

Mechanisms Used by Middle School Teachers to Manage and Address School Dropout Problems (A Field Study in Some Middle Schools in the City of Saida)

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Received: 12/12/2025 ; Accepted: 11/06/2026 ; Published: 07/07/2026

Abstract:

The current study aimed to investigate the mechanisms used by middle school teachers to manage and address school dropout problems, based on the following questions: What is the degree of the mechanisms used by middle school teachers to manage and address school dropout problems? Are there differences between the responses of middle school teachers regarding the mechanisms for managing and addressing school dropout problems according to the gender variable? Are there differences between the responses of middle school teachers regarding the mechanisms for managing and addressing school dropout problems according to the teaching profession variable? During the 2022/2023 academic year, and in order to achieve the objectives of the study, the two researchers relied on the descriptive approach, using a questionnaire as a research tool to measure teachers' mechanisms for managing school dropout problems. It consisted of (28) items whose statements were graded on a five-point scale after verifying its validity and reliability. The study was applied to a random sample consisting of 158 male and female teachers, representing 20%, from which 132 questionnaires were retrieved. As for the statistical processing, it was carried out using Pearson's and Spearman's correlation coefficients, Cronbach's alpha coefficient, the arithmetic mean and standard deviation, the Wilcoxon test, and the Kruskal-Wallis test. The results of the study showed that the degree of the mechanisms used by middle school teachers to manage and address school dropout problems was high. The results also revealed that there were no statistically significant differences between the responses of middle school teachers regarding the mechanisms for managing and addressing school dropout problems according to the gender variable, and no statistically significant differences between the responses of middle school teachers regarding the mechanisms for managing and addressing school dropout problems according to the teaching profession variable.

Keywords: middle school teachers, control mechanisms, school dropout, middle education.

Introduction:

The school is the basic pillar through which the learner obtains the keys to knowledge and various skills and experiences in order to employ them in his daily and even professional life. However, the educational process is affected by several factors that may influence the learner's academic path, including causes related to the family, others related to the school environment or the learner's health aspect, and other factors that result in school dropout. The latter may produce negative effects that benefit neither the individual nor society, but rather lead him to downfall. This is due to the actions resulting from the learner's behaviors, which may include violence, drug abuse, and other social ills,

in addition to deviations. His situation may also reach the point of looting and theft as a result of poverty, killing, and other immoral matters.

Problematic:

The process of education and instruction is the locomotive through which the human being reaches a level of comprehensive and integrated growth in the various aspects of his life, as they are two sides of the same coin. This can only be achieved through the first socialization he receives at home, and the second through school. Through it, he learns the principles of education and the foundations of knowledge that he needs in his life from early childhood until he becomes mature, in order to ensure his mental and physical safety and to form a good citizen free from psychological or behavioral disorders that may negatively affect his personality and society as a result of various factors.

It may also be due to the school environment, such as the student receiving severe beating from his teacher. This is what Habib Allah Issam El-Din Muhammad Al-Khair (2013) pointed out in his study on the causes of the phenomenon of student dropout from basic stage schools from the teachers' point of view, as a result of corporal punishment. This led the study of Al-Amin Fatima Muhammad Nour Awad Allah (2017) to call for the teacher to avoid using the latter in order to contribute to reducing this phenomenon. It may also be due to marginalization and discrimination among pupils inside the classroom and other forms of poor treatment. This was confirmed by the study of Al-Nawi Bel-Taher (2018), which stated that one of the reasons pupils leave school is the lack of pedagogical competence of the teacher within the school, such as mistreatment and failure to provide the basic needs of pupils across different age stages. It may also be due to the lack of appropriate qualification of teachers in dealing with pupils using suitable educational methods.

School dropout may also be due to insults, verbal abuse, and mockery that the learner receives from his classmates, or to the family environment. If the family is poor, the child may drop out of school and engage in any work to support his family. This is what the study of Bagadi Musa Ahmed Adam (2015) indicated, stating that school dropout results from economic causes, including: the parents' inability to pay school fees, pupils working in some marginal jobs, and the high costs of education. It is also observed that there are families that prevent their daughters from continuing their studies and push them toward early marriage. It may also be due to divorce, death, and other factors that result in dropping out of school without the learner or his family realizing how this happens. This was confirmed by Radia Mechri's study (2020), which stated that school dropout is a shared responsibility between the school and the family in pushing the pupil to become a victim who joins the groups of the illiterate and the unemployed, and in the worst cases becomes involved in a path of deviation and crime.

Likewise, the study of Suleiman Muhammad Ahmed Helmy (2015) confirmed the existence of many factors that lead to dropout from government experimental language schools in Beheira Governorate to general government education schools, some of which are related to the family, some to the school system, and some to the administrative system. Therefore, it has become necessary for the family and society as a whole to know the dangers of dropout and the harmful problems reflected by it, because it obstructs the education system, which is one of the basic rights of individuals. This is what the study of Boumedfaa El-Taher indicated. Thus, efforts must be intensified to overcome this phenomenon by setting plans, proposing solutions, and preventive measures to reduce this phenomenon and to promote an advanced, developed, and prosperous society through what its children provide.

Based on the above, this research, entitled: Mechanisms Used by Middle School Teachers to Manage and Address School Dropout Problems (A Field Study in Some Middle Schools in the City of Saida), came with the aim of identifying the extent to which middle school teachers manage and address school dropout problems, through posing the following problem: What is the degree of the mechanisms used by middle school teachers to manage and address school dropout problems?

Study Questions:

- ☐ What is the degree of the mechanisms used by middle school teachers to manage and address school dropout problems?
- ☐ Are there differences between the responses of middle school teachers regarding the mechanisms for managing and addressing school dropout problems according to the gender variable?
- ☐ Are there differences between the responses of middle school teachers regarding the mechanisms for managing and addressing school dropout problems according to the teaching profession variable?

Study Hypotheses:

- ☐ Middle school teachers have mechanisms for managing and addressing school dropout problems to a high degree.
- ☐ There are differences between the responses of middle school teachers regarding the mechanisms for managing and addressing school dropout problems according to the gender variable.
- ☐ There are differences between the responses of middle school teachers regarding the mechanisms for managing and addressing school dropout problems according to the teaching profession variable.

Importance of the Study:

The importance of the research is reflected in the following:

- The importance of the study lies in clarifying the most important mechanisms used by middle school teachers to manage and address school dropout problems.
- Providing researchers and those interested in various fields with research on the degree to which middle school teachers practice mechanisms for managing and addressing school dropout problems.
- Providing a theoretical framework on school dropout and its problems.
- Providing a field study that can be used in conducting other field research.
- Providing a realistic scientific study on the degree to which middle school teachers practice mechanisms for managing and addressing school dropout problems through a tool prepared for this purpose.
- The importance of the study also appears in attempting to draw the attention of officials to school dropout and its danger in order to work on addressing it.

Objectives of the Study:

The objectives of the research are as follows:

- ☐ To identify the degree of the mechanisms used by middle school teachers to manage and address school dropout problems.
- ☐ To identify the differences between the responses of middle school teachers regarding the mechanisms for managing and addressing school dropout problems according to the gender variable.
- ☐ To identify the differences between the responses of middle school teachers regarding the mechanisms for managing and addressing school dropout problems according to the teaching profession variable.

Operational Definition of Concepts:

Control mechanisms: A set of procedures or methods that middle school teachers resort to in order to reduce the phenomenon of school dropout and the negative effects resulting from it. It is the degree expressed through the responses of the sample members to the study tool.

Middle education: It is one of the educational stages that comes after primary education and before secondary education.

Middle school teachers: They are educated persons who hold an academic certificate to practice their work activity inside the educational institution.

School dropout: It is the pupil's interruption of schooling for any reason, whether at the beginning, middle, or end of the academic year.

□ Educational Problems:

Educational problems that have occupied the attention of educators have negative effects and consequences on the future of the student, the family, and society, and lead to a major waste in the educational process (Al-Janabi, 2019, p. 89). Many pupils suffer from these problems, which affect their academic achievement and their school and social adjustment. Perhaps the most important of them are the educational problems that pupils face in schools, which may be represented as follows: the rigidity of school subjects, the lack of visual and non-visual educational aids, and the lack of attention to extracurricular student activities and services. This is in addition to the lack of desire to engage in academic achievement, repeated absence, lack of attention inside the classroom, academic delay, and repeated failure (Abu Al-Nasr, 2017, p. 57).

This may be due to several factors related to the pupil, the school, and the family, foremost among them personal factors related to the pupil, the social and economic circumstances of his family, the weak ability of some pupils to adapt to the school environment, the lack of suitability of some subjects to their abilities and inclinations, and overcrowding of learners in the classroom. All of this may push the learner to drop out of school before completing the educational stage, which means that he does not benefit from the knowledge, experiences, and skills that the school is supposed to provide to its students through the curricula, educational means, and various activities prepared for them, which were designed to have an impact on the student's growth and maturity in a way that qualifies him to connect with life (Al-Janabi, 2019, p. 90). The following is a brief overview of the concept of school dropout.

□ The Concept of School Dropout:

Dropout linguistically: It comes from the verb "saraba." The Arabs used to say: "sarabat al-ibil tasarruban," and "saraba al-fahl suruban," meaning that it moved openly across the land wherever it wished. "Al-sarib" is the one who goes on his way across the land, and "saraba fi hajatihi" means that he went about his need during the day (Bukhari, 2020, p. 602).

As for dropout terminologically: the concepts of school dropout have differed and multiplied according to those who defined it.

UNICEF defined it in 1992 as the non-enrollment of children of school age in school, or their leaving it without successfully completing the educational stage in which they are studying, whether by their own will or as a result of other factors, as well as failure to attend regularly for a year or more (Mahmoud, 2011, p. 09).

The Arab League Educational, Cultural and Scientific Organization defines dropout as a form of educational loss in the educational field and the student's leaving study at one of its stages, which

represents a waste of the future capacities of society and an economic loss to the educational process (Sayed, 2019, p. 52).

It is also defined as interruption from studying at school before completing it for any reason, except death, and without enrolling in any other school (Taghreed, 2022, p. 123).

Dropout is also considered a common educational problem that involves the student leaving education before completing the upper basic educational stage as a result of emergency social circumstances (Saleh, 2013, p. 187).

Mahrn believes that dropout indicates the inability of the educational system in the school to retain the student after his enrollment in school (Abu Al-Rub, 2010, p. 36).

Baftoum defined it as: the student's interruption of study at a particular stage of education before completing study in it (Al-Otaibi, 2016, p. 199).

□ **Causes of School Dropout:**

Among these causes are:

First: Social causes, which are:

1. Family disintegration, marital problems, and parental divorce constitute an obstacle for the student to complete his studies. The low educational level of the family also plays a role, as parents' awareness of the importance of education depends on their cultural and educational level. Studies have shown that the presence of a large number of uneducated family members is related to the phenomenon of school dropout.
2. The death of both parents or one of them, which forces the student to leave school in order to support his siblings and bear responsibility.
3. The student's repeated and continuous illness.
4. The presence of physical or mental disabilities or learning difficulties suffered by the student.
5. Early marriage of females, especially in rural and remote areas.
6. The family's departure for spring grazing or harvest during the school year.
7. The influence of bad companions on the student himself and persuading him to leave school.
8. The distance of the school from the student's place of residence and the difficulty of reaching it, especially in remote areas.
9. The large number of children in the family and the parents' inability to meet their necessary needs.
10. The child's strong attachment to his mother, especially among first-grade basic education pupils.

Second: Educational causes, which are:

1. Low level of student achievement and repeated failure.
2. The existence of corporal punishment in school makes the student dislike school.
3. Unsuitable school buildings and overcrowded classrooms constitute a poor environment in which the student does not wish to remain.
4. The lack of qualified and trained teachers to deal with different types of students, which leads the student to dislike the teacher and consequently leave school.
5. The difficulty of the school curriculum and its lack of suitability to the students' desires and needs.
6. The abundance and difficulty of school assignments.
7. The presence of speech defects, hearing and visual problems, or learning difficulties.
8. The student's poor adjustment at school.
9. The student's poor relationship with his classmates and his lack of adjustment at school.
10. Students' feeling of boredom and frustration with the daily routine and the traditional teaching method.

11. Discrimination among students in all its forms practiced by the educational body in the school against students, whether discrimination based on achievement level, tribal basis, economic basis, gender, or school activities. All of these are reasons that have led students to drop out of their schools.

12. The absence of a vocational school close to the place of residence. Vocational education can be a means of reducing the dropout of students who have learning difficulties in the academic stream. Therefore, the existence of vocational schools near students' places of residence reduces this phenomenon.

Third: Economic causes, which are:

1. The low economic status of the family and the parents' inability to provide school supplies such as (school fees, clothing, stationery, daily allowance, etc.).

2. The student's desire to work in order to meet the needs of his family, especially if there is no one to support it or if the income is insufficient.

3. Poverty and unemployment are two reasons that lead some students to see no benefit in completing education when they see their peers who preceded them without work despite completing their education.

Types of School Dropout:

Educators have successively developed many classifications through which they attempted to identify the types of dropout from education. Perhaps the most comprehensive of these classifications is the following types:

First: Dropout according to study, and it is divided into:

□ **Children dropping out of school enrollment:** This is the first manifestation of dropout, and it is represented by not going to or enrolling in school at all.

□ **Dropout before the end of the stage:** Failure is a main reason for it; therefore, it is directly related to the problem of failure. It is represented by the student leaving school before completing the educational stage.

□ **Dropout at the end of the stage:** This type includes the end of any educational stage, where the student finishes a certain educational stage and does not join the subsequent educational stages (Al-Nasser, 2014, p. 19).

Second: Quantitative dropout.

It is divided into two types:

Total dropout: In this type, the pupil completely stops continuing his studies. In this type, the dropout returns to illiteracy. Thus, this dropout is defined as the pupil who leaves the school stage before its scheduled completion. They do not acquire knowledge related to writing and arithmetic, making them more likely to return to illiteracy. This type is related only to the first stage, whereas the middle and secondary stages are not considered total dropout because the dropout from them acquires skills and abilities that qualify him to perform various tasks relatively without relying on others.

Partial dropout: It is represented by escaping from and being absent from school, then returning to it again from time to time. This type is defined as the possibility that dropout may be temporary, meaning that dropouts return to complete their studies, either by being enrolled in the same grade or by joining the following academic year (Ben Ammar, 2019, p. 08).

Third: Qualitative dropout

Qualitative dropout embodies the fact that dropout from education has a life cycle and a natural context that proceeds as follows:

Moral dropout: Achieving the comprehensive and balanced growth of the student is a common feature among all educational systems and a priority that educational efforts seek to achieve through developing curricula and planning and implementing educational activities in a way that includes elements of attraction, interest, and motivation for the student to interact and participate in them. In view of the failure of classroom and extracurricular educational activities to take into account students' abilities and developmental needs, the features of qualitative dropout begin to materialize and appear through the psychological readiness to drop out. Among its manifestations are the student's feelings of distress and sadness, reluctance to participate in activities, and absence from school without a valid excuse.

Material Dropout (Mental Withdrawal and Weak Achievement): Achieving students' cognitive growth is considered a fundamental objective and a sustainable goal, as it is a basic axis in the system of balanced growth. Therefore, educational systems seek to achieve it through the curricula and educational activities that we reviewed in terms of purpose and content when discussing moral dropout. Perhaps the lack of excitement and attraction in educational activities, and their failure to take into account individual differences and students' learning styles, is a reason for distraction, mental withdrawal, weak educational performance, and a low level of achievement, thus beginning the stage of material dropout. Factors and causes of dropout from education. (Al-Nasser, 2014, p. 20)

□ **Indicators of School Dropout:**

The indicators of school dropout are as follows:

- Pupils' daily delay in going to school at the scheduled time leads to school dropout.
- Lack of attention and distraction in the classroom lead to the inability to follow studies properly, in addition to a deficiency in acquiring information and gaining experiences.
- Excessive violence at school, such as disrespecting teachers, damaging the board, breaking chairs, tables, and window glass, in addition to beating peers; all these are indicators that show the learner's unwillingness to study and continue schooling.
- The learner's weak motivation toward study, which appears in not doing school assignments, not bringing notebooks, books, and school supplies, attempts to cheat in exams, and others. (Issa, 2016, p. 120)

Effects of the Phenomenon of School Dropout:

Dropout is a problem that leaves negative effects on the society to which the learner belongs. Among these effects are:

- Wasting energies, abilities, and educational objectives, and it has a great and clear impact on all aspects and structure of society.
- Increasing the volume of social problems, juvenile delinquency, deviance, drug abuse, theft, and assault on others and their property.
- Shifting society's attention from construction, development, and prosperity to concern with correction, treatment, and guidance centers. (Nasr Allah, 2010, p. 493)

The effects resulting from school dropout can also be classified as follows:

Educational Effects:

- One of the most serious effects that may result from pupils' school dropout is the possibility of their relapse into illiteracy, which represents an educational problem that requires planning and organizing literacy programs for dropouts.
- The decline in pupils' cultural level and the decline in their scientific and performance skills.
- Pupils' lack of awareness of society's issues and problems.

Economic Effects:

- Increased spending on education without return.
- The high cost of the pupil in the middle stage as a result of school dropout.

Psychological Effects: The dropout child may face problems in adapting to his educated peers. (Al-Zaki, 2011, p. 743)

□ Preventive Proposals to Reduce the Phenomenon of School Dropout:

First: School Preventive Measures:

1. Activating the role of the educational counselor in helping students solve their educational and non-educational problems.
2. Fairness in treatment and non-discrimination among students inside the school.
3. Preventing punishment of all kinds in school (physical and psychological).
4. Providing empowering remedial education for students with learning difficulties.
5. Activating the law of compulsory education and establishing mechanisms for follow-up and implementation at the school level.
6. Allowing dropout students to rejoin school regardless of their age, according to specific and facilitated conditions. (Tarari, 2022, p. 394)

Second: Family Preventive Measures:

1. Helping poor families financially to cover
2. Spreading awareness and educating the family about the value and importance of education and the dangers of dropout for their children.
3. Convincing the family of the necessity of preparing a suitable family environment for their children by providing the appropriate time and place for studying at home.
4. Helping the family support their children in solving their study problems and learning difficulties in school subjects.
5. Not assigning their children family tasks beyond their capacity.
6. Activating communication and contact between the family and the school to follow up on their children's development, identify the problems they face inside and outside it, and help solve them.
7. Family participation in extracurricular activities organized by the school.
8. Raising the family's awareness of the dangers of early marriage for their daughters and activating laws that prohibit marriage under the specified age, as well as the dangers of discrimination among their children on the basis of gender in the field of education. (Tarari, 2022, p. 395)

❖ The Middle Education Stage:

✚ Its Concept:

The middle stage is defined as an educational stage located between the primary education stage and the secondary education stage. Its duration is four years, and most pupils who have completed the primary stage, which lasts five years, enroll in it. (Aliyah, 2020, p. 55)

❖ The Field of Improving the Quality of Education and Reducing School Dropout in Algerian Schools:

- Working to improve pedagogical performance by strengthening the professional capacities of teaching and supervisory staff.
- Reducing repetition rates in educational cycles by strengthening the pedagogical remediation system.

- Developing the school guidance system starting from the first year of middle school to help the pupil gradually build his personal project and involve him in his school, university, and professional choices.
- Expanding the opening of classes for pupils with special needs: those staying in hospitals for a long period, those who are academically delayed, and those with sensory disabilities, especially adapted education classes.
- Providing pedagogical care for pupils enrolled in multi-level classes.
- Developing and promoting reading activities in educational institutions. (Official Bulletin of National Education, 2014, p. 09)

The Applied Aspect:

The Exploratory Study:

Study Method: The descriptive method, as the descriptive method describes the phenomenon under study and analyzes its data.

Research Population: The research population of this study consists of all middle school teachers in the city of Saida.

Sample of the Exploratory Study: This study was applied to a sample consisting of 30 male and female middle school teachers during the period extending from 25/04/2023 to 07/05/2023.

Description of the Research Tool: The two researchers prepared a questionnaire to identify the mechanisms used by the middle school teacher to manage and address school dropout problems. The tool consisted of (28) items related to mechanisms for managing school dropout problems, corresponding to responses (always, often, sometimes, rarely, never), where the respondent chooses one alternative as an answer to each statement. It is corrected by assigning graded weights as follows: (always 05), (often 04), (sometimes 03), (rarely 02), (never 01).

Calculation of Psychometric Properties: Validity and Reliability of the Tool: To determine the validity of the questionnaire, it was applied to an exploratory sample consisting of (30) middle school teachers. Validity was calculated using the discriminant validity method, and after applying the SPSS statistical program, the results were as follows:

Table No. (01): Discriminant Validity

Mean	Standard Deviation	95% Confidence Intervals of the Difference		t	Degrees of Freedom	Significance Level
		Lower Bound	Upper Bound			
23.625	2.528	29.314	17.936	9.345	14	0.01

It is clear from the table above that the t-value is statistically significant at the 0.01 level, which means that the questionnaire has a discriminative ability between the two extreme samples in the questionnaire of the mechanisms used by middle school teachers to manage school dropout problems. Therefore, the questionnaire is valid.

Reliability Calculation: As for the reliability of the questionnaire, it was calculated using the split-half method, where the questionnaire items were divided into two equal parts: the first part represents the odd items from 01 to 27, and the second part represents the even items from 02 to 28. These are the scores obtained through the application of the questionnaire on the mechanisms used by middle

school teachers to manage school dropout problems. After applying the SPSS statistical program, the results were as follows:

Table No. (02): Reliability Using the Split-Half Method

	Number of Items	Sample Size	Degrees of Freedom	Correlation Coefficient	Significance Level
Number of Odd Items	14	30	28	0.72 Pearson	0.01
Number of Even Items	14			0.84 Spearman	

It is clear to us from the table above that the questionnaire reliability coefficient is equal to 0.72, and by correcting using Spearman, we obtained a reliability coefficient equal to 0.84. Therefore, the questionnaire has a high degree of reliability. It was also calculated using Cronbach's Alpha method, and the value obtained was 0.82.

The Basic Study:

Research Population: The research population includes all middle school teachers in the city of Saida, numbering 790 male and female teachers according to the statistics of the Directorate of Education for the 2022/2023 academic year.

Time Limits: This study was conducted during the period extending from 09/05/2023 to 29/05/2023.

Spatial Limits: This study was conducted in each of the following middle schools: Berachmi Mustapha, Megrani, Khadija Mother of the Believers, Mouloud Feraoun, Belkacem Bouazza, Chaouche Abdelkarim, Tahrat Ghazoui, and Belkacir.

Sample Size: The sample consists of 158 male and female middle school teachers distributed across 08 schools.

Presentation and Discussion of the Study Results: In correcting the study tool, a five-point scale was used: always, often, sometimes, rarely, never, as follows: very high (5) points, high (4) points, medium (3) points, low two points, and very low one point, to estimate the mechanisms used by middle school teachers to manage school dropout problems. The following statistical gradation was used to distribute the arithmetic means, according to the following equation:

Category length = (range length) / (number of categories)

= (5 - 1) / 5

= 0.80

Therefore, the distribution of the categories became as follows:

First: (1–1.80) Estimated at a very low degree.

Second: (1.81–2.60) Estimated at a low degree.

Third: (2.61–3.40) Estimated at a medium degree.

Fourth: (3.41–4.20) Estimated at a high degree.

Fifth: (4.21–5.00) Estimated at a very high degree.

Reminder of the First Hypothesis: The mechanisms used by middle school teachers to manage and address school dropout problems are at a high degree.

Table No. (03): Arithmetic means and standard deviations of the responses of the study sample members regarding the degree of the mechanisms used by middle school teachers to manage and address school dropout problems.

Statements	Arithmetic Mean	Standard Deviation
01	4,56	,723
02	3,60	,890
03	3,65	,965
04	4,52	,977
05	4,29	1,088
06	4,03	1,098
07	3,70	1,151
08	3,91	1,142
09	3,07	1,193
10	2,26	1,157
11	3,03	1,172
12	3,59	1,235
13	4,02	1,073
14	4,42	,857
15	4,60	,780
16	4,50	,852
17	3,78	,968
18	4,57	,812
19	3,77	1,053
20	3,77	,972
21	4,18	,971
22	4,61	,779
23	3,86	1,020
24	4,48	,869
25	4,17	1,028
26	3,98	1,073
27	4,08	1,105
28	3,85	1,188
Total Mean	3.95	

The results of the study, as shown in the table above, revealed that there is variation in the mean scores of the mechanisms used by middle school teachers to manage and address school dropout problems. The statement concerning the intensive organization of scientific trips and competitions was at a low degree (2.26). As for statements No. 09 and 11, they were at a medium degree, ranging between (3.03 and 3.07). Meanwhile, there were statements at a high degree, ranging between (3.59 and 4.18), represented by statements No. 02-03-06-07-08-12-13-17-19-20-21-23-25-26-27-28. However, the statements whose means ranged at very high degrees between (4.29) and (4.60) were statements No. 01-04-05-14-15-16-18-22-24. As for the overall arithmetic mean regarding the mechanisms used by middle school teachers to manage and address school dropout problems, it was at a high degree, estimated at 3.95.

Discussion of the Results of the First Hypothesis:

The results showed that the respondents' answers regarding the degree of mechanisms for managing and addressing school dropout problems ranged between low, medium, high, and very high degrees. As for the overall arithmetic mean of the tool, it was at a high degree, estimated at 3.95. Although middle school teachers have a major role in attempting to control and prevent school dropout through the practice of methods, procedures, or mechanisms to reduce this phenomenon, what was observed through the field study is that despite the provision of procedures to control this phenomenon, there is still a significant interruption of pupils from study during one year. This may be due to several factors, represented in family factors. Pupils often stop going to school either because parents are unable to cover the expenses of their child's studies, while in other families, their children stop studying in order to work and support the family, especially if it is very poor, or because girls are forced into marriage, or because of divorce or the death of one of the parents.

This is what was indicated by the study of Al-Olayan, Lulwa Hamad Ali (2017), which found that among the most important factors affecting the failure of some middle school female students in public schools in the city of Unaizah are: the large number of family problems and their negative impact on the female student, family disintegration such as divorce, the death of one parent, or the father's marriage to another wife, the lack of parents' interest in the academic level, and their harsh treatment of her.

Dropout may also be due to the school environment, either through the pupil being severely beaten by his teacher, or through marginalization, as well as exposure to mockery, insults, and verbal abuse from classmates. It may also be due to the learner's residence being very far from school, especially if the pupil lives in the countryside, as he needs a longer time to reach school. If it is winter, this takes even more time, and thus the learner may become tired of this situation and be forced to leave school. Likewise, some families move frequently, and here the learner may find himself in an atmosphere dominated by chaos and disturbance, and therefore he cannot study well. This may also lead him to stop studying, in addition to other factors that lead to this.

The results of the current study agreed with the study of Muhammad Awad Shuaibat (2018), which found that the role of school principals and teachers in Palestine in confronting the phenomenon of school dropout came at a high degree, as the arithmetic mean of the tool as a whole reached 3.92. They also agreed with the study of Marwan Walid Suleiman Al-Masri (2019), entitled *The Role of School Administration in Confronting Dropout in Public Schools in Khan Yunis Governorate*, which concluded that the degree of teachers' estimation in confronting school dropout was high, with a percentage of 81.3%.

As for the study of Cheroual Rachid (2018), entitled Mechanisms for Addressing School Dropout in Light of Pedagogical Innovations for the Post-Compulsory Education Stage (Secondary Cycle), it included effective mechanisms to address it and reduce its degree by relying on teaching through the competency-based approach and integration, and by introducing educational remediation, support, and guidance in education, choices, and the individual project, by providing integrated and equitable education for all, which ensured a reduction in dropout rates in the secondary cycle.

Meanwhile, the results of the current study differed from the study of Chabika Faiza (2015), entitled The Role of School Administration in Reducing the Phenomenon of School Dropout among Middle School Pupils according to Teachers' Opinions: A Field Study in the Middle Schools of M'sif, M'sila, which concluded that school administration contributes to a medium degree to reducing the phenomenon of school dropout on the whole questionnaire, whose value reached (-0.46).

As for Raouf Al-Jubairi's study, entitled Causes of Educational Wastage and the Factors Leading to It, it stated that the reasons leading pupils to leave school are represented in the neglected or poor school environment, which contributes greatly to educational wastage; the social and cultural conditions of the family directly affect the increase in the rate of educational wastage; and the economic conditions surrounding the family are also related to the increase in the rate of educational wastage.

The results also differed from the results of the study of Boujemaa Salem (2017), entitled Educational Factors of the Phenomenon of Educational Wastage in the Algerian School from the Point of View of Secondary Education Teachers, which found that the lack of discipline of some teachers and the weak teaching competencies of others led to a lack of mechanisms for dealing with students' problems and the inability to provide the psychological and social atmosphere for the learning process. This resulted in the weakness of the educational relationship between the teacher and the learner, and consequently alienation from both study and the teacher.

Reminder of the Second Hypothesis: There are statistically significant differences at the significance level of 0.05 between the responses of middle school teachers regarding the mechanisms for managing and addressing school dropout problems according to the gender variable.

To verify this hypothesis, we used the Mann-Whitney test after knowing that the distribution was non-normal, in order to determine the difference between the responses of middle school teachers regarding the mechanisms for managing and addressing school dropout problems according to the gender variable.

Table No. (04): Mann-Whitney Test for Comparing Teachers' Responses

	Number	Degrees of Freedom	Sum of Ranks	Mean Rank	U	Significance	Significance Level
Males	41	130	2574.50	62.79	1713.500	0.455	0.05
Females	91		6203.50	68.17			

It is clear from the table data that the "Mann-Whitney" value reached 1713.500, which is a statistically non-significant value at the significance level of 0.05, because the significance level is smaller than the statistical significance value of 0.455. This indicates that there are no statistically significant differences between the responses of middle school teachers regarding the mechanisms for managing and addressing school dropout problems according to the gender variable.

Discussion of the Results of the Second Hypothesis: The results obtained through statistical processing showed that the Mann-Whitney value equals (1713.500), which is a statistically non-significant value. Therefore, we reject the alternative hypothesis and accept the null hypothesis, which states that there are no statistically significant differences between the responses of middle school teachers regarding the mechanisms for managing and addressing school dropout problems according to the gender variable. This may be due to the fact that all middle school teachers have one point of view, whether males or females, regarding the practice of mechanisms for managing and addressing school dropout problems. Both try, with all the advice and guidance they have, to build dreams among learners about what they will become in the future, that is, raising their awareness of the importance of education and encouraging them to continue studying or carrying out activities. All this is done to prevent pupils from dropping out of school, especially those outstanding pupils who cannot be dispensed with, as they may become future cadres who are useful to themselves and to the society to which they belong.

The results of the current study agreed with the study of Tayseer Abdullah (2019), entitled Child Labor and Its Relationship with Dropout in the Schools of Al-Quds Al-Sharif, which found that there were no statistically significant differences between males and females in school, material, and family causes. The study also agreed with the study of Muhammad Yusuf Bazbaz (2018), entitled Factors of the Spread of the Phenomenon of School Dropout in the Schools of the University District and Ways to Reduce It from the Point of View of School Principals, which showed that there were no statistically significant differences in reducing the phenomenon of school dropout in the schools of the University District from the point of view of school principals attributed to the gender variable. As for the study of Zidan Khalil Abu Koush (2017) on the role of school administration in activating the partnership between the school and the local community to reduce the phenomenon of dropout among students of Negev schools inside the Green Line, the results of this study agreed with the current study in the absence of a difference attributed to the difference in the gender variable.

Reminder of the Third Hypothesis: There are statistically significant differences at the significance level of 0.05 between the responses of middle school teachers regarding the mechanisms for managing and addressing school dropout problems according to the teaching profession variable.

To verify this hypothesis, we used the Kruskal-Wallis test after knowing that the distribution was non-normal, in order to indicate the differences between more than two groups and to identify the differences in the responses of the sample members regarding the mechanisms for managing and addressing school dropout problems according to the teaching profession variable.

It is clear from the table data that the "Mann-Whitney" value reached 1713.500, which is a statistically non-significant value at the significance level of 0.05, because the significance level is smaller than the statistical significance value of 0.455. This indicates that there are no statistically significant differences between the responses of middle school teachers regarding the mechanisms for managing and addressing school dropout problems according to the gender variable.

Discussion of the Results of the Second Hypothesis: The results obtained through statistical processing showed that the Mann-Whitney value equals (1713.500), which is a statistically non-significant value. Therefore, we reject the alternative hypothesis and accept the null hypothesis, which states that there are no statistically significant differences between the responses of middle school teachers regarding the mechanisms for managing and addressing school dropout problems according to the gender variable. This may be due to the fact that all middle school teachers have one point of view, whether males or females, regarding the practice of mechanisms for managing and addressing

school dropout problems. Both try, with all the advice and guidance they have, to build dreams among learners about what they will become in the future, that is, raising their awareness of the importance of education and encouraging them to continue studying or carrying out activities. All this is done to prevent pupils from dropping out of school, especially those outstanding pupils who cannot be dispensed with, as they may become future cadres who are useful to themselves and to the society to which they belong.

The results of the current study agreed with the study of Tayseer Abdullah (2019), entitled Child Labor and Its Relationship with Dropout in the Schools of Al-Quds Al-Sharif, which found that there were no statistically significant differences between males and females in school, material, and family causes. The study also agreed with the study of Muhammad Yusuf Bazbaz (2018), entitled Factors of the Spread of the Phenomenon of School Dropout in the Schools of the University District and Ways to Reduce It from the Point of View of School Principals, which showed that there were no statistically significant differences in reducing the phenomenon of school dropout in the schools of the University District from the point of view of school principals attributed to the gender variable. As for the study of Zidan Khalil Abu Koush (2017) on the role of school administration in activating the partnership between the school and the local community to reduce the phenomenon of dropout among students of Negev schools inside the Green Line, the results of this study agreed with the current study in the absence of a difference attributed to the difference in the gender variable.

Reminder of the Third Hypothesis: There are statistically significant differences at the significance level of 0.05 between the responses of middle school teachers regarding the mechanisms for managing and addressing school dropout problems according to the teaching profession variable.

To verify this hypothesis, we used the Kruskal-Wallis test after knowing that the distribution was non-normal, in order to indicate the differences between more than two groups and to identify the differences in the responses of the sample members regarding the mechanisms for managing and addressing school dropout problems according to the teaching profession variable.

Table No. (05): Results of the Kruskal-Wallis Test

Teaching Profession	Number	Total	Kruskal-Wallis	Significance	Significance Level
Natural and Life Sciences	15	132	4.063	0.851	0.05
Physical Education	05				
English Language	18				
Social Studies	18				
Arabic Language	29				
French Language	14				
Mathematics	20				
Physics	12				
Fine Arts Education	01				

It is clear from the table data that the “Kruskal-Wallis” value reached 4.063, which is a statistically non-significant value at the significance level of 0.05, because the significance level is smaller than the statistical significance value of 0.851. Therefore, we reject the alternative hypothesis and accept the null hypothesis, which states that there are no statistically significant differences at the

significance level of 0.05 between the responses of middle school teachers regarding the mechanisms for managing and addressing school dropout problems according to the teaching profession variable.

Discussion of the Results of the Third Hypothesis:

It is clear from the results that there are no statistically significant differences between the responses of middle school teachers regarding the mechanisms for managing and addressing school dropout problems according to the teaching profession variable. It is observed that despite the difference in the teaching profession, all teachers practice mechanisms to manage school dropout problems. This may be due to each teacher's feeling that his pupils are like his own children and that he wants to see them distinguished morally and educationally, or his feeling that he is responsible before God and monitored. We find many teachers sincere in their work, giving more than what must be given, and always devoting themselves to their learners. Moreover, some teachers give their pupils time to listen to their problems and try to propose solutions or provide advice that affects the learner, and thus may prevent him from falling into mistakes that may negatively affect him, his family, his studies, and his society as a whole, according to their educational specialization or teaching profession, considering that the teacher is the person with whom learners spend most of their time compared to their families. The results of the current study agreed with the study of Saad Ibrahim Mashari (2016), entitled *The Role of Secondary School Principals in the State of Kuwait in Reducing the Phenomenon of School Dropout*, which concluded that there were no statistically significant differences in the responses of the study sample members toward the role of secondary school principals in the State of Kuwait in reducing the phenomenon of school dropout attributed to the job title variable. They also agreed with the study of Tariq Al-Gharib (2017), entitled *The Role of School Administration in Reducing Student Dropout in Public Secondary Education Schools in the State of Kuwait: A Field Study*, which showed that there were no statistically significant differences in the responses of the sample members regarding the causes and the role of school administration in confronting school dropout according to the job variable. Meanwhile, the results of the current study differed from the study of Muhammad Awad Shuaibat (2018), which concluded that there were statistically significant differences attributed to the job variable in confronting the phenomenon of school dropout.

Conclusion:

Based on the above, it can be said that the phenomenon of school dropout is a phenomenon that no society favors, as it leads to decline and the deterioration of the state entity. For example, instead of spending money to prepare generations properly in terms of education and instruction, and investing in economic fields that have positive returns for society, we find that it is either spent on building hospital institutions that provide services for treating drug addiction and other social ills, or on re-education institutions. Based on what was mentioned above, everyone concerned with this matter must strive to find solutions and proposals to reduce this phenomenon. Accordingly, we proposed a set of suggestions as follows:

- ✓ Raising parents' awareness of the danger of school dropout and the negative effects resulting from it.
- ✓ Training teachers in the psychological aspect.
- ✓ Opening positions in every middle school to employ specialists in clinical and educational psychology, counseling, and guidance.
- ✓ Trying to reduce the number of pupils inside one classroom so that the teacher can be informed about the conditions of each learner.
- ✓ Informing school principals about learners' files.

- ✓ Holding entertaining competitions and programs during the school year.
- ✓ Providing reinforcements to learners to motivate them to continue learning.
- ✓ Organizing scientific or recreational trips in order to bring change to the learner's psychological state.
- ✓ Providing encouragement, whether from the family or school environment, to learn repeatedly.

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