



Search information

Received 05/02/2023

Accepted 2023/06/15

Printed ISSN: 2352-989X

Online ISSN: 2602-6856

The effectiveness of the physical education and sports class in alleviating the phenomenon of school dropout

Medjralou Ahlem^{1*}

¹ University of Badji Mokhtar - Annaba

E-mail: ahmedjralou@gmail.com

ABSTRACT

This study aims to shed light on the most widespread problems in educational circles that affect a very important segment of society, which is the phenomenon of school dropout defined by UNESCO as a dropout is a student who leaves school before the last year of the school stage in which he is registered, and that This is due to several reasons, such as the student's low academic achievement, exit to the labor market, or the poor economic situation of the family... and other motives that aim to keep the student away from school. From this point of view, the goals of the physical education and sports class aimed at ridding the student of various The pressures and problems surrounding it, and an attempt to mitigate the spread of these phenomena in educational circles.

Keywords: effectiveness, the share of physical education and sports, the phenomenon of school dropout

* Medjralou Ahlem

INTRODUCTION

Among the manifestations that have surfaced for years is the phenomenon of school dropouts and dropouts for long periods. Recently, the scope of the phenomenon of school dropout has widened, especially in the developing world, whose people suffer from deteriorating economic conditions that do not allow education costs to be provided, and whose educational systems suffer from stagnation, underdevelopment, and inefficient human resources, and this phenomenon has a dangerous repercussion. It is like a bomb within these societies, as its expansion leads to increased illiteracy, weak human capabilities, moral deterioration, and other social problems. Hence, this study came to shed light on this educational issue, which is at the heart of the educational process, as it contributes to stopping the bleeding of cognitive deterioration among young people.

By highlighting the essential roles of the physical and sports education class in alleviating the pressures and problems that the student suffers from in the various stages of his learning.

2. Definition of function concepts and terms Efficiency:

A concept that expresses the validity of the elements used (inputs) to obtain the required output. It is a relationship between the type of inputs, not their quantity, and the outputs (output).

Operational definition: Effectiveness is the effect that the proposed program can have for treating ADHD in children, and this effect is determined statistically by the size of the effect.

3. The nature and importance of the physical and sports education lesson:

The physical education lesson is one of the academic subjects such as: physics, mathematics and language. However, it differs from these materials in that it provides students with motor skills and experiences. It also provides them with a lot of information and knowledge that covers health, psychological and social aspects, in addition to scientific knowledge related to the composition of the human body. This is done through the use of various motor activities such as individual and group exercises and games, which are carried out under the supervision of highly qualified trainers in this specialty. This is what Al-Basiouni and Al-Shafei explained to us. Thus, we understand that the lesson of physical education includes all fields related to students, as it touches the intellectual field, i. and mutual respect between students. It was also stated in Al-Khouli and Al-Shafi'i that through the lesson of physical education, students are given the opportunity to participate in carefully selected physical activities, in a logical sequence, and through an organized educational medium that develops various personal and human aspects, and through categories of activity such as gymnastics and athletics, and if physical education was defined

as a process of directing physical growth And human strength, using physical exercises, health measures, and some other methods that participate with educational means in developing the psychological, social and moral aspects. This is according to Al-Basiouni and Al-Shati. This means that the most important role of physical education in the school is to ensure the comprehensive and balanced growth of the students and to fulfill their physical needs according to the age stages and the level of their motor abilities. This is through physical activities and motor knowledge. All this means the comprehensive development of students so that they can assume their responsibility towards themselves and their personal and social lives in order to create good citizens who devote themselves and their existence to serving the interests of their country.

4. The tasks of the physical education and sports class: The lessons of physical education and sports in schools cannot be considered as a period of free play or entertainment. But it is an education-oriented period in which students participate in moving and learning a lot of principles and values through various motor activities. Therefore, it is necessary to pay attention to physical and sports education as a part of the educational system, through internal and external activities.

* Developing the educational aspect: The educational aspect is necessary in every practice and without it, no activity can advance, and from this point of view, we find that the physical education lesson performs the task. many educational qualities”, it works to develop moral features such as obedience, maintenance of public property, a sense of friendship, perseverance, perseverance, and sharing difficulties with colleagues.

* Developing the educational aspect: This aspect is represented in developing the students' culture related to sports practice only in Siyouni and the beach. This aspect includes the acquisition of information, knowledge and facts about the foundations of physical movement and its biological and biomechanical origins. Solving problems and linking what the child learns of skills, knowledge and attitudes to the nature of social life in order to employ what he learned in solving the problems he faces, and this is according to Al-Khouli and Al-Shafi'i.

* Developing the physical aspect: This aspect is represented in raising the level of physical capabilities of students, and improving general fitness for various physical characteristics. He also reviewed Al-Basiouni and Al-Shati in that this aspect helps to integrate motor skills and experiences, as well as helping to develop physical qualities such as: strength and speed, endurance, flexibility and agility. Essential in the excellence of athletes in various sports activities.

* Developing the health aspect: This is represented in the efficiency of the vital

functions of individuals, the ability of the body to bear work for various motor activities, and its ability to coordinate motor duties. This is done in the development of methods for correct practice by taking the health measures allocated during the physical education session by the trainer, which are represented in hygiene, recovery, therapeutic conditions, appropriate nutrition, and the practice of sound healthy habits, as through sports practice the students become more tolerant of fatigue, and can continue the activity for a period of time. For a long time he becomes a great resistance against the matter.

5. Scientific foundations of physical education and sports:

* Psychological foundations: The effect of physical education and sports is not only on the level of growth and physical preparation, but also extends to include psychological and voluntary characteristics of different and diverse sports. It requires participation in various competitions and regularity in the training process for the type of activity practiced and the preparation of a training method for these highly effective activities, as this is not achieved without studying and diagnosing the characteristics of the sports personality as the subject of this activity. Aspects of physical and sports activity, as well as accurate analysis of the psychological processes associated with motor activity. The student coming to the institutes of physical education and sports should realize the value and importance of the scientific, psychological and psychological aspect in his profession and apply it in the best way.

* Social foundations: Physical and sports education play an important role in improving the daily life style of the individual in particular and his society in general, because it permeates his daily life. With the group, play is only one of the manifestations of social harmony, through which the strength of social and human bonds between members of society increases. Physical education, through its activities, is able to provide a lot to cover the needs of the individual, which represent cooperation, love, familiarity, and interest in the tool of others, and the desire to influence others and the human feeling of reassurance within the framework of the society in which he lives, and he can achieve all these needs through play.

* Biological foundations: due to the fact that the body has a very complex mechanism, and its composition must be familiar to every educator. The approval came from the scholars of physical and sports education that the student of physical and sports education should have extensive knowledge, and this familiarity with the various medical and biological sciences such as functional anatomy, biochemistry, and the science of body systems such as the respiratory, circulatory, nervous, orthopedic systems, and in addition to this, giving a correct educational explanation, Or the health status of the player, and these interpretations are based on scientific bases extracted from his

educational attainment.

6. Benefits of the physical education and sports class:

- The benefits and duties of the physical education and sports class have been identified in the following points:
- Assistance in the integration of motor skills and experiences and the development of health rules for how to practice them within And outside the institution such as jumping, throwing, jumping.
- Helping to develop physical attributes such as: strength, speed, flexibility...etc.
- Control menus in cases of rest and movement.
- Acquisition of information, facts and knowledge on the kinetic and physical bases and their physiological and biomechanical conditions.
- From what has been mentioned, it becomes clear to us that physical education performs its function based on scientific foundations capable of Giving clear explanations and their importance and essence within the educational system.

7. Definition of a leak:

It is dropping out of school before completing it for any reason (except death) and not joining any other school. The spread of this phenomenon has raised the concern of many educators, intellectuals, and politicians, and many governments have given this problem special attention in order to study this phenomenon, which negatively affects not only the dropouts, but also the society as a whole, because dropout leads to an increase in the cost of education and increases the rate of unemployment and the spread of ignorance and poverty. And other social and economic problems. The outage Early schooling is a dilemma, and in its linguistic sense is abstention, refusal, and reluctance to study at a time when the student still has the right to continue his education. Educating him and keeping up with the programs of the Ministry of National Education. By early dropout, we do not mean here that collective or individual act that many educational institutions in the rural area suffer from, and whose purpose is early escape from school and at an illegal time. Legitimate questions: Is the interruption a result of a weak desire to learn, or a weak level? Does it have anything to do with the lack or lack of supervision by parents? Or is the phenomenon linked to poverty and the distance of the institution from the target, or is it the needs that the rural community imposes on parents who give priority to the harvest season, harvesting beetroot, and grazing sheep and cows? There are those who go beyond all these questions to confirm that reluctance to study, early discontinuation, and unwillingness to pursue studies is a result of adolescence, where adolescents tend to take risks and risk to the point of

recklessness. Through the behaviors emanating from some adolescents outside the family home, especially in the streets, that are characterized by impulsiveness and indifference, and sometimes deviating from public morals and from what is generally accepted in terms of traditions and moral and social values (1), and we do not see that adolescence is one and only factor in The prevalence of the phenomenon, as much as we affirm that the problem is greater than we imagine, as it overlaps with multiple factors, and we will try hard to limit some of them. By early dropout, we do not mean academic failure. As it is well known, the subject of academic failure has been defined by several definitions and labels, including: Academic retardation, academic retardation, retardation resulting from repetition. The last educational stage in which the student is registered. Abandon scolaire is the cessation of the continuation of the study by the learner, and this cessation may be before the end of a stage of education.

7. Causes of leakage

There are many factors that cause a student to drop out of school, and some of these reasons are intertwined, as we cannot be certain that this student left school for a specific reason without other causes or influences. which contributed to his dropping out of school. For example, a student may leave school because he feels that he is older than his classmates, even though he did not fail or repeat any year. As for the reason for his academic delay, it is due to the illiteracy of his father who did not attend school in his life, and therefore he did not enroll his son in school until at a later age after he He turned 8 years old. Here, the direct reason for this student leaving the school is not because he is older than his classmates, but rather the real reason is the delay in entering school due to the ignorance or neglect of his father. In the end, he dropped out of school. After all, this is not the only reason, but students may drop out for many different reasons. Most of the research and studies over the past years have focused on the following reasons:

A. Curriculum Curriculum length.

- The large number of subjects and their difficulty.
- The curriculum is not related to the student's environment.
- Failure to meet students' needs and take into account their personal preferences.

B. Teaching methods Not using teaching aids that attract students.

- Some teachers limit themselves to one teaching method that lacks the element of suspense.
- Some teachers rely on boring teaching methods that do not attract students.
- Non-compliance of some teachers with the study plan

C. Teacher:

- Lack of experience of some teachers. Some teachers do not take into account the individual differences of the student.
- The inability of some teachers to understand students' educational problems and deal with them in a correct manner.
- The use of force on students by some teachers, which causes them to be alienated from the study.

D. Student:

- Some students have limited abilities Some of the students are not ready to learn.
- Indifference to the work of the school and its systems.
- Preoccupation with other work outside of school.
- Repeated failure of the student.
- Too many temptations in this era, which attract the student and attract him to it.

E. Student advisor:

- Lack of careful follow-up from the student advisor.
- Lack of counseling and direction.
- Poor coordination between the student advisor and the school and home administration.
- Poor preparation and qualification of some student counselors.

F. School:

- The school seeks to form and develop the personality of the learner intellectually, emotionally and physically through the various sciences, knowledge and skills he receives, which gives him physical strength, intellectual capabilities and an emotional and emotional balance that enables him to perform his social role and function in life.. The school only succeeds in performing its function. If you combine the two processes of education and education, the integration of the teenager into the new school milieu in which he is involved requires him to devise new methods of adaptation that may differ from the methods by which he faced the various situations of the institutions to which he belonged. What does the school institution offer to the teenager? It allows He has opportunities to train on self-independence, and opportunities to deal with various problems within the classroom, build self-identity and cultural identity, and build his intellectual format. All these data and the acquisition of skills and abilities contribute to building his personality in its various physical, psychological, social and moral aspects. Thus, the function of the school becomes not only education, but also Education in its comprehensive sense, as it is a psychological and social field, a field for the

learner to be affected by the behavior of others and his influence on them, so that the child grows up sound and correct and does not feel a contradiction between the educational There must be a rapprochement and balance between the two environments, and perhaps this distance between the school and its surroundings in the rural area is considered one of the most important reasons leading to reluctance to study, or even to drop out of it altogether. On the theoretical level, it belongs to everyone, but on the level of reality it does not belong to any party, as no one feels his responsibilities towards it... It is a vicious circle, and the result is that the school remains distant for everyone... Most of the studies and research tend to confirm that the school Through its system, structure, and decisions, it passes the family model, and this can be explained through: the timing of work, its pace within the family in the desert and its school, and the textbook that communicates with the rural reality. Her sons, especially her daughters, are taught. It is really unfortunate that the reluctance to go to school is accompanied by the migration of females from the villages towards the cities, and there are also several other reasons, which are:

- After school about the place of residence of the students.
- Lack of schools in the student's residence.
- Lack of transportation.
- The student's failure to adapt to the school atmosphere for something, and thus he is cut off from it.

G. Examinations:

- The difficulty of some exams results in repeated failure of the student and thus leaving the school.

H. The relationship between home and school:

- Poor relationship between home and school.
- Some parents do not follow up on their children. Parents not attending parents' councils to follow up on their children.
- The absence of the father at home constantly and the embarrassment of addressing the student's mother.

K. Family reasons:

- Some parents believe that education is the prerogative of the school only.
- The family's preoccupation and failure to follow up on their son's studies to know his academic performance.
- Other family problems and circumstances, such as divorce.

8. Types of school dropout:

Any educational system, no matter how much we try to bring it to the point of perfection, will suffer from some gaps, especially dropouts, as this

phenomenon takes different forms and multiple forms, including:

• Pupils dropping out of primary school: It is one of the most dangerous types of dropout because it means ignorance and illiteracy, especially in the absence of applying the compulsory education law. It means the low rates of enrollment of children who have reached the legal age to enroll in the first grade, according to social, economic or other factors. Despite the efforts made by developing countries to limit this type of school dropout, these efforts collide with the reality of the huge numbers of people who drop out before joining school. UNESCO has issued a report indicating the total number of students whose ages range between (6-11). In the academic year 1980, an estimated 114 million students dropped out of them, while the estimated number of students expected to drop out when the year 2000 reached 103 million students.

• Pupils dropping out of school before they reach the end of the basic education stage: This type of dropout is the most widespread and prevalent in all educational systems, and this type is not limited to developing countries, but even developed countries suffer from it. This type is the most prevalent in the educational system of any country, and this type is related to the problem of repetition, as repetition may be a reason for dropping out, and there is a statistical correlation between them, as we cannot calculate the dropout accurately before we calculate the repetition, and this relationship has a great impact on the wastage that it affects the flow of students during the educational stages, especially during the primary stage.

• Interim dropout: It is the third type of dropout, which appears at the end of each educational stage, where some students do not take the general stage certificate completion exam, as well as those who fail in this exam. This type can be dealt with according to each educational stage as follows:

A. Dropout at the primary stage: According to the UNESCO report of 1995, the rates of non-remaining in school reflect the results of school dropout, which is still a major educational obstacle present in all developing regions, especially in Africa, sub-Saharan Africa, Latin America and South Asia. Where the number of students who reach the fourth year of primary school is estimated to be less than two-thirds of the number of students who start the first year. Likewise, the dropout rates for female students are higher than for males in some countries of South Africa, the Sahara Desert, the Arab countries and South Asia, which increases cooperation in educational opportunities and school achievement between them.

B. Dropout in the intermediate stage: Anyone who follows the phenomenon of dropout knows that what counts is not the number of students enrolled at the beginning of each educational stage, but rather the ability of these students to pass the stage in which they are enrolled. With regard to school dropout in the

intermediate preparatory stage, the statistics confirm the weak ability of the Arab countries to achieve full absorption upon reaching the year 2000 for students whose ages range between (12-17) years.

c. Dropping out of the secondary stage: The secondary stage is an important stage for students, as its end is associated with the baccalaureate exam, which determines the fate of students, either going to university and continuing their academic career in case of success, or going to work and dropping out of school in case of failure. Some of the students drop out before the end of the stage and go to the labor market, given that he has become able to work to meet his personal needs.

9. Categories of dropout students:

As long as we are talking about dropout students, they must have characteristics that distinguish them from others, whether psychologically, educationally, socially, or economically, in order to diagnose and treat these cases and limit as much as possible the spread of this phenomenon, knowing that these characteristics may not apply to all. For one dropout, one dropout may carry one characteristic, or it may have more than one trait, and these traits are:

- People with limited mental capabilities: This category suffers from difficulties in understanding and learning, and this is either genetic or pathological. This category of students is characterized by low self-esteem and inability to participate emotionally, and they are characterized by frequent failure and frustration as a distinctive feature of all their work and activities. They are recognized through their low grades in low academic achievement or through their failure, and therefore those in charge of education should follow up on such cases and pay more attention to them by finding special centers for them.
- Those with difficult economic conditions: The main reason for most of the students who drop out from school is the bad economic situation, which includes extreme poverty, lack of job opportunities for parents, or narrow housing and the large number of residents, which forces many students to leave school and search for job opportunities. It is easy, such as the mobile salesman or some car workshops, etc., which hinders them from completing their studies. Those who are forced to drop out: This category includes individuals who have left school as a result of some crises or personal or family problems, such as illness or sudden family poverty as a result of a certain disaster, or the death of one or both parents.
- Those with socially disjointed families: It is well known that the family plays a fundamental role in the student's progress towards school work. The

student who does not find the appropriate family climate is always preoccupied with the charged atmosphere among his family members, so his performance is characterized by anxiety and tension. The child resulting from his feeling of deprivation, in turn, affects academic achievement in general.

- Competent people: These students have the ability to achieve academic achievement and academic success, but some of them drop out of school, but they give up studying for reasons related to their personal preferences outside the field of study.
- Those with special behavior: Psychological, social and economic conditions reflect negatively on students. We find that some of them have acquired bad behavioral characteristics that reflect on their school commitment, including verbal aggression, physical violence towards others or teachers, difficulties in concentrating, and emotional disturbances.

10. The effects of school dropout:

- The phenomenon of dropping out of school and dropping out of it, and the direction of numbers of pupils and students to the street or to different fields of work, is one of the social and economic problems that do not negatively affect the individual only as the short-sighted view of some, but even society as a whole.
- Among the consequences of leakage are the following: Wasting energies, capabilities, educational goals, goals and objectives set by the state, and has a significant and clear impact on all aspects of society and its formation because it leads to an increase in the rate of illiteracy and unemployment and causes weakness of the economy and social output, and increases the dependency of the individual and his dependence on other individuals to work to provide basic needs, which It makes the individual dependent on other members of society.
- Increasing the size of social problems, juvenile delinquency, delinquency, drug abuse, theft, and assaulting others and their property. Leakage also leads to a shift in society's interest from construction, reconstruction, development, and prosperity to interest in reform, treatment and counseling centers, and an increase in the number of prisons and hospitals and their expenses.
- This problem stands as a stumbling block and a major obstacle to the reforms that educators are trying to carry out through the development of short, medium and long-term educational programs, curricula and plans.
- In addition to the fact that its repercussions confront security, law and reform men and increase their job burdens.

- The negative impact on the national productive capacity and sufficiency: This is evidenced by studies in the field of economics of education, which emphasized the existence of a proportionality between productive sufficiency and material economic income and the level of education that the individual has reached, because education is considered as the original investment of the human forces that are considered capital. And the real pillar in the field of comprehensive development.
- This is confirmed by the study conducted by Strowmilin, that the productivity of the educated has increased the productivity of the illiterate by about 43%, and some studies conducted in some Western countries to determine the productive efficiency have proven that workers who have received a degree of education increased their productivity significantly compared to their illiterate colleagues. by about 14%. Scholtz showed that more than 50% of the rise in US national income during the fifties of the twentieth century was due to the progress in education that in turn led to the advancement of labor productivity.
- - One of its effects is the imbalance of the social structure, the disparity of social classes and the unequal opportunities enjoyed by members of society, and thus the society becomes composed of different parts, some of which are successful learners in their studies and life, and a part that fails in their studies will not achieve a decent life for themselves and become a burden on their society.
- The school has an impact on the student's psychological health as a force that works on refining and developing the learner's personality, and it also has the ability to reduce the daily problems he faces and works to mitigate them. It has personal and social compatibility.
- The learner's failure to benefit from the knowledge, experiences and skills that affect his physical, mental, social and emotional maturity, and the maturity of his personality and his ability to qualify his communication in life. The problem of dropping out causes loss and loss for the learners themselves, because this problem leaves negative effects on the learner and disrupts his productive participation in society.
- The dropouts do not achieve tangible job mobility, or rather they do not achieve upward social mobility for themselves and their families in the future, meaning that both children and parents occupy the same modest level in the job ladder, and this means job stability, and then the lack of upward social mobility that should prevail in a democratic society. , which is based on equal opportunities and an open class system, this matter may cause an imbalance in the class structure of society. The dropout leads to the exit of large numbers of

young people to life, to acquire the minimum level of citizenship. Basic education represents in some Arab societies the necessary level of citizenship, as the aim of this stage in general is to acquire an acceptable base of values, morals and attitudes, and to develop children mentally, morally and socially. And nationally, and provide them with the basic amount of human knowledge and technical and scientific skills that are indispensable for the enlightened citizen to make his way in life successfully.

- Dropping out of school may partially impede the school's aim of reform, social renewal, and desirable change. It is known that the function of education is not limited to transmitting cultural heritage, but rather goes beyond it to bring about changes and trends intended socially, politically, economically, and intellectually. An educational stage of special importance, as it is the first necessary entry point for every reform and social renewal movement.

- The student's interruption from school and dropping out of school may lead to his regression to illiteracy on the one hand, and his joining the labor market on the other hand, and this is what leads, on the third hand, to his deviation. Dropout also leads to a loss in education, which results in an increase in the cost of education for the student, the classroom, or the school, while affecting the efficiency of education at the same time, and the increase in illiteracy, or the existence of the illiterate individual, are considered in themselves two frustrating and hindering factors for the production process. and comprehensive development socially and economically.

- The continuation of dropout leads to the continuation of ignorance and underdevelopment, and thus the dominance of obsolete customs and traditions that prevent the development of society, such as (early marriage, absolute patriarchal control, the view of girls' education) and thus depriving society of practicing democracy and depriving its members of their rights, because sovereignty cannot exist. A society and its freedom with ignorance and lack of awareness at the same time, so it is dominated by racism, prejudice, isolation and backwardness.

11. Therapeutic roles of educational actors to reduce school dropout:

*** The teacher's therapeutic role in the dropout phenomenon:** The teacher has a role in treating the problem of dropout.

- The teacher's treatment of the students and their relationship with him if it is based on love and mutual respect, and on the basis of parental relationships, which is one of the factors that attract students to stay in school and not leave it, and the environment may impose on the teacher to It plays a dual role that includes the role of the teacher and the role of the family.

- And when the teacher and the school administration provide the students with psychological, social, moral and physical care, and provide them with guidance and guidance, all of this makes them feel the importance of the school and makes the guardian realize the impact of that, so he does not make his son leave it.

- There is no doubt that paying attention to individual differences among students makes it easier to continue the education process, and thus to not leaving school.

- Sometimes this may be due to the inability of some students to compete with their peers, or because of the large number of homework that the teacher offers to his students.

-Also, the teacher should use flexible methods in teaching that the student responds to, which depend on appropriate educational means that motivate him to love education. Also, the teacher's knowledge of his material is sufficiently familiar and presented in an appropriate manner that prompts the student to pay attention to the material and his love for it.

- In addition to the teacher using the method of rewarding and praising the distinguished student, taking the hands of the weak students and urging them to make greater efforts and more attempts to overcome the difficulties, and not to try to insult them and detract from their value in front of their colleagues.

- The physical and sports education class also has pivotal roles in attracting students' interest towards active participation in classes, sporting events, as well as extra-curricular activities that make their attendance and discipline a basic requirement, and thus get rid of the idea of interruption, and the unwillingness to distance themselves from this enthusiastic atmosphere. ... In addition to alleviating the pressures that the child suffers from through the regular practice of activities, emptying the pent-up and getting rid of conflicts.

*The role of the family in treating the dropout phenomenon: The family has a major role in building the individual, as it is the small community in which the child grows up and is brought up on its values, and in which the problems he is exposed to are raised so that the family's opinions, suggestions and the steps it takes are solutions to the problems that the child is exposed to.

- It may affect his future, and among these problems is school dropout. The role of the family in dealing with the problem of school dropout is evident in ensuring the following:

- Encourage manifestations of joy and elation that the child feels when starting school
- Avoid issuing urgent and ill-considered judgments about the school and the teacher in front of the child.
- Enhancing the child's desire for self-affirmation and self-affirmation

among others.

- Encouraging the desire to enter into a new society and the continuous desire to be present within the group.
- Encouraging the desire to read and write by providing the necessary means and equipment.
- Diversifying readings in books and magazines and satisfying curiosity before school starts.
- Documenting the link between home and school.

12. Conclusion

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

13. Bibliography List :

- 1) Abu Saad, Ahmed Abdel Latif (2009), School Guidance, Dar Al Maysara for Publishing, Distribution and Printing, Amman.
- 2) Al-Amayreh, Muhammad Hassan (2007), Classroom Problems, 2nd Edition, Dar Al-Maysarah for Publishing, Distribution and Printing, Jordan.
- 3) Al-Farbi, Abdel-Latif (1994), Dictionary of Education Sciences, Pedagogical and Didactic Terms, Dar Al-Khattabi, Morocco.
- 4) Al-Samarrai, Ahmed Abbas, Bastwais Ahmed (1984), teaching methods in the field of physical education and sports, Dar Al-Mashreq, Baghdad.
- 5) Mahmoud, Hamouda (1991), childhood and adolescence, psychological problems and treatment, Modern Art Press, Egypt.
- 6) Muhammad Abbas, Nouredine (1998), The Socialization of the Child, Ramses Publications, Rabat.
- 7) Muhammad al-Shakhaibi, Ali al-Sayyid (2002), dropout as a social problem in Egyptian society, Sefer Encyclopedia of Parenting, Volume One, Egypt.
- 8) Omar Al-Julani, Fadia (1999), Diagnosis and Treatment of Social and Psychological Problems, Al-Ishaa Art Library and Press, Egypt.
- 9) Sayed, Al-Hawari (2004), Researchers' Guide to Preparing Scientific Research, Ain Al-Shams Library, Cairo.

