

ANALYSIS OF EDUCATIONAL WASTAGE IN FACULTY OF TECHNOLOGY - M'SILA UNIVERSITY-

KADI Hanane ^{1*}, BOUSSALEM Abdelaziz ²

¹ Lunisi Ali University. Blida-2 (Algeria), eh.kadi@univ-blida2.dz
Measurement and Psychological Studies Laboratory

² Lunisi Ali University. Blida-2 (Algeria), boussalem.azzizz@yahoo.fr
Measurement and Psychological Studies Laboratory

Received: 28/03/2023 **Accepted:** 07/06/2023 **Published:** 28/08/2023

Abstract:

The current study aimed to find out the major factors of educational waste in the Faculty of Technology at M'sila University according to the students' point of view.

To achieve this goal, the researchers relied on the analytical descriptive approach, and to collect data, we relied on a questionnaire prepared for this purpose, consisting of 40 items, which was applied to a sample of 289 students from Faculty of Technology.

The results indicated the influence of educational factors, followed by social factors, then personal factors, and finally economic factors.

The students suggested a set of solutions to this problem related to improving the conditions of higher education and reconsidering the guidance and orientation system used.

Keywords: educational waste; factors; orientation; dropout; failure.

* **KADI Hanane.**

I. Introduction :

Higher education is another stage of education, which is a necessary stage in any educational system. With its capabilities that contribute to the preparation of technical cadres, and training them to interact with various social issues, and university studies are of great importance in human life, as they increase the student's accuracy and strength in his specialty, and qualify him for the labor market, which is of great benefit to him and to others. Members of the Society.

However, higher education systems in any country in the world, no matter how advanced they are; it may suffer from some challenges and problems that affect the level of the educational process. The degree of impact of these challenges varies from one country to another. They may be economic, social, or related to the increasing number of students. Nevertheless, universities seek to provide an adequate level of higher education needs, which contribute to improving the quality and quality of education, whether through the provision of a selection of distinguished faculty members, or the provision of the material resources necessary for that.

For this reason, those in charge of education seek the quality of higher education, which means its ability to meet the requirements of the student, the labor market and society.

Therefore, achieving quality education requires directing all human resources, policies, systems, curricula, processes and infrastructure in order to create favorable conditions for innovation and creativity so that the student can reach the level he wants.

However, the problem of educational wastage (failure and dropping out) constitutes a major challenge for universities, despite the services they provide for the advancement of higher education and scientific research.

In view of the importance of the subject and its great impact on the process of higher education, some studies have attempted to monitor the causes of educational waste at this stage, and monitor its effects, and all of them have confirmed that educational waste causes financial and human waste that is negatively reflected on the outputs of the educational process and has a negative impact on comprehensive development.

The University of M'Sila, like other universities, suffers from the problem of educational waste, and officials have emphasized a number of challenges facing them, including tangible failure in the first year or subsequent years of university study, as well as dropping out without completing graduation requirements.

The faculty of Technology is witnessing a large spread of this problem, as the problem of educational waste in it is more serious compared to some other colleges, as it is one of the faculties that requires many devices, laboratories, and this in turn doubles its financial cost, and it is also one of the faculties that is reliable in preparing forces eligible for community service.

The faculty records low results for its students, especially in the first year, as 206 students out of 784 get an average of less than 10, with an arithmetic mean of 9.20, which is less than the required level, especially since the students directed to this specialty are those with somewhat high rates, and this decrease in the level of achievement makes many students repeat the year or request transfer to other majors inside or outside the university. The academic season (2019/2020) in the

faculty of Technology alone witnessed the submission of 52 internal transfer requests, 60 external transfer requests, and 82 cancellations of registration.

In the light of the recommendations of some studies and seminars that dealt with the issue of dropout and failure, the idea of this research arose to identify the educational waste in the College of Technology, the reasons that lead to it and ways to treat it.

In this sense, this study came to answer the following question:

- What are the factors of educational waste among the students of the Faculty of Technology at M'sila University, and what are the ways to treat them?

This question stems from the following sub-questions:

- What are the factors of educational waste at the Faculty of Technology in M'sila University according to the student's point of view?

- How can the problem of educational waste be treated in the Faculty of Technology at M'sila University, according to the student's point of view?

1 Reasons for choosing the research topic:

We focused our attention on choosing this topic, which is at the core of our competence and which affects a sensitive segment of society, which is the category of new university students, who are newly directed to it to complete their educational journey. One of the reasons that prompted us to choose the topic is the desire to shed light on the issue of educational waste among students of Faculty of Technology in M'sila University, who face many problems that appear in their poor academic achievement and lack of motivation to learn, especially if they are not directed to the specialty they desire.

2 Research importance

This research gains its importance from the importance of the topic it deals with, as the issue of educational waste (failure and dropout) has become a major challenge for universities, with the services they provide for the advancement of higher education.

The theoretical importance of the study is evident in an attempt to provide a new addition to psychological and educational research, and this is done by trying to draw the attention of those in charge of the university administration to the need to pay attention to student counseling and psychological accompaniment for new students, because this process has great psychological and educational effects that help these people understand themselves and determine their abilities and chart their future plans.

3 Objectives of the study

The current study aims to achieve a number of goals; the most important is to determining the factors of educational waste in the Faculty of Technology at M'sila University, and propose solutions to this problem that is bothering higher education officials in our country, and hinders the process of benefiting from the enormous human energy in sustainable development.

4 Previous Studies

After examining the theoretical heritage, the researchers noticed that there are few studies related to the subject of the study, within the limits of the knowledge of the researchers, and what we have reached of studies is from external environments, as the researchers were able to view some related studies as follows:

4.1 Alemi, M., Rezanejad, A., & Marefat, B. (2021) study entitled: " Exploring the reasons behind Iranian tefl graduate students' academic failure"

This cross-sectional study explored the reasons behind academic failure among Iranian students of teaching of English as a foreign language. Interviews were used to collect data from 56 graduate students (19 men and 37 women) and three officials of the university. Results indicated that four main factors led to the academic failure of the students, namely, (1) the student, (2) the professor, (3) the university, and (4) the source materials. Moreover, the results of chi-square tests indicated that no significant relationship existed between the gender and age of the students and their academic failure. Finally, a number of guidelines to prevent academic failure in this context are presented.

4.2 Morelli, M., Chirumbolo, A., Baiocco, R., & Cattelino, E. (2021) study entitled: "Academic failure: Individual, organizational, and social factors."

The study tested a structural equation model with latent variables to determine the impact of psychological, organizational, and relational variables on the intention to drop out of university and dissatisfaction with the university experience. An online survey was completed by 431 university students ($M = 23.06$, $SD = 5.5$, 362 females) recruited from different courses at several Italian universities. Results showed that the intention to drop out of university was negatively related to self-efficacy, institutional commitment, and academic integration, and positively related to an external locus of control.

Dissatisfaction with the university experience was negatively associated with self-efficacy, institutional commitment, and academic integration. Implications for preventive programs and interventions are presented.

4.3 Marguerite Maher & Helen Macallister,(2013) study entitled: " Retention and Attrition of Students in Higher Education".

This paper presents findings of a single case study, undertaken in a School of Education, which identify important strategies that have led to attrition of five to eight per cent, compared with 18 per cent cross the education sector in Australia (Department of Education, Science and Training, 2004). Findings include individual admissions interviews, funding of an Associate Dean Pastoral Care, course coordinators providing continuity of support, easy access for students to academic staff, well supported, extended professional experience, senior staff lecturing undergraduates, congruence between co-curricular supports and the educational framework, and comprehensive mentoring of new students. Finally, sustainability of these strategies in modern times is discussed.

4.4 Najimi A, Sharifirad G, Amini MM, Meftagh SD. (2013) study entitled: "Academic failure and students' viewpoint: The influence of individual, internal and external organizational factors"

This study was performed to investigate the factors affecting students' academic failure in Isfahan University of Medical Sciences. In this cross-sectional descriptive study, 280 students of Isfahan University of Medical Sciences were studied in 2009, they were chosen using multiple cluster sampling.

The results indicated that the most important factors affecting educational failure from students' point of view were : curriculum (4.23 ± 0.63), factors related to educator (3.88 ± 0.55), learning environment (3.63 ± 0.62), family factors (3.53 ± 0.6), socioeconomic factors (3.45 ± 0.69). There is a significant relationship between attitudes of students in two sexes and educator ($P = 0.03$) and socioeconomic environment ($P = 0.003$). In addition, the results did not show a significant difference between attitudes of students with age, marital status and employment status ($P > 0.05$).

The study concluded that more attention to curriculum, factors related to educator and learning environment can prevent students' educational failure, in addition to preventing loss of resources and contribute to develop a more effective educational system.

4.5 Yousaf Ali Khan, Zahoor Ahmad and Sadia Kousar (2013) study entitled: FACTORS INFLUENCING ACADEMIC FAILURE OF UNIVERSITIES STUDENTS

This study presents the result of a recent investigation at the University of Gujrat that attempted to identify the post enrollment factors that students perceived as having important influences on students failures in their university studies. Data is collected by using questionnaire. The Independent-Samples t-test procedure is used to compares means for two groups of cases. Structural equation modeling (SEM) analysis is also performing to test the relationship among latent factor represented by the actual data from 100 drop out students of university. Finding indicates that male and female groups are significantly different in their perception of causes of academic failure, but perception of students from different programs (Bs, M.A /M.Sc) is not significantly different. In their estimated model class participation and lack of family support is directly affected on students drop out from universities, but wrong choice of subject and change of system which is basically link with class participation and indirectly effect on students drop out.

4.6 Commenting on previous studies:

By looking at previous studies, it becomes clear that:

- ✓ Previous studies emphasized the importance of knowing the causes of educational waste in higher education.
- ✓ Emphasis on the concept of educational waste consisting of academic failure, and dropout.
- ✓ Previous studies showed the negative effects of educational waste.
- ✓ Some studies presented proposals to treat the causes of educational waste.

The current study was distinguished by: It dealt with the issue of educational waste in the Faculty of Technology at M'sila University, and it also made proposals to address the causes of educational waste in the Faculty of Technology.

5 Define concept

Wastage in education indicates inefficiency of the educational system since an educational system is efficient when such system tries to reduce wastage to the barest minimum.

The term wastage is used within the field of education to describe various aspects of failure of an educational system to achieve its objectives (**Yusuf M.A, 2014**).

Wastage, then, is failure of students to attain the qualifications they had registered for in a given course. According to **Ajayi & Mbah (2008)**, wastage arising from repetition and drop out is a sign of internal inefficiency in the education system.

UNESCO (1970) defined wastage to include drop outs, repeaters, premature withdrawal from schools.

According to **Nneka G. Nwaka (2014)**, wastage means the act of losing or destroying something, especially when it has been used or dealt with carelessly. Hence, wastage in education connotes inefficiency in the use of educational resources by school administrators.

In other words, poor relationship of educational inputs with outputs is wastage. Obviously, education wastage is clearly seen in the following negative attitudes: students' drop-out; carry-over of courses because of students' inability to perform as expected, hence failure to achieve; unemployment for graduates; employment without success in the area of work; brain-drain and poor utilization of educational resources such as personnel, time, physical, material and financial resources among others.

According to **Samuel (2017)**, Educational wastage has three components, failures, grade repetition and drop-outs. There are various forms, through which it takes place, failure of the system to provide universal education, failure to recruit the students within the system, failure to retain students, incapability on the part of the system to set appropriate objectives and inefficiency in the achievement of objectives. Repetition of classes is also one of the important features of educational wastage.

Repetition and dropout rates are the commonly used parameters to measure educational wastage, repeating a grade means utilizing more resources than allocated to a student and hindering the intake capacity of schools, it is meant a year spent by a pupil in the same grade and doing the same work as in the previous year.

Similarly, leaving a school (dropping) before completing a particular cycle/level of education, and before the end of the final year of the educational stage in which he is enrolled.

II. Methods and Materials:

1 Study Approach

Depending to the nature of topic and the objectives it seeks to achieve, we used the descriptive approach, which is based on "studying the phenomenon as it exists in reality, which is concerned with describing it accurately, by defining its characteristics and the correlation between its variables, and they are expressed in quantity and quality, and this approach is not limited to collecting information related to the phenomenon in order to investigate its various manifestations,

causes and correlations, but it includes analyzing and measuring data and interpreting and describing its results. (Badawi, 1997, 7).

2 Instruments (Tools)

2.1 Description of the questionnaire:

To achieve the objectives of the research and to obtain field data, The research group relied on a questionnaire addressed to students of the Faculty of Technology at M'sila University consisting of three sections: the first relates to personal data (age, gender, repeat year, baccalaureate average, first year university average), while the second section relates to the causes for poor achievement, and in turn is divided into (personal causes – educational causes - social causes - economic causes), while the third section relates to the proposals by the students of the Faculty of Technology at M'sila University to treat the problem of educational waste.

Table (1) shows the distribution of questionnaire items on the four Fields

	NO	Fields	items
factors of educational waste	1	Personal factors	09
	2	Educational factors	14
	3	Social factors	12
	4	Economic factors	05
		Total	40

We used the triangular Likert scale to measure the respondents' responses to the questionnaire items, as shown in the following table:

Table (2) shows the correction of the questionnaire according to the three-point Likert scale

degree of impact	weak degree	Medium degree	great degree
degree	1	2	3

Through the relative weights of the items, which range from 1 to 3 in the positive and negative directions, we divided the questionnaire into a three-way scale as follows:

Table (3) shows the estimated balance of the triangular Likert scale

response	weighted average	degree of impact
weak degree	From 1 to 1.66	weak effect
Medium degree	From 1.67 to 2.33	Medium effect
great degree	From 2.34 to 3	strong effect

2.2 Psychometric characteristics of the study tool

2.2.1 Validity Coefficient

In order to verify the validity of the questionnaire for field application, we presented its initial image to a sample of students from the Department of Psychology and Education Sciences at M'sila

University, and through the notes provided; we made the necessary modifications to the questionnaire.

We calculated the percentage of the validity of the items through the agreement of the students. The results of the interrators' consultation were as shown in the following table:

Table No. (4): represents the responses of the interrators sample to the questionnaire items and their validity values:

Fields	item	individuals		validity value	Fields	item	individuals		validity value
		yes	no				yes	no	
Personal factors	1	03	00	1	Educational factors	1	02	01	0.33
	2	02	01	0.33		2	03	00	1
	3	02	01	0.33		3	03	00	1
	4	03	00	1		4	02	01	0.33
	5	03	00	1		5	03	00	1
	6	01	02	0.33		6	03	00	1
	7	03	00	1		7	03	00	1
	8	03	00	1		8	03	00	1
	9	01	02	0.33		9	03	00	1
Social factors	1	03	00	1		10	03	00	1
	2	02	01	0.33		11	03	00	1
	3	03	00	1		12	02	01	0.33
	4	03	00	1	13	03	00	1	
	5	02	01	0.33	14	03	00	1	
	6	03	00	1	Economic factors	1	03	00	1
	7	03	00	1		2	03	00	1
	8	03	00	1		3	01	02	0.33
	9	03	00	1		4	03	00	1
	10	03	00	1		5	02	01	0.33
	11	02	01	0.33		/	/	/	/
	12	03	00	1		/	/	/	/

By dividing the total validity of the items, which is: 31.96, by their number, which is estimated at : 40, we get a validity value equal to: 0.78.

Considering that this value is greater than 0.60, we can say that this questionnaire is valid

2.2.2 Reliability Coefficient

To ensure the reliability of the scale, we relied on one method, Cronbach's alpha coefficient, and the results were as shown in the following table:

Table (5): shows the value of Cronbach's Alpha coefficient for the questionnaire as a whole and for its four Fields

Fields	Items	Coefficient value Cronbach's Alpha
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Personal factors	09	0.785
Educational factors	14	0.654
Social factors	12	0.845
Economic factors	05	0.789
Total	40	0.897

It is clear from the table that the reliability coefficient of the questionnaire using this method gave reassuring indications about the stability of the latter, as Cronbach's Alpha coefficient for all items of the study variable was 0.897. These results indicate that the questionnaire in its current form and its four fields is characterized by an acceptable degree of reliability, which indicates its suitability for field application.

3 Participants (sample)

Like other field studies, the research required us to select a sample from the research community, represented by the students of M'sila University.

The basic research sample consisted of **289** male and female students from the faculty of Technology in M'sila University. The sample was chosen randomly, and the characteristics of the study sample are summarized through the following tables.

Table (6) represents the distribution of sample members according to demographic variables and personal data.

variable		frequency	Percentage	Total
sex	male	121	41.9%	289
	females	168	58.1%	
Age	Less than 20 years	192	66.4%	289
	From 20 to 25 years	70	24.2%	
	More than 25 years	27	9.3%	
Baccalaureate average	less than 10	65	22.5%	289
	From 10 to 10.99	70	24.2%	
	From 11 to 11.99	56	19.4%	
	From 12 to 12.99	62	21.5%	
	More than 13	36	12.5%	
First-year college average	less than 6	6	2.1%	289
	From 6 to 7.99	23	8.0%	
	From 8 to 9.99	57	19.7%	
	From 10 to 10.99	135	46.7%	
	More than 11	68	23.5%	

Through the above table and by looking at the frequencies of the study sample, whose total size is **289** individuals, we note that the sample members were distributed to various variables to varying degrees, and this is within the representation of the different categories of one variable, and this reflects the random selection of the sample.

III. Results and discussion :

- 1. Presenting and analyzing the results related to the first question, which states: " What are the factors of educational waste at the Faculty of Technology in M'sila University according to the student's point of view ? "**

To answer this question, we determined the degree of approval of the items of the sub-fields to determine the most influential factors of educational waste from the student's point of view. This was done through the means and standard deviations of the study sample's responses to the questionnaire fields, and the data gave the results represented in the following table:

Table (7) shows the responses of students to the items of the questionnaire and its four fields

fields	Min	Max	Mean	S d	Rank	level
Personal factors	9	26	20.16	3.585	3	Medium effect
Educational factors	15	40	31.15	4.715	1	Medium effect
Social factors	14	32	24.49	3.448	2	Medium effect
Economic factors	5	15	11.56	1.796	4	Medium effect
Total score	44	111	87.36	12.152	Medium effect	

The results were confined between (44) and (111), with an arithmetic mean of (87.36) and a standard deviation of (12.152), which corresponds to the Medium effect of all the factors on educational waste at the Faculty of Technology in M'sila University according to the student's point of view.

Through the partial results of the four questionnaire fields, we were able to arrange them from the highest degree of effect on educational waste at the Faculty of Technology in M'sila University according to the student's point of view to the lowest, as follows:

- The first rank: Educational factors, where the scores of the respondents on this field were confined between (15) and (40), with an arithmetic mean of (31.15) and a standard deviation of (4.715), which corresponds to the Medium effect.**

The students believe that among the most important educational factors that push them to drop out of school is the lack of an appropriate educational climate, whether inside or outside the classrooms. They believe also that the poor level of some faculty members, their adoption of inappropriate teaching methods, and the weakness of the educational relationship between students and faculty members contribute greatly to their educational failure.

In addition, the difficulty of the curricula, its lack of an element of suspense, its lack of connection with the needs of society, its inability to meet students' tendencies and hobbies, as well as the many academic burdens and duties in exchange for the lack of sources of information in the university, they also see the examination system as causing their poor achievement, as the assessment process often focuses on memorization rather than comprehension and assimilation,

which constitutes an obstacle for students to collect points that qualify them to move to higher levels.

The teaching system may also constitute an obstacle for students, the lack of follow-up on the absence and attendance of students, and the leniency in cases of delay and interruption of studies due to sick holidays, makes many students get used to the idea of abandoning studies for long periods because they realize that they will return to it whenever they want to.

- **The second rank: Social factors, where the scores of the respondents on this field were confined between (14-31) with an arithmetic mean of (24.49) and a standard deviation of (3.448), which corresponds to the Medium effect.**

The students believe that there are many family factors that cause educational waste, including the large number of family and social problems surrounding them, and the lack of a suitable atmosphere for study and research within some families that leads to poor academic achievement, in addition to the absence of family awareness of the importance of university studies and the lack of moral encouragement for students.

Also among the social factors is the lack of the role of the media in raising cultural awareness among members of society of the importance of studying at the university, and the weak social appreciation for holders of university degrees, which led to the absence of social competition in obtaining university degrees, in addition to that accompanying friends who do not encourage the orientation towards higher education.

- **The third rank: Personal factors, where the scores of the respondents on this field were confined between (9-26) with an arithmetic mean of (20.16) and a standard deviation of (3.585), which corresponds to the Medium effect.**

Where the majority of students believe that their low percentage of ambition, as well as their poor adaptation to the higher education system, are among the most important factors that made them think of leaving the university. They believe also that The lack of motivation towards continuing university studies and the pessimistic view of the academic and career future made these students reconsider their study choices, which were often imposed on them and did not stem from their personal desires, and did not take into account their tendencies and interests.

In addition, their misconceptions about university studies and their low level of scientific research skills are among the reasons that caused their poor academic achievement. Many of them are surprised by the difficulty of educational curricula and contents and their significant difference from those in secondary education, as the student discovers that his abilities and preparations often do not correspond to those contents.

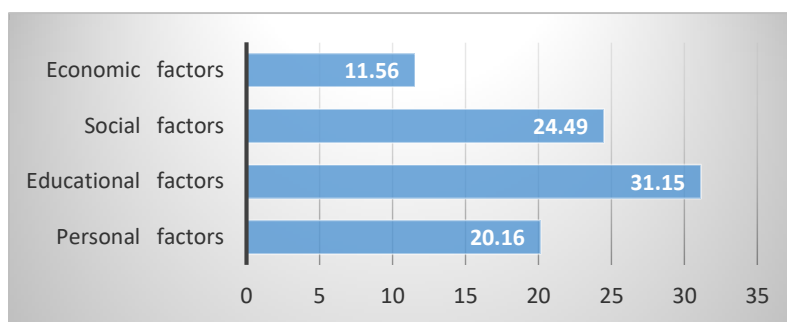
- **The fourth rank: Economic factors, as the scores of the respondents on this field were confined between (5-15) with an arithmetic mean of (11.56) and a standard deviation of (1.796), which corresponds to the Medium effect.**

Students believe that among the most important economic factors that affect their academic achievement is the weak feasibility of university studies because of widespread unemployment. They note that thousands of university graduates do not find jobs commensurate with their specializations, in addition to the low economic level of some families in some areas. This makes students preoccupied with improving their living conditions instead of concentrating on their

studies due to the exorbitant financial costs of research, expenses and transportation, despite the fact that education is free and they receive a financial scholarship, but it does not cover all their needs.

In addition, many of them, when they have a job opportunity, drop out of university without hesitation, because they see such opportunities that should not be given up because they are difficult to find in the future.

Graph No. (8) shows the mean scores of the study sample on the questionnaire and its four fields.



2. Presenting and analyzing the results related to the second question, which states: "How can the problem of educational waste be treated in the Faculty of Technology at M'sila University, according to the students' point of view?"

The results of the Qualitative analysis of the open question, which states: "In your opinion, what are the possible solutions to avoid failing and leaving the study?", She emphasized the students' awareness of the problem, and they presented a set of solutions mainly related to improving the conditions of study in the college (curricula, professors, teaching methods), in addition to calling for improving the material conditions of students so that they can devote themselves to studying instead of looking for work.

Their proposals summarized in the following points:

- Reconsider the admission criteria at the university, to achieve the admission of the largest possible number of students in the colleges that are compatible with their inclinations and desires.
- Support students in financial need, in addition to looking into increasing monthly student bonuses.
- Providing counseling programs for students enrolled in this college, to address their weaknesses in academic achievement.
- Presenting courses in interesting teaching methods that reduce the stagnation and difficulty of specializations in this college.
- Reconsidering the outputs of secondary education, including the knowledge and skills they possess, so that students are able to adapt to the courses in this college.
- The need to enroll faculty members in this college in educational courses related to the ethics of the teaching profession and dealing with students and others to prepare them educationally.

- The need to prepare counseling and awareness programs for students about the importance of university studies, and the extent to which they can be used in the future, through publications, lectures, and the like.
- The need to develop curricula and diversify the university professor's teaching methods that lead to increasing the element of suspense, dialogue and increasing the student's motivation to learn, which keeps him away from boredom and dropouts.
- The importance of developing the relationship between faculty members and students, which is based on mutual trust.
- Encouraging the subject teacher to the students to participate and discuss in the lecture and during the explanation, and to have a discussion and dialogue on the subject that is being explained so that the attention of the students is attracted to the lecture, and thus there is an interest for them.
- Adequate references and academic resources must be provided in the college library.
- The need to take into account the needs and tendencies of students when developing curricula, so that the curricula meet them.
- Reconsidering the weekly distribution of classes and ensuring that it is appropriate for students and avoiding excessive pressure on them.

3. Discussion

The study sample saw that there is a set of factors that have a significant role in academic waste in the Faculty of Technology at M'sila University, foremost of which are the educational factors related to the learning environment, followed by the social factors that relate to the family and social aspects surrounding the student, then the factors related to the student himself and his attributes, and finally the economic factors that drive many students to drop out of school in order to improve their living conditions.

The results of the current study agreed with other studies in identifying the factors of educational waste, but they differed in the order of those factors in terms of the most influential ones, where **Alemi, M., Rezanejad, A., & Marefat, B. (2021)** showed that four main factors led to academic failure of students, the first of which is related to the student, then the factors related to the professor, then the university, and finally factors related to the source materials, while **Najimi A, Sharifirad G, Amini MM, Meftagh SD. (2013)** indicated that more than anything else the students believed that failure was rooted in inadequacies in the curriculum regarding the students' needs and educational conditions. Other influential factors were the educator, the learning environment, family, and socioeconomic conditions.

Some students confirmed that the mistreatment of some faculty members is one of the causes of educational waste in the faculty of Technology. The researchers attributed this to the fact that some of the faculty members in this college are educationally unqualified, as the human relations between the faculty member and the student increase students' motivation to learn, improve their academic achievement, and increase their attachment and belonging to their study, and if these relationships are missing, the fate of the students will be failure and dropout.

It is the same as indicated by **Marguerite Maher & Helen Macallister (2013)**, The results of the study indicated the importance of Continuous support for students, ease of contact with faculty members, professional experience of professors and their possession of the necessary educational competencies, compatibility of students with the curricula and the educational system within the university, as well as comprehensive guidance for new students and pedagogical support for them.

Tinto (1975) was the first investigator to propose a longitudinal model of student drop out, He viewed drop out as analogous to suicide, and suggested it occurred when an individual had insufficient social integration with others at university, or when they did not fit in with the norms and value patterns of the university, and were unable to achieve academically to the required level (that is insufficient academic integration). and he suggested that a solution to the problem of academic maladjustment could be found by working on students' social inclusion, which occurs through informal peer groups and extra-curricular indicated activities, and through interaction with university staff.

The study confirmed the influence of social factors, whether related to the family or the environment surrounding the student, which he also indicated by **Yousaf Ali Khan, Zahoor Ahmad and Sadia Kousar (2013)**, as they emphasized that the lack of family support is directly affected on students drop out from universities, and the wrong choice of subject and change of system that is mainly related to class participation indirectly affects the dropout students.

As for the personal factors, they are no less important than the other factors. Some students indicated that their low motivation and lack of interest in studying is due to personal reasons related to them personally, which was confirmed by **Morelli, M., Chirumbolo, A., Baiocco, R., & Cattelino, E. (2021)** study witch determine the impact of psychological, organizational, and relational variables on the intention to drop out of university and dissatisfaction with the university experience, the results showed that the intention to drop out of university was negatively related to self-efficacy, institutional commitment, and academic integration, and positively related to an external locus of control. , also the dissatisfaction with the university experience was negatively associated with self-efficacy, institutional commitment, and academic integration.

IV. Conclusion:

Through this study, we were able to identify the most important factors that lead to educational waste in the Faculty of Technology at the University of M'sila. Most of them, according to the students' opinion, were confined to external factors related to the educational, social and economic aspects. However, this does not mean that the students' personal aspects are not affected by themselves.

Based on this, we make some recommendations:

- Reconsidering the approved guidance method, and the content of the guidance media classes that are offered to students at the secondary level, and the extent to which they are up-to-date and keep pace with current requirements.
- Activating the role of pedagogical accompaniment through the establishment of offices for guidance and counseling services within the university, because the latter may alleviate the psychological, social and educational problems that many students suffer from.

Through the findings of this study, we invite the specialists and those responsible for higher education to consider this issue. We also suggest conducting other studies similar to the current study in different institutions and different educational stages and in other scientific disciplines, in order to mitigate the severity of this phenomenon.

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