

The Phenomenon of Students Dropping Out of Public School in Aqaba Governorate

ALLA ATTALLAH MOHAMMAD AL-ZAWAIDAH
JORDANIAN MINISTRY OF EDUCATION
EMAIL ID: ahfs8085@icloud.com

ABSTRACT

The phenomenon of school dropout exists in all countries. An educational reality cannot be devoid of this phenomenon, but it varies in its severity and exacerbation from one society to another, and from one school stage to another, and from one region to another. It is also impossible for any educational system to completely get rid of them, regardless of their effectiveness or development. This means that it is the percentage and severity of its presence that determines its severity. The current study aimed to find out the reasons for students dropping out of government schools in Aqaba Governorate, for the year (2021-2022), the total number of public schools is (82) public schools, and to know the ways to treat this bad phenomenon that is reflected in a negative image on the students themselves and on the entire community. In this study, the researcher distributed questionnaires to parents of dropout students and to school principals, in which the total number of questionnaires reached (82) questionnaires divided into (30) questionnaires for parents, and (52) questionnaires for school principals at random. The five-point Likert scale was adopted to correct the study tools, by giving each of its paragraphs one degree out of its five degrees (to a very large degree, to a large degree, to a moderate degree, to a small degree, to a very low degree) and it is represented numerically (5, 4, 3, 2, 1) respectively, the following scale has been adopted for the purposes of analyzing the results: (From 1.00 to 2.33 Low) • (From 2.34 to 3.67 average) • (From 3.68 to 5.00 large). The scale was calculated by using the following equation: (The upper limit of the scale (5) - the lower limit of the scale (1) / The number of required categories (3) = (5-1)/3 = 1.33. And then add the answer (1.33) to the end of each category.

KEYWORDS: SCHOOL DROPOUT, THE EDUCATIONAL ROLE, PARENTS, SOCIETY.

DOI: 10.7176/JEP/13-19-02

Publication date: June 30th 2022

INTRODUCTION

The education sector is one of the most important sectors in society, where governments pay special attention to this sector. It is the real investment in the future of peoples, and this phenomenon exists in all parts of the world, but it varies in the degree of severity and effects.

The educational level reflects, albeit roughly, the level of social and economic progress, and clearly determines the quality of the workforce in society. Dropping out of schools constitutes a huge educational waste (by schools and parents in particular), which leads to the loss of the material and moral wealth of society, and increases dependency and dependence on others to provide for needs. The spread of this phenomenon has alarmed many educators, intellectuals and politicians; Many governments have given this problem special attention to this destructive phenomenon for the individual and society. Because the dropout leads to an increase in the unemployment rate, limits giving and hinders development, and leads societies towards the abyss of backwardness and ignorance, and thus the control of outdated customs and traditions that limit and impede the development of society, such as: early marriage and absolute patriarchal control, thus depriving society of practicing democracy and depriving its members of their rights. A society that is oppressed and controlled because society cannot be master and free and at the same time ignorant: a society dominated by racism, prejudice, closedness and fanaticism. Which in turn leads to many woes at various levels; Thus, a single society becomes a mixture of two groups: the educated and the illiterate. Which leads to the delay of society to catch up with other societies; As a result of the difficulty of compatibility between these two categories in ideas and opinions.

For example, striving towards the democratization of education calls for the generalization of education, not just to provide an opportunity for everyone, and it was to ensure equal opportunities for success, progress and growth for the largest number of them, as the focus only on internal sufficiency in the sense of increasing the ability of the education system to graduate the largest number of students entering it, may hinder education from carrying out its economic and social functions, which is what we mean by external sufficiency. The internal sufficiency of educational systems comes mainly from the high repetition and dropout rates.

The low external sufficiency is mainly due to the inadequacy of the curriculum and teaching methods, the lack of scientific equipment, verbal mastery and indoctrination, the lack of teacher qualification, poor school management and the inadequacy of educational buildings. (Ahmed, 41:2001)

The process of preventing or reducing dropouts is one of the foundations of the educational orientation in

the country in general and in Jordan in particular, and that the Ministry of Education attributes the spread of this phenomenon in schools, and what is urged in it related to the administration or teachers and their bad behavior and behavior, that is, it places responsibility on the Teachers and principals, their use of teaching methods that some students do not accept, interaction and living with them, and here comes the importance of limiting or preventing them from the foundation (Al-Rashdan, 2001).

STUDY PROBLEM AND QUESTIONS

Education is the basis of moral construction, which is the basis for building and forming societies, and without it, these societies lose their ability to survive and life turns into chaos. In order to achieve its goals on the basis of educational awareness of the various aspects of life to include all groups and segments of society, and this is achieved by the firm belief in education and its role in building healthy personalities.

Dropping out of education is a global problem, and almost no educational system is free from this problem, as UNICEF statistics indicate in its report (Middle East and North Africa Generation 2030) that there are 10 million children outside primary and preparatory levels in the region, and this is expected to reach The number will reach 12 million children by 2030,” according to Amawi.

A study prepared by UNRWA entitled “Agency dropout from UNRWA schools in 2013” with the aim of exploring the reasons behind students’ dropout in UNRWA schools from the point of view of the students themselves, their families and their teachers, indicates that the dropout rate from UNRWA schools in Jordan for the 2010/2011 academic year was (1.9%) and was the highest in grades (seventh, eighth, ninth and tenth) with a rate of (3.51%) compared to (0.81%) for grades from the first to sixth, and that females were the most dropout in grades (seventh, eighth, ninth and tenth) with a percentage of (4.01% for females vs. 3.04% for males)

And it showed that most of the dropouts (90%) are those who failed at least one class according to school records, and the reasons for the dropout from the dropout students' point of view were low academic achievement by 80%, lack of interest in studying by 74%, and inability to follow up by 63 %, anxiety about exams by 63%.

The Higher Population Council indicated that its studies and the statistics of other national institutions indicate that the dropout problem contributes to many population and development issues, the most prominent of which is that dropping out of education is a path to underage marriage, as the Council’s study on “underage marriage” in 2017, which was based on The data of the 2015 Population and Housing Census indicated that the number of married women under the age of 18 who are considered to have dropped out of education reached at the national level (414,358, equivalent to 21% of the total number of married women in Jordan), including 253,155 Jordanian women, and they constituted 17.6% of the total Jordanian married women.)

He added that the problem of dropping out of education also contributes to supplying the Jordanian labor market with an unqualified workforce (mostly males), which is reflected in the level of productivity of the Jordanian worker, as the number of Jordanian workers with an educational level less than high school (692085), which is equivalent to half the number of Jordanians Workers in the Jordanian economy are distributed at a rate of (94.7% males and 5.3% females), and that more than a third of this segment of workers receives a salary of less than 300 dinars per month, according to the Employment and Unemployment Survey 2019

There are clear discrepancies between the sexes in this segment of workers, while the percentage of males who earn less than 300 dinars per month is 32.2%, it corresponds to 66% of females, and in general this provides an important indicator of the level of productivity of this labor, which is originally She did not complete her education and dropped out of pre-secondary education.

The council added that the problem of dropping out of education also boosts the number of the unemployed, as the number of unemployed Jordanians with an educational qualification lower than secondary reached (145797), and they constitute (45%) of the total unemployed Jordanians, and they are distributed by (95.6) % for males and 4.4% for females), according to the 2019 Employment and Unemployment Survey, indicating that informal work is an important path for school dropouts to secure their livelihood.

On the other hand, school dropout constitutes a major obstacle to achieving the desired goals of economic and social development, affects human capital, and generates social costs on society to address the effects of the dropout problem, such as poverty, unemployment, child labor, child marriage, unorganized work, juvenile delinquency, delinquency and other social problems that It accompanies the dropout person throughout his life.

The researcher noticed, through her presence as a teacher in one of the Aqaba government schools, that students drop out of education schools is one of the most important and biggest problems that they suffer from, leaving students to study seats makes them more ignorant, and their lack of sufficient ability to face life and its obstacles, due to the incomplete physical, mental, social and psychological development Keeping them during school hours develops their skills and their acquisition of information of all kinds, and this is harmful to society and to the student himself as well, so he is considered the major victim of this negative phenomenon.

Hence, the main problem of this study emerges as a continuation of the previous efforts, and to investigate the reasons for the investigation of schools in a specific area of Jordanian society, which is the Aqaba

Governorate.in Aqaba Governorate" during (2021-2022).Where private schools were excluded from this study.

THE AIMS OF THE STUDY

The main goal that the researcher was interested in during her studies is to identify this phenomenon of greed, which is the phenomenon of students dropping out of schools in the Aqaba Governorate, and its negative effects on the student and society, identifying its causes, and setting ways and policies to address it by schools and parents.

THE IMPORTANCE OF THE STUDY

In this study, the researcher touched on a topic of great importance and sensitivity, especially at the present time, due to the widespread developments in technology and means of communication and the spread of negative and bad habits. The importance of the current research becomes clear in several matters, the most important of which are:

1. School dropout is one of the most important manifestations of educational waste. It has become the main concern of those in charge of education, and the focus of their attention is the attention of researchers.
2. It deals with the most important segment of society, which is the students in schools, to understand the pillars of the future and the real wealth for the development and construction of society.
3. Providing feedback to those concerned about the reasons for the dropout, ways to confront this phenomenon, and the role of the manager and parents in reducing and addressing this phenomenon.

THE QUESTIONS OF THE STUDY

The current study aims to find out the main reason behind choosing this study, which is:

- What is the reality of the phenomenon of school dropout among students in government schools in Aqaba in the period (2021-2022)?

SEVERAL QUESTIONS ARISE FROM IT, THE MOST IMPORTANT OF WHICH ARE:

-The first question: What is the degree of prevalence of the phenomenon of school dropout among students of public schools in the Aqaba Governorate from the point of view of educational counselors?

-The second question: Do principals and parents' responses differ about the degree of prevalence of the phenomenon of school dropout among public school students in Aqaba Governorate according to the variable (sex)?

-The third question: Do principals and parents' responses differ about the degree of prevalence of the phenomenon of school dropout among students of public schools in the Aqaba Governorate according to the variable (experience)?

-Fourth question: Do principals and parents' responses differ about the degree of prevalence of the phenomenon of school dropout among students of public schools in the Aqaba Governorate according to the variable (educational qualification)?

-Fifth Question: Do principals and parents' responses differ about the degree of prevalence of the phenomenon of school dropout among students of public schools in the Aqaba Governorate according to the variable (educational stage)?

THEORETICAL FRAMEWORK OF THE STUDY

The age stages of the students are very important for the educational and educational system, especially since the teacher in his school must, before others, be aware of the behavior of the children of the students and their psychological emotions and the family and social influences on this behavior. Away from the changes that surround boys (as well as girls in their schools), they must be taken into consideration and their results should be taken into consideration educationally, behaviorally and emotionally as well, so that these students are not subject to misunderstanding by school, home and society, and the consequences will be dire for everyone from losing the student's future as a useful member of his community and the family. The future problems that it brings is indispensable to society because it increases unemployment numbers and instead of being a productive individual turns into a consumer individual. In addition to the psychological diseases that he will carry, he was not the cause of it, and the authorities responsible for the educational process must not lose sight of the importance of modern methods in Teaching and education and keeping pace with the modern renaissance in curricula, teaching methods and activities.

The phenomenon of students dropping out of schools at different educational levels is one of the main problems that lead to the emergence of additional difficulties for the school and its students. Because the field of work and its open position for a student who has dropped out of school is few and limited, most workplaces and professions require the person applying for a job or profession, to be experienced and educated for a certain period and be able to read and write to perform the profession and achieve the desired goal of work. And far

from dangers and falling into problems. Even if he was a bus driver or a public carrier (Horovitz, 1984); (Maraba and Aggression, 1995).

The phenomenon of dropout is not a new phenomenon that educational institutions suffer from, and it is not limited to one gender without another, or to one social or economic class without another, or to a region without the other, or a particular country, or to an educational stage without the other. Rather, it is spread in a different way among students. , and in the various educational stages, it is an educational epidemic that destroys the individual and society of all its different circles and categories, that is, dropout is the lack of affiliation and enrollment of the individual in school when he is of the appropriate legal age to start learning and organized study in the school, or dropping out of school and not completing the educational stage that he joined By the student (Ibn Siri, 1984).

There are those who consider dropping out as an educated behavior, and that it is learned through socialization, where the student is affected by the attitude of the family, neighbors and teachers. This is according to the Differential Association Theory, which attributes the difference in behavior to the nature or type of groups to which the individual belongs or joins. Leakage is a behavior that some consider a deviant behavior that is learned from others. Thus, this theory shifts the focus of attention from the distinctive characteristics of the individual to the social and cultural forces surrounding him.

Some consider that the dropout behavior is due to the person himself and his motives to drop out of school and not to the social environment, and this fits with the stress theory or the Strain Theory, which focuses in explaining the dropout on the forces that drive students to escape from school. This theory proceeds from saying that students must be indifferent to their human and social nature of education and obedience to the system, and others expect them to do so. Therefore, students do not drop out of schools except under psychological pressure that pushes them to drop out. There are those who believe that dropping out is compliance with a set of cultural norms accepted by one group and rejected by another, according to the sub-culture theory, which assumes that people are moral by nature, and explains that students drop out of schools that the different groups that arise in society receive upbringing through Different groups in standards and values, so describing the dropout as a deviant behavior is just a judgment from an outside group whose judgment differs from that of another group.

SCHOOL DROPOUT: is dropping out of school before completing it for any reason except (illness or death) and not enrolling in any other school. (Shaheen, 1999, p. 99)

THE RESEARCHERS DEFINE IT PROCEDURALLY AS: dropping out of school and not completing the educational stage in which the student joined, regardless of the reasons.

LIMIT: It is the attempt and prevent the occurrence of the thing, or the attempt to reduce it as much as possible from its use (Al-Bashri, 2004, p. 32).

Here we must differentiate between the dropout in which the student is forced to leave school for reasons and factors related to the family and the social, educational, economic or political reality in which he lives, or because of the school environment, and the events and behaviors that occur in it from teachers and students, and in most cases the dropout or The one who caused the leakage is responsible for one of them on the other or on a third party, in order to distance himself from responsibility or convince himself that he was not the cause of what happened, and he did not want it, but was forced to do so, as he attributed the leakage in some cases to the dominant social situation in the state, or Because of belonging to a particular national minority, or any other external factor, in many cases the leakage process is accompanied by a kind of feeling of comfort, facilitation, and satisfaction for one of the leaking and leaking parties, or both at the same time. That is, the two parties feel comfortable with what happened, even if it has a negative impact in the short and long term on the dropout, because it will affect his future and school, economically and socially, on the orientation of the new students. (Nasrallah, 2001).

The concept of dropout in essence varies from one society to another, and from one educational system to another, according to the educational and political laws and regulations followed in each country, which agree and differ in several aspects. Therefore, the concept of dropout in a particular country may mean “the student leaves school before completing the primary stage.” Compulsory is not considered within this concept if he leaves school after the end of this stage, and at the same time, according to the regulations of another country, he is considered a dropout from school and education, because he did not finish the basic and secondary educational stage on the basis of which he adopted the steps of his future life (Ibn Siri, 1984).

Accordingly, dropout can be defined as “the phenomenon of adolescents and children leaving school, or dropping them out for long periods or permanently before they reach the end of the educational stage in which they are present.”

Therefore, the dropout student is the learner who leaves school, and study for one of the many reasons that he may encounter during the educational stage in which he is learning, that is, he leaves school before the time specified for the completion and successful completion of the educational stage. Dropping out of schools is a dangerous social phenomenon that affects the individual in the first place, the family and the society in which he lives, especially in developing societies, as a large group of students is deprived of completing their educational

attainment, and thus deprives the society in which they live of their expected giving in favor of this society. When we talk about the phenomenon of leakage, we must distinguish between two types of leakage

1. **HIDDEN DROPOUT:** in which the student attends regularly at school, and these students are candidates to leave school and study after the school administration was unable to provide materials that would attract them and encourage them to make a clear decision to stay within the school walls. Such students are on the lists of school students, but their absence is many. They are frequent, their achievement is low, their school affiliation is weak and they are neglectful in their duties. In other words, these students go to school regularly, and are in their classes, but over time, and gradually their attendance at school turns into a useless or valuable situation, because they go to school and do not learn anything, and thus a gap forms between their experience and level compared to the rest of the students, and this situation is increasing until it becomes another reason that leads to the irregularity of the student's attendance, which leads to the student dropping out of school and eventually dropping out of it completely (Nasrallah, 2001).
2. **AS FOR THE APPARENT DROPOUT,** it means the absence of male or female students from school for hours, days, or a long period, without leaving school completely in the first stage, but later on the student leaves school after spending a good period of time in it, without To complete all the tasks he is obligated to, to finish his education. Leaving the school in such a situation, comes for certain reasons, and without being transferred to another school (Maraaba and Adwan, 1995).

REASONS FOR SCHOOL DROPOUT AMONG STUDENTS:

The student's flight from school, or the excessive noise during the professor's explanation may be due to either psychological or moral reasons, or reasons related to the student's family and its economic problems, or reasons related to the local environment, such as the presence of a play house close to the school that attracts the student to it, and there are also other reasons, including:

1. The cruelty of the school principal, or the cruelty of teachers and mistreatment of students, and the confiscation of their freedoms.
2. The school administration is lax, and does not follow up on individual absences.
3. The school is not an attractive place for students.
4. The student's sense of failure and academic backwardness.
5. Lack of family control over the student, leaving him to play as he pleases.
6. The curriculum is not linked to the student's conscience.
7. Some gangs tempt students to become professional underworld.
8. The student's lack of ambition towards continuing education.
9. Overburdening students with school duties, and assigning them to burdens they cannot accept.
10. Income: Students who drop out of high school earn significantly less income than their peers who graduate from high school.
11. Early Marriage: Girls who leave school early tend to marry and have children. In addition, most single mothers who have not finished secondary school are poor and depend on government assistance to raise their children.
12. Entry to prison: One study showed an increase in the risk of entering prison among school dropouts to six times the risk of entering prison among holders of a high school diploma, and about 63 times more than the risk of entering prison among university graduates.

And I must make an important note - that the teacher is an essential pillar of education, as he performs the task of the prophets in guiding and reforming.

We are guided by the words of Ibn Jama'ah regarding taking into account the conditions of students and their good discipline. He said: "The scholar should take care of the student's interests, and treat him as he treats his dearest children with kindness, compassion and kindness to him, and patience over his estrangement, as he may have a deficiency that almost no human being is free from or bad manners." Sometimes, he simplifies his excuse as much as possible, and nevertheless stops him for what he gave with advice and kindness, not by violence and abuse, with the intention of raising him and improving his character and reforming his affairs.

As the famous Egyptian poet Ahmed Shawqi said in his poem:

ARISE TO THE TEACHER AND REVERE HIM. THE TEACHER IS ALMOST A MESSENGER

It must be said: It is impossible for any educational system to completely get rid of the dropout phenomenon in its schools, regardless of its effectiveness or development. However, sincere efforts, in combination with all the activities of the government, civil society, and the family, can limit them, and those who delve deeply into this phenomenon in the UAE educational reality notice that it is spread in all educational levels to varying degrees, and in all schools regardless of their type, and in all educational areas, and among all circles Male and female students, and among all social and economic classes.

CONSEQUENCES OF STUDENTS DROPPING OUT:

School dropout is a negative phenomenon, as it affects all aspects of society and its construction, as it increases illiteracy and unemployment, weakens the productive economic structure of society and the individual, and increases dependency and dependence on others to provide needs. It increases the size of social problems from juvenile delinquency and delinquency, such as theft, and assault on others and their property, which weakens and corrupts the map of society. The leakage leads to a shift in society's interest from construction, reconstruction, development and prosperity, to attention to reform, treatment and counseling centers, and to an increase in the number of prisons and hospitals and their expenditures and those of curative health care. The aggravation of the leakage leads to the continuation of ignorance and underdevelopment, and consequently the domination of outdated customs and traditions, which limit and impede the development of society, such as: early marriage and absolute patriarchal control, and thus depriving society of practicing democracy and depriving its members of their rights, and the society turns into an oppressed, controlled society. Because it is not possible for society to be master and free and at the same time ignorant, in which racism, prejudice, closedness and fanaticism prevail.

Since the presence of qualified manpower is a necessary condition for the development and progress of any society, dropout is one of the factors hindering the rehabilitation of sufficient human wealth, and it is a satisfactory phenomenon in the field of education, which has serious effects in reducing the return of educational work. It must be noted here that school dropout is a global phenomenon. Well-known, in Italy, the Libyan News Agency reported that a report of the Italian Ministry of Education was revealed about the exacerbation of the phenomenon of dropout among students from education. The report said that about one million students drop out of school annually, and that the majority of these students end up joining the unemployment queues, especially in southern Italian regions.

In Australia, the London newspaper Al-Zaman published that the Australian government in (New South Wales) decided in July 2002 to close educational schools due to the lack of students. The government has noticed that there is a sharp and noticeable decline among students and this note came in the report prepared by the Australian universities in Sydney, and therefore the government decided to close all schools and keep only seven of them, as it is believed that these seven schools are sufficient to accommodate the remaining number of students. Police reports confirmed that there was a massive leakage by schoolchildren towards the streets and train stations. And Internet stores, which prompted them to intervene and prosecute the dropouts. The universities report stressed that the issue of students dropping out and not continuing their studies is horrific and frightening, especially in some old schools.

In Israel, a report entitled "The Complete Duffert Plan" was issued calling for combating the phenomenon of student drop-out from schools, and indicated that the dropout rate among Bedouin students in the Negev before they reached the twelfth grade was 60%, with an amazing annual increase of 5.5% annually.

The phenomenon of dropout has harmful effects on the individual, society and the educational system, as it is a waste of educational resources that first appears in raising the cost of education without a rewarding return, and then appears again when the state is forced to allocate a part and its efforts to combat illiteracy, and it can be summarized as follows:

Effects on the individual himself: the dropout student is semi-illiterate and often descends to the point of illiteracy, as he does not read and does not care about science, which makes him live on the margins of life in a world dominated by the explosion of knowledge. And therefore, finds himself in complete isolation: (Ramadan, 2004).

The impact of the dropout on society: the dropout means that a group of members of the community will go to illiteracy, while continuing its path in science, to find in the end a heterogeneous society, which leads to the spread of unemployment in society, and it plays a role in weakening the economic and productive structure of society and the individual, and the volume will increase Dependence and dependence on the necessities of life. It will also increase the size of social problems such as juvenile delinquency, and the delinquency to steal others and their property, which leads to wasting energies, capabilities and educational goals, an increase in illiteracy and unemployment, and consequently a weak economic output. (Kahwan, 2003)

Although Jordan ranks first in the Arab world among the 15 participating Arab countries in the annual global report to measure the progress of countries towards achieving the goals of education for all, and that it ranks forty-fifth globally among 121 countries, and that it has achieved a high rate (95%) in student enrollment in classes The first four, however, face a difficult problem in the issue of school dropout, as no special study has been developed for it in Jordanian schools, but a number of events clearly indicated the existence of this phenomenon in Jordan. Ammannet published a long article on the phenomenon of work Children in Jordan, where he indicated that there are more than 48 boys and girls in the labor market.

Ms. NihayaDabdoub says: If the conditions that push for child labor continue, the number will increase to 53 thousand children, of whom females work in sewing and housework. Ms. Dabdoub indicated that one of the reasons for this phenomenon is the phenomenon of children dropping out of schools into the labor market Some teachers have adopted non-educational methods in dealing with children, such as beating and humiliating

punishment in front of their colleagues, and the bad atmosphere for the family (the percentage of low-income families in Jordan reached 20%) becomes part of these reasons. Most of the schools where dropouts were found were in poor places, these are places where the conditions for student follow-up are not met.

The Jordanian human rights report indicates that 20% of students from low-income families have dropped out of school when they reach the tenth grade, and less than half of them remain in school, or complete their secondary education when they reach the age of eighteen. Another report indicates that the dropout rate among Female students in the secondary stage in general reach 8% in the tenth grade, and 34.2% in the twelfth grade. The average dropout rate at this stage among female students is 19.2%, but the general dropout rate in Jordanian schools is 4 per thousand.

In Jordan, civil institutions have been established that work alongside government institutions to reduce this phenomenon, including the “Jordan River Foundation”, which was established in 1997, and has completed the “national campaign to educate our generations.” However, the method used to treat the phenomenon of student dropout is through The school and the Directorate of Education, by addressing the administrative governor to compel the dropout student to return to school.

EFFECTS OF STUDENTS DROPPING OUT OF SCHOOL:

-Mansour Hazam, “directed” says: There are reasons for dropping out within the school environment, in addition to the low awareness of some families. In school, the low efficiency of the teacher is one of the factors that cause some students to feel helpless and to escape from school. On a humanitarian basis, the essence of which is love, appreciation and respect, and the result is that there is a gap between the two that does not make the school attractive to some, even if there is interest and follow-up from the family, and besides that, the means and school supplies are not available and the incentives are absent such as trips, prizes, moral and material competitions, and nutrition for the children of the poor.. all of that Some are deprived of the attractions, as the presence of playgrounds and extra-curricular activities such as a theater, a school library, and audio-visual means reduces the attractiveness of the school, and most importantly, the superficial dealing with the concept of freedom and responsibility within the school, as our schools are surrounded by high walls, as if they are forts and castles, and their doors are closed even during the period of rest and finds Pupils say they are forced to congregate in the yard in a noisy atmosphere, as if they are forced to eat things from the school canteen or jump from the sky The poor and the poor feel this reality more than others, as if they are in prison, which weakens the determination of some to continue education.

As for the responsibility of the school administration, Mansour Hazam “as a mentor” believes that the worst of the matter is that the position of the school director is seen as a social prestige and honor, not a mandate, and therefore competition intensified and scramble for it in order to obtain a position, not because it is a message that requires competence, and this weakens the role of the administration and expands The area of imbalances, and this is reflected in the educational process, especially since the role of guidance is not at the required level, but the guidance teams do not have enough time that is commensurate with the goals; The visiting mentors come twice in the semester, and the mentor is more interested in writing the report than in evaluating the educational and teaching process closely, and delivers the report to the Education Office without discussing its content with anyone, nor asking about the existing problems, nor how to deal with them, and what are the solutions provided. Rather, no one asks him if he has reached school or not; Because he can write a report remotely, it is no longer required for the school principal to sign the report.

THE ROLE OF THE PRINCIPAL TO REDUCE SCHOOL DROPOUT (PREVENTIVE MEASURES):

It can be said that the tasks of the school principal are many, and his responsibility for them is not limited to their presence in the school building, but his responsibility exceeds the attendance of students to school and their departure from school, their absence and attendance, and the reasons that called for that, as well as their behavior inside the school, and the extent to which they are affected outside the school as well. He is responsible for the educational aspect in cooperation with the Director of Education, such as the achievement level of the students, as well as for the behavioral aspect, which calls for the provision of special records with the principal inside the school that are easy to refer to when needed, and as a result of the increased burdens placed on him, he needs cooperation between him and those who are Around him from the educational staff, and between him and those outside the school from the local community (Al-Sayed, 2000).

For this purpose, the school principal can work to reduce the dropout phenomenon and confront it by the following means, as stated in (Atiya and Al-Hashimi, 2008).

1. Finding a good relationship between the teacher and the student.
2. Encouraging and training teachers to use modern educational methods in teaching and to use modern technology, then taking into account the individual differences among students, in terms of their abilities, interests, and their desire for achievement.
3. Strengthening the links between the school and the local environment through parent-teacher councils on the

one hand, and through meetings between parents and teachers on the other hand, especially in the case of students who have poor academic achievement, or who have problems of another kind, so that scientific issues are studied and worked on Solve it or mitigate its severity, and from here it must be emphasized the role of the home and the necessity of its participation in examining the issues of students who are its children.

4. Do everything that would activate the role of parents, encourage them to visit the school on various occasions, talk to teachers and the administration about their children's affairs in particular, and the school's affairs in general so that they have the opportunity to learn about the school's achievements, goals and policies, and this is evident in the formation of Joint working committees from the school and parents to address the various aspects of the educational process in terms of planning and implementation.
5. Strengthening the link between the school and the local environment to benefit from this link by reducing the dropout phenomenon and making the school a radiation center in the environment and spreading awareness of the importance of education
6. Finding a fund for the poor student in the school so that the needy students can use it to continue their studies and not drop out of school.
7. Creating a system of incentives and grants within the school for students who excel in their academic achievement, in cooperation with social centers in the local environment.
8. Providing health care for students through the school health supervisor after informing the parents so that they can cooperate with each other in order to provide them with early treatment.

FAMILY PRECAUTIONS:

The Ministry and civil society institutions play a key role at the family level to reduce the dropout phenomenon by organizing family awareness programs on the importance of education for their children through the following:

1. Helping poor families financially to cover school expenses and provide educational requirements for their children.
2. Spreading awareness and educating the family about the value and importance of education and the dangers of dropping out for their children.
3. Convince families of the need to create a family atmosphere for their children by providing the appropriate time and place for home study.
4. The family's assistance to its children in solving their academic problems and learning difficulties in academic subjects.
5. Not assigning their students family tasks beyond their capacity, by providing them with enough time to study.
6. Activating contact and communication between the family and the school to follow up on the development of their children and to identify the problems they face inside and outside the school and help in solving them.
7. Family participation in extra-curricular activities organized by the school.
8. Raising awareness of the family about the dangers of early marriage for their daughters and activating laws that prevent marriages below the specified age, as well as the dangers of discrimination between their children on the basis of sex in the field of education.

REMEDIAL PROCEDURES FOR DROPOUT STUDENTS:

The problem of school dropout is a national problem that requires concerted efforts to find effective solutions for the dropout students. In addition to the role played by the Ministry of Education in this area. Official institutions, specifically the Ministry of Labor and Social Affairs, and civil society institutions are also required to develop a national action plan to rehabilitate the dropouts, most of whom have relapsed into illiteracy, through the following:

1. Expanding the spread of vocational education centers in all governorates of the country and providing facilities and encouraging rewards for students who join them.
2. Diversify vocational education programs to keep pace with the needs of the labor market.
3. Follow up on graduates by providing a form of communication between them and producers in the labor market to facilitate their employment and rehabilitation with the new jobs they join.
4. Establishing legislation and laws that determine the minimum wage and setting up a monitoring and enforcement mechanism to prevent the exploitation of manpower.
5. Encouraging the private sector that manages the cultural centers to diversify its programs to keep pace with the labor market while supervising these centers in terms of their rehabilitation programs offered, their level, the way they are performed, and the follow-up of their graduates...etc.
6. Expanding the spread of literacy centers for dropouts who have reverted to illiteracy, and providing

vocational education commensurate with their abilities.

7. (Ministry of Education and Higher Education, Educational Progress Magazine, Issue (50), September, 2005)

PREVIOUS STUDIES

Through the researcher's knowledge of the issue of school dropout among students in government schools, she was able to obtain the following studies:

Psychologist Kholoud Amin Qari explained that the basic pillars of the life of any human being depend on the different stages of his childhood, where conscience, ethics, principles and ideals are formed that work to build his personality and crystallize it. Falling into psychological and congenital disorders, as there are many things that create conflicts in the child, many psychological problems, and deviation in various forms, especially if he is then faced with criticism, ridicule or punishment from his parents for the strange behaviors he emits. And get it to both.

Dr. Al-Falih says about him that the dropout is every student who leaves school for one reason or another before the end of the last year of the educational stage in which he was registered. In fact, the problem of dropout is not recent, but rather has existed since ancient times, but what is new in the problem is the transformation that occurred in the educational process. To education as an investment process that has an economic return after it was viewed as a humanitarian service, and since dropout is an educational waste, the problem has become one of the problems that prevented educational plans from reaching the required growth rates. Studies indicate that dropout rates in the primary stage are higher than in In secondary school, the dropout rates for females are greater than for males in general, and they are higher in villages than in cities.

Mr. Abdullah bin Nasser Al-Sayegh, a student advisor, expresses the definition of dropout as a complete interruption of the student from studying before completing the stage in which he studies, and it is a result of academic delay and then repetition, and then follows that dropout, which results in educational waste, and dropout is not a phenomenon related to education It is only a social phenomenon in the broad sense whose roots extend into the educational system as a whole and extends into the economic system, the social structure and the set of values related to work and education. Thus, it becomes clear to us that dropout in this sense is a problem whose solution does not fall solely on the educational system, but rather requires a comprehensive economic, social and cultural effort and educative.

Khatoon Jassim, a social worker, said that the phenomenon of escaping from school and classes is less in the basic or primary stage, and if any, it is for reasons related to the achievement capabilities and weak mental abilities of the student, and therefore the most appropriate solution for it is to strengthen the student academically through the reinforcement classes that the Abu Dhabi Education Council pursues based on his conviction Weakness is not inherent in the student, but rather in the teacher, who should improve his methods of teaching the subject to attract a student to study.

Amna Abdullah Al Zaabi, a social worker at Al Reem School, Cycle Two for Girls, said that the excessive pampering of children by parents and their encouragement of their children to be absent on any occasion, no matter how important it is, leads to the child's accustomed since childhood to frequent absence and the accumulation of lessons, which leads to weakness in achievement and repeated failure in Subjects that end in hating education and leaving school permanently.

The study of Obeidat (1994) aimed at knowing the reasons for students dropping out in the basic stage in Irbid Governorate in Jordan from the point of view of school principals, and the reasons behind the school dropout problem in each of the first and second basic stages. The researcher used the descriptive approach and a questionnaire was developed for all data The study sample consisted of (175) principals, and they constituted 58.7% of the study population, which amounted to (298) principals. The first and second are attributed to gender or to the type of school. On the other hand, the results of the study indicated that friends have a great impact on students dropping out of schools, followed by the family, then the student himself, and then schools.

Abdeen (2001) conducted a study to find out the school administrations' procedures to support students' continuity in school, and to confront dropouts in the upper and secondary primary stages in the Jerusalem governorate in Palestine. The researcher used the descriptive analytical method. A questionnaire was developed consisting of (37) items distributed over six fields, and it was applied to a sample of all principals, who are (95) principals, and a stratified random sample of (259) teachers of both sexes from public and official schools in the Jerusalem governorate. The most important results showed that the procedures used to prevent and confront dropouts are insufficient, while many of the procedures that can be used do not exist. Principals and teachers differed in their appreciation of the most common and least common procedures. The results also indicated that there are statistically significant differences in the estimates of principals and teachers of the procedures used. In schools by profession, where the average ratings of principals were higher than the average ratings of teachers, while there were no significant differences in their ratings according to the supervising authority or school stage.

Al-Disi (2006) conducted a study that aimed to identify the causes of the dropout phenomenon in Jordanian public schools, and to build a model to control the dropout phenomenon in these schools from the point of view

of principals and teachers. From (80) principals, and (420) teachers, they were chosen by random stratified method. To answer the questions of the study, the researcher prepared a questionnaire consisting of four axes: (economic, social, psychological and educational factors). In the first place among the factors leading to dropout in Jordanian public schools from the point of view of principals and teachers, the social and psychological factors came in second place, then the educational factor came in the last place.

Abu Askar (2009) conducted a study aimed at identifying the role of school administration in girls' schools in facing the phenomenon of tidal dropout in the governorates of Gaza, and ways to activate it, and to identify the reality of dropout in these schools, and to know the degree to which the school administration practices its role in limiting this phenomenon, according to For the variables of years of service, academic qualification and place of residence on the degree to which the school administration practices its role in limiting this phenomenon, from the point of view of the study sample and included (68) principals, or 100% of the study population, a questionnaire was prepared to collect data consisting of (39) distributed items On two areas: the educational field and the social field, in addition to an open question about suggested ways to activate the role of school administration to reduce the dropout phenomenon. One of the most important results of the study was that the educational field ranked first, and the social field ranked second, with no statistically significant differences due to the variables of years of service, academic qualification, and the directorate to which the school belongs.

As for the study of Abu Mallouh (2011), which aimed to identify the reasons for dropping out of school in the Gaza Strip in occupied Palestine, the researcher used the descriptive approach. The study was applied to a sample that included 51 teachers, 31 principals, and 18 supervisors, and dialogue meetings were held for a support group that included 34 educators and a number of students. A large group of social, cultural, economic and educational factors that interact and intertwine with each other so that it is often difficult to separate them to determine the real cause of the dropout, and one of the reasons for dropout from an educational perspective is the practice of corporal punishment in school, and the lack of connection to the curricula with the lives of students, as it is long, crowded and stuffed With information, as well as the low educational and cultural level of parents.

Study (Abdulaziz 1993) under the title "The causes of the phenomenon of school dropout in the middle school in the Kingdom of Saudi Arabia".

-The aim of this study is to know the extent of the dropout problem in the Kingdom of Saudi Arabia, as well as the most important factors leading to the phenomenon of school dropout.

-In this study, the researcher relied on a random sample of students and teachers.

-The researcher also used a questionnaire as a tool to identify the causes of the leakage, as well as the scientific method through the descriptive study.

-The results of the study showed the following:

-The decline in the material income of the family is one of the factors leading to dropout.

-The school administration's lack of interest in students' problems is an important factor in students' reluctance to leave school.

-Among the study's proposals and recommendations are the following:

-The necessity of identifying the family and social conditions of the students since they joined the intermediate stage.

-Providing material assistance to students from low-income families.

The applied framework of the research (the study)

THE LIMITS OF THE STUDY

OBJECTIVE LIMITS: the phenomenon of students dropping out of public schools.

TIME LIMITS: The study of this research was conducted in the year (2022-2021).

SPATIAL LIMITS: This study was conducted in public schools in Aqaba Governorate.

HUMAN LIMITS: This study was conducted on (52) principals in government schools in Aqaba Governorate. And (30) parents of dropout students.

STUDY LIMITATIONS: This study was limited to school principals who work in public schools in the Aqaba Governorate, and to parents of dropout students, for the year (2022-2021).

The generalization of the study results depends on the validity and reliability of the study tool.

METHODOLOGY:

The descriptive (analytical) approach was used to study the phenomenon of students dropping out of government schools in Aqaba Governorate from the point of view of school principals and parents (dropout students).

STUDY POPULATION AND SAMPLE:

The study population consisted of school principals and parents in Aqaba Governorate for the academic year (2021-2022), which numbered (52) principals and principals, and they work in government schools affiliated with the Ministry of Education, And (30) parents

STUDY SAMPLE:

The study sample of principals and parents, which represents the original community of the study, was chosen randomly, where the sample size was (52) principals and principals and (30) parents.

STUDY DIMENSIONS:

The study includes the following variables (dimensions):

THE INDEPENDENT VARIABLES ARE:

- A. Gender and has two levels (male) and (female).
- B. Educational experience and it has three levels (less than five years) (from five to ten years) (ten years and more).
- C. Academic qualification and has two levels (postgraduate studies) (bachelor).
- D. The educational stage and it has two levels (the secondary stage) (the upper basic stage).

THE DEPENDENT VARIABLE IS:

The prevalence of school dropout phenomenon in public schools in Aqaba Governorate from the point of view of school principals and parents of dropout students.

STUDY TOOL:

The study tool consisted of a questionnaire that the researcher developed and wrote its paragraphs in the light of her experience and with reference to the educational literature and previous studies related to school dropout, its causes and types, such as the study (Abu Malluh, 2010), and the study (Abu Askar, 2009).

THE QUESTIONNAIRE CONSISTED OF TWO PARTS:

-**PART ONE:** general data related to the sample members in terms of (gender, years of experience, educational qualification and scientific stage).

-**THE SECOND PART:** It consisted of (23) items that were graded according to the five-point Likert scale (to a great degree, to a great degree, to a moderate degree, to a little degree, to a very little degree). It was divided into (3) areas:

-**THE FIRST FIELD:** the role of the principal with the dropout students.

-**THE SECOND FIELD:** the role of the principal with the parents.

-**THE THIRD FIELD:** the manager's role with the local community.

STATISTICAL STANDARD:

The five-point Likert scale was adopted to correct the study tools, by giving each of its paragraphs one degree out of its five degrees (to a very large degree, to a large degree, to a moderate degree, to a small degree, to a very low degree) and it is represented numerically (5, 4, 3, 2, 1) respectively, the following scale has been adopted for the purposes of analyzing the results:

From 1.00 to 2.33 Low

From 2.34 to 3.67 average

From 3.68 to 5.00 large

THE SCALE WAS CALCULATED BY USING THE FOLLOWING EQUATION:

(The upper limit of the scale (5) - the lower limit of the scale (1)) / The number of required categories (3)
 $= (5-1)/3 = 1.33$

And then add the answer (1.33) to the end of each category.

STABILITY OF THE STUDY INSTRUMENT:

To ensure the stability of the tool, the internal consistency was calculated on a pilot sample from outside the study sample (30) - according to Cronbach's alpha equation, and the table below shows these coefficients, and these ratios were considered appropriate for the purposes of this study.

TABLE (1) :CRONBACH'S INTERNAL CONSISTENCY COEFFICIENT ALPHA FOR DOMAINS AND TOTAL SCORE

| Fields | Internal consistency |
|---|----------------------|
| The role of the principal with the dropout students | 0.81 |
| The role of the principal with the parents | 0.79 |
| The manager's role with the local community | 0.80 |
| Total | 0.84 |

THE STUDY SAMPLE:

TABLE (2) :FREQUENCIES AND PERCENTAGES ACCORDING TO THE STUDY VARIABLES

| | Category | Frequencies | Percentage |
|-------------------|-----------------------|-------------|------------|
| Gender | Male | 26 | 31.7 |
| | Female | 56 | 68.3 |
| Qualification | BA | 52 | 63.4 |
| | Postgraduate | 30 | 36.6 |
| Experience | Less than 5 years old | 28 | 34.1 |
| | 10-5 | 17 | 20.7 |
| | More than 10 years | 37 | 45.1 |
| Educational Level | upper basic stage | 39 | 47.6 |
| | High school | 43 | 52.4 |
| | Total | 82 | 100.0 |

THE FIRST QUESTION: WHAT IS THE DEGREE OF PREVALENCE OF THE PHENOMENON OF SCHOOL DROPOUT AMONG STUDENTS OF PUBLIC SCHOOLS IN THE AQABA GOVERNORATE FROM THE POINT OF VIEW OF EDUCATIONAL COUNSELORS?

To answer this question, the arithmetic averages and standard deviations of the prevalence of the phenomenon of school dropout among students of public schools in the Aqaba Governorate were extracted from the point of view of educational counselors, and the table below illustrates this.

TABLE (3) :ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE DEGREE OF PREVALENCE OF THE PHENOMENON OF SCHOOL DROPOUT AMONG STUDENTS OF PUBLIC SCHOOLS IN AQABA GOVERNORATE FROM THE POINT OF VIEW OF EDUCATIONAL COUNSELORS, ARRANGED IN DESCENDING ORDER ACCORDING TO THE ARITHMETIC AVERAGES

| Rank | NO. | Field | Arithmetic Mean | Standard Deviation | Level |
|------|-----|---|-----------------|--------------------|--------|
| 1 | 1 | The role of the principal with the dropout students | 3.64 | 1.049 | Medium |
| 2 | 2 | The role of the principal with the parents | 3.57 | 1.068 | Medium |
| 3 | 3 | The manager's role with the local community | 3.35 | 1.234 | Medium |
| | | Total | 3.55 | 1.047 | Medium |

Table (3) shows that the arithmetic averages ranged between (3.35-3.64), where the domain of the manager's role with the dropout students ranked first with the highest arithmetic average of (3.64), while the domain of the manager's role with the local community came in the last rank with an arithmetic average of (3.35), and the arithmetic mean of the degree of prevalence of the phenomenon of school dropout among students of public schools in the Aqaba Governorate from the point of view of the educational counselors as a whole was (3.55).

THE SECOND QUESTION: "DO PRINCIPALS AND PARENTS' RESPONSES DIFFER AT THE LEVEL OF STATISTICAL SIGNIFICANCE (A = 0.05) ABOUT THE DEGREE OF PREVALENCE OF THE PHENOMENON OF SCHOOL DROPOUT AMONG PUBLIC SCHOOL STUDENTS IN AQABA GOVERNORATE DUE TO THE GENDER VARIABLE?"

To answer this question, the arithmetic means and standard deviations of the degree of prevalence of the phenomenon of school dropout among public school students in Aqaba Governorate were extracted according to the gender variable, and to indicate the statistical differences between the arithmetic averages, a t-test was used, and the table below illustrates this.

TABLE (4) :ARITHMETIC AVERAGES, STANDARD DEVIATIONS, AND THE T-TEST FOR THE EFFECT OF GENDER ON THE DEGREE OF PREVALENCE OF THE PHENOMENON OF SCHOOL DROPOUT AMONG PUBLIC SCHOOL STUDENTS IN AQABA GOVERNORATE

| | Gender | NO. | Arithmetic Mean | Standard Deviation | T Value | Freedom degree | Statistical Significance |
|---|--------|-----|-----------------|--------------------|---------|----------------|--------------------------|
| The role of the principal with the dropout students | Male | 26 | 3.72 | 1.028 | .499 | 80 | .619 |
| | Female | 56 | 3.60 | 1.066 | | | |
| The role of the principal with the parents | Male | 26 | 3.55 | 1.044 | -.085 | 80 | .933 |
| | Female | 56 | 3.58 | 1.089 | | | |
| The manager's role with the local community | Male | 26 | 3.38 | 1.249 | .152 | 80 | .880 |
| | Female | 56 | 3.33 | 1.238 | | | |
| Total | Male | 26 | 3.60 | .997 | .251 | 80 | .802 |
| | Female | 56 | 3.53 | 1.078 | | | |

THE THIRD QUESTION: "DO PRINCIPALS AND PARENTS' RESPONSES DIFFER AT THE LEVEL OF STATISTICAL SIGNIFICANCE ($\alpha = 0.05$) ABOUT THE DEGREE OF PREVALENCE OF THE PHENOMENON OF SCHOOL DROPOUT AMONG PUBLIC SCHOOL STUDENTS IN AQABA GOVERNORATE DUE TO THE EDUCATIONAL QUALIFICATION VARIABLE?"

To answer this question, the arithmetic averages and standard deviations of the degree of prevalence of the phenomenon of school dropout among public school students in the Aqaba Governorate were extracted according to the educational qualification variable, and to indicate the statistical differences between the arithmetic averages, a t-test was used, and the table below illustrates this.

TABLE (5) :ARITHMETIC AVERAGES, STANDARD DEVIATIONS, AND T-TEST FOR THE EFFECT OF ACADEMIC QUALIFICATIONS ON THE DEGREE OF PREVALENCE OF THE PHENOMENON OF SCHOOL DROPOUT AMONG PUBLIC SCHOOL STUDENTS IN AQABA GOVERNORATE

| | Gender | NO. | Arithmetic Mean | Standard Deviation | T Value | Freedom degree | Statistical Significance |
|---|--------------|-----|-----------------|--------------------|---------|----------------|--------------------------|
| The role of the principal with the dropout students | Bachelor | 52 | 3.56 | 1.123 | -.938 | 80 | .351 |
| | High Studies | 30 | 3.78 | .908 | | | |
| The role of the principal with the parents | Bachelor | 52 | 3.53 | 1.103 | -.438 | 80 | .662 |
| | High Studies | 30 | 3.64 | 1.020 | | | |
| The manager's role with the local community | Bachelor | 52 | 3.28 | 1.274 | -.668 | 80 | .506 |
| | High Studies | 30 | 3.47 | 1.172 | | | |
| Total | Bachelor | 52 | 3.49 | 1.104 | -.757 | 80 | .452 |
| | High Studies | 30 | 3.67 | .947 | | | |

Table (5) shows that there are no statistically significant differences ($\alpha = 0.05$) due to the effect of educational qualification in all fields and in the total score.

THE FOURTH QUESTION: DO PRINCIPALS AND PARENTS' RESPONSES DIFFER AT THE LEVEL OF STATISTICAL SIGNIFICANCE ($\alpha = 0.05$) ABOUT THE DEGREE OF PREVALENCE OF THE PHENOMENON OF SCHOOL DROPOUT AMONG PUBLIC SCHOOL STUDENTS IN AQABA GOVERNORATE ACCORDING TO THE VARIABLE (EXPERIENCE)?"

To answer this question, the arithmetic averages and standard deviations of the degree of prevalence of the phenomenon of school dropout among students of public schools in the Aqaba Governorate were extracted according to the variable of experience, and the table below illustrates this.

TABLE (6) :ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE DEGREE OF PREVALENCE OF THE PHENOMENON OF SCHOOL DROPOUT AMONG STUDENTS OF PUBLIC SCHOOLS IN AQABA GOVERNORATE ACCORDING TO THE VARIABLE OF EXPERIENCE

| | Categories | NO. | Arithmetic Mean | Standard Deviation |
|---|-----------------------|-----|-----------------|--------------------|
| The role of the principal with the dropout students | Less than 5 years old | 28 | 3.69 | .810 |
| | 10-5 | 17 | 3.30 | 1.268 |
| | More than 10 years | 37 | 3.75 | 1.097 |
| | Total | 82 | 3.64 | 1.049 |
| The principal role with the parents | Less than 5 years old | 28 | 3.78 | .806 |
| | 10-5 | 17 | 3.01 | 1.225 |
| | More than 10 years | 37 | 3.67 | 1.105 |
| | Total | 82 | 3.57 | 1.068 |
| The principal role with the local community | Less than 5 years old | 28 | 3.47 | 1.011 |
| | 10-5 | 17 | 2.91 | 1.273 |
| | More than 10 years | 37 | 3.45 | 1.350 |
| | Total | 82 | 3.35 | 1.234 |
| Total | Less than 5 years old | 28 | 3.67 | .806 |
| | 10-5 | 17 | 3.13 | 1.205 |
| | More than 10 years | 37 | 3.66 | 1.108 |
| | Total | 82 | 3.55 | 1.047 |

Table (6) shows an apparent discrepancy in the arithmetic averages and standard deviations of the degree of prevalence of the phenomenon of school dropout among students of public schools in Aqaba Governorate due to the different categories of the variable of experience.

TABLE (7) :UNIVARIATE ANALYSIS OF THE EFFECT OF EXPERIENCE ON THE DEGREE OF PREVALENCE OF THE PHENOMENON OF SCHOOL DROPOUT AMONG STUDENTS OF PUBLIC SCHOOLS IN THE AQABA GOVERNORATE

| | Source | Squares Sum | Freedom Degree | Squares Mean | F Value | Statistical Significance |
|---|----------------|-------------|----------------|--------------|---------|--------------------------|
| The role of the principal with the dropout students | Between groups | 2.437 | 2 | 1.218 | 1.109 | .335 |
| | Within groups | 86.770 | 79 | 1.098 | | |
| | Total | 89.206 | 81 | | | |
| The principal role with the parents | Between groups | 6.959 | 2 | 3.479 | 3.214 | .045 |
| | Within groups | 85.510 | 79 | 1.082 | | |
| | Total | 92.469 | 81 | | | |
| The principal role with the local community | Between groups | 4.165 | 2 | 2.083 | 1.380 | .257 |
| | Within groups | 119.198 | 79 | 1.509 | | |
| | Total | 123.364 | 81 | | | |
| | Between groups | 3.898 | 2 | 1.949 | 1.813 | .170 |
| | Within groups | 84.910 | 79 | 1.075 | | |
| | Total | 88.808 | 81 | | | |

Table (7) shows that there are no statistically significant differences at the significance level ($\alpha = 0.05$) due to the effect of experience in all fields and in the tool as a whole except for the role of the manager with parents. Scheffe, as shown in Table (7).

TABLE (8) :SCHEFFE DIMENSIONAL COMPARISONS OF THE IMPACT OF EXPERIENCE ON THE ROLE OF THE PRINCIPAL WITH PARENTS.

| | Arithmetic Mean | Less than 5 years | 5-10 | More than 10 years |
|--------------------|-----------------|-------------------|-------|--------------------|
| Less than 5 years | 3.78 | | | |
| 5-10 | 3.01 | .772* | | |
| More than 10 years | 3.67 | .113 | -.660 | |

* Function at the significance level ($\alpha = 0.05$).

Table (8) shows that there are statistically significant differences ($\alpha = 0.05$) between less than 5 years and 5-10, and the differences are in favor of less than 5 years.

THE FIFTH QUESTION: "DO PRINCIPALS AND PARENTS' RESPONSES DIFFER AT THE LEVEL OF STATISTICAL SIGNIFICANCE ($\alpha = 0.05$) ABOUT THE DEGREE OF PREVALENCE OF THE PHENOMENON OF SCHOOL DROPOUT AMONG PUBLIC SCHOOL STUDENTS IN AQABA GOVERNORATE DUE TO THE EDUCATIONAL STAGE VARIABLE?"

To answer this question, the arithmetic averages and standard deviations of the degree of prevalence of the phenomenon of school dropout among public school students in the Aqaba Governorate were extracted according to the variable of the educational stage, and to indicate the statistical differences between the arithmetic averages, a t-test was used, and the table below illustrates this.

TABLE (9) :ARITHMETIC AVERAGES, STANDARD DEVIATIONS, AND THE T-TEST FOR THE IMPACT OF THE EDUCATIONAL STAGE ON THE DEGREE OF PREVALENCE OF THE PHENOMENON OF SCHOOL DROPOUT AMONG STUDENTS OF PUBLIC SCHOOLS IN THE AQABA GOVERNORATE.

| | educational level | NO | Arithmetic Mean | Standard Deviation | T Value | Freedom Degree | Statistical Significance |
|---|-------------------|----|-----------------|--------------------|---------|----------------|--------------------------|
| The role of the principal with the dropout students | Upper basic stage | 39 | 3.58 | 1.085 | -.476 | 80 | .636 |
| | High school | 43 | 3.69 | 1.026 | | | |
| The principal role with the parents | Upper basic stage | 39 | 3.55 | 1.167 | -.133 | 80 | .895 |
| | High school | 43 | 3.58 | .985 | | | |
| The principal role with the local community | Upper basic stage | 39 | 3.32 | 1.313 | -.197 | 80 | .844 |
| | High school | 43 | 3.37 | 1.173 | | | |
| Total | Upper basic stage | 39 | 3.52 | 1.124 | -.320 | 80 | .750 |
| | High school | 43 | 3.59 | .984 | -.476 | | |

Table (9) shows that there are no statistically significant differences ($\alpha = 0.05$) due to the effect of the educational stage in all fields and in the total degree.

TABLE (10) : ARITHMETIC AVERAGES AND STANDARD DEVIATIONS RELATED TO THE DEGREE OF PREVALENCE OF THE PHENOMENON OF SCHOOL DROPOUT AMONG STUDENTS OF PUBLIC SCHOOLS IN AQABA GOVERNORATE FROM THE POINT OF VIEW OF EDUCATIONAL COUNSELORS.

| NO. | Items | Arithmetic Mean | Standard Deviation |
|-----|--|-----------------|--------------------|
| 1 | The principal of the school works to resolve the problems that occur among the students | 3.87 | 1.245 |
| 2 | The principal of the school deals with justice among the students | 3.90 | 1.182 |
| 3 | The school principal recognizes the students who have dropped out of school | 3.95 | 1.164 |
| 4 | The school principal follows up on students' complaints if they feel biased by teachers | 3.80 | 1.180 |
| 5 | The school principal guides and educates students about school dropout and the dangers of school dropouts | 3.54 | 1.317 |
| 6 | The school principal works to activate the role of the school radio to talk about the phenomenon of dropout and its negative effects | 3.51 | 1.326 |
| 7 | The school principal is working on holding awareness programs for students to show the importance of education and urge them to school discipline | 3.56 | 1.278 |
| 8 | The school principal organizes an awareness program to reduce student dropouts | 3.59 | 1.077 |
| 9 | The school principal is interested in issuing bulletins that students participate in editing to encourage and entice them at school | 3.48 | 1.288 |
| 10 | The principal visits sick students in order to encourage them to attend school | 3.39 | 1.293 |
| 11 | The director follows up on students' complaints through the complaints box | 3.44 | 1.353 |
| 12 | The school principal has the role of parents in the school | 3.60 | 1.265 |
| 13 | The school principal communicates with parents in the absence of frequent students | 3.76 | 1.282 |
| 14 | The principal of the school involves parents in solving students' problems | 3.63 | 1.232 |
| 15 | The principal organizes parent-student meetings with teachers | 3.59 | 1.165 |
| 16 | The principal holds periodic meetings with parents to discuss students' problems | 3.52 | 1.230 |
| 17 | The school principal is involved in solving family problems | 3.21 | 1.412 |
| 18 | The principal conducts instructional seminars for parents on how to deal with their children | 3.68 | 1.064 |
| 19 | The school principal communicates with the local community to engage students in community activities | 3.44 | 1.325 |
| 20 | The principal uses the local community institutions to educate students about the dangers of students dropping out of school | 3.30 | 1.312 |
| 21 | The director's recommendation to the local community to put up signs in public places about the negative effects of school dropout | 3.16 | 1.511 |
| 22 | The school principal encourages the local community to visit the school and learn about the reasons for students dropping out from the student himself | 3.43 | 1.370 |
| 23 | Assisting the local community in organizing periodic meetings to learn about students' affairs and their academic achievement | 3.40 | 1.350 |

RESULTS

After we discussed, analyzed and applied sufficient analysis in the light of the hypotheses, we conclude that:

- The necessity of informing the school, parents of students, of their children's absence from school as soon as possible.
- The necessity of identifying the dropout students, providing guidance to them, and educating them about the dangers of dropout and their educational and social damages.
- The necessity of providing an interactive and academic atmosphere for students.

- Distribute the students who have dropped out and the resulting poor achievement in the classes equitably, according to their abilities.
- Providing material and moral incentives for students.
- Organizing periodic weekly or monthly meetings to inform students about the conditions of their children and their academic achievement.

RECOMMENDATIONS:

In light of the findings of the researcher, some recommendations are now presented, the most important of which are:

- The need to pay special attention to cases of repeated absences and to know their causes and ways to treat them.
- Working to link students who are frequently absent with school activities, such as the school system committee, school radio, class divination, and others.
- Informing parents of strange observations in their children's behavior.
- Working to find incentives for schools in which the dropout rate is lower than other schools, and to honor their teachers and principals.
- Organizing recreational trips for students and visiting prominent archaeological sites mentioned in the curricula.
- Working to take into account the individual differences of students through diversification in teaching methods.

REFERENCES

- Abdeen, Mohammed. (2001). *Modern School Administration, Amman*: Al-Shorouk for Publishing and Distribution.
- Abdeen, Muhammad. (2001). Measures to confront leakage in the city of Jerusalem and its suburbs as seen by principals and teachers, *Dirasat Journal*, 28(2), 312-336.
- Abdeen, Muhammad. (2001). *Modern School Administration*, Amman: Al-Shorouk for Publishing and Distribution.
- Abu Askar, Muhammad. (2009). The role of school administration in girls' secondary schools in facing school dropouts in the governorates of Gaza and ways to activate it. *Unpublished Master's Thesis*, The Islamic University, Gaza, Palestine.
- Abu Samra, Mahmoud and Alawneh, Mazouz and Abbasi, Omar. (2008). Indicators of total quality management at Al-Quds University from its point of view. *Al-Quds Open University Journal for Research and Studies*, Al-Quds Open University, (12): 11-47.
- Al-Rashdan, Abdullah. (2001). *In the economics of education*, Amman: Dar Wael.
- Al-Sayed, Abdul-Hakim, (2000), *The Legal Guide for Education*, Amman: Department of Publications and Publishing.
- Analysis Variables that Predispose Adolescent to Dropout of Schools. *International Journal for the Advancement of Counselling*. 25(2): 181-192.
- Attia, Mohsen, and Al-Hashimi, Abdel-Rahman. (2008). *Practical education and its applications in preparing the future teacher*, Amman: Curriculum House for Publishing and Distribution.
- Collins, D. (2009). Variables that impact high-school dropout rates in a large metropolitan area, University of Georgia, USA
- Disi, Jacir. (2006). A model to control the dropout phenomenon in Jordanian public schools from the point of view of school principals and teachers, *an unpublished master's thesis*, University of Jordan, Amman, Jordan.
- General Administration of Educational Planning. (2013). *Annual educational statistics for the academic year 2012-2013 AD*, Ramallah, Palestine. UNRWA. (2013). Relief and Works Agency for Palestinian Refugees. Empirical Study . <http://www.unrwa.org/en/newsroom/press-releases>
- Human, Amer. (2004). The role of the student advisor in reducing academic violence from the point of view of student advisors in application to the Asir region, *an unpublished master's thesis*, Naif University for Security Sciences, Riyadh, Saudi Arabia. Palestinian Central Bureau of Statistics, (2009. Census Final Results, Population Report, Ramallah and Al-Bireh Governorate, Ramallah, Palestine.
- Mcgarr, J. (2010), *Early School Leaving: An Exploration of The Factors Contributing to School Early Leaving*, Dublin Institute of Technology, Ireland.
- Mehran, G.(1995). *Girls drop-out from primary schooling in the Middle East and North Africa*. Amman: Unicef.
- Mr. Abdul Hakim. (2000). *The Legal Guide for Education*, Amman: Department of Publications and Publishing.
- Nyaga, A. (2010). *Factors leading to drop out among female students in secondary schools in Runyenjes division of Embu east district, Kenya*, Chucka University College, Kenya.<http://www.cuc.ac.ke/sites/default/files/downloads/papers/Mrs%20Nyaga%20Thesis.pdf>

- Obeidat, Suleiman (1994). Reasons for students dropping out of the basic stage in Arid Governorate from the point of view of school principals, *unpublished master's thesis*, University of Jordan, Amman, Jordan.
- Palestinian Central Bureau of Statistics. (1996). *Educational Statistics Annual Book*, Educational Statistics Series No. 2, Ramallah, Palestine.
- Ramadan, Maryam, (2004). The role of secondary school principals in addressing dropout cases in the Ramtha district from their point of view, *an unpublished master's thesis*, Yarmouk University, Irbid, Jordan.
- Ramadan, Maryam. (2004). The role of secondary school principals in addressing dropout cases in the Ramtha district from their point of view, *an unpublished master's thesis*, Yarmouk University, Irbid, Jordan.
- Shaheen, Mohammed. (1999). *The Reality of Compulsory and Secondary Education in the West Bank*, University Students Association Research Center, Hebron, Palestine.
- Shaheen, Muhammad. (1999). *The Reality of Compulsory and Secondary Education in the West Bank*, University Students Association Research Center, Hebron, Palestine.
- Temple A, Judy, R., Arthur, J., and Miedel, W. (2000). *Can Early Intervention Prevent high School Dropout? Evidence From the Chicago Child-Parent Centers*. *Urban Education*,(35),31-56