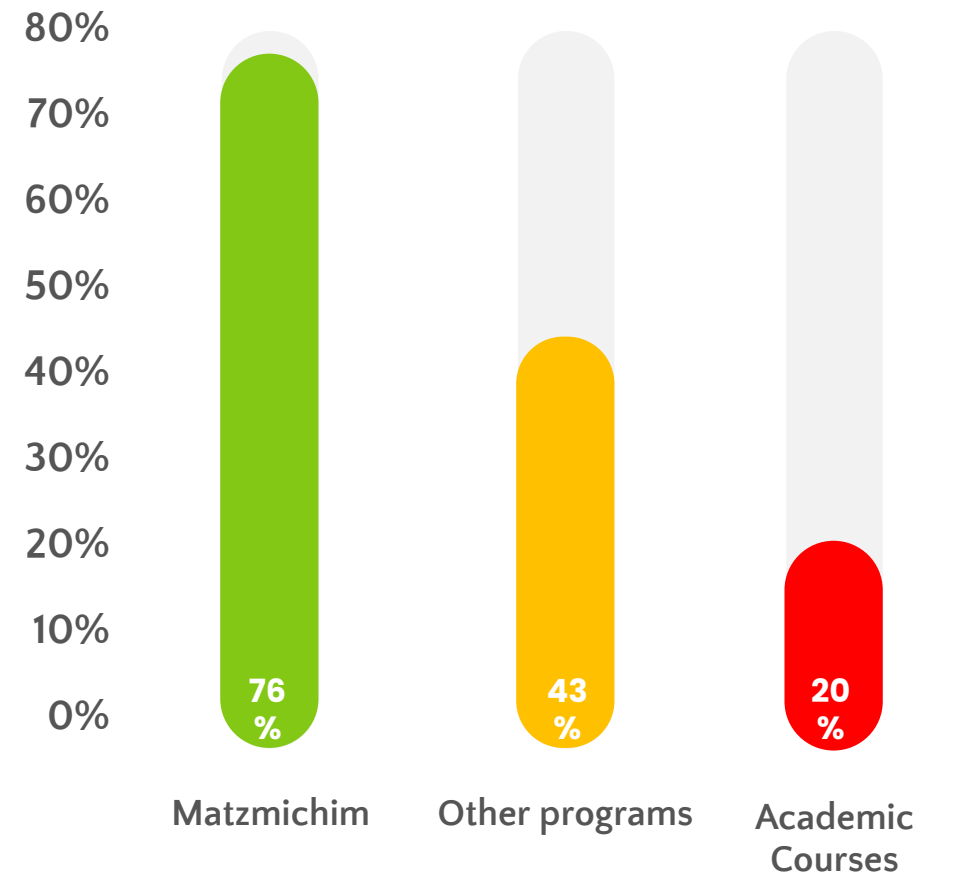
Other programs	Effect size	Significance	Academic courses	Matzmichim
3.22	1.59	001. >	2.36	4.08

- An effect size of 0.8 or higher represents a large effect.

Summary of Findings

- ✓ There is a meaningful difference effect size (1.61), and a significant one ($p < .001$) between the contribution of Matzmichim and the contribution of the Academic courses to the application of qualifications and educational programming regarding classroom climate

Contribution Size: Percentages of 'High' and 'Very High' Frequencies



- Scale of Answers : 0-5

Regarding Social Climate and/or Aggression



When you experience difficulties at work relating to social climate and/or child aggression, who within the system do you go for help?

Quality of Response to Difficulties Regarding Social Climate and/or Aggression

How satisfied are you with the response you receive to the issue of social climate and / or aggression among children?

Summary of Findings

- ✓ For 62% the answer is moderately satisfactory or below

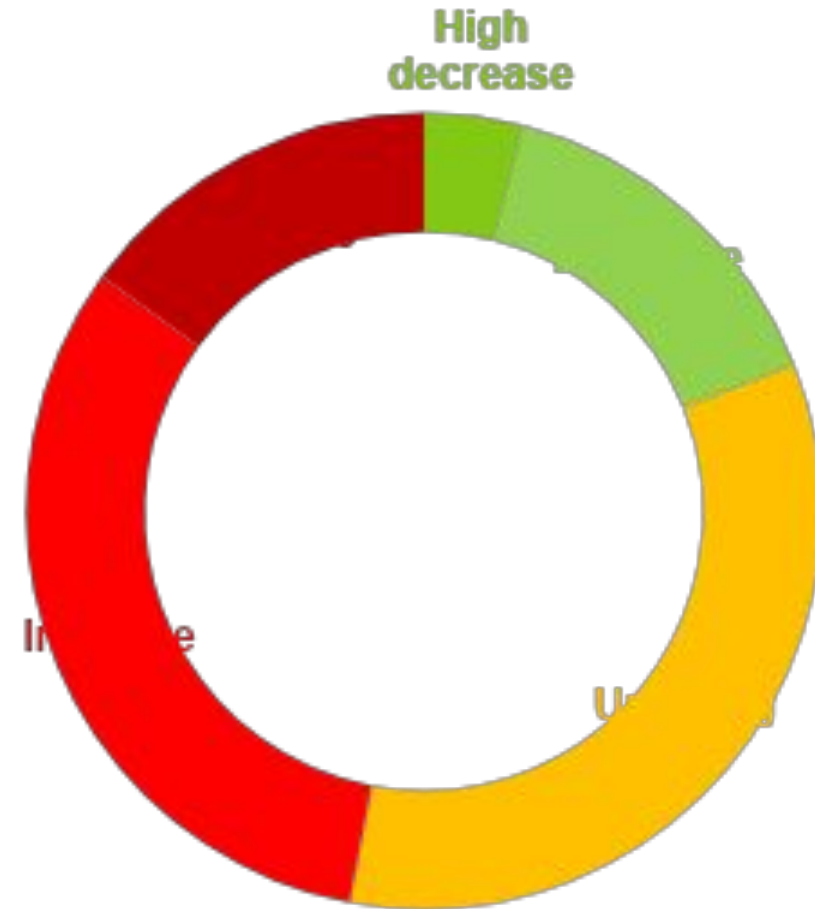


Assessment of the Change in the Degree of Verbal Violence in the Education System in the Last Two Years

?To what extent has this type of violence changed (decreased, increased or unchanged) over the last two years

Summary of Findings

- ✓ Positive ratio between evaluators that believe verbal violence has increased and evaluators that believe it has decreased (X 2.47)

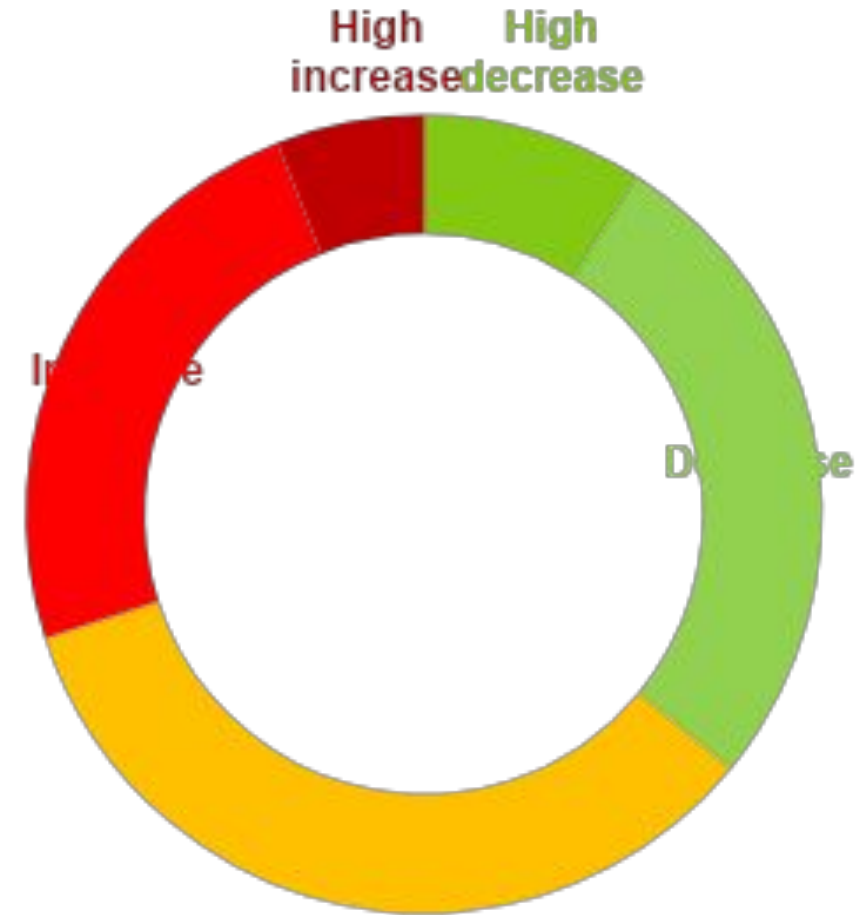


Assessment of the Change in the Degree of Physical Violence in the Education System in the Last Two Years

?To what extent has this type of violence changed (decreased, increased or unchanged) over the last two years

Summary of Findings

- ! Negative ratio between evaluators that believe physical violence has decreased and evaluators that believe it has increased (X 0.84)

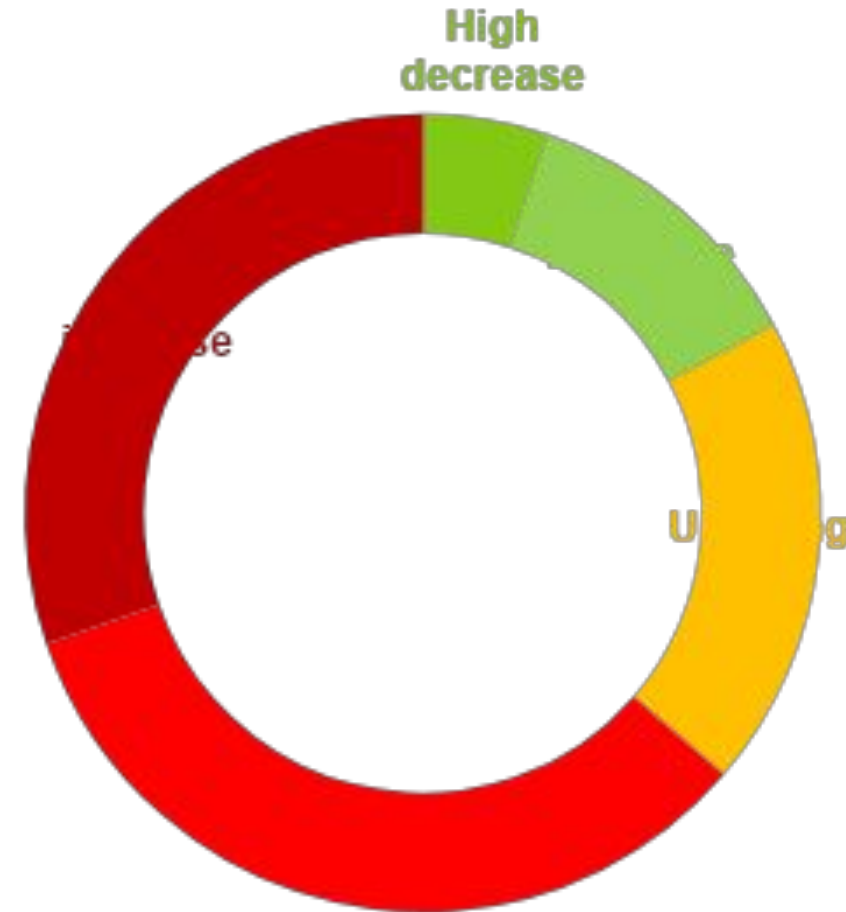


Assessment of the Change in the Degree of Shaming Violence in the Education System in the Last Two Years

?To what extent has this type of violence changed (decreased, increased or unchanged) over the last two years

Summary of Findings

- ✓ Positive ratio between evaluators that believe shame violence has increased and evaluators that believe it has decreased (X 3.60)



The research has been carried out by “Mashav “Research” company

A “boutique” multicultural and multilingual company that specializes in providing quantitative and qualitative research services



The company connects numeral values to human values in unique work perception that puts the human in the center

The Contribution of Matzmichim's Continuing Education Programs and Qualifications Regarding Social Climate and Violence Reduction

Research Report, Dec 2024



Sample Characteristics



The survey was completed by 85 homeroom teachers teaching Grades 3–6 in the Jewish sector of the Israeli education system.

Margin of sampling error: $\pm 10\%$ (assuming maximum variability and an infinite population).

Variable	N (%)
Class composition	
Coeducational	72 (85%)
Girls only	9 (10%)
Boys only	4 (5%)
Grade	
Grade 3	21 (25%)
Grade 4	21 (25%)
Grade 5	16 (19%)
Grade 6	27 (32%)

Variable	N (%)
Gender: Female	80 (94%)
Education system	
State	63 (74%)
State-Religious	16 (19%)
Haredi	2 (2%)
Other	4 (5%)
Years of teaching experience, M (SD)	16 (10.3)
Years of homeroom teaching experience, M (SD)	13 (9.6)



MATZMICHIM

The Israeli Violence
Reduction Organization

Peer Ostracism: Professional Training

To what extent did you receive effective tools for addressing peer ostracism from the following sources?	Mean	% Reporting a great or very great extent
Matzmichim workshops and professional development programs (N = 62)	3.3	52%
Ministry of Education professional development programs and ongoing resources	2.1	11%
Academic teacher education programs	1.6	4%

Response scale: 1 = Not at all; 5 = To a very great extent

Teacher education and professional development provide homeroom teachers with limited effective tools for addressing peer ostracism.



Social Rejection: Professional Training

To what extent did you receive effective tools for addressing social rejection from the following sources?	Mean	% Reporting a great or very great extent
Matzmichim workshops and professional development programs (N = 58)	3.3	50%
Ministry of Education professional development programs and ongoing resources	2.1	11%
Academic teacher education programs	1.7	2%

Response scale: 1 = Not at all; 5 = To a very great extent

Teacher education and professional development provide homeroom teachers with limited effective tools for addressing social rejection.



MATZMICHIM
The Israeli Violence
Reduction Organization