

PRESERVICE TEACHERS' PERSPECTIVES ON THE ELEMENTARY HOMEROOM TEACHER ROLE IN ISRAEL

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Abstract

Elementary school homeroom teachers are pivotal in Israel's educational system, serving as intermediaries where academic challenges converge with parental expectations and educational realities. Despite their central role and substantial responsibilities, current systemic discourse fails to recognize homeroom teaching as a distinct professional specialization. This study examines how elementary school homeroom teachers perceive and understand their educational role. The study employed a qualitative approach to explore personal meanings and perspectives that quantitative methods might overlook. The study involved seven pre-service teachers from four elementary schools in southern Israel. Each pre-service teacher interviewed three mentor teachers, resulting in twenty-one participants. All mentor teachers were experienced educators with dual roles as classroom teachers and professional mentors. Analysis of the research findings revealed a complex duality in teachers' perceptions. Participants reported significant satisfaction with their overall role, including empowering professional experiences, fulfilling relationships with children and parents, and a strong sense of educational, national, and pedagogical values. The study concludes that homeroom teachers' unique position requires pedagogical sensitivity and systemic coordination skills. Key recommendations include reducing administrative burdens to allow educators to focus on their core educational responsibilities and increasing homeroom teacher salaries to encourage qualified professionals to assume this critical role. These findings highlight the need for systemic recognition of homeroom teaching as a specialized profession requiring targeted support and compensation.

Keywords: *Homeroom teachers, Mentor Teacher, pre-service Teacher, Practical Experience*

1. INTRODUCTION

1.1 Theoretical Framework - Self-Direction

The role of the homeroom teacher in elementary education has been widely discussed in terms of both pedagogical responsibilities and the emotional demands embedded in the profession. Recent theoretical and empirical studies have increasingly focused on teachers' motivation and well-being, and the psychological factors that sustain long-term engagement in teaching roles. In this context, Self-Determination Theory (SDT) (Deci & Ryan, 2000) has emerged as a central framework for understanding the inner sources of teacher commitment and fulfillment.

Self-Determination Theory (SDT) is a well-established psychological framework that explains human motivation and well-being through the fulfillment of three universal psychological needs (Deci & Ryan, 2000; Deci et al., 2017). The need for autonomy refers to experiencing one's actions as self-directed and aligned with personal values. Competence involves feeling effective and capable in one's tasks and interactions, while relatedness describes the need to feel connected to others and to belong within a social context. When these needs are satisfied, individuals are more likely to be intrinsically motivated, resilient, and emotionally engaged in their work (Ryan & Deci, 2017).

In educational contexts, SDT has been applied to understand how environmental and interpersonal factors—such as collegial support, classroom autonomy, and constructive feedback—can influence teachers' motivation, professional identity, and long-term well-being (Roth et al., 2007; Slemp et al., 2020). The following review presents key findings from the literature on teacher motivation and well-being, focusing on the relevance of SDT's core psychological needs in the teaching profession.

Recent meta-analytic studies have provided robust evidence for the benefits of autonomous motivation among teachers. For instance, autonomously motivated teachers demonstrate higher levels of well-being, lower psychological distress, and are more likely to engage in autonomy-supportive teaching behaviors that positively impact student learning. Conversely, controlled motivation—motivation driven by external pressure or obligation—has been linked to increased teacher burnout and reduced mental health (Slemp et al., 2020).

Recent research has also explored the need for competence. A meta-analysis by Shen et al. (2024) found a significant positive relationship between teacher self-efficacy and job satisfaction, indicating that a sense of effectiveness is critical to teacher well-being. Similarly, Wang et al. (2025) showed that higher levels of teaching self-efficacy predicted greater emotional regulation and work engagement among educators.

The psychological need for relatedness—the feeling of being meaningfully connected to others—has also emerged as a key factor in recent studies. Roehrig et al. (2023) found that among the three needs in SDT, perceived relatedness-support from school leaders and colleagues was the most consistent predictor of teacher well-being. Their study identified four profiles of teachers (dissatisfied, ambivalent, average, and thriving), with the “thriving” group—those reporting high relatedness-support—demonstrating the highest levels of motivation and emotional well-being.

These findings collectively support the theoretical relevance of SDT in explaining both the challenges and the sources of motivation and fulfillment in the teaching profession.

1.2 The Role of the Homeroom Teacher in Elementary Education: International Perspectives

While the role of the homeroom teacher is defined differently across countries—and sometimes even among schools within the same system—comparative studies identify recurring functional domains. These include pedagogical coordination, emotional support, social leadership, and value-based education (Guttman, 2021). The following thematic overview highlights how different countries emphasize various dimensions of the homeroom teacher's role.

Holistic Pedagogical Involvement - In many countries, the homeroom teacher oversees students' academic development and teaches multiple subjects. In the United States, elementary homeroom teachers typically teach most subjects and spend the entire day with their students, fostering close relationships (Guttman, 2021, 2025). In Denmark, the same homeroom teacher often accompanies the class from first to ninth grade, providing educational continuity over nearly a decade (McNeill, 2010). In China, teachers are involved in both academic and behavioral supervision throughout the school day, including during breaks and school events (Li et al., 2018).

Emotional and Social Support - Beyond academics, homeroom teachers are expected to create emotionally safe environments and support students' well-being. In Britain, homeroom teachers (or form tutors) focus on developing meaningful personal relationships with students and cultivating a favorable homeroom climate (Lodge, 2020). In Slovakia, teachers actively promote students' self-confidence and build trust-based relationships (Geršicová & Barnová, 2018). In Japan, the teacher-student connection often endures beyond graduation, reflecting deep emotional ties (Sakui, 2007).

Long-Term Continuity and Stability - Sustained teacher-student relationships are a hallmark of systems where homeroom teachers accompany students for multiple years. In Denmark and Slovakia, the homeroom teacher remains with the same cohort for the entire elementary cycle (McNeill, 2010). In China, although the duration is typically 2–3 years, the teacher's constant presence builds stability and familiarity (Li et al., 2018).

Civic and Moral Education - In some countries, homeroom teachers play a significant role in shaping students' values, behavior, and readiness for adulthood. In Japan, the teacher is responsible for preparing students academically, socially, and morally for their future roles in society (Rhodes, 1994; Studt, 2014). In Slovakia, teachers help develop students' potential and sense of responsibility toward their community and themselves (Geršicová & Barnová, 2018).

1.3 The Role of the Homeroom Teacher in Israeli Elementary Schools

The responsibilities of school educators in Israel are described in a 1994 directive issued by the Ministry of Education, which defines the formal powers of school staff members (Israeli Ministry of Education, 1994). Within this framework, the homeroom teacher is positioned as a central figure in the school community, second in importance only to the principal. All information concerning students' academic achievements and difficulties, emotional challenges, and interpersonal dynamics is channeled through the homeroom teacher. They are expected to manage individual and group processes within the class, coordinate with other staff members, and serve as a key contact for students, parents, and colleagues.

In addition to these structural responsibilities, the homeroom teacher is vital in promoting students' psychological well-being. They are expected to support students' sense of autonomy, competence, and belonging—needs identified as essential to motivation and socio-emotional development (Weissblat, 2023). Accordingly, their duties extend beyond instruction to include social, emotional, and academic guidance. As Shapira (2002) notes, this includes cultivating a safe and supportive learning environment, offering personal and group mentorship, and building meaningful relationships with school community members.

The scope of the homeroom teacher's role has expanded further in recent years. Since the 2018 amendment to the Special Education Law, homeroom teachers have also been responsible for addressing the individual needs of students with disabilities and integrating them into mainstream classrooms (Israeli Ministry of Education, 2018). This addition highlights the inclusive and individualized expectations embedded in the role today.

Research has also explored the professional identity of Israeli educators and the complex tensions it involves. For example, Popper-Giveon and Shayshon (2017) examined the aspirations of pre-service and beginning teachers and identified a recurring conflict between two sub-identities: the teacher as a subject-matter expert and the teacher as a holistic educator. Their findings revealed that many homeroom teachers preferred to identify with the latter, emphasizing the moral, emotional, and nurturing dimensions of their role over disciplinary expertise.

A more recent study by Sapir and Mizrahi-Shtelman (2025) deepens this perspective by examining how homeroom teachers in Israel construct their professional identity over time. Drawing on a spatial-temporal framework, the study shows that identity formation is shaped by interactions in key school environments (e.g., classrooms, staff rooms, school trips) and emotionally significant events and relationships. These experiences foster a sense of personal meaning, responsibility, and connection to the teaching role. The study also highlights gendered patterns in identity formation and the importance of shared spaces for emotional and professional support.

While international studies have emphasized the evolving nature of the homeroom teacher's role—whether through emotionally attuned mentorship in China, integrated academic and emotional support in the United States, or democratic collaboration in Denmark—the Israeli context presents a distinctive model: the homeroom teacher is officially designated as a pivotal figure, second in importance only to the principal (Israeli Ministry of Education, 1994). This role is defined by a complex fusion of academic leadership, emotional care, behavioral guidance, administrative coordination, and familial communication.

However, despite this centrality, Israeli homeroom teachers often face high emotional and managerial demands within a system that offers limited institutional support and recognition (Notov & Hazzan, 2014; Sapir & Mizrahi-Shtelman, 2024). These tensions make the role particularly worthy of deeper investigation, especially when viewed from multiple professional perspectives.

To address this gap, the present study offers a unique contribution by exploring the role of the homeroom teacher through the reflections of pre-service teachers, who conducted interviews with their mentor teachers during their practicum and engaged in guided reflection. This dual-perspective approach integrates the voices of future educators with the lived experience of seasoned teachers, providing a layered and practice-based understanding of what it means to be a homeroom teacher in Israeli elementary schools.

2. METHODOLOGY

2.1 Research Approach

This study employed a qualitative research approach to explore the subjective interpretations and personal meanings that elementary school homeroom teachers attribute to their professional role. This methodology was chosen to capture participants' lived experiences and perceptions, dimensions that quantitative methods may not fully address.

2.2 Participants

The study was conducted in four elementary schools in southern Israel, where seven pre-service teachers completed their practicum and served as data collectors. Each pre-service teacher interviewed three mentor teachers, resulting in twenty-one participating homeroom teacher-mentors. A purposive sampling strategy was employed to identify participants relevant to the study's focus. All mentor teachers were experienced educators who held dual roles as homeroom teachers and professional mentors for pre-service teachers. The participants were coded systematically to ensure anonymity and consistency in data presentation. Pre-service teachers were assigned alphabetical codes (e.g., Student A, Student B), while mentor teachers were identified using numerical codes (e.g., Mentor 1; Mentor 2). This distinction allowed for clear differentiation between the two participant groups throughout the analysis and reporting of findings.

This population was selected due to their extensive practical knowledge and dual perspective as both practitioners and mentors, which provided rich insights into the complex nature of homeroom teaching. Their dual role allowed them to reflect critically on their professional identity and responsibilities, drawing from their teaching experience and mentoring work with pre-service teachers.

2.3 Research Instruments

Data collection was conducted using two primary qualitative tools:

The main research instrument used in this study was a semi-structured interview, conducted by pre-service teachers with experienced mentor teachers during their practicum in elementary schools. The interviews aimed to explore the mentor teachers' perspectives on the role of the homeroom teacher and were guided by a set of open-ended questions designed in advance, allowing room for elaboration and contextual adaptation.

In addition to the interviews, each pre-service teacher wrote a reflective journal following the interview and the subsequent group discussion with faculty members. These reflective entries provided insights into how the pre-service teachers interpreted the experiences, what aspects of the mentor teachers' role they found meaningful or surprising, and how the encounter influenced their developing professional identity.

The combination of interview data and reflective writing allowed for a richer, more layered understanding of the phenomenon under study, capturing both observed practice and the evolving perceptions of future teachers.

2.4 Data Analysis

The collected data were analyzed using thematic content analysis. This method identified recurring patterns and key thematic categories that emerged across interviews and reflective journal. The study was conducted in several iterative stages: initial familiarization with the data, open coding, identification of central themes, and synthesis of thematic insights. Special attention was paid to capturing the diversity of voices and experiences among participants and the tensions and dualities inherent in their role as homeroom teachers. This approach facilitated a nuanced understanding of their work's educational, interpersonal, and institutional dimensions.

2.5 Research Procedure

The study was integrated into a semester-long academic course, "Investigating the Role of the Educator," part of the participants' teacher education program. As part of the course assignments, each pre-service

teacher conducted in-depth interviews with three experienced mentor teachers. In addition, the pre-service students wrote a reflective journal following the interviews and discussions with faculty.

The pre-service teachers systematically documented the interviews while following the instructions given during the course. The documentation included detailed transcripts of the interviews and reflection diaries, focusing on key aspects of the educator's role.

After the data collection phase, the pre-service teachers presented their findings to college faculty members, who then facilitated discussions of the emerging insights. This process allowed for peer learning and critical engagement with emerging issues. As a final reflective component, each student wrote a Reflective journal summarizing their insights and evolving understanding of their professional identity and responsibilities as educators.

This multi-layered process, combining fieldwork, collaborative analysis, and reflective writing, allowed the collection of rich qualitative data and offered the pre-service teachers a meaningful experiential learning opportunity.

2.6 Ethical Considerations and Trustworthiness

Ethical approval was obtained through the institutional framework of the academic course in, which the research was conducted. Both pre-service teachers and mentor teachers were informed that the collected data—interviews and reflections—would be used for research purposes. All participants provided informed consent. Informed consent was obtained from all participants. Anonymity and confidentiality were strictly maintained throughout the research process; all identifying information was removed or coded to protect participants' identities. To ensure ethical integrity, the research data were analyzed only after the course had officially ended and final grades had been submitted. To enhance trustworthiness, multiple data sources were triangulated, and a systematic thematic analysis was conducted to identify recurring patterns and validate emerging themes.

3. FINDINGS

This study aimed to examine pre-service teachers' perceptions of the homeroom teacher's role in elementary school, as shaped and deepened by exposure to educational practice in the field. Qualitative data were analyzed, and two main themes emerged: (1) Challenges in the homeroom teacher's work, and (2) The homeroom teacher's role as a source of satisfaction and meaning.

3.1 The Challenges of the Homeroom Teacher's Role

From the perspective of the pre-service teachers, the homeroom teacher is perceived as an educational figure who simultaneously fulfills multiple roles, constantly managing a complex and demanding array of responsibilities. This theme addressed three main dimensions that emerged from the interviews conducted by pre-service teachers with mentor teachers during their practicum: the multiplicity of tasks and resulting workload, the need to respond to unpredictable challenges in the homeroom, and the difficulty of maintaining a healthy work-life balance. Together, these components reflect the role's demanding and often overwhelming Multitude of Tasks and a Constant Workload.

3.1.1 Multitude of Tasks and Constant Workload

A recurring theme among pre-service teachers was their surprise at the scope and depth of the homeroom teacher's responsibilities. They noted that the role extends beyond homeroom teaching and includes administrative, emotional, pedagogical, and systemic duties. The interviews consistently described this as a state of overload that can significantly affect quality of life.

Student A reflected:

I was surprised by the endless number of tasks—I felt the teacher was constantly busy, with almost no quiet moments. It's way beyond what I thought teaching would involve (Student A, reflective journal).

One mentor teacher shared:

When I was responsible for organizing ceremonies—assigning student roles, preparing texts, and ensuring everything was ready—I put my family life aside and worked many hours at home to complete all the required tasks (Mentor Teacher 1, as reported by Student B).

Student quoted her mentor teacher as saying:

When there are discipline problems in the classroom, I must drop everything else to deal with them. I often spend an entire evening preparing and completing tasks" (Mentor Teacher 2, as reported by Student D).

These examples point to a systemic and ongoing workload in, which the homeroom teacher is expected to manage simultaneous demands, often extending well beyond formal school hours.

3.1.2 Dealing with On-the-Ground Challenges

Beyond routine responsibilities, homeroom teachers must respond to unforeseen situations during the school day, such as behavioral issues, students' emotional difficulties, interpersonal conflicts, and more. For pre-service teachers, observing how mentor teachers navigate these challenges in real time emphasized the need for advanced homeroom management, improvisation, and responsive communication skills.

Student L presented her mentor's remarks:

My mentor dealt with a student fight during the lesson. She stopped everything, handled it sensitively, and then returned to teaching as if nothing had happened. I realized that skill is something I don't yet have (Student L, reflective journal).

Another mentor teacher shared:

The biggest challenge was engaging with students who needed a lot of attention. It created pressure and a sense of losing control (Mentor Teacher 4, as reported by Student C).

The difficulty of maintaining authority and setting boundaries also emerged as a challenge. The student presented her mentor's remarks:

Maintaining authority was a central challenge. It was hard for me to keep clear boundaries. The students tested my limits, and I had to put in a lot of effort to build an authority that was both appropriate and warm (Mentor Teacher 3, as reported by Student F).

These encounters highlighted for pre-service teachers that the role requires pedagogical expertise, emotional resilience, and quick decision-making in dynamic homeroom environments.

3.1.3 Balancing Professional and Personal Life

A third central theme that emerged involved blurred boundaries between professional obligations and personal life. Pre-service teachers noted that their mentor teachers often worked extensively in the evenings—grading assignments, preparing lessons, and responding to parents.

Student observed:

My mentor sets aside one to two hours each day for things like checking homework, grading tests, preparing materials, or answering parent messages (Student M, reflective journal).

The responses regarding work—life boundaries varied among teachers. Some teachers made conscious efforts to set boundaries, as one mentor explained:

I make it a point to establish clear boundaries and avoid responding to parents outside of working hours. I explained my availability from the start (Mentor Teacher 7, as reported by Student A).

However, others admitted that maintaining such boundaries was difficult in practice:

There are no boundaries. Parents call me throughout the day, and I have no control over it. This happens after work hours while I'm trying to focus on my personal life (Mentor Teacher 10, as reported by Student C).

From the pre-service teachers' viewpoint, this reality raised broader concerns about teacher well-being and the systemic pressures embedded in the profession. The emotional and time demands placed on homeroom teachers were often cited as a source of exhaustion and concern regarding the sustainability of the role.

In summary, this theme highlights the multiple and often conflicting demands placed on homeroom teachers, which include administrative, emotional, pedagogical, and managerial responsibilities. The testimonies of the pre-service teachers reflect how these overlapping expectations can contribute to stress, work overload, and diminished autonomy.

3.2 The Homeroom Teacher's Role as a Source of Meaning and Fulfillment

In contrast to the challenges described in the previous theme, pre-service teachers also identified the homeroom teacher's role as deeply meaningful, emotionally fulfilling, and personally inspiring. They perceived homeroom teachers as professional figures who serve simultaneously as instructors, emotional anchors, and role models, building strong, lasting relationships with students. This theme encompasses two interrelated dimensions: integrating pedagogical leadership with emotional connection and the perceived sense of mission and long-term influence associated with the role.

3.2.1 Pedagogical Leadership and Emotional Connection

Pre-service teachers consistently admired their mentors' ability to balance instructional leadership with emotional sensitivity. Many were impressed by how homeroom teachers established supportive, respectful, and trusting relationships with their students while maintaining pedagogical authority.

Student D reflected:

What struck me most was how my mentor knew every child so well—what they were going through emotionally, what motivated them, and how to support them without judgment. It made me realize that teaching is about more than content delivery (Student D, reflective journal).

One mentor teacher explained:

For me, the most important thing is to know my students as individuals. That's how I can help them grow—not only academically but also as people (Mentor Teacher 12, as reported by Student F).

Another student observed:

Watching how my mentor connected with her students helped me see that emotional presence is just as important as lesson planning. The way she listens and responds builds trust (Student L, reflective journal).

These testimonies highlight a shared understanding among pre-service teachers: the relational dimension of teaching is inseparable from its educational mission. The homeroom teacher's consistent availability, attentiveness, and care create a healthy learning environment.

3.2.2 A Sense of Mission and Long-Term Impact

Beyond day-to-day responsibilities, pre-service teachers observed that their mentors approached their work with a profound sense of purpose, viewing their role as a long-term investment in students' social, emotional, and ethical development.

One mentor teacher shared:

I see my work as planting seeds for the future. I may not see the full results now, but I know I'm shaping how these children will think, feel, and act later in life (Mentor Teacher 15, as reported by Student B).

Another mentor commented:

Being a homeroom teacher isn't just about teaching math or Hebrew. It's about helping children discover who they are and who they can become (Mentor Teacher 14, as reported by Student C).

A student reflected on this perspective:

The way my mentor talked about her role—as someone who walks alongside the students through their growth—made me realize how much responsibility and meaning there is in this job (Student M, reflective journal).

Through such experiences, many pre-service teachers reported a fundamental shift in their perception of the profession: from viewing teaching as a task-oriented role to understanding it as a relational and developmental mission. They recognized that mentor teachers manage homerooms and actively shape students' self-esteem, values, and social competencies.

In conclusion, this theme illustrates how the homeroom teacher's role is perceived as deeply meaningful and emotionally fulfilling. The pre-service teachers recognized the centrality of relational work, student connection, and a sense of purpose as key elements that make the role rewarding. The mentors' expressions of professional identity, autonomy, and care reaffirmed the potential of the homeroom teacher to influence students' lives beyond academic achievement and to derive personal satisfaction from their work.

4. DISCUSSION AND CONCLUSIONS

The discussion of the study's findings focuses on how pre-service teachers perceive the role of the homeroom teacher based on their observations and experiences during their practicum. These perceptions were interpreted through the lens of Self-Determination Theory (Deci & Ryan, 2000), which provides a robust framework for understanding teacher motivation and well-being. The theory emphasizes the importance of fulfilling three basic psychological needs: autonomy, competence, and relatedness. While the first theme highlighted the structural and emotional challenges that may hinder these needs, the second theme reveals how the homeroom teacher's role can also serve as a source of meaning, emotional fulfillment, and long-term engagement when these needs are met. These findings were consistent with recent studies that underscore the significance of self-efficacy in promoting teacher satisfaction (Shen et al., 2024), the link between competence and emotional regulation (Wang et al., 2025), and the role of relatedness-support in fostering well-being (Roehrig et al., 2023). The present study builds on and extends this body of research by offering qualitative insights into how future educators internalize and respond to the relational and motivational dimensions of teaching.

In summary, the findings of this study highlight the depth and complexity of the homeroom teacher's role in Israel, as perceived through the reflections of pre-service teachers. Mentor teachers were seen to navigate significant emotional and managerial demands with dedication, often beyond what is formally recognized or institutionally supported. This contrast underscores the evolving and multifaceted nature of the role, aligning with international perspectives that frame teaching as a relational and value-based profession. At the same time, the Israeli context remains distinct in the formal scope and responsibility assigned to homeroom teachers. These insights emphasize the value of including future educators' voices in shaping educational practice and policy.

5. PRACTICAL RECOMMENDATIONS

Comprehensive Training for Homeroom Educators - Teacher training programs should incorporate multidisciplinary training that addresses both practical and emotional competencies, including crisis management, conflict resolution, emotional intelligence, and professional resilience development.

Institutional Policies Supporting Professional Boundaries - Schools should establish clear communication guidelines regarding teacher availability, systematic boundary support, and wellbeing initiatives that prevent burnout and promote educator mental health.

Workload Management and Role Clarity - Educational institutions should implement comprehensive workload reforms, including: designated non-teaching time for administrative tasks, clear separation between pedagogical and administrative responsibilities, provision of support staff for non-educational duties, and flexible scheduling systems that accommodate both seasonal workload fluctuations and the varying demands of different teaching periods.

Systemic Integration - These coordinated recommendations recognize that supporting effective homeroom teaching requires integrated efforts across teacher education, institutional policy development, and structural educational reform.

6. RESEARCH LIMITATIONS

Lack of Generalizability - The study is based on a limited sample of mentors and pre-service teachers operating in a specific geographical and educational context. Therefore, the findings reflect a unique context and cannot be generalized to all schools or educational systems in Israel.

Subjectivity of the Researchers and Active Participation in Data Collection—The pre-service teachers served as interviewers and reflective observers during the practical experience. This dual role may affect how the findings are analyzed and bias the interpretation according to positions, feelings, or prior relationships with the mentor teachers.

Variation in the Quality of the Interviews - The interviews were conducted by different pre-service teachers, whose experience level in qualitative research may vary. This variation may affect the depth of the data, its consistency, and its focus throughout the study cases.

7. RECOMMENDATIONS FOR FUTURE RESEARCH

Based on the findings and pre-service teachers' reflections, the following key recommendations are proposed:

Enhanced Training in Homeroom Management - Teacher education programs should incorporate practical courses on conflict resolution, emotional regulation, and building professional resilience to help pre-service teachers develop stronger preparation for homeroom realities.

Institutional Policies Supporting Professional Boundaries - Schools should establish clear guidelines regarding teacher availability and protection of personal time. Systematic support for boundary-setting can reduce burnout and promote educator well-being.

Strengthening Relational Training - Teacher education should include emotional intelligence and relational pedagogy modules. Building meaningful teacher-student relationships should be considered a core professional competency.

These complementary perspectives emphasize the need for systemic support and personal development in training and retaining effective and motivated teachers.

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