

The phenomenon of school dropout in Algerian schools – causes and means of prevention

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Abstract: The phenomenon of school drop-out exists in all countries, and there can be no educational reality of this phenomenon, but it varies in severity and aggravation from one community to another, and from school to school, and from region to region. It is also impossible for any educational system to get rid of it forever, whatever its effectiveness or development. This means that the proportion of its existence unit determines how dangerous it is. In depth in this phenomenon in the Algerian educational reality, it is noted that it is widespread in all aspects of education in different ways and in schools regardless of type, and in all educational areas and among all students among males and females and among all social classes.

This phenomenon has dangers and damages in all areas of life such as social, economic, psychological and other vital areas in our lives, which will lead to the weakness of our society and undermine its main pillars, especially the main pillar are the youth who are the real wealth of the nation.

Keywords: school dropout; Algerian school

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I - introduction:

It no longer sees the educational process as a service only, but it has become an investment that hopes to contribute to get economic and social progress. Thus, scientists in the field of education economics are concerned with its financing and ways to spend on it with a calculation of its cost and looking at its outputs, taking into account many topics affecting the renewal of the educational process and its development, such as topics related to teachers such as quantitative and qualitative planning for them, which is one of the subjects of planning The workforce and other topics related to learners as a topic of leakage of students, which is one of the manifestations of loss in education.

The phenomenon of leakage although it is an educational academic scourge, in the end, it has dangers and damages in all areas of life such as social, economic and psychological fields to other vital areas in our lives, which will lead to the weakness of our society and undermine its basic pillars, especially the main main pillar and they are young people who are the true wealth of the nation, if they are ignorant they will pose a great danger to the nation, then the phenomenon of corruption, theft and killing will spread And exploitation, destruction, and ruin, especially those who drop out of the primary stage, and their reflux to illiteracy and ignorance, which cannot be treated on any scope.

The phenomenon of leakage varies in its degree and exacerbation from one society to another, from one study to another, and from one region to another. It is also impossible for any educational system to get rid of it, whatever its effectiveness or development. This means that the percentage of its existence is the one that determines its seriousness. The depth in this phenomenon in the Algerian educational reality is noted that it is well-known in all educational levels differently, and in all schools regardless of its type, and in all educational areas and among all students of male and female students and among all social classes.

II -The definition of leakage:

School leakage is the student leaving a study before the end of the last year of the educational stage in which he was registered, and it is noted that the leakage abounds among the groups most exposed to educational excellence, such as the poor, females and villages, and many poor students are forced to leak from the school in search of work. (Dim, 1978, p. 15)

Jawdat Atwi defines him as the student's interruption from the school at a certain stage without completing this stage, which results in a loss, which has many dimensions in the educational process and in the educational system and the associated expenses. (Atwi, 2001, p. 309)

School leakage is to leave education before completing a study stage, or leaving a study program for one reason before the end of the last year of the educational stage in which it was registered or during one of its years, and the dropout has social, cultural, economic, educational and personal reasons.(Shehata, 2003, p. 102) .

III-Types of school leakage:

It is possible to distinguish between two forms of school leakage, which are the actual apparent leakage there face the student abandons from the seats of the study, and the non -apparent leakage, and in it the student comes to school daily, but he does not interact with the knowledge presented in the school, and he does not have a motivation for the study, or that he reaches the school but leaves it daily during the hours of work because of boredom or work. The leakage is between 7-11 % between the years 10 and 11 years in proportion to international rates.

- There is another classification of the leakage:

Temporary leakage: It is what happens daily frequent and soon turns into a continuous interruption that results in the students 'separation from school completely.

Permanent leakage: The student means completely abandoning the school.

There is another classification that distinguishes between three types of leakage:

Involuntary leakage: which takes multiple skilled, the first of which is the rise in student flow from the ability of education to absorb.

The common leakage: It is the leakage of students from the elementary school before they reach the end of the stage.

Interim leakage: It is the type of leakage that appears clear at the end of each stage of

Educational or other school. (Al-Sheikhi, 2002, pp. 352-353).

IV - The traits of the drop out of the students:

A- Limited mental abilities: This group suffers from difficulties in understanding and learning, and this is either genetic or satisfactory. This group of students is characterized by self -esteem and unable to participate emotional, and they are characterized by frequent failure and frustration as a distinctive feature of all their work and activities and are identified through their low degrees in low academic achievement or through their failure, and therefore those in charge of education should follow up on such cases and lean more attention by finding their own centers. (Repeating, 1995, pp. 157-158)

B- With a category of leakage: This category includes individuals who left school as a result of some crises, personal or family problems, or sudden family poverty as a result of their exposure to a specific catastrophe. (Al -Sheikhi, 2002, p. 353)

C- Socially disassembled families: family disintegration takes many forms, including (divorce of parents, the death of one or both parents, family disputes or tendencies) and it is known that the family plays a fundamental role in the student's progress towards school work, for the student who does not find the appropriate family climate is always busy with the atmosphere charged between members of his family, so he will be performed with anxiety and stress For the father and the mother from the necessities of his life. (Hamid, 2001, p. 53)

D- Those with special behavior: deteriorating psychological, social and economic conditions negatively reflect on students, which makes some of them acquire bad behavioral features that affect their achievement returns and from these features (verbal aggressive, physical violence towards his colleagues or towards teachers, difficulties in focusing, mental strikes).

E- Efficient: These students have the ability to achieve academic achievement and success, but some of them leak from school for behavioral problems with teachers or their colleagues, and some of them miss motivation. (Habr, 1995, p. 78)

V- Manifestations of school leakage:

In the school environment:

Intellectual leakage, which is the mental storm of the class atmosphere.

Morning delay in school.

-Partial or total absence from the academic or the subject.

Participate in additional activities and a lack of methodology.

-The students have a failed and unsuccessful achievement experience.

The unlucky mutual relationship between the teacher and the student.

-Daily absence from school until stopping.

In the family environment:

The bad relationship between students and their first ones.

-The students do not interact with the family members and not participate in the decisions.

In the peer group:

Link to peers with educational habits and tendencies.

Lack of close relationships that have a positive relationship with their peers. (Hadi, 2003, pp. 188-190)

VI -The causes of leakage:

First: Educational reasons: It relates to school, school facilities, educational system, commitment, curriculum, educational and school goals, and is represented by:-

-After school, from the place of housing and the difficulty of transportation.

-The school administration does not notify the parents in the absence of their children.

The curriculum may not represent students' needs, interests and abilities.

Teachers' lack of a long period of the year as well as the psychological feeling of teachers.

-The ancient evaluation strategies of the tests only.

-The deficiency in the generalization of pre -school education, as the educational system is not related with kindergarten, which makes the gap wide between the home and the school, which affects the child with the cultural gap. (Abu Askar, 2009, p. 67)

As the role played by kindergarten works to prepare the child to enter the school instead of moving suddenly from the home and the street to the study seat.

-The weakness of the teacher's adequacy in terms of preparing and training him during service and stagnating the education methods he follows.

-The low level of students and their failure with a lack of appropriate treatment programs.

Second: Social reasons:

These reasons differ from one society to another and include the customs and traditions of its community, as well as the life conditions that people are going through and the reality that they live has a great impact on their psychological and behavioral development, and the most important of these reasons:

The maltreated that the student faces in his home is either because of poverty or ignorance.

The dismantled and unreasonable family has the most effective role in the leakage of its children.

-The deficiency of awareness of the importance of education for some of the parents and the supremacy of some customs, such as early marriage for girls.

-The prevalence of unemployment between the learners and the negative effects that they have on the motivation of students and their trends towards the school and their leakage.

-The absence of a good example in the family, especially if the parents are issued or one of them practices that do not rise to a decent or valid level of care, which leads children to move away from the house and the trend towards the street.

-Excessive extravagance in pampering children so that they reach recklessness and lack of responsibility, especially when the children are given a great deal of freedom that amounts to chaos.

Consequently, if the spoiled child finds great freedom and a large pocket expense, then he will inevitably meet the bad companions of them, with new traditions, the first of which is escaping from the school until it is completely cut off from it.

-Some families look at female education that it is not glory, especially since their fate is home or marriage, and on the other hand, girls expose the calamities, whether on the roads or transportation, which makes parents always worried about their daughters. And until parents relax from their concerns about their daughters, they resort to keeping them in homes or working on their marriage early. (Abu Askar, 2009, pp. 67-6 Third: Economic reasons:

-Poor economic conditions kill ambition among learners in particular, as their thinking compass deviates from focusing on academic achievement to improving their family's economic situation through an internal desire within the student himself, which prompts him to leave school, or through his guardian who prompts him to leave school to help him overcome the poor economic conditions.

-The family's inability to cover the costs of educating children, especially those with large families.

-The temptations of the labor market, especially in light of the high level of financial return from other professions compared to the return from the teaching profession.

-The child may be older than his siblings and be obliged to leave school to look for work to help the family because of the absence of the father from the family, either by death, imprisonment, divorce, or other reasons.

Fourth: Personal reasons: These include reasons related to the student himself, the most important reasons are:

-The student's poor health.

-Difficulty in understanding some subjects due to their difficulty or the student's low level of intelligence.

- Frequent absence.
- The old age of the student.
- Being busy playing outside the home during school hours.
- Being busy with other tasks such as helping parents in some of their work.
- Low level of ambition among students and lack of desire for education. (Abu Askar, 2009, p. 69)

VII-Dangers of school dropout:

A student's interruption of school and dropping out of school may lead to the following risks:

- A student dropping out before he matures and completes his experience is considered a waste of human energies in society.
- The dropout's lack of interest and appreciation for the value of time, lack of desire to cooperate and work with the group, and weak sense of belonging and ability to innovate and achieve, negatively affects society. (Mansour, Al-Dhahabi, 2014, p. 136)
- The numbers of dropouts will join the labor market sooner or later, but this market is no longer able to receive such workers, given that the labor market, according to modern scientific and technological developments, requires skilled human resources that possess the experiences and skills that enable them to stand up to the innovations that appear successively in various fields of work.
- The low level of educational, social and political awareness among young people will reflect on their ability to perceive the dangers surrounding their nation and thus their eagerness to defend their homeland, their keenness to protect their wealth gains, and their ease of being deceived by colonial propaganda and rumors prepared by suspicious circles.
- The presence of dropouts in society constitutes an obstacle to creating a homogeneous society whose members enjoy an acceptable level of the basics of culture and knowledge, which leads to society moving towards backwardness and deterioration.
- Continued dropouts lead to continued ignorance and backwardness and consequently the dominance of outdated customs and traditions that limit the development of society. (Mansour, Al-Dhahabi, 2014, p. 136)

VIII- The facts of school dropout in Algerian schools:

At the beginning of each school year, shortcomings that the educational system has been suffering from for years surface. The Ministry of Education has worked to address them by announcing several reforms to improve the schooling conditions of students and provide an appropriate atmosphere for the teaching staff, to reduce the negative phenomena that have eaten away at the body of the educational system, such as violence and school dropout.

Frightening numbers are now being published by various concerned departments and bodies to raise awareness and sound the alarm after everything that threatens the Algerian school, especially with the growing phenomenon of physical and verbal violence that has claimed the lives of many students and teachers alike. The phenomenon of school dropout is no less dangerous, as its consequences are dire for the child's behavior because it opens the door to deviance, crime and violence, especially since the category of children needs care and attention. In numbers, the Child Protection Office of the General Directorate of National Security confirmed that from January to

April of this year, approximately 2,018 children were registered involved in various types of crimes, including 85 girls, with the ages of these involved children ranging from less than 10 to 18 years. The same services also indicated that the latest statistics recorded in the first four months of 2017 confirm that 1,280 children are in danger. (Al-Mahwar Al-Yawmi, 2017) On the other hand, social specialists confirmed that the increase in statistics on the school entry rate in recent years in Algeria does not show the reality of the decline, rise, or even underestimation of the importance of the school dropout rate, which has a negative effect on this group, because they are at a sensitive age that needs attention, the teaching of basic skills, and the directing of their thoughts in a constructive manner, keeping them away from negative phenomena that threaten the child's mind and body. In a related context, social specialists confirmed that failure leads to school dropout, as children feel a sense of revenge and rejection of the school that rejected them, which makes them always hover around the school to develop some behaviors on the part of a group associated with this negative view of the school and its results, which leads to violence in general, that is, it is an attempt to take revenge on the school environment, which in his opinion is the reason for his failure. Experts called for providing special care and follow-up for the diligent student, different from the follow-up for those whose academic condition deteriorates and who become absent, in which case all partners must search for the reason and investigate to help him. In an attempt to analyze the causes of the phenomenon, social specialists confirmed that the miserable living conditions of many parents and their inability to provide economic support for their school-going children due to their limited income, pushes them to head towards the labor market, which attracts half a million children, in addition to the loss of family will resulting from divorce or the father's abandonment of the family, so the child finds himself without support and drops out of school. The third reason is related to the child's aggressive behavior, which refers him to the disciplinary board, and his fate is expulsion from the school institution as punishment. It is also worth noting that the category of disabled children is not included in the statistics because their number is very small and Algerian schools refuse to receive and register them. Accordingly, it has become necessary to include special sections that accommodate children with aggressive behavior, or to establish specialized schools for them, because their number is very large, which is a necessary requirement that the Ministry of Education must consider. (Daily Axis, 2017) It is noteworthy that the school dropout rate for students has reached high levels, and this is what the concerned ministry indicated, according to a study conducted by the education sector in 2013, which recorded that out of 1000 students who reached the end of primary school, only 4% of them were able to obtain baccalaureate certificates. In this regard, 657 students out of 1000 from the same batch in primary school reach the fifth year, 550 to the first year of middle school, 397 to the first year of secondary school, and only 41 students obtain the baccalaureate certificate without failing. As we lose 959 students throughout the academic path.

IX -The therapeutic roles of educational actors to decrease school dropout:

A- The therapeutic role of the teacher in the phenomenon of dropout: The teacher has a big role in treating the problem of dropout. The teacher's treatment of students and their relationship with him, if based on love and mutual respect, and on parental relationships, are factors that attract students to stay in school and not leave it. The environment forced the teacher to play a special role that includes the role of the teacher and the family.

When the teacher and the school administration provide students with psychological, social, moral and physical care, and provide them with guidance and counseling, all of this makes them feel the importance of school and makes the guardian realize the effect of this therefore he does not let his son leave it. (Ben Issa, 2016, p. 148)

There is no doubt that taking into account individual differences between students facilitates the continuation of the educational process, and thus not leaving school. This may sometimes be due to the inability of some students to compete with their colleagues or the big number of homework assignments that the teacher gives to his students.

The teacher must also use flexible teaching methods that the student responds to, which depend on appropriate educational means that motivate the love of education, and also the teacher's sufficient knowledge of his subject and its presentation in an appropriate manner, motivates the student to be interested in the topic and love it.

In addition to the teacher use of the method of reward and praise for the brilliant student, and taking the hands of the weak students and urging them to make greater efforts, and more attempts to overcome difficulties, and not trying to insult them and detract from their value in front of their colleagues, this leads to their self-confidence and self-esteem and adherence to their studies.

B- The role of the family in treating the phenomenon of dropout: The family has a major role in building the individual, as it is the small society in which the child grows up and is raised on its values, and in which the problems he is exposed to are raised so that the family's opinions, suggestions and steps are solutions to the problems the child is exposed to, which may affect his future. Among these problems is school dropout. The role of the family in treating the problem of dropout is evident in ensuring the following:

- Encouraging the manifestations of joy and cheerfulness that the child feels when starting school.

- Avoiding issuing hasty and ill-considered judgments about the school and the teacher in front of the child.

- To empower the child's desire to prove and assert himself among others.

- Encouraging the desire to enter a new society and the continuous desire to exist within the group.

- Encouraging the desire to read and write by providing the necessary means and equipment for that.

- Diversifying readings in books and magazines and satisfying curiosity before the start of school.

- Strengthening the connection between home and school. .(Ben Issa, 2016, pp. 149-150(

C- The role of the Algerian educational system in addressing dropout:

The educational system is one of a group of other integrated systems, whose interaction determines the characteristics and features of society. This educational system cannot be viewed and understood consciously except through its connection to other systems of society in the economic, social, political and cultural fields. Any educational philosophy of a country derives its components from the reality of the social life of that state, and from its future aspirations and visions of the type of education that suits it and that it aspires to.

The judgment on the suitability of education lies in its ability to meet the basic needs of that country and in harmony with the discoveries of modern science. Therefore, the scientific and technical progress witnessed by contemporary society is accompanied by a major change in the

concept of education, its aims and the nature of its relation to the areas of human rise and the trends of the development and progress of society.

The responsibility of education in our time is no longer limited to being affected by the multiple development needs of this society, but rather it has become viewed as an exciting incentive for its intellectual, social and economic activities towards improving its reality and related it to the needs and difficulties of the future. The Ministry of Education has passed many steps to solve this problem, including:

- Raising awareness and alerting parents to the importance of school and the necessity of their children enrolling in it to learn reading, writing and arithmetic.

- Following up, following up and contacting parents to find out the reason for their failure to send their children to school and addressing those reasons with the concerned parties in an appropriate manner.

- Taking some measures with material effects that help attract children to schools and are an encouraging factor for many parents to enroll their children in them. These measures include:

- Providing school books of various types and distributing them free of charge to all primary school students, but this measure was not associated with the implementation of compulsory education in the country, but rather preceded it.

- Providing some assistance to needy students: which the state provides to the needy in order to provide them with some study requirements.

- School nutrition: It is considered one of the important factors that provide the student with a degree of school and healthy nutrition, especially for students who study in remote schools and far from their place of residence.

- Health care for students: It is undertaken by the School Health Directorate, as the primary task that falls on the shoulders of school health is a preventive task with a limited therapeutic extension according to the disease lesions that the school community suffers from.

- School transportation: The state has worked hard to provide school transportation, which is considered the main nerve in the education process, in order to facilitate the process of moving students and pupils to their institutions, and to block all excuses for not attending school. (Ben Issa, 2016, pp. 150-154)

X - Conclusion:

The problem of school dropout is one of the dilemmas facing all societies in general, and educational systems in particular, which negatively affects society and the individual alike, in terms of its development, growth and prosperity. Therefore, all responsible parties and actors must cooperate to eliminate or limit it, by eliminating its causes and contributing factors. And finding possible solutions to get rid of it.

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