

## Self-related factors leading to school dropout from the perspective of teachers: A field study on a sample of middle school teachers in the Sidi Bel Abbes province

العوامل الذاتية المؤدية إلى التسرب المدرسي من وجهة نظر الأساتذة. دراسة ميدانية على عينة من

أساتذة التعليم المتوسط بولاية سيدي بلعباس

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### Abstract:

This study aimed to identify the self-related factors leading to school dropout from the perspective of middle school teachers. The sample consisted of 65 teachers, and the researchers used a descriptive approach, relying on a scale developed by them to measure the self-related factors leading to school dropout.

The results showed that the responses of middle school teachers on the scale were moderate, with behavioral self-related factors ranking highest, followed by moderate levels of health and psychological self-related factors, and cognitive self-related factors ranking lowest. The study concludes with a set of recommendations.

**Keywords:** School Dropout; Behavioral Self-Related Factors; Health And Psychological Self-Related Factors; Cognitive Self-Related Factors.

### المخلص:

هدفت هذه الدراسة إلى معرفة العوامل الذاتية للتلميذ المؤدية إلى التسرب المدرسي من وجهة نظر أساتذة التعليم المتوسط، تكونت عينة الدراسة من 65 أستاذ(ة). واستخدم الباحثان المنهج الوصفي، وقد تم الاعتماد على مقياس العوامل الذاتية للتلميذ المؤدية إلى التسرب المدرسي من وجهة نظر الأساتذة والمعد من طرفهما. وتوصلت النتائج إلى أن استجابات أساتذة التعليم المتوسط حول مقياس العوامل الذاتية المؤدية إلى التسرب المدرسي متوسطة، ومرتبة على النحو التالي: العوامل الذاتية السلوكية بدرجة مرتفعة، تليها العوامل الذاتية الصحية

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والنفسية بدرجة متوسطة، وفي الأخير جاءت العوامل الذاتية المعرفية بدرجة منخفضة، وخلصت هذه الدراسة  
بمجموعة من التوصيات.  
الكلمات المفتاحية: التسرب المدرسي-العوامل السلوكية-العوامل الصحية والنفسية-العوامل المعرفية.

## 1. INTRODUCTION

The educational system has become an investment sector that develops the capabilities and potential of individuals through learning. Preparing the new generations for the requirements of their lives can only be achieved through education, which contributes to transferring facts and experiences to them in different ways and means depending on societies. Therefore, Algeria, like other countries, has sought to expand, modify, and develop education since its independence (Darwish, 2012).

For this purpose, spending on education has become necessary, especially since it has become one of the important factors that help achieve development and satisfy the increasing social needs. Hence, there was a need to study the inputs and outputs of education and to search for the causes of educational waste or loss, which is considered school dropout as one of its most important forms (Jaber Nasr & Harzli, 2015).

"The problem of school dropout is a negative phenomenon that constantly hinders the efforts of the Ministry of Education and stands in the way of the policy pursued to eliminate illiteracy and reduce its danger. It is a difficult problem faced by Algerian society and the Algerian school in particular, as it affects a large group of young students who find themselves in the streets without any qualifications or acceptable level that allows them to integrate effectively into the society to which they belong" (Nassisa & Mounia, 2020, p. 320).

According to the definition of school dropout, it is "the student's cessation of studying for any reason before completing the educational stage he is in" (Boughali & Hawati, 2022).

This educational problem in Algeria appears with a clear variation in its rates from one academic year to another, in terms of the gender, academic levels, and geographical

affiliations of the dropouts. This has made the phenomenon of school dropout a major source of concern for officials, educators, and parents, due to the negative impacts of the phenomenon on the future of education and the educational system as a whole.

If a problem of this size prompted the study and research into what causes students to leave their seats in the classroom, at a time when science and learning have become an inevitable necessity for coexisting with progress and development in the world, different study results have shown that the reasons for dropping out of school are multiple, including factors related to personal, pedagogical, familial, and other causes. For example, a study conducted by Bosnia Mahmoud and Lakhdar Baghdad in 2011 on school dropout in compulsory education in Algeria found that the sources generating the reasons for dropout are mainly related to the student and the family, which contribute significantly to school dropout, and to a lesser degree, factors related to the school.

As for Arab studies, we can mention a study conducted by Mohammad Nizar, and others in 2018, which aimed to identify the reasons for school dropout in the preparatory year at Hail University from the perspectives of students and faculty members. The results were ranked as follows: educational reasons came first, followed by personal reasons, then social reasons, and finally economic reasons.

Since most studies have investigated the motivating factors for school dropout in a general manner without delving into each factor and determining its degree of impact, we decided to study the self-causal factors leading to school dropout from the perspective of middle school teachers, by posing the following questions:

- ❖ What is the level of self-causal factors leading to school dropout from the perspective of middle school teachers?
- ❖ What is the level of self-cognitive factors leading to school dropout from the perspective of middle school teachers?
- ❖ What is the level of self-health and psychological factors leading to school dropout from the perspective of middle school teachers?
- ❖ What is the level of self-behavioral factors leading to school dropout from the perspective of middle school teachers?

### 1.1 Study hypotheses:

This study proceeds from the following main hypotheses:

**Self-factors lead to high rates of student dropout from the perspective of middle school teachers.**

The following sub- hypotheses fall under this main hypotheses:

- ❖ **Hypothesis 1:** Cognitive self-factors lead to high rates of student dropout from the perspective of middle school teachers.
- ❖ **Hypothesis 2:** Health and psychological self-factors lead to high rates of student dropout from the perspective of middle school teachers.
- ❖ **Hypothesis 3:** Behavioral self-factors lead to high rates of student dropout from the perspective of middle school teachers.

### 1.2 Study importance:

The importance of this study lies in shedding light on the problem of school dropout in the middle school stage, knowing the extent of its impact on this group, and this in turn helps researchers and specialists to identify the personal factors leading to school dropout, in addition to benefiting from the study tool in future research and enriching science with its results.

### 1.3 Study objectives:

- ❖ The ability to identify the reasons for student dropout through:
- ❖ Identifying the level of cognitive factors leading to school dropout.
- ❖ Identifying the level of health and psychological factors leading to school dropout.
- ❖ Identifying the level of behavioral factors leading to school dropout.

### 1.4 Study Parameters:

- ❖ **Spatial parameters:** a group of middle schools in the Sidi Bel Abbes state.
- ❖ **Temporal parameters:** The study was conducted in May 2022.
- ❖ **Human parameters:** The study community consists of middle school teachers, with a sample size of 65 teachers.

## 2. The theoretical framework of the study

## 2.1 Definition of school dropout

### 2.1.1 Technical definition

School dropout is the complete interruption of education before completing a certain stage or abandoning education at some point in the educational stages (Karaboua, Mahor, & Mahor Basha, 2019).

UNESCO views school dropout as the failure of students to acquire the skills they have been taught during the early years of education, and this is due to many reasons (Frijah, 2010).

School dropout is also defined as the complete cessation of a student's education before completing the educational stage they are studying in (Alzoubi, Fares, Dayyab, & Abu Al-Ma'ali, 2018).

### 2.1.2 Procedural definition

School dropout is when a student stops attending school in the middle stage before completing their education, and this is caused by a set of self-related factors that were identified based on the scores obtained from the researcher's scale application.

## 2.2 Factors and causes of school dropout

The reasons for school dropout are interconnected and interact with each other, branching out in a way that drives the learner away from their classroom seat. Research and studies have addressed this issue in order to determine what causes learners to abandon their studies. Among the causes of school dropout are the following:

### 2.2.1 Personal Causes

These are the first and most direct causes related to the student, such as health and psychological factors, such as hearing or visual impairment, low self-esteem, fear, and shyness. These factors hinder the student from learning and interacting with their classroom environment, as well as affecting their academic performance. Cognitive factors also have an impact on a student's success or failure, as low intelligence and cognitive abilities lead to lower academic achievement and school failure. Behavioral factors also lead to problems in the school environment between the student, teachers, peers, and school administration. These daily conflicts distance the student from the right path of learning, leading them to

drop out of school. The following are some other factors that contribute to school dropout:

### 2.2.2 Educational Causes

These causes stem from the student's lack of desire for academic education, low academic achievement, repeated failure, mistreatment of some teachers towards students, the absence of proper educational problem-solving methods by some teachers, and others.

### 2.2.3 Social and Economic Causes

For social causes, this starts with family relationships that are plagued by conflicts and harsh treatment of parents towards their children, leading them to hate and loathe education. Similarly, wrong customs and traditions plant negative attitudes towards education in the student's mind. As for economic reasons, they relate to the student's inability to afford the costs of studying, such as school supplies, clothing, transportation, etc., which pushes the learner to search for work to cover their expenses and drop out of school (Noui & Atika, 2018).

## 3. Field Study Procedures

### 3.1 Study methodology

The nature of the study problem determines the type of methodology that can be relied upon among the different methodologies. The researchers in this study used the descriptive methodology.

### 3.2 Study tool

To achieve the study's objective, the researchers prepared a scale of internal reasons leading to school dropout. The scale initially consisted of 23 phrases, and phrase 1 was deleted after arbitration. The scale was based on three dimensions:

- ❖ The first dimension: the cognitive dimension.
- ❖ The second dimension: the health and psychological dimension.
- ❖ The third dimension: the behavioral dimension. The scale was built based on a data collection form directed to middle school teachers, in addition to benefiting from theoretical heritage and previous studies.

### 3.3 Statistical Methods Used

Alpha-Cronbach, Pearson, Mean, and Standard Deviation were used in this study.

### 3.4 Validity of Judges

The scale was presented to four judges, who evaluated the tool and provided the researchers with a set of observations that included:

- ❖ Grammatical correction and rephrasing some paragraphs for better clarity.
- ❖ Decomposition of some complex sentences.
- ❖ Removing the statement that received less than 50%.
- ❖ The alternatives were left unchanged. After sorting and calculating the validity of the judges, the final form of the tool consisted of 18 items that were given to the alternatives (Always 3), (Sometimes 2), (Never 1), all of which were positive.

### 3.5 Psychometric Properties of the Study Tool

To ensure the psychometric properties of the study tool, the scale was applied to a sample of (30) teachers who were selected randomly. The results showed:

#### 3.5.1 Validity coefficient

To verify the internal consistency validity of the study tool, the correlation coefficient (Pearson's  $r$ ) was calculated between the score of each item and the total score of its corresponding dimension, using the SPSS statistical program. The results showed that the correlation coefficient between the score of each item of the first dimension and the total score of the first dimension (cognitive dimension) ranged from 0.51 to 0.68 at a significance level of 0.01. The correlation coefficient between the items of the second dimension and the total score of the second dimension (physical-mental dimension) ranged from 0.47 to 0.77 at a significance level of 0.01, except for items B7 and B15, which had correlation coefficients of 0.42 and 0.39, respectively, at a significance level of 0.05. Items B8, B11, B16, and B17 were removed from the tool because their correlation coefficients were not significant. The correlation coefficient between the items of the third dimension and the total score of the third dimension (behavioral dimension) ranged from 0.49 to 0.78 at a significance level of 0.01. This indicates that all the items represent with accuracy what they were designed to measure within each dimension, except for items B8, B11, B16, and B17, which were removed.

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As part of verifying the internal consistency of the study tool, the Pearson correlation coefficient was calculated between the score of each paragraph and the overall score of the scale using the statistical software SPSS version (25). The results showed that the Pearson correlation coefficient between the score of each paragraph and the overall score of the scale ranged between (0.53) and (0.74) at a significance level of (0.01), except for paragraphs (A4, B7, and C20), which had correlation coefficients ranging from (0.38) to (0.45) at a significance level of (0.05). This indicates that all paragraphs accurately represent what they were designed to measure within the scale, except for paragraphs (B8, B11, B16, and B17), which were removed.

Furthermore, to verify the reliability of the study tool, the Pearson correlation coefficient was calculated between the score of each dimension and the overall score of the scale using SPSS software. The results showed that the Pearson correlation coefficient between the score of each dimension (cognitive, health and psychological, and behavioral) was (0.59, 0.60, and 0.84) respectively, at a significance level of (0.01). This indicates that the dimensions included in the scale accurately measure the self-contributing factors to student dropout. Therefore, it can be concluded that the study tool is valid.

### **3.5.2 Reliability coefficient**

To calculate the reliability of the study tool, the Cronbach's alpha method was used using the SPSS statistical package for the social sciences. The Cronbach's alpha reliability coefficient was estimated for each dimension (cognitive, physical and psychological, behavioral) at (0.53, 0.66, 0.67) respectively, while the Cronbach's alpha reliability coefficient for the study tool as a whole was estimated at (0.67), which are acceptable values indicating the reliability of the study tool. Based on these previously obtained values, the current study tool was used in the main study to ensure its reliability.

## **3.6 The Main Study**

### **3.6.1 Sample of the Study**

The study sample consisted of 65 male and female teachers in the middle education in the state of Sidi Bel Abbes, Algeria.

### 3.6.2 Results Presentation and Discussion

#### A- General Hypothesis Results

The General Hypothesis state that: Self-factors lead to high rates of student dropout from the perspective of middle school teachers. To answer this hypothesis, arithmetic means and standard deviations of middle education teachers' responses were extracted on all dimensions and on the scale of personal factors leading to school dropout, as shown in the following table

**Table 1.** Shows the results of arithmetic means and standard deviations of middle education teachers' responses on all dimensions and on the scale of personal factors leading to school dropout.

N	Dimension name	SMA	SD	Rank	E
1	Cognitive self-factors leading to school dropout	2,28	0,60	3	Weak
2	Health and psychological self-factors leading to school dropout	2,34	0,57	2	Average
3	Behavioral self-factors leading to school dropout	2,66	0,94	1	High
	Overall scale	2,42	0,70		Average

**Source:** Ghirane, Hamel

The average score of the study sample for the cognitive self-factors dimension was (2.28) with a standard deviation of (0.60), indicating that the responses of middle school teachers on the cognitive factors leading to school dropout were low.

The average response scores of the study sample on the health and psychological self-factors dimension were (2.34) with a standard deviation of (57.0), indicating that the degree of response of middle school teachers to the self-factors related to health and psychology leading to school dropout was moderate.

Whereas, the average response score of the study sample on the behavioral self-factors dimension was (2.66) with a standard deviation of (0.94), indicating that the response scores of middle school teachers on the behavioral dimension leading to school dropout were high.

According to the results of this study, the problem of students leaving their school

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seats is attributed to factors related to the student as well as other factors from the perspective of teachers. This is consistent with previous studies, including study by (Ghali, 2022) on the causes of student dropout and how to treat it, which found that the reasons for student dropout are attributed to the students themselves, along with other reasons.

However, the study by (Bousnane & Bagdad, 2011) on school dropout in compulsory education in Algeria did not agree with the results of this study, as it found that self-factors are the primary motivators for student dropout. Therefore, the results of the general hypothesis stating that self-factors lead to high rates of student dropout from the perspective of middle school teachers were not confirmed.

**B- Results of the first Sub-hypothesis**

The first Sub-hypothesis state that: Cognitive self-factors lead to high rates of student dropout from the perspective of middle school teachers. To answer this hypothesis, arithmetic means and standard deviations were extracted for the responses of middle school teachers on the self-cognitive factors that lead to school dropout, as shown in the following table:

**Table 2.** Shows the results of the arithmetic means and standard deviations for the responses of middle school teachers on the self-cognitive factors that lead to school dropout.

N	Paragraph	SMA	SD	Rank	Score
1	Low intelligence leads to academic failure.	2,06	0,58	6	Weak
2	Limited cognitive abilities of the student hinder them from succeeding in their studies.	2,06	0,65	5	Weak
3	Learning difficulties lead to academic dropout.	2,44	0,53	1	High
4	Low academic achievement leads to academic dropout.	2,41	0,60	4	Average
5	Repeating grades or failing courses leads to academic dropout.	2,38	0,67	2	Average
6	Addiction to electronic devices affects cognitive skills (such as attention and focus...) and thus	2,38	0,57	3	Average

distances the student from their studies.			
Overall dimension	2,28	0,60	Weak

**Source: Ghirane, Hamel**

Table (2) shows that this dimension included 6 phrases related to cognitive factors that lead to school dropout, where the average responses of the study sample ranged from 2.06 to 2.44 with a standard deviation of 0.53 to 0.67. This can be explained as follows:

Phrases 1 and 2 were weak, which is consistent with several studies that have found that intelligence and mental maturity are learning factors that affect academic delay, as in the study conducted by (Sadki, 2021), entitled "The Relationship between Active Memory and Academic Achievement among Fourth Year Elementary Students in Tamanghasset," which found a strong positive correlation between active memory abilities and academic achievement. Since low academic achievement is an indicator of school dropout, weak memory as a cognitive skill is one of the factors that lead to school dropout.

Regarding biological and genetic factors, Anthony Giddens points out that some theorists have mentioned that there is variation in the level of achievement and related career experiences that can be attributed to genetic factors. While schools may provide equal opportunities for all, genetic factors may limit their abilities. Even if the educational process is adjusted in the social or school environment, genetic factors contribute to weak academic achievement, dropout, and leakage. Inherited biological limitations can hinder learners from understanding and comprehending lessons, in addition to low intelligence being the biggest obstacle to success (Zahia, 2020).

Sentence 3 is highlighted because students who suffer from developmental and academic learning difficulties (such as the inability to remember what they have learned and difficulty in writing) face learning difficulties, which is in line with (Fakhr, 2020) study on dropout problems resulting from learning difficulties. Among the results that he reached is that the highest percentage of learners with learning difficulties are between the ages of 8-12, and that difficulties in academic subjects make them unable to understand, and their low memory also hinders them from studying and succeeding.

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Paragraphs 4-5 are related to academic achievement and dropout, which are considered strong indicators of school dropout, and repetition is considered a safe indicator of school dropout, according to (Yassin, 2011) study on the impact of using a joint guidance program in preventing repetition as a manifestation of school dropout.

Moreover, the last sentence from this sixth dimension, which came at a moderate level, is that student addiction to electronic devices affects their cognitive skills. Students who are addicted to electronic games or social networking sites often do not wake up early and have reduced concentration in the morning due to lack of sleep at night. The weakness in mental abilities resulting from addiction to such devices and sites leads to inattention and lack of focus in the classroom, and thus failure to comprehend lessons, leading to poor academic performance. It also distracts them from memorization and review at home, making it a factor in school dropout. This is consistent with a study by (Mahria, Diaali, & Choudi, 2020) that examined the effect of electronic games using smartphones on students' academic achievement from the perspective of their mothers, a field study of a sample of mothers in the city of Tamanrasset. The results showed that students who constantly use smartphones have a negative effect on their academic achievement, leading to failure and dropout.

Based on the above, we can say that the first partial hypothesis was not confirmed.

### C- Results of the second Sub-hypothesis

The second Sub-hypothesis state that: Health and psychological self-factors lead to high rates of student dropout from the perspective of middle school teachers. To answer this hypothesis, arithmetic means and standard deviations were extracted for the responses of middle school teachers regarding the personal health and psychological factors that lead to school dropout, as shown in the following table:

**Table 3.** Shows the results of arithmetic means and standard deviations of the responses of middle school teachers regarding personal health and psychological factors that lead to school dropout.

N	Paragraph	SMA	SD	Rank	Score
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7	Poor health condition of the student reduces their activity in the classroom.	2,13	0,58	6	Weak
8	Hearing or vision impairment makes the student feel different or deficient, which has a negative impact on their psychology.	2,18	0,60	5	Weak
9	Congenital deformities or genetic problems are one of the reasons for dropping out of school.	2,24	0,55	4	Weak
10	Psychological disorders or problems lead to dropping out of school.	2,10	0,70	7	Weak
11	Poor psychological and social adaptation of the student within the school environment or in the classroom alienates them from studying.	2,24	0,61	3	Weak
12	Lack of motivation to learn is a cause of school dropout.	2,64	0,59	2	High
13	Desire for early marriage is one of the reasons for school dropout.	2,86	0,39	1	High
	Overall dimension	2,34	0,57		Average

**Source: Ghirane, Hamel**

Through the table, it is evident that this dimension included 7 phrases related to cognitive factors leading to school dropout. The average responses of the study sample ranged from 2.10 to 2.86, with a standard deviation of 0.39 to 0.70. Based on the results, we can interpret the following:

It is noticeable from the table that phrase numbers 7-8 were weak, which relate to health reasons leading to school dropout, such as hearing and visual impairments and congenital deformities that hinder the student from studying on one hand and negatively affect their psychology on the other, as they feel deficient and are subjected to isolation and bullying by those around them.

The results of this study contradicted several previous studies, including the one mentioned by (Boumdefaa, 2015) on school dropout: the role of the family and the

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responsibility of the school (high school), which mentioned a group of factors related to the student, including the health factor. Poor hearing and vision, speech disorders, and motor disabilities affect the student's ability to pay attention and concentrate in class, making it difficult for them to study like their peers. In addition, health obstacles have a psychological impact on the learner, making them feel different and inadequate compared to their classmates.

Chronic or infectious diseases also make it difficult for them to integrate into the school environment, which has a negative impact on their self-confidence. Additionally, the student falls behind in their studies due to absenteeism for treatment, and thus they do not understand their accumulated lessons, which they did not benefit from the teacher's explanation of. The deterioration of the student's health condition affects their psychological state and makes them more vulnerable to dropping out, especially if they do not receive family and school support.

Sentences 10-11 are related to psychological disturbances and problems that lead to a lack of psychological and social compatibility in the school environment, which negatively affects the student's desire and academic achievement, and thus is considered an indicator of school dropout. However, this does not agree with the study by ([Lazhar & Ziane, 2021](#)) on the psychological determinants of the phenomenon of school dropout, which indicated that school phobia and aggressive symptoms are major determinants of student dropout and the high rates of absenteeism and the decline in their academic achievement.

Sentence 12 came with a high degree, which agrees with the study by ([Salahy & Jghal, 2022](#)), which stated that the weakness of learning motivation deprives the student of the excitement and progress, leading to failure.

Sentence 13 came with a high degree, which stated that the desire for early marriage is one of the causes of school dropout. Adolescents, especially girls, develop the idea of commitment and abandoning their studies. On the one hand, there is a category of girls who are forced to leave school voluntarily due to the culture of their environment, which prevents girls from studying after puberty, and marriage is their destiny after dropping out ([Bawab,](#)

2017).

Based on the above, the second partial hypothesis was not confirmed.

**D- Results of the third Sub-hypothesis**

The third Sub-hypothesis state that: Behavioral self-factors lead to high rates of student dropout from the perspective of middle school teachers. To answer this hypothesis, the arithmetic means and standard deviations of the responses of middle school teachers were extracted regarding the self-behavioral factors that lead to school dropout, as shown in the following table:

**Table 4.** Shows the results of the arithmetic means and standard deviations of the responses of middle school teachers regarding the self-behavioral factors that lead to school dropout.

N	Paragraph	SMA	SD	Rank	Score
14	Deviant behaviors of students such as drug abuse distract them from studying.	2,66	0,50	2	High
15	Frequent and unjustified absences lead to school dropout.	2,66	0,53	1	High
16	Bad company leads the student away from studying.	2,38	0,62	4	Average
17	Student violence against teachers and peers leads to disputes with them and thus distances them from studying.	2,55	0,53	3	High
18	The student's refusal and disobedience to teachers' orders, such as not doing assignments, has a negative effect on their relationship and leads to their absence from classes.	2,09	2,54	5	Weak
	Paragraph	2,66	0,94		High

**Source:** Ghirane, Hamel

Table 4 shows that this dimension includes 5 phrases related to the self-behavioral factors leading to school dropout, where the mean responses of the study sample ranged from (2.09 - 2.66) with a standard deviation of (0.50-2.54). These results can be interpreted

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as follows:

It is observed from the table that the responses of the study sample to phrases 14-17 were high, as drug addiction leads to the destruction of the student's mind and separates him/her from studying. This also reflects on the student's behavior, where he/she becomes passive-aggressive towards their peers and teachers. This violence leads to conflicts with them and disrupts the student's learning mood, distracting their attention. This is consistent with the study of (Ghouaich, 2015) titled "Aggressive Behavior and its Relationship to Academic Achievement: A Descriptive Study of Second Year High School Students in Mostaganem Province," which found a negative correlation between aggressive behavior and academic achievement. Also, the study of (Thawabti & Mami, 2018) on the sociopsychological reading of the phenomenon of violence in the school environment, its reality, and its consequences, collected several results of studies on the effects of violence, including a decrease in academic achievement, delayed education, repeated absence, and permanent or intermittent school dropout. Phrase 15 had a high score and is consistent with several studies, including the study of (Bouziane, 2013), which examined the reality of the psychological health of school dropouts. Frequent absenteeism represents 8.57% of the reasons for school dropout. Phrase 16, related to bad company, received a moderate score, while phrase 18 had a weak score. This proves that the third partial hypothesis has been achieved.

#### 4. CONCLUSION

The Algerian education system, like other sectors, faces numerous challenges. One of the most significant issues affecting its progress is the problem of school dropout rates, which are increasing at all levels, especially in middle school. The negative impact of school dropout is not limited to the education sector but also affects several other areas. Our current study aims to provide a diagnosis of the problem of school dropout in relation to the personal factors that lead to it. We conclude from our study that personal factors contribute to school dropout to a moderate extent, from the perspective of middle school teachers. The results are ranked as follows: behavioral personal factors are highly contributing, while

health and psychological personal factors are contributing moderately, and cognitive personal factors are contributing to a low extent, according to middle school teachers. This indicates that there are other reasons, such as pedagogical and family factors, that have an impact on school dropout.

### **Suggestions and recommendations:**

- ❖ Developing effective counseling programs to reduce school dropout and implement them in various educational institutions, and prepare early detection tools for students at risk of school dropout.
- ❖ Authorize the school and vocational guidance counselor to periodically and without restrictions identify students at risk of school dropout.
- ❖ Train school and vocational guidance counselors to deal with students at risk of school dropout, and developing training programs for teachers and educational administrators to deal with students with characteristics of dropouts.
- ❖ Communicate regularly with students' parents, and educate students about the dangers of school dropout periodically and through various methods such as plays.
- ❖ Coordinate between the Ministry of Education and Vocational Training to facilitate the integration of dropouts.

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