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Early School Leaving as a Worry in Algerian Secondary Schools

A Case Study ,Ahmed Zabana Secondary School, Ksar Chellala, Tiaret

And 11 Decembre Secondary School, Tissemsilt

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Dedication

This work is dedicated to:

My dear family, to my brave and beloved mother who supported me during the whole period of my life and who experienced great happiness whenever I made a step forward my studies and my job.

My father for his encouragement.

My dear brothers Miloud, Rabeh, Riadh, Amine and Zouhir for their love and encouragement.

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Miss: Chakhchakh Aicha

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To my wife and my beloved children

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List of Acronyms

ESCRs:	International Covenant on Economic, Social and Cultural Rights.
UDHR:	Universal Declaration of Human Rights.
UNESCO:	United Nations Educational, Scientific and Cultural Organization.
UNICEF:	United Nations Children's Fund.
PANA:	Pan African News Agency.
SES:	Socio Economic Status.

Abstract

This research aims at examining the phenomenon of early school leaving, a significant societal issue that has prevailed in the Algerian educational system over recent years. This study is an attempt to investigate the problem and inspect reasons of students' abandonment decisions from secondary schools and to do so, a sample from the population of early school leavers has been used. To make sure of a fair and an equal chance for the participants of this research and to have balanced results; 50 participants, 25 females and 25 males, finished a battery of survey that was planned to test two of the hypotheses, in an attempt to empirically differentiate altered factors that may contribute to students' decisions to leave schools early. A set of semi-structured interviews were also conducted with both 15 teachers and 15 parents of the school leavers to gather qualitative data concerning students' decisions to quit studying earlier and to discover other possible factors that may play a role in student attrition that had not previously been considered. Results found that classroom disengagement has no direct relationship with the decision to quit studying early however it has a direct link with school failure, and it will lead to the decision to leave school. Possible recommendations if not to stop at least to reduce the going up of school leaving among secondary school students.

Key words: early school leaving, school leavers, secondary schools, classroom disengagement, school failure, Algerian educational system

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General Introduction

Leaving out schools has been known as a silent epidemic, a crisis and a challenge, thus most of the happening problems are an outcome of it. The decision to leave schools is risky and costly not only to students but also to society. A significant number of them go on to become unemployed, living in poverty, receiving public assistance, in prison, unhealthy, divorced, and single parents of children who are likely to repeat the cycle themselves. In this case, studies on the problem of leaving secondary schools may not be enough; therefore, a series of techniques, measures and ways are needed to keep the students in schools.

This research work dealt with students who left secondary schools, the aim was to gain an in-depth understanding of this phenomenon from the perspectives of those who had experienced it, teachers and parents. These efforts were intended to paint a more in-depth picture of what made these students leaving secondary schools, and what might have helped them complete their secondary school education. For the teachers, to see if they are aware of those students who are tending to leave school before completing their studies and are they ready to fight this. With the parents, closely the same thing with the teachers except if they were giving support to their children who left school and especially if they were able of doing something that would change their children minds.

This study tries to answer the following questions:

- What reasons stand behind early school leave in secondary education?
- Is there a relationship between classroom disengagement, school failure and early school leaving?

Plausible satisfactory answers for the previous questions could be hypotheses are as follow:

1. Early leaving in Algerian secondary schools would be mainly due to ineffectual school policies or the displeasure about school staff actions.
2. Owing to classroom disengagement, students leave secondary schools.

This research has been conducted in two secondary schools: Ahmed Zabana secondary school Ksar Chellala, Tiaret and 11th Decembre secondary school, Tissemsilt.

The sample concerned students who left those secondary schools from different grades and different streams. The tools of data collection are school leavers questionnaire, teachers and parents' interviews.

This work contains two chapters. The first chapter is devoted to identify and clarify some basic concepts related to the study mainly: relationship between the three concepts of school engagement, school failure and early leaving from school. The second chapter provides a description of the research in term of methodology, research design, the data collection tools and analyses of the data obtained and interpretation of them to answer the research questions and proposes solutions to the phenomenon of early leaving from Algerian secondary schools.

CHAPTER ONE

Literature Review

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1.1. Introduction

Chapter one focuses on the definition of education and its importance as a primary right, without forgetting the secondary school. It also focuses on the school factors contributing in students' early leaving from school depending on Jeremy Finn's models. This chapter also discusses consequences of this phenomenon.

1.2. Education

1.2.1. Definition of Education

According to Oxford Advanced Learner's Dictionary; the word 'education' is defined as: "The process of receiving or giving systematic instruction, especially at a school or university" Education is defined by the Merriam Webster Dictionary as "—knowledge and development, resulting from an educational process". Research shows that there is no simple definition of education to which all would subscribe. For the purpose of this research, education is regarded as the process of equipping students with the necessary knowledge and understanding, skills and attributes required to work and live in a way which safeguards and maintains their rights and promotes their wellbeing and development into good productive members of society.

From abroad perspective education can be viewed as being a process which contributes to socialization in to the norms and values of the society in to which one is positioned. On the other hand, we can look at education from the rather narrow sense of what happens in the school. But essentially as Lonbay (1992-1993) has pointed out education includes learning and to assure the right to education that must be granted to be realized.

1.2.2. The Right to Education

Education is a basic human right for every child. It plays a crucial role in a person's lifetime which cannot be denied and therefore, It should be regarded as a lifelong process for all people, including children. In addition, the right to education is preserved in the Universal Declaration of Human Rights (UDHR), the International Covenant on Economic, Social and Cultural Rights and the Convention on the Rights of the Child in article 26 on December 10,1948. Quality education gives way to progress and development and paves the way to success for both societies and individuals.

It cannot be denied that the right to education is often stated in terms of being a civil and political right rather than a social right. It also has to be recognized that the right to education is already enshrined in the Algerian constitution and therefore many would say that it has already been provided for by Article 65 of the 2020 Constitution which says that:

- The right to education shall be guaranteed. The State shall ensure the continued improvement of the quality of education.
- Public education shall be free within the conditions fixed by law.
- Primary and Middle education shall be compulsory, and the State shall ensure the National Educational System.
- The State shall guarantee impartiality in educational institutions and shall uphold their pedagogical and academic quality.
- The state shall guarantee the neutrality of educational system from any political or ideological orientation
- School is the basic foundation for citizenship education
- The State shall protect equal access to schooling and vocational training.

Article 13 of the International Covenant on Economic, Social and Cultural Rights declares that the state parties present to the covenant call for the right to every one for education, it is agreed that education should be absorbed to the complete improvement of the human behavior and that education shall permit all individuals to partake effectively in society.

Article 26 of the Universal Declaration of Human Rights declares that: “ *One and all have the right to education. It is free, in all levels from primary to high school. Elementary education shall be obligatory. Technical and professional education shall be made in general available and higher education shall be similarly reachable to everyone on the principle of merit*” (Universal Declaration of Human Rights 1995-1996:26)

1.2.3. The Importance of Education

Education plays a key role in one’s life. For instance, it illuminates a person’s mind and thinking. It helps students to plan for work or pursue a higher education while graduating from university. It can be seen also as an objective and a component of development, as well as “fundamental to the broader notion of expanded human capabilities that lie at the heart of

the meaning of development” (Todaro and Smith,2011,P.359). Education is important to individual development, social cohesion and economic growth.

The opposite side of this particular coin is to consider what happens when sections of society are for whatever reason unable to access education of a sufficient quality to enable them to participate in the generation wealth. The likelihood is that many people cut off from access to education will probably be consigned to struggle against poverty and social exclusion. The provision of a right to education would not remedy this complex relationship between educational disadvantage and social exclusion over night. However, it would send a clear message to all sections of society indicating that to persist in maintaining barriers to the primary gate way of human development is a gross injustice and one deserving of Constitutional rectification.

In this twenty first century, the main challenge is to put an end to illiteracy. In the African and Asian countries, the millions of children living in poverty, who suffer many problems, they are deprived from the right to education and health. Another important trouble is that third world countries face how to make sure to make education available and accessible to all without any discrimination. Many of the developing countries do not give free education high priority in their national budget, for that reason, the poor people cannot send their children to educational institute. But every state is responsible to provide the free primary education and accessible to all. Every people should be able to benefit from the human rights educational opportunities planned to meet their basic human learning needs.

1.2.4. Secondary School Education in Algeria

Official educational systems in Algeria were originated by French colonizers who enforced school-going to Algerian children to acquire the European languages that their own children were familiar with. Schools were not extensive and only a slight minority was capable to get this education. However, things changed preciously when Algeria gained independence. Education system experienced a major transformation and more schools have been built and made accessible to the general population. As it is the case with any developing nation, there is always room for development and the related authorities continue to focus on developing education in Algeria.

The Algerian construction of the school system is built on five+four+three typical: five years of primary school, four years of middle school and three years of secondary school. Together, the nine years of primary and middle school education establish the compulsory basic education phase.

The Ministry of National Education is in the management of basic and secondary education; the Ministry of Higher Education and Scientific Research, and the Ministry of Professional Education in association with various other important ministries control the tertiary sector.

While the definition of secondary education is unmistakable, slight differences in the system of schooling pose problems when international comparisons are made. The definition of secondary education system in Algeria is clear but it poses problems in comparison with other countries with different educational systems. In Algeria, secondary education is the last part of the open access basic education cycle.

Secondary education is three years, concluding in the baccalauréat degree. Students track either one of two streams: technical and vocational; or general and specialized. Achieving the baccalaureat is from final national exams only. Students must have an overall exam in each subject studied, and get a combined average of minimum 50% to pass. Failure here is high, about only one of three succeed, the rest go on to a second examination round, where only 5-10% succeed (Minister of Education, 2015). Totally, less than half of students finishing secondary school achieve to get their baccalauréat.

Secondary education comprises general and technical secondary education. It is provided in secondary schools and continues for three years. The first year consists of fundamental curricula, divided into a literary stream and a science and technology stream. Beginning in the second year, education is divided into a general orientation and a technical orientation, linked by a bridging system allowing pupils to reorient their studies.

The accomplishment of general and technical secondary education is confirmed by the secondary school certificate. Students who earn this certificate may move on to higher education. Students who do not do so may either pursue vocational training or search for employment.

1.3. Early School Leaving

In most countries of the world students at the age of six must register in school, and by early twenties most of them experience with their first job, and retire from full time job by the age of sixty. Yet, not all the people fit equally these prospects in life. One obstacle is linked to the early school leaving. Nowadays, as it has been already stated, education has become an essential foundation on which countries build their future. A huge amount of money is spent on the education sector throughout the world. It is assumed that children who register at primary school sooner or later finish their secondary education. Therefore, those children who do not complete their secondary education or high school and left school are usually referred to as school leavers.

1.3.1. Definition of Early School Leaving

School leaver can be defined as an individual who is no longer in school and did not reach the recognized standard of achievement in the final year of his academic or vocational study. According to Oxford, a person who has abandoned a course of study or who has rejected conventional society to pursue an alternative lifestyle. Early school leaving is defined as premature termination of an educational cycle. A general definition includes categories wider than formal education, including organized educational activities. *A term is used to describe individuals who leave an activity, a course, a programme, or a school, before completing its requirements* (Dejnozka and Kapel1991:95).

The common definitions of early school leave agree in assuming the early termination of a cycle or stage. *Some describe this situation of pupils or students who leave school before completing a school year or a particular level of studies.* (Ortiz and Basile1982:78).

A school leaver is generally defined as a pupil who leaves school before the end of the final year of the educational stage or cycle in which he/she is enrolled (UNESCO 1980, Brimer and Pauli 1971).

The 1988 Federal Register defined a school leaver as a student who:

was enrolled in the district at some time during the previous school year; was not enrolled at the beginning of the current regular school year; has not graduated or completed a program of studies by the maximum age established

by the state; has not transferred to another public school district, or to a non-public school, or to a state-approved education program; and, has not left school because of illness or school-approved absence (Kronick and Hargis 1990:61)

This definition generally serves as a guide post for state agencies that often impose additional defining categories and criteria. Essentially at the state level higher degrees of specificity are interjected into the definitional process. The conception of early school leaving does not include students who complete one phase and do not enroll at the successive levels of educational phase. Brimer and Pauli (1971:15) see that "leaving school after the completion of a compulsory cycle without going on to the succeeding cycle" does not establish early school leave.

After compulsory level education, most commonly, the number of schools and available places at successive levels of education declines. It is not conceivable for all nations to retain all children throughout the total choice of requirements. Nevertheless, once a student is registered in a system, he/she is expected be able to complete. The national aim should be to retain all children recruited into a phase until the objectives of that phase have been fulfilled (Brimer and Pauli,1971).

For the tenacity of researching the problem of early school leaving in Algeria. It can be defined as follow: The phenomenon of early school leaving arises when a student who is once enrolled leaves the system before the end of the final year in the phase. The term also includes those who completed middle schooling but did not enroll at secondary level. It does not include those who leave the school for transfer to another school or students who die. Those expelled or suspended are also school leavers.

1.3.2. Withdrawing from School

The phenomenon of early school leaving has become something of a national obsession. Most educational systems are organized with the expectation that students will continue through age 17 or 18, but a disturbing number does not even remain until age 16. These "early school leavers" are viewed as failures of the educational system.

Teenagers leaving school before graduation may be just one more event in a chain that may have begun years before. The phenomenon of early school leaving is a developmental process. In this chapter, a focus on Finn Jeremy's models to explain it. The first, which he labeled the frustration-self-esteem model, theorizes that the early antecedent to school withdrawal is early school failure which in turn leads to low self-esteem and then leads to problem behaviors. Sooner or later, students either willingly leave school or are detached (pushed out) from school because of their difficult behavior. It offers one perspective for understanding this phenomenon as well. "The participation-identification model", in this model, the initial originator to withdrawal is the lack of involvement in classroom activities which in turn causes to low school performance and then to less identification with school. Participation in school activities includes responding to teacher directions and class necessities, participation in homework and other learning activities, participation in non-academic school activities, and participation in the control of the school. This second model emphasizes on the importance of a youngster's "bonding" with school; when this does not occur, the likelihood of problem behavior, including skipping classes and truancy, disruptive behavior and leaving school before graduation, are increased.

1.3.3. Finn's Models

1.3.3.1. Frustration-Self-Esteem Model

School failure is commonly referred to as a source of problem behavior. According to one common paradigm (Bloom,1976:158), "*(a) poor school performance is assumed to lead to (b) a reduced self-view and, consecutively, to (c) the students ,so opposing the perspective that is seen as responsible*". Poor school performance is showed at times by scores on standardized or teacher-made tests, by a history of low grades or, whether suitable or not, by IQ, intelligence quotient scores. The fault for poor performance is occasionally vague but is more commonly recognized to the school's failure to provide a satisfactory instructional and/or emotional environment. An impaired self-view is seen as causing from frustration or embarrassment.

The operationalization of self-view is either as general self-esteem, self-concept, academic self- conceptor personal agency beliefs. The oppositional behavior may take the form of troublemaking the instructional process, skipping class, or even committing delinquent acts.

Bernstein and Rulo (Bloom,1976) use this line of reasoning to clarify the possible costs of undiagnosed learning problems. As the student becomes embarrassed and frustrated by school failure, he or she may reveal progressively unfitting behavior that becomes more disruptive with age. As more adult attention is paid to controlling the behavior and less to the learning disability, the student "*falls beyond and beyond behind and turn out to be more of a problem. Eventually, the student is suspended, drops out, or is thrown out of school, and the movement toward delinquency is well under way*" (Bloom,1976:158).

Bloom argues more broadly that mental health i.e., positives self-regard and ego strength- develops as a student obtains repeated evidence of his competence through school-related success experiences. A history of good marks and progressive interactions with teachers may provide a type of immunization against mental illness for an indefinite period of time". Other students do not achieve this exception:

At the other extreme are the bottom third of the students who have been given consistent evidence of their inadequacy...over a period of 5 to 10 years. Such students rarely secure a positive reinforce mention the classroom... from teachers or parents. We would expect such students to be infected with emotional difficulties [and to] exhibits symptoms of acute distress and alienation from the world of school and adults .(Bloom,1976:158)

The chain of events is commenced by failure, primarily in school activities. Students are viewed as motivated to accomplish school success but cannot, due either to poor ability or study behaviors or to deficiencies in instruction. This "aspiration-opportunity disjunction" (Elliott&Voss,1974,p.18) may be most severe among low-SES-youth, a population highly represented in dropout digits (Elliott,Voss,&Wendling,1966).

According to Ford (1987), personal agency beliefs normalize the actual precedence given to particular consequences; these are the insights that the goal is itself attainable through human effort and that the individual has the competence to reach it. Problematical patterns of personal agency beliefs may arise, for example, if a student experiences repeated frustration in school subjects. This can lead to a "*perception of self as ineffective and powerless*" (Ford,1987:214) and would explain why some students withdraw from school, especially in later years.

In accordance with academic failure, depending on the frustration-esteem model, the students' self-view is a central moderator of problem behavior. Reliable patterns of scholastic failure may threaten one's self-view, resulting in a search for different activities that may be less sanctioned socially but through which the student can experience success. Gold and Mann (1984) point a direct causal role to self-esteem:

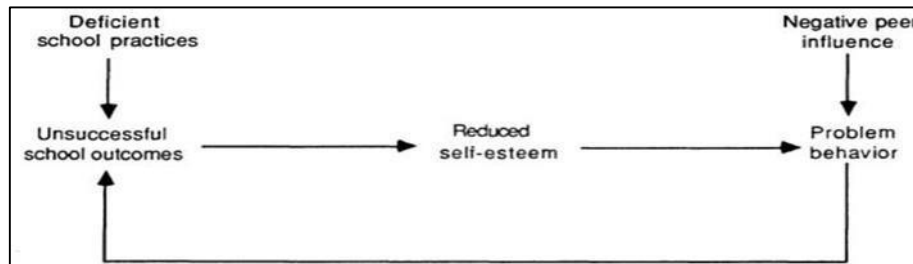


FIGURE 1.1: Frustration-self-esteem models, Gold and Mann (1984:385)

The main mechanisms of the frustration-esteem model are revealed in Figure 1. The cycle is like that defined by Bernstein and Rulo (1976), in which the students' behavior develops increasingly the emphasis of attention, reducing, earning opportunities still further. Problem behavior is impaired until the student withdraws or is removed completely from participating in the school environment. While instructional practices are not clearly part of the model, deficiencies in the school program are frequently responsible for initial academic failure. Support for this position is regularly academic (e.g., Bernstein & Rulo's "undiagnosed learning problems") or based mostly on correlational evidence. For example, Wehlage and Rutter (1986) compare dropouts and stay-ins in a section permitted " *Self-Esteem and Locus of Control: Further Evidence of School Failure*" (Wehlage 1986:385). *It would be more dynamic to avoid this kind of attribution and instead to analyze the interactions of students with their school and out-of-school environments in depth; Wehlage, too, calls for this type of analysis* (Rutter 1986: 20).

To disrupt the cycle, school personnel are left with further responsibility for increasing students' performance not to mention self-esteem, perhaps against high opposition on the student's part and a host of external influences. In one of the few interference studies to adopt the frustration-esteem paradigm, Gold and Mann (1984) studied troublemaking and delinquent adolescents attending three alternative schools. Schools were chosen that provided the two essential ingredients " increase in the amount of a youth's successful-versus unsuccessful-experiences, and a warm accepting relationship with one or more adults".

The frustration-esteem model does not pinpoint precise school practices that may be targeted for change, but many have been suggested. These contain such varied features as the organization of detached schools for at-risk students, revised disciplinary processes, and curricula designed to the needs of these students, positive teacher attitudes, and teaching practices that comprise students in the learning process more than most traditional approaches.

1.3.3.2. Participation-Identification Model

1.3.3.2.1. Identification With School

The idea that successful students develop a sense of identification with school while less successful students do not, or not to the same extent, has been described in positive terms under such rubrics as "affiliation", "involvement", "attachment,– commitment" and "bonding" and in negative terms such as "alienation" and " withdrawal" . These terms denote two ideas in common that constitute a good working definition of identification. First, students who recognize with school have an adopted idea of belongingness-that they are noticeably part of the school setting and that school constitutes an important part of their own experience. And second, these students worth success in school-relevant aims.

Both aspects of identification –under various aliases-have been related theoretically and empirically to the occurrence of problem behavior. But there was a significant reduction in in-school disruptive behavior and a concomitant increase in students' "optimism about their chances to succeed at school and their commitment to the academic role of student" (1984:153). Polk and Halferty (1972) factor-analyzed along checklist administered to more than 1,800 adolescents; items included home background measures, school participation and performance and out-of-school activities. One factor that discriminated strongly among individuals comprised a set of school aspirations, activities, and values, as well as delinquent acts. Labeling the factor "commitment" , the authors conclude that:

Delinquency is some youth maybe a function of the lack of commitment to school and adults success. The uncommitted delinquent youth , it would appear is characterized by behavioral withdrawal from school. He does not study, he receives poor grades and he does not participate in activities....

There is a pattern of psychological discomfort and alienation in the attitudes the delinquent and uncommitted youth exhibits toward the school
(Gold & Mann's 1984:85)

Firestone and Rosenblum (1988) identified two dimensions of commitment in transcripts of interviews with urban high school students: commitment to learning and commitment to "the place". Students did not talk much about the latter but it was apparent that school "is where students can come to be with their friends or where they find activities other than educational ones to keep them occupied" This use of the term commitment is broadened to encompass a belonging component as well as valuing.

The concept of alienation was popular in the sociological literature of the 1960s as a way to depict noninvolvement or nonattachment. The essential components of alienation, according to Seeman (1975) , are powerlessness, meaninglessness, normlessness, self-estrangement, social isolation, and cultural estrangement. Among them, social isolation and normlessness parallel the belonging and valuing aspects of identification most closely. Reid (1981) found significant differences between persistent school absentees and comparison groups on six of nine items reflecting these two aspects of alienation. Involvement and alienation have also been analyzed in interesting ways in the context of management research (see Kanungo, 1979, for a synthesis of this work) . Rabinowitz and Hall (1977) identify two models of the "job involvement" of employees. One perspective builds entirely on the valuing aspect of identification. By this definition, the person's self-worth is defined only by the degree of success on the job. It would be rare to find this level of involvement in school among youngsters in the United States. The second model, building on the belongingness aspect, views job involvement as "the degree to which a person is identified psychologically with his work" (Rabinowitz & Hall, 1977, p.266). The degree of Identification in turn, determines the extent to which success or failure on the job affects the individual's self-esteem. Thus the correlation of performance with self-esteem may be greater among youngsters highly involved in school than among those less involved. This hypothesis, with components from both the self-esteem and the identification models, is worthy of further testing.

Newman's conclusions underscore the difficulty of implementing changes that can reduce alienation, not to mention concomitant problem behavior. At the same time, a systematic

approach to understanding the development of identification with school, and later its non-development in other students may guide more productive interventions.

In conclusion, social control theory hypothesizes "that ties (...links, attachments, binds, and bonds) to conventional institutions function to control or inhibit the behavioral expression of deviant motivation" (Liska & Reed,1985:547). According to Hirschi (1969), these connections have four features : connection or concern with the opinions of others; commitment ,a sensible decision to behave in acceptable ways; involvement, the expenditure of time and energy in institutionally supported behaviors and belief, an opinion that the principles encouraged by the institution are effective. Social control theory highlights the prominence of attachment to parents and to schools.

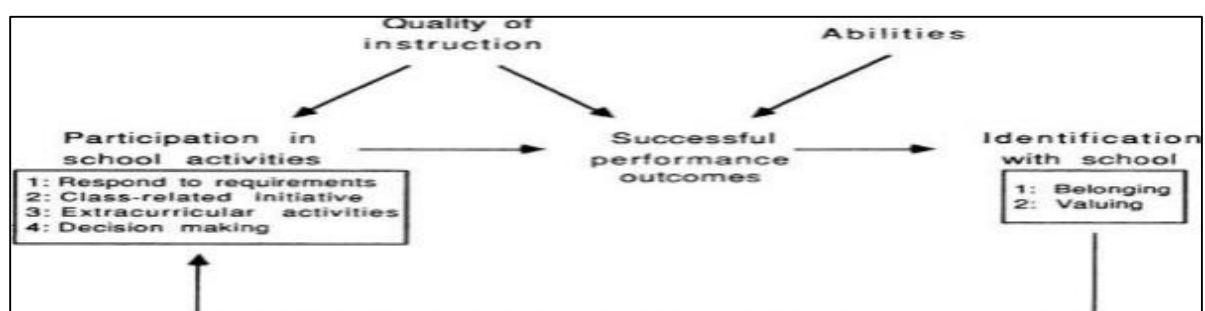
In a classic test of the model, Hirschi (1969) managed questionnaires to students joining junior and senior high schools to elicit their attitudes toward school, parents, and peers, as well as self-reports of delinquent acts. Connection to parents was revealed in items asking, for instance, whether the student's mother or father knew where they were or whom they were with when away from home, and whether they shared their thoughts and moods with their parents; connection to school was evaluated by asking if the student liked school or being interested of what the teacher thought of him or her. Responses from almost 1,200 adolescent boys confirmed the opposite relationship of both of these dimensions with self-reported misbehavior, as well as a positive association of delinquency with connection to delinquent friends. Further, delinquency was contrariwise related with items reflecting commitment to education and involvement in the one school-related action studied, homework. The major findings were also confirmed for rural adolescents in New York State (Hindelang,1973).

It is clear in the previous debate that the extent to which a student identifies with school is connected to such behaviors as absenteeism, dropout, and delinquency. While identification can be seen as an internal state with two components, "belonging" and "valuing, "all of them search cited also describes external manifestations of the presence or absence of identification. The separation of the behavioral from the emotional dimension is important. The two may develop in different ways and are certainly manipulable to different extents. In fact, the ability to manipulate participation in school activities may provide a handle through which increased levels of identification may become accessible.

1.3.3.2.2. Participation

The works on participation in schooling is varied, but different forms of participation can be identified that are involved in, to a greater or lesser degree, by most successful students. In the classroom, active participation is the minimal essential condition for formal learning to occur-the individual must be present with the teacher, read, study, remember, answer the questions, complete tasks, and so on. To the extent allowable by student aptitude and instructional methods, how the students perform in class is a direct outcome of their participation. The association of classroom participation with academic performance is reinforced dependably in empirical research (Anderson,1975; Australian Council for Educational Research, 1974; Cobb, 1972; Kerr, Zigmund, Schaeffer, & Brown, 1986; Lahaderne, 1968; McKinney, Mason, Perkerson & Clifford,1975; Swift & Spivack,1969). This work comprises a number of approaches to the measurement of in-class participation. For example, both Mc Kinney et al. (1975) and Kerr et al. (1986) observed students' actions every 10 seconds, and combined the observation to behavior measures. The Mc Kinney framework, based on a principal components' analysis of observations of second-grade students, yielded the most precise measures.

In contrast, the Kerr observations made just three scales: "class preparedness", "exhibiting an interesting academic performance", and "interacting appropriately with teachers". Each comprised negative as well as positive behaviors; for example, "falling asleep" was considered as a sign of less concentration. All three scales classified among high school students estimated by their teachers to be "successful" or "unsuccessful in their change to the demands of high school" (Kerretal.,1986, p.21). Anderson (1975) marked students in grades seven through nine as being "on task" or "off task" at each observational point and calculated the percentage of time pauses during which each student was on task. This measure produced correlations between. 59 and 66 with performance in particular mathematics units. The Classroom Practice Scale used by Anderson (see Anderson & Scott,1978a) differs from the other observational approaches in that student activity is not recorded in detail. Instead, the precise type of teaching is recorded for each time break (i.e.,the context, events, and



instructional method) and then whether the students attending or not. The more global ratings of the type used by Anderson (1975) or Kerr et al. (1986) maybe adequate if the tenacity is to recognize students whose participation is unacceptably low.

FIGURE 1.2: Participation-identification models, (Bernstein and Rulo,1976:158)

Research has shown that participation and identification happen more readily among students from communicative families who place a clear importance on school-related goals, both in their lives and in those of their students (Clyne,1966; Reiss,1951; Schreiber,1964). Cervantes (1966) studied the family dynamics of a sample of 300 dropouts and graduates matched on sex, age, IQ, and school.

The dropouts were facing academic difficulty when they completed their education but, significantly, had been engaged only to some extent in any school-related activities throughout their academic careers. The families of the dropouts had less intra family communication and fewer friends. The dropouts themselves frequently reported that there was no one in the family in whom they could confide or who accepted them as "complete persons" (Ekstrom et al.,1986; Reid,1981; Schafer & Polk,1972;Wehlage & Rutter,1986).

Students needing the necessary encouragement at home may arrive at school predisposed to non-participation and non-identification they do not completely enter the cycle depicted in Figure 2. While remarkable teachers may engage the interest of some of these students, others may begin to resist first-level participation, becoming restless or distracted, avoiding the teachers' attention or failing to respond appropriately to questions.

The model represented in Figure 1.2 does not offer specific remedies to stop students from dropping out, but it does identify a principle: Intervention efforts at all ages should be directed toward increasing and maintaining students' participation levels. Existing research suggests some important starting points. Preschool education such as that exemplified by the Perry Project (Berrueta-Clementetal.,1984) can be comprehended as easing extra participation during the youngest years that evolved into other forms at later ages, e.g., better attendance records, more homework, talking with parents about school, and sports. Also, by age 19, the preschool group demonstrated greater commitment to schooling by giving more positive answers to 14 of 16 questions that cover both the belonging and valuing aspects of

identification. A more detailed investigation of students' participation during the project's fundamental years would have been required.

Anderson and Scott (1978) have documented that different teaching methods in themselves produce different levels of student involvement. In an observational study of seven from 9th to 12th grade classes, the scholars noted the type of teaching method that was used in each time segment (lecture, and seatwork, group work or audiovisual) and the proportion of time sections in which subjects were involved in task-relevant behavior. The main deduction to arise was that :

Students who have low aptitude and low academic self-concepts seem to be most affected by variations in teaching method. Teachers working with this type of students should consider emphasizing classroom discourse and seatwork methods.(Anderson and Scott 1978:56)

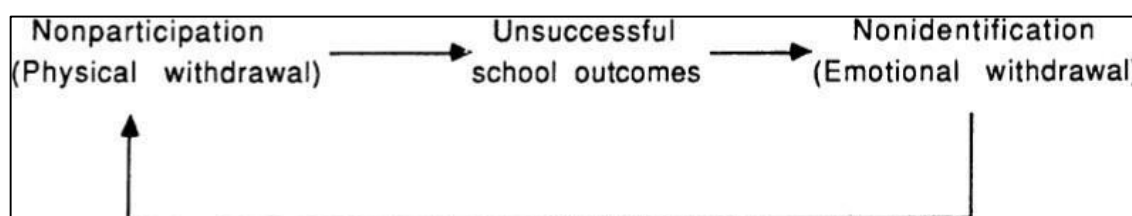


FIGURE 1.3: Participation – identification models, (Bernstein and Rulo 1976:163)

Teaching approaches can be assessed in terms of the number of students in a class who are participating, as well as the typical or average manner of participation. Students who are not as involved in classroom practice may not be as likely to be seen by the teacher or an observer as those who are more active. Adams and Biddle (1970) letter that there is a T-shaped "action zone" of seats that account for virtually all pupil-initiated verbal responses: "The 'fringe dwellers' on the outskirts of the room are not directly involved in the educational transaction".

1.4. The Affective Filter Hypothesis

First labeled in late seventies, the affective filter crucial is like a mental wall that increases in a student's head reducing or efficiently closing of their ability to acquire (Dulay and Burt,1977).The three explanations that subsidize to affective filter are worry, motivation and self-confidence, to decrease a student's affective filter, a teacher may need to lower student anxiety and raise motivation and self-confidence (Krashen,1982).

This means, reachable language contribution can be blocked by things such as motives, arrogances and emotional stress, and Krashen denotes to this as the affective filter'. When the student is quiet and interested, the filter will be down and language can be acquired more effortlessly. When the student is uneasy, shiftless or self-conscious the filter will be up and will block learning process. Students do not appear to have settled this filter.

Krashen and others believe that teachers should focus on comprehensive input in the forms of books of all types and kinds. He believes this is the key to learning a language and to literacy (2008). One important factor with the input is that the input must be one step beyond the student's current level of the foreign language. Krashen calls this the I+1, a theory about input that ensures that the target language is accessible to learners. When you have a class of students and all of the students are on slightly different levels; natural communicative input will ensure that each student will gain some appropriate input for their level of learning (Hong,2008).

1.5. Consequences of Early School Leaving

Early school leaving or the silent epidemic as it has been named by many scholars is obviously both grave and complex, and it is considered a problem for individuals, schools and society. When a young person leaves school, decisions are over and over again made as to his or her moral character and prospective for success in future life. Those critics are powerful, and they may strengthen already- existing negative patterns of behavior and self-perception. Additionally, in a labor market that asks for increasing levels of education and skills to manage with present technology, the financial impact of school "leavers" may be too vast to disregard.

Much of the study on this problem has focused upon the characteristics of those who leave school and the causes prompting their behavior. Early research on school leavers defined them as "misfits" suffering from poor social setting, as demonstrated by low self-esteem (Beck & Muia, 1980; Cervantes, 1965; Schreiber, 1964) .As said by Pallas (1986), the "social disability" view of school leavers represents them as having poor social and relational skills and engaging in antisocial behavior. Other research of that type has noted that school leavers differ from graduates in gender, socioeconomic status, and ethnicity (Barro & Kolstad, 1987; Cervantes; Coombs & Cooley, 1968; Ekstrom, Goertz, Pollack, & Rock, 1986; Fine, 1986; Pallas, 1986; Peng,1983; Rumberger, 1983; Wehlage & Rutter, 1986). In addition, school

leavers have been exposed to vary from their peers relative to urban city and geographic region. (Barro & Kolstad; Pallas; Peng).

Up till now, research on early school leaving has begun to transfer beyond increasing profiles of "typical" dropouts. Recent research has focused upon the influence of school-level factors (Wehlage & Rutter, 1986), and theoretical models of school leavers behavior have been developed and examined (Bryk & Thum, 1989; Finn, 1989; Pallas, 1986). Nonetheless, our apprehensions and policies on this problem are based on the belief that it leads to adverse consequences for both individuals and society.

Some research on the consequences of early school leaving has resulted to document both a considerable economic loss of dropping out (Catterall, 1985; Levin, 1972) and a significant loss in educational achievement (Alexander, Natriello, and Pallas, 1987; Ekstrometal., 1986). Rumberger (1987) recommended that school leavers are more likely to be unemployed, to require public assistance, and to engage in antisocial behavior.

Today many young individuals do not realize the significance of an education so leaving school turns out to be an option. They just simply end up dropping from school without thinking about their future. They are thinking that their parents will take care of their economic daily lives; therefore they do not feel troubled about continuing their education. Besides, there are several causes that make young people choose to leave school some of which are receiving poor grades, not getting along with teachers and/or students, or having a drug or alcohol problem. Those reasons make the young people end up by early school leaving.

1.6. The Problem of Early School Leaving in Algerian Schools

The phenomenon of early school leaving, especially among students in the first stages of elementary, middle and secondary school, is one of the phenomena that have become frightening after the danger has increased and the reason for the quitting of thousands of students annually. It has become a concern of the government and parents alike, especially after the recent reforms adopted by the former Minister of National Education Nouria Ben Ghabrit.

Official figures and statistics indicate that the education sector minister admitted to more than 128,000 children who left school in 2014 at the primary stage only. While the number of those who left the average education to more than 500 thousand children and overcrowding

reached a figure of over 18 percent, as well as about 1.67 percent of males have left the school altogether and 86.11 percent in the supplementary phase have dropped out altogether. Overall in the 2013-2014 school years 1.43 percent of females in primary school and 22.7 percent in middle school. Moreover, the overcrowding in schools according to the same official figures issued by the Ministry of National Education has reached 34,827 among 18,700 national educational institutions, an estimated 16.18%. In the same vein, there are more than 8478 educational programs in the primary stage, an increase of more than 23.9 percent. While the percentage of overcrowding by the same source increased by more than 1023 percent out of more than 5220, which amounted to 08.6 percent, or 5035 of the 82973 students in this intermediate educational system in the primary and intermediate stages, but in the secondary stages is very different. Every 5,000 students reach the secondary level, there are about 3,000 students who continue their studies in general, due to the lack of proficiency of teachers in the educational sector, or as a result of the psychological structure of the adolescent student of this age, who want to prove a personality and that it has become independent in several ways or means of which left the study voluntarily.

Mr. Mustapha Khayati, head of the National Observatory for the Protection of Children, notes that Algeria registers more than 200,000 school dropouts annually. If children account for one-third of the population, i.e. 9 million and 600,000 in the language of numbers, and thus represent 30 percent of Algerian society, more than 63 percent are under 18 years of age. About 94.8 percent enter school for the first time in 2005 and 83 percent in previous years. However, this did not prevent a decline of 0.24 percent in inaccessible and isolated areas, where school dropouts are frequent due to poverty, expensive living and a fossilized mentality that refuse to teach girls to marry them at a young age.

Statistics from the National Observatory for the Protection of Childhood indicate that Algeria has more than 200,000 school dropouts, while more than half a million children are out of school. The Observatory points to the absorption of vocational training centers for 300,000 of these, while 200,000 remain without a clear horizon. The head of the observatory, Mustafa Khayati, predicted that "Algeria will register more than 1 million children out of school in 2019". The Ministry of Education has refrained from interacting with the idea of establishing special departments to accommodate children with aggressive behavior.

Psychologist Fathi Bouaroui , The danger of the continued survival of half a million Algerian children outside the confines for example, "poverty" and "ignorance". Despite the

"free" education, the latter has huge expenses, in addition to the limited salaries of their parents. It is interesting to note that the enrollment rate of youth in the second stage of the study does not exceed 40% and 90% of the pupils are in the fifth grade of primary school, and the number of students is increasing in the intermediate stage.

Studies have indicated that school leavers are often abused, and are in most cases children of mothers with disabilities they have a low level of education or no education at all, and they are graduates of poorer environments, resulting in a deviation from what has become known as "street children". A child who has left or has not attended school can only work, The street, and the social and educational risks, while goes sociologist "Murad Eimer", who works on the file of child labor since 1996, that at least 15% of working children are "orphans", and the presence of more than two thousand homeless across Algeria.

The former Minister of Education Mr Wajout didn't deny the school dropout rate at the primary and intermediate levels, for the year 2019/2020. He declared that early school leaving is due to a number of reasons including the separation of parents and the customary marriage of girls, the transition and enrollement in Quran and zawia schools in some areas. Mr Wajout pointed to the need to combat early school leaving by organizing support and study classes for the final exams sections in three phases, and strengthening distance education, in addition launching the educational channel to help students absorb especially needy students.

Moreover, there are many vital reasons for the phenomenon of early school leaving in Algeria such as child labor, which has increased in recent times as a result of parental arrest of children from school to support them, especially the poor classes of the people and the lack of modern transport in some areas. This leads children to cut dozens of kilometers sometimes to join the school seats and the delinquency of children in school when they are associated with friends of delinquents and the absence of supervision and educational awareness and psychological follow-up and health care, material and moral of these fragile and crushed groups. And the failure of the educational system to address the problems that have overwhelmed them since independence, which made it lose the compass leadership of the entire educational process. The statistics provided by the National Gendarmerie Service indicate that more than 700 crimes were dealt with on a daily basis, with an average of 207,000 crimes in 9 months involving more than 8 percent of the total number of crimes were committed by those under the age of 18 years, most of whom suffered from the problems and consequences of early school leaving and were involved in car theft, murder, prostitution and drug trafficking.

Furthermore, the lack of support for learning difficulties and the employment policy are among the reasons for school failure and later dropping out. The absence of taking care of learning difficulties is due to the quality of educational curricula and the failed policy in hiring and training teachers. Besides, the weakness of the school administration thus, many directors of educational institutions adopt the policy of sifting (the sickle), which means stricter assessment during the first year of the stages that only a few students reach the end of the year of the stage and their aim is to achieve a higher success rate in the certification exam. On the other hand the issue of school evaluation system and the absence for equal opportunities and the absence of school transportation which caused interruptions especially residents of villages and suburbs.

1.7. Conclusion:

At the end of this chapter, a brief set of information was delivered to notions related to the concept of early school leaving, frustration self-esteem and participation-identification models which are considered as the main predictors of school withdrawing and also discussing the problem in the Algerian context with figures and facts.

CHAPTER TWO

Methodology, Data Collection, Data Analysis, Interpretation and Results

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2.1. Introduction

Chapter two is concerned with the practical part of this study. This chapter gives an in-depth explanation of the research methodology and the approach and design utilized to conduct this study. The procedures relating to the data collection instruments and the reasons for using them are described. The sample collection and data collection methods were also included in this chapter in addition to the research limitations, as well as analysis and interpretation of the data that was collected through questionnaires and interviews.

2.2. Part One: Methodology and Data Collection

2.2.1. Purpose of the study

This study aims at gaining important information regarding the factors that influence the rates of the phenomenon of early school leaving especially the ones related to school and to see whether the disengagement of students at school and their failure in some subjects will lead them to take the decision to leave school.

The use of the questionnaires to students tended to provide an understanding of what make early school leavers withdraw from school. The interview with parents desired to see the different factors that lead to that decision. The interview with the teachers tended to provide information on the experiences and views of educators who are dealing with the problem of losing learners as a result of early school leaving problem.

Besides this study aims at proposing recommendations that meet the students' definite needs in order to reduce the phenomenon of early school leaving.

2.2.2. Statement of the Problem

This paper labels two theories for understanding the phenomenon of early school leaving as a progressive process that may activate in the earliest grades. The frustration-self-esteem has been used for years in the study of juvenile delinquency pinpoints school failure as the starting point in a cycle that may terminate in the student's refusing, or being pushed out by the school. The participation-identification focuses on students "engagement schooling", with both behavioral and emotional components. According to this devising, the probability that students will efficaciously complete 12 years of schooling is to get the most out of if he or she

preserves numerous, increasing methods of participation in school-relevant activities. The failure of students to partake in school and class activities, or to improve a sense of identification with school, may have important damaging penalties. The ability to operate modes of participation positions favorable possibilities for further research as well as for involvement efforts. In this regards, this study tends to answer the following question:

What relationship exists between classroom disengagement, school failure and early school leaving?

To answer this question, the following hypotheses are suggested:

- 1- Classroom disengagement is a school factor that lead to school failure.
- 2- School failure is the main reason that lead students to leave school.

2.2.3. Research Design

A mixed-method approach combining quantitative and qualitative research was used to know factors related to early school leaving. This method is appropriate to accomplish the objective of investigating interaction between disengagement and school failure. Narratives by students, parents and teachers in the questionnaires and interviews represented a very powerful source of data and were so important for analyzing and understanding the phenomenon of early school leaving. The current research is both descriptive and exploratory.

2.2.4. Sample Collection

In the sampling frame, any study conducted aims at solving a problem in a predetermined field for a particular group of people that should be involved in the study to come up with accurate final results. Sampling, according to Steven (2012, 01) “*consists of selecting some part of a population to observe so that one may estimate something about the whole population*”. The present research work is based on both primary and secondary sources.

In this study the population of interest is the students who left the secondary schools. To make sure of a fair and an equal chance for the participants of this research and to have balanced results the appropriate type of sampling to be used is that of stratified sampling in which the whole population is divided into subgroups based on some criteria which are in this case the gender of the students. Then within the subgroups it is a random sampling. The total

number of students who left the secondary schools is 50 the equivalent of 100%.

The final sample is as below:

Gender	Female	Male
N° of Informants	25	25

2.2.4.1. Number of Informants

The total sample consisted of 25 male and 25 Female. In addition, a total of 30 participants (15 teachers and 15 parents) were interviewed informally to gather their views, regarding the causes that lead students to quit secondary schools.

2.2.5. Data Collection Strategies

The process of gathering data requires systematic procedure and the use of specific methods for the purpose of obtaining valid results. The process of methodological investigations consists of search strategy, data collection and analysis methods, and type of investigation (Jarvelin and Vakkari1990). It is worth noting that the process of investigations in conducting this research is based on multiple sources of evidence. It is widely assumed that the use of three data-collection strategies helps strengthening its validity.

Concerning the students' questionnaire, it was addressed to school leavers. It aimed to gain information about their experiences and the difficulties they faced when they were at school. Elicit valid answers from school leavers may contribute to find suitable solution to minimize the rate of early school leaving which should be based on research on students' perspectives, interests and their experience in general. A secondary aim was to assess students' perceptions of the classroom environment and their awareness of the connection between school and future work. A further aim was to elicit data showing students attitude towards their school experience focusing specifically on their perception of their teachers encouraging manner and response to disruptive behaviour. They were asked questions to determine their perceptions of their school teachers; their perception of their teachers' qualities and shortcomings. They were also asked questions to determine what they liked and disliked about the class, and why.

Teachers were interviewed, with some questions to determine their perceptions about the phenomenon of early school leaving in Algerian secondary schools. It was addressed to 15 teachers with questions to elicit their perception of signs of academic failure. A further aim was

to elicit data showing their perception of the performance of students that predicting who are at risk of leaving school. Teachers were also asked to explain why they worked in certain ways and what informed their decisions.

Information gathered from teachers' interviews shed light on various aspects of this issue, like relating to difficulties in some subjects, poor school attendance, poor language skills, and low scores on exams to quitting school. Awareness of the reasons of school leaving from the teachers' perspective may have important and significant effects for improving school program planning. The fact of involving the teachers in the study helped to cover the problem under investigation from different angles.

To shed further light on this issue, an interview was also addressed to parents to obtain identifying information about parents' beliefs regarding their involvement in their children's education at school and at home settings. The interview was given to 15 parents who have children who left the secondary school earlier. At the heart of the interview was a focus on identifying whether or not parents had predicted that their children would leave school. Information gathered from The parents' interview helped shed light on parents' perceptions of reasons for early school leaving.

2.2.6. Description of the Tools

The tools that are chosen during this study to gather data are: students' questionnaire which helps to examine their views concerning why they decided to quit studying; the teachers' interview that helps to understand the awareness of this huge problem and relating it to some classroom factors and also the parents' interview to see the different factors related to quitting school and to see if they were aware of their children's decision

2.2.7. The School Leavers Questionnaire

In this study, the questionnaire has been administered to the school leavers. It was designed to gain a clear picture about students' experiences before they decided to quit the secondary school and having an idea about what could be better done to not withdraw from the school and also what suggestions can they tell to those students who are at risk of leaving school. The achieved results are considered to be helpful for the study.

The questionnaire consists of different closed-ended questions and open-ended questions. School leavers were questioned about the background information, the purpose of these questions is to sort out the information about the participant: gender, age, withdrawal school year, the secondary school they studied in and the grade and also the stream in which they stopped studying.

Moving to the first question which aims at gaining information about different reasons that contribute to quit the secondary school. Second question was made to gain information about the importance of receiving education. Questions (3-4-5-6-7-8 and 9) aim at gaining information about their relationship with teachers, students engagements in classrooms and school failure. Questions (10-11-12) were designed to investigate their relationship with their parents and what they could do to persuade them not to leave school. Question 13 was designed to know what could the school staff do to convince students not to quit school. Finally question 14 was designed to know if school leavers regret taking the decision to leave school.

A multiple choices format (Question 1,2,3,4,5,6,7,8,9,10 11 and Q14) in order to direct respondents to give unambiguous and clear responses. The advantage of this format is that it is simple and gives the respondents a choice of answers, data can easily be analyzed and processed in data bases. A close ended type of questions are generally considered much easier to answer and to analyse.

Finally, an open-ended questions (questions 12-13) were used to assess respondents views of what could be better done to engage students at risk for dropping out of school by parents and school staff. The questions aimed to provide quantitative data to explain quantitative results.

2.2.8. The Teacher's Interview

The teachers' interview was designed as cited before to have an idea concerning if the teachers were aware of those signs that may lead a student to leave school and if they are already having students in their classes at risk of quitting school, and also what are the factors that may make the students decide to leave the school in their points of view without forgetting also their opinions about what they feel if some students decided to quit the school and finally what strategies they employ to reduce or to stop a student from leaving the school and what they think about the officials and educational leaders efforts to fight this phenomenon. The interview

contains 12 questions and they are all open ended where there are different answers but still presented in a limited way to facilitate data analysis.

Question 1 aims at giving an idea about if the teachers are aware of the phenomenon of early school leaving and its causes inside the school and outside of it.

Moving to (Question 2, Q3 and Q4) which aim at gathering general data about if the teacher observes, or notices the students who are at risk of quitting school.

Besides (Q5-Q6 and Q7) were made to gain information about their relationship with school leavers and family environment, and to highlight the importance of teachers/ parents association and its work to avoid school failure.

And finally (Q8-Q9-Q10-Q11 and Q12), were made to gain the teachers' opinions about early school leavers , the strategies used by them to engage students in the learning process and what efforts are the officials doing to reduce the rate of this phenomenon .

2.2.9. The Parents' Interview

An interview to parents has been designed to measure their perception of predictors of school leavers, and also to measure their awareness of the underlying factors that may lead some of their children to make the decision to leave the school earlier in life. The interview also aimed at eliciting the reaction of those parents to students leaving school.

The present study made use of 12 questions and they were open ended and presented in a limited way to facilitate data analyses

Question 1 aims at gathering general data about the problem of withdrawing from secondary schools in Algeria from the school leavers' perspectives and to see if there are any factors from inside or outside the school that may cause leaving school earlier. Beside to see if parents are aware of this issue.

Moving to questions (Q2-Q3-Q4-Q5-Q6-Q7 and Q8) which aim to get information about their children and if they identified any signs when their children were thinking about leaving the school and also if the parents communicated , understood , supported or interacted with them in their academic life. For example, question 4: Did you identify any signs which

indicated he/she was likely to leave school before he/she actually did? What were they? And question 5 Did he/she ask for help in doing activities or may be told you that they did not understand lessons at school? And These two questions are considered to be two of the most important questions in the whole interview because the study depends on the answers of such questions.

Questions (Q9-Q10 and Q11) tend to reach points related to the school, the relationship between parents and teachers and their collaboration to encourage parents engagement, discuss students needs, apply strategies to cope with the problem and what the school could do to help with the situation.

The last question (Q12) tended to have an idea about the parents' perspectives of what could be done with the phenomenon of early school leaving and to minimize its rate and if they are aware of their role as parents to not let the children quitting school just like this and what pieces of advice they suggest to the parents who are in such a situation.

2.2.10. The Research Limitations

One limitation of this study is that the generalization of our findings which is restricted to school leavers from two secondary schools only; studies on multiple samples from different secondary schools could lead to more in-depth understanding of the effect of academic engagement, school failure and early school leaving. Second, another limitation was the amount of research done on this issue that was insufficient. Finally, another major limitation was the time and access to students, school leavers.

2.2.11. Data Analysis Procedures

Data analysis procedure is the next step after data collection tools have been administered and data are collected. This step allows the researcher to interpret the answers and suggest solutions to the research problem. Therefore, all the data collected during the research and the information from the questionnaire, interviews are analyzed using Microsoft Excel which is widely used for data analysis in the field of social sciences. This program generates descriptive statistics, graphics, tables and charts and also provides percentages that reflect the number of the responses to certain questions in relation to the total number of responses. Statistics made it possible to make appropriate decisions in terms of what elements to cover in the techniques of how to engage students in the classroom designed as a solution for the problem.

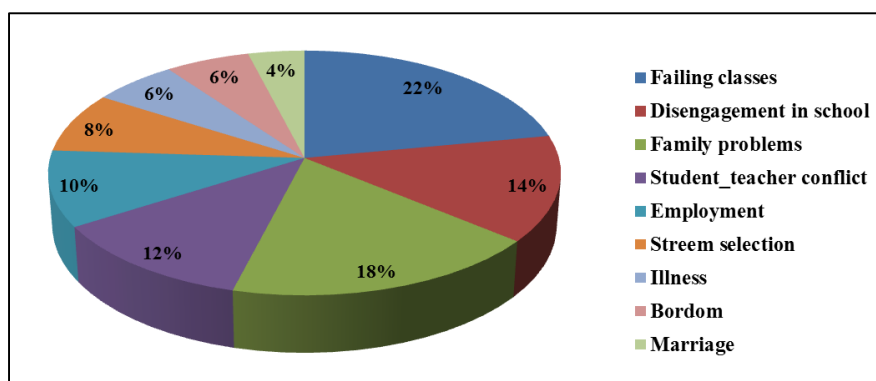
2.3. Part Two: Data Analysis and the Interpretation of Results

2.3.1. School Leavers' Questionnaire

In the questionnaire, students are questioned to expose their needs related to the experience they had when they were about to leave the school, moreover the difficulties they faced.

2.3.1.1. Questionnaire Analysis

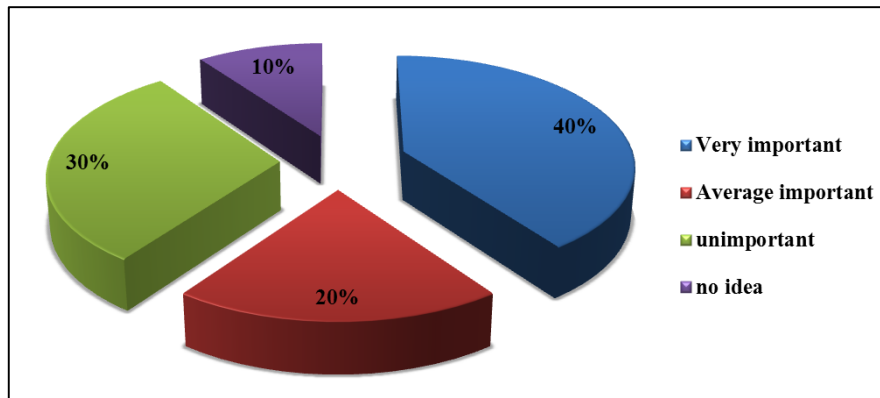
Question 01: Why did you leave school early?



Pie-chart 2.1: Reasons of Early School Leaving

The pie-chart shows the main factors that contribute to students withdrawing from school. 22% of the informants agree that failing classes is the major factor of quitting school while 18% of them believe that family problems are behind leaving school. For 14% of them, disengagement in school may give rise to quitting school so early. For 12% of them, student/teacher conflict is another factor of dropping out from school. 10% find that employment is also responsible for such a situation. 8% of them agree that stream selection lead to early school leaving thus, those who have been wrongly oriented cannot pursue their studies correctly. 6% of them believe that either boredom or illness is responsible for quitting school. Finally, 4% of them especially girls see that marriage is a cause for leaving school.

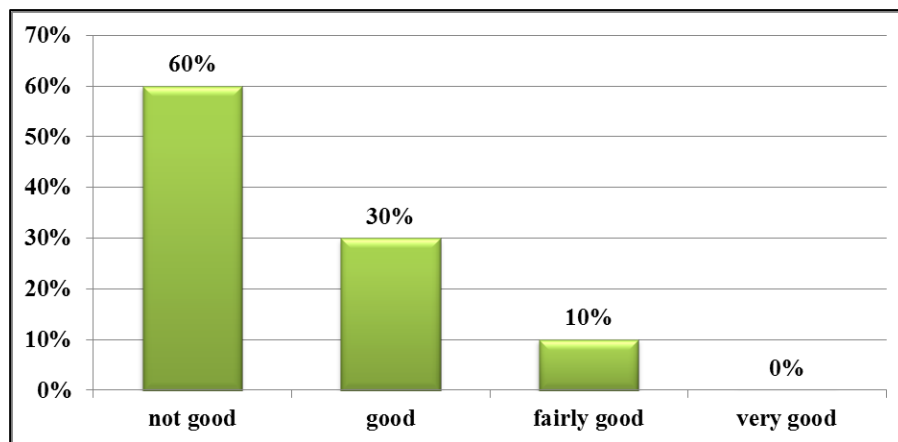
Question 02: How do you feel about School and the importance of education?



Pie-chart 2.2: Student’s Perception about School and Importance of Education

The pie-chart indicates that 40% of the participants think that receiving education is so important while 30% of them think that it is unimportant. 20% of them think it is of an average importance. 10% of them say that they have no idea if it is important or not.

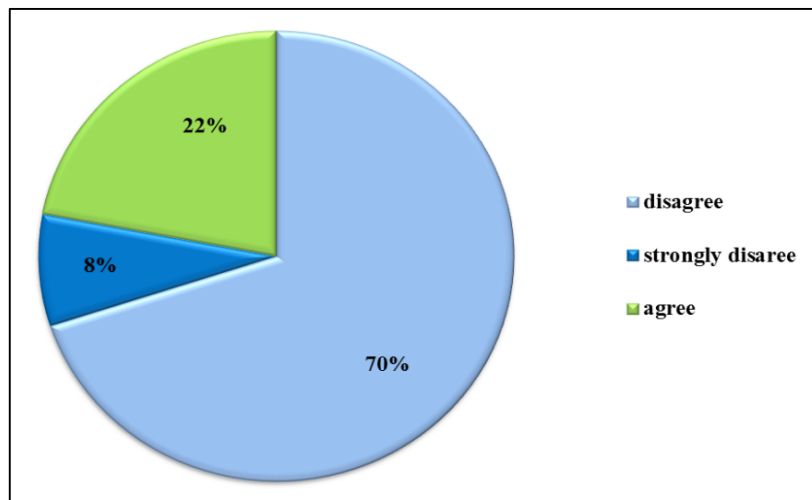
Question 03: How was your relationship with your teachers?



Bar graph 2.3: Student’s Relationship with Teachers

The bar graph above illustrates the relationship between the students and their teachers. 60% of the participants think that there is a total failure to develop a good relationship with their teachers. Interestingly, 30% of them believe that they have a good relationship while some 10% of them see that their relationship with their teachers is fairly good. Finally none of the informants say that their relationship with their teachers is very good.

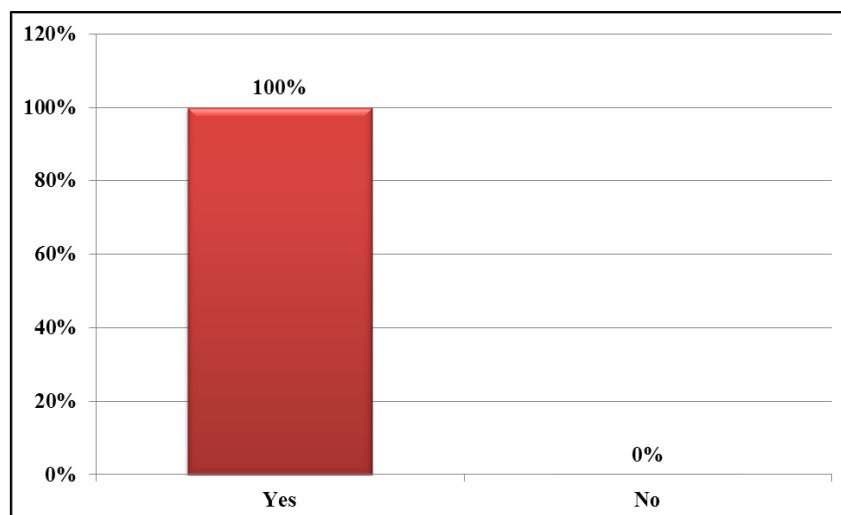
Question 04: Did teachers encourage you to participate and do your classroom activities?



Pie-chart 2.4: Participants Attitudes towards their Teachers

The pie chart exposes participants' attitudes towards their teachers i.e. if they are encouraged to take part in classroom activities. 70% of these participants disagree while 8% strongly disagree, which means that the majority considers that their teachers show no interest to motivating them in class. However, 22% of them agree that their teachers often involve them in classroom activities.

Question 5: Did you fail in some school subjects?

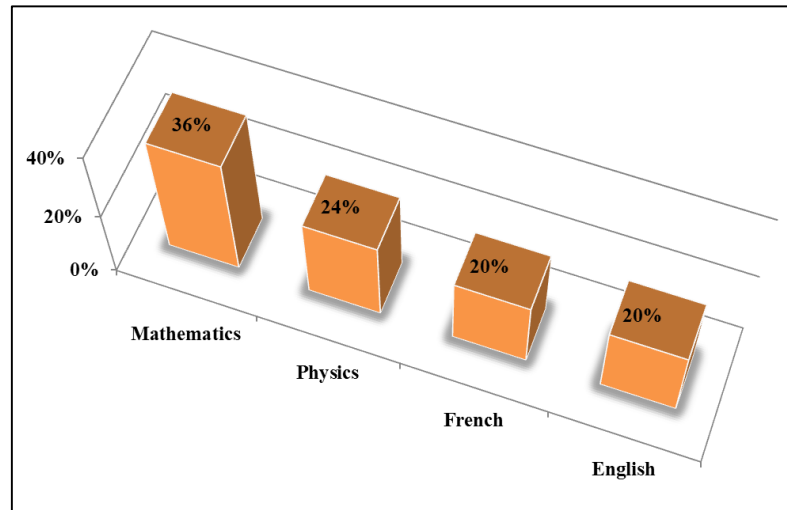


Bar graph 2.5: Failure in Some School Subjects

The bar graph above shows if the participants, as school leavers themselves, have failed in one or more subjects. All of them agree that they failed because one or more subjects

were difficult and they were unable to grasp them.

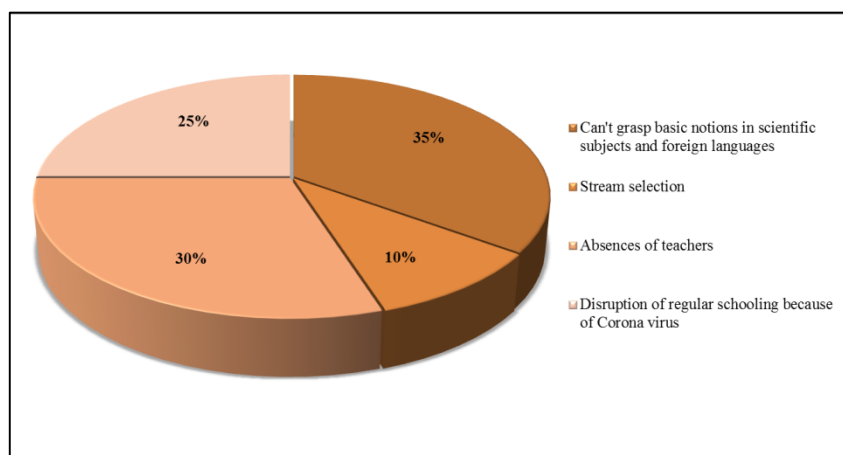
Question 06: What were the subjects that you failed in?



Bar graph 2.6: The subjects that school leavers failed in

The bar graph above considers the subjects that students see as real obstacle to achieve better school results. 36% of them find that Maths constitute a real obstacle due to its complexity and it is hard to understand. 24% of the participants see that Physics is a difficult subject like Maths. 20 % of them say that either French or English language is hard to learn because they are quite different from their mother tongue.

Question 07: What were the reasons behind failing in those subjects?

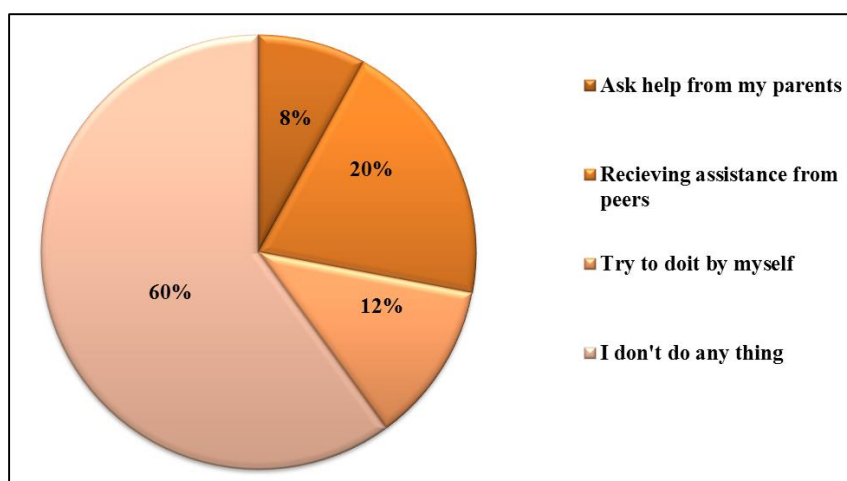


Pie-chart 2.7: Reasons behind Failing in those Subjects

The pie-chart above exposes the reasons behind failing in already known subjects such

as Maths, Physics or foreign languages (French and English). The majority of the participants (35 %) cannot grasp the basic notions in scientific subjects or foreign languages. As a consequence, they are quite incapable of following the courses. 30 % of them blame the continual absences of their teachers due to strikes and 25% of them refer it to the epidemic of Corona virus that disrupts the regular schooling of them and then leads to school failure. Only 10 % say that failure in those subjects is primarily due to stream selection. In other words, they have not been given a chance to choose the stream that suits their competencies.

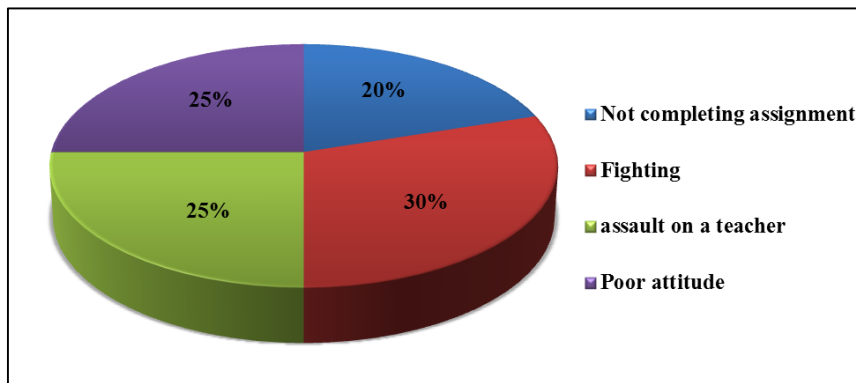
Question 08: What did you do when you did not understand assignments or instructional activities?



Pie-chart 2. 8: What to do when did not understand assignments or instructional activities

The pie-chart above shows the attitudes of participants when they did not understand courses, assignments or instructional activities 60% of them agree on they did not do anything when they did not understand the lessons as they informed. 20 % of the participants tell that they receive assistance from peers and only 8% of them ask help from their parents. 12% of them say that they try to figure it out by themselves.

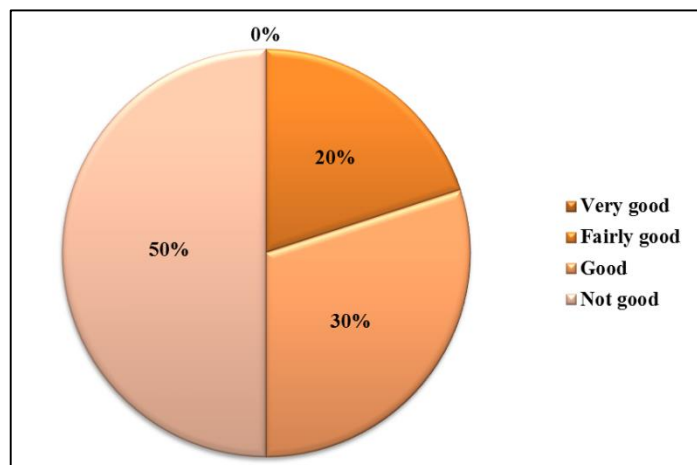
Question 09: What were the reasons for suspension?



Pie-chart 2.9: Reasons for suspension

The pie- chart above exposes the reasons behind the suspension from school . 30% of the informants say because of bad behaviour and fighting the school administration suspend them. 25% of them say either assault on teachers and misbehave with them or poor attitude are main reasons for suspension .20% of the interviewed students refer the suspension to the cause of not completing assignment.

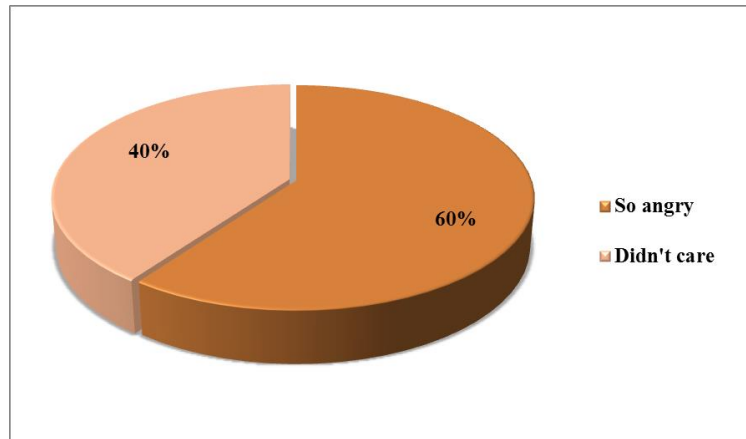
Question 10: How was your relationship with your parents?



Pie-chart 2.10: Relationship with Parents

The pie-chart above illustrates the relationship between the students and their parents. 50% of the informants think that there is a total failure to develop a good relationship with their parents. Interestingly, 30% of them say that they have a good relationship with them while some 20% of them see that their relationship with their parents is fairly good. Finally none of the informants say that their relationship with their parents is very good.

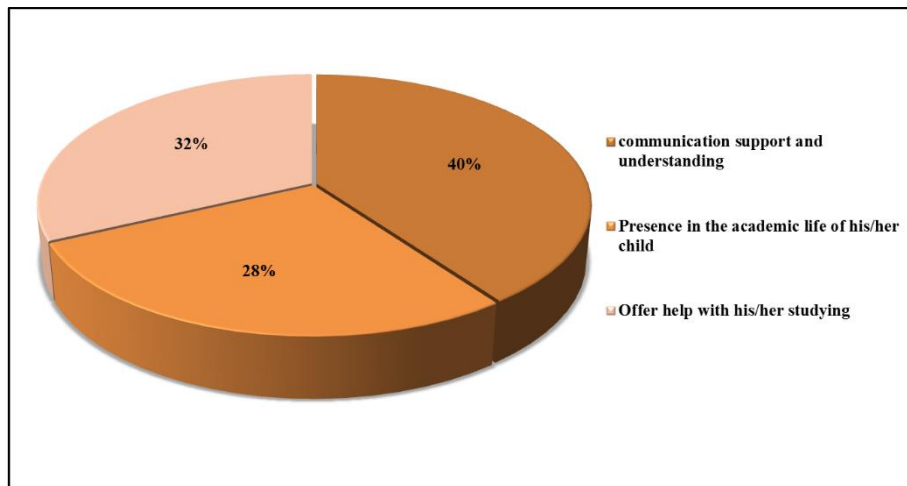
Question 11: How did your parents react about your decision to quit school?



Pie-chart 2.11: Reaction of parents about their children’s decision to quit school

The pie-chart above illustrates the reaction of parents about their children’s decision to drop out from school. 60% of the informants said that their parents were so angry when they took such a decision. Interestingly, 40% of them said their parents didn’t care about their decision to quit school.

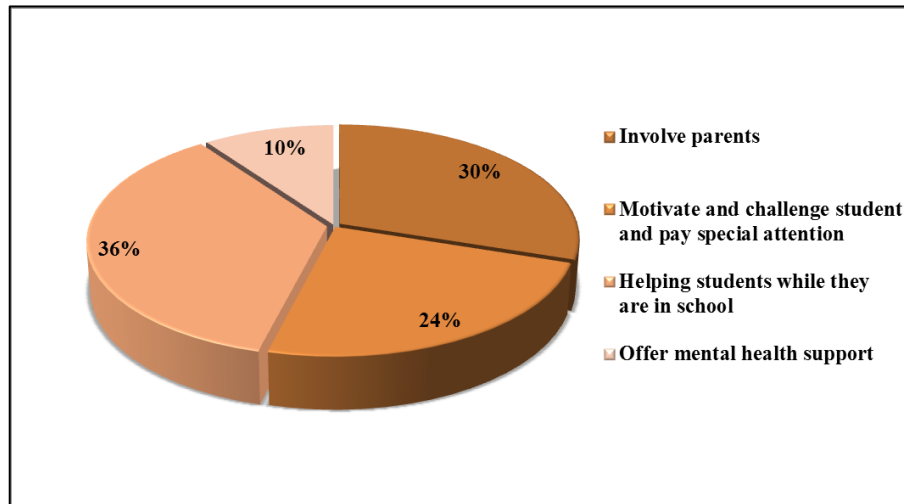
Question 12: What could parents do to persuade you not to leave school?



Pie-chart 2. 12: What parents could do to persuade you not to leave school

The pie-chart above illustrates the suggestions of school leavers to parents to change their children’s decision to drop out from school. 40% of the informants say that their parents should provide support and understanding .32% of them suggest to offer help with their studies. 28% of them emphasize on their parents’ presence in their academic life.

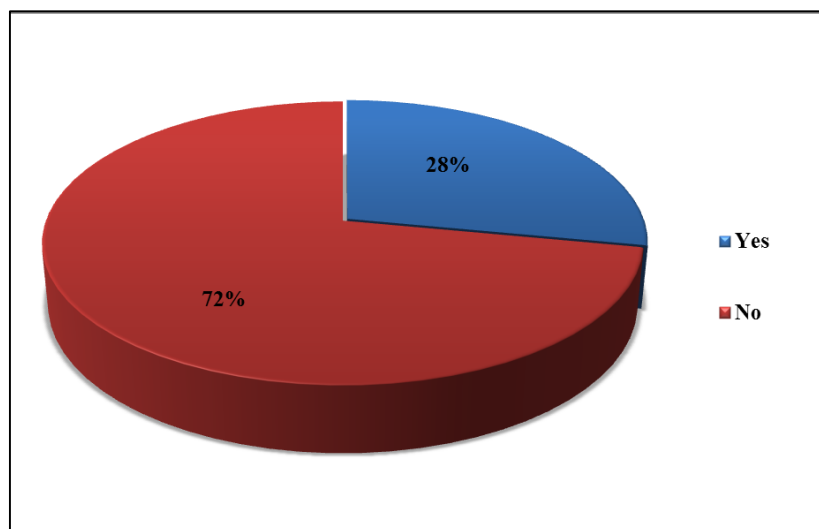
Question 13: What could the school staff do to Persuade you not to leave school?



Pie-chart 2. 13: What the school staff could do to persuade you not to leave school

The pie- chart above illustrates the suggestions of school leavers to the school staff to change their decision to drop out from school. The majority of the informants 36% of the informants say that the school staff should motivate, challenge and pay special attention to them .30% of them insist on their parents’ presence in their academic life. 24% of them emphasize on offering help while they are in school. Only 10% suggest offering mental health support

Question 14: Was leaving school the right decision?



Pie-chart 2.14: The decision of leaving school

The pie-chart above illustrates that the majority of school leavers regret quitting school.

2.3.1.2. Findings and Discussions:

The findings obtained from school leavers' questionnaire indicates that early school leaving is caused by family factors and school factors. However, the majority of them cited reasons related to school factors especially those related to class disengagement and school failure. They agreed on that the different factors that making students leaving the school so early are from the inside of the school. The respondents emphasize on the disengagement from school or classroom is caused by the teachers themselves and also the capabilities of the students for example having the language package and skills to express themselves.

This study investigates participants' opinion about general aspects such as the relationship that they had with the teachers, attitudes towards their teachers if they gave them the chance to be motivated. The majority of informants 60% of them said that there was a total failure to develop a good relationship with their teachers. Moreover, to cover the reasons why the participants failed in school from different aspects such as difficulty of some subjects, response of teachers towards their difficulty to understand some subjects and attendance to the tutorial sessions 36% of them declared that Maths constituted a real obstacle due to its complexity and it was hard to understand, 24% of the participants saw that Physics is a difficult subject like Maths and 20% of them said that either French or English language were hard to learn because they were quite different from their mother tongue.

The decision to leave school is typically not an instantaneous event (Finn, 1993). Many students who left school were experiencing disengagement from school that has been foreshadowed by Indicators of withdrawal e.g., poor attendance and unsuccessful school experiences (e.g., academic or behavioural difficulties) (Rumberger, 1995). These students are not accepted in the main stream because of their poor performance in an exam oriented system. The latter thus argues a lack of self-esteem.

Finally, there is a question in which the participants are asked to propose some recommendations to the school staff or suggestions. The majority of the informants 36% of them said that the school staff should motivate, challenge and pay special attention to them. 30% of them insisted on their parents' presence in their academic life. 24% of them emphasized on offering help while they were in school. While the rest saw that reducing teachers absences especially in strikes, teachers had to see about working with the whole class students and making no exceptions and also to establish a good relationship with their students.

2.3.2. Teachers' Interview:

The teachers' interview was conducted with 15 informants. It aims to investigate what factors and indicators teachers think their students decide to leave the secondary school so earlier. It includes 12 questions that revolve around the problem of withdrawing from secondary schools besides teachers' perspectives about what can they do to reduce rates . In what follows, the analysis of the interview is presented:

2.3.2.1. Teacher's Interview Analysis:

Question 1: What are the reasons inside school and outside it that lead students to take the decision to leave school early?

All the teachers interviewed have made an agreement on external and internal forces that are likely to influence many students' to take the decision to quit school. Concerning external factors, eight teachers claim that family problems are the top reason why students decide to leave the school .Five of them see the graduated students have no opportunity to set a job. Two teachers reach a decision in which the place of living is also such an effective factor concerning this problem since students who live in isolated regions have difficulties to reach the secondary school on time and also because of the ideology of their environment and parents that if you do not succeed, do not keep trying to do so and forget that you are wasting your time and they finally quit school going to labour life.

Concerning internal factors , all of the six teachers have made up their mind to come up with these internal forces that are likely to influence many students' to take decision to leave the school among them : School failure , Large classes , Incapability to understand some lessons , lack of interest and motivation and Teacher/ student conflicts.

Question 02: How do you identify a young person in danger of early school leaving?

All the teachers state that poor school results in almost all subjects is one of the top indicators of predicting which students who are at risk for quitting school , besides losing motivation and making too many absences and they become careless about any classroom routines .

Question 03: What observations have you noted about the physical, emotional and behavioural characteristics of the students at risk of leaving school?

According to the informants, the observations that they have noted from the physical characteristics are the morphological structure of the students from the height and weight and also the moves that all the time they do. Concerning the emotional and behavioural characteristics, teachers said that these students feel bored, showing no interest and they become talkative and disturbing their classmates during the sessions.

Question 04: Could you describe your relationship with students at risk of leaving school?

All of the teachers agree on that they become so understanding and supportive because in such a sensitive situation that is all that is needed, they also say no time to negative talking or interactions with them or they will consider it as just leave we do not care about you. Although they are given a great deal of advice, they surrender to their fate. They know that it is too late to continue their studies because they cannot cope with syllabi and sooner or later, they will quit school.

Question 05: What contact do you have with families of students who are at risk to leave school?

Most teachers who are questioned report that they don't contact families of school leavers however only few of them say that they have contact with them.

Question 06: How would you describe the home environment and families of school leavers?

The majority of the teachers (11 teachers) answer by they have no idea about their home and families' environment whereas the remaining teachers (4) say that the home environment is not that friendly. In general, their families do not give importance to schooling and what matters most is getting a job to earn some money and stop going to school because they think it is a waste of time.

Question 07: How important is teachers/parents team work to avoid school failure?

All teachers agree on the point that teacher parent association is so important thus involving parents in the academic life of their children to understand the challenges school face and become part of the solution. By developing a closer relationship with parents, students benefit and their achievements improve.

Question 08: How would you describe your interaction with students at risk of leaving school?

Most of teachers agree on the point that there is no social interaction with those school leavers they don't care, they don't interact and they don't communicate.

Question 09: How would you describe your thoughts and feelings when you learn that one of your students has decided to leave school?

All of the interviewed teachers agree on that they feel a bit guilty, responsible and sorry for that.

Question 10: What strategies did you employ to improve student's academic achievement and to try to prevent him/her from leaving school?

The teachers come to an understanding in which they can give hope to students who are at risk of dropping out. In fact, to be closer to them, to listen to their problems and to encourage them to work in groups and to assign them a second chance activities, some homework that can change their mind. Teachers should engage them as role plays, classroom responsible for example and to remind them that they do exist in this class. Finally, teachers should sit together and select those who are at risk and to suggest solutions in order to save them from failure.

Question 11: What prevented you from applying other strategies?

All teachers agree that lack of time, lack of training, lack of resources prevent them from applying strategies to cope with school failure.

Question 12: What can educational officials do to meet the needs of students in our schools so that to reduce the rate of early school leaving?

According to the respondents, in order to achieve that goal, educationalists should take charge of this group of students who are facing a problem at school. After selecting them in the first year, special programmes should be dedicated to them and also to engage them in the

school activities as a whole for example to add more tutorial sessions and to reduce teachers' absences.

2.3.3. Parents' Interview:

The parents' interview was conducted to 15 informants. It aims to investigate what factors and indicators they think their children decide to leave the secondary school so earlier. It includes 12 questions that revolve around the issue of early school leaving, besides their points of view about what can they do to reduce its rate and what if this problem is caused by the school itself and also if they feel responsible about such a decision. In what follows, the analysis of the interview is presented:

2.3.3.4. Parent's Interview Analysis:

Question 01: What were the reasons that contribute to your son's or daughter's school leaving?

All the 15 parents interviewed have reached an agreement in which they blame the school at first about this problem of quitting school. They state that there is no severity by the administrators so the students who are at risk of leaving school will think many times if this is the good decision, and also they say that the teachers play such a big role because they are supposed to convince any student to learn and to give their best at school and not to be disconnected from the other students but to engage and reconnect them to be part of the school or the classroom. They also say that the forced orientation of streams is one of the most effective reasons why students fail in their subjects not to forget that the strikes, teachers' absences and recently school closure because of Corona virus are also causing the students to be late which will lead them to fasten their studies and they will lose everything by the approach of exams and automatically they will fail in some subjects. Finally, they said that charged school programmes are considered to be the reason why students are failing at schools.

Question 02: Which factors influence students more to take the decision to leave school?

All the interviewed parents agree on that early school leaving is caused by two types of factors, internal and external causes; however the main affective reasons are those who come from the inside of the school while the external are just the impulses in which they lead to

these internal causes like school failure, cheating and conflicts with the teachers They also say that leaving secondary schools in Algeria is the source of many problems such as: unemployment, crimes, illegal immigration, corruption and early marriage which causes divorce.

Question 03: How was your son / daughter at school?

All of the interviewed parents agree that their children were weak in some subjects, such as; foreign languages (French and English), Physics and Mathematics. They also say that they were not attending the tutorial sessions. Besides, they complain that they were ignored by the most of the teachers especially during the sessions which caused them to be disconnected from the classroom activities and losing motivation towards learning.

Question 04: Did you identify any signs which indicated he/she was likely to leave school before he/she actually did? What were they?

All of the 15 parents have made up their mind to come up with these identified signs which indicate that they are likely to leave school and which are: Weak results, escaping from the school and making much absences, fighting with the teachers, delinquency, talking about finding a job all the time, boredom, being late for the school, repeating the grade, not doing any homework, complaining about the school and the teachers all the time.

Question 05: Did he/she ask for help in doing activities and understanding lessons?

Ten of the interviewed parents said that their children were not asking for help in doing activities or some homework and they add that they did not show any interest in solving homework or tasks delivered by the teachers. The other five parents state different things, for example: paying them tutorial private sessions, sending them to neighbors. Concerning if they did tell them about understanding the lessons or not, all the 15 parents agree on that point, they say that their children complained about their teachers all the time, sometimes they said that their teachers work only with a group of students ignoring them.

Question 06: How would you describe your relationship with your son/daughter?

The respondents say that they have a good relationship with their children, the same

thing like the other parents but they share one problem which is not having that much of education that lead to be helpless with them.

Question 07: Did he/she speak with you about his/her relationship with teachers and school staff?

Concerning this question, 8 of the parents answer that their children didn't speak about their relationship with teachers and school staff while the other 7 parents said that their children complained about their teachers and the school staff.

Question 08: How did you react when your son/daughter left school?

Concerning this question, 9 of the parents said that they were so angry and sorry for such a decision, they regretted not doing anything towards their children's weak results, being absent or late for the school, fighting with teachers and repeating the grades whereas the other 6 parent said that he/ she reacted all the time however at the end the school pushed his/her son/daughter to be out, they say also that they paid him/her private tutorial sessions and with no results.

Question 09: How important is parent-teacher association to avoid school failure?

All of the 15 parents make an agreement on the important role of parent- teacher association and the involvement of parents in the academic life of their children. They say that it is not only a case of the school, but the huge responsibility goes to the parents. They argue that if the parents collaborate with the school, then the result will be perfect.

Question 10: Do you think that the school has regular parent-teacher meeting to encourage parents engagement and discuss students' needs?

All of the 15 parents state that the school administrators sometimes organize meetings and because they have other responsibilities they don't attend such meetings.

Question 11: What could the school have done to help with the situation?

All the 15 Informants agree on the point that schools could do many things to cope with the problem. They could help their children by not separating them from the other students, and to insist on that they attend the tutorial sessions. In addition to that, the parents think that

the school should take serious measures about the teachers' absences and repeated strikes and also to observe how the lessons are being delivered in the class i.e control actions on the classrooms and finally to collaborate and look for solutions to this phenomenon.

Question 12: What do you suggest as solutions to reduce the rate of early school leaving in Algeria?

All of the 15 parents come to an agreement on some points that will reduce the rate of early school leaving in Algeria such as: teacher/parents communications (emails-phones), insist on making those students who are failing at some school subjects to attend tutorial sessions each time and regularly, to make up the absences of the teachers, to look carefully on the school programmes and finally open a network in which the parents can see their children efforts, results and times of absences.

2.3.5. Findings and Discussions:

Both teachers and parents proposed different strategies which are related to both family and school factors influencing leaving school. To understand student better, records should be used when possible, allowing for development of a nearly identification system in elementary and middle grades. To be effective, intervention and prevention strategies should always be obtained from the identified characteristics of the population. An on-going controlling system should contain a yearly evaluation of students who are recognized as possible school leavers. Finally for variation to happen there must be the determination and agreement that modification is obligatory, the aptitude to design and contrivance improvement from within the teaching-learning process as well as at the key code level of strategy constructing. Mentoring programs essentials to be considered for well academic success. Other policies contain hiring or career tuition, social or behaviour adjustment, family and parenting skills, and social tasks.

The results indicated that teachers and parents were in agreement on several plausible causes and strategies that can be categorized into several themes:

- 1) The importance of engagement with parents
- 2) Developing safe and conducive learning environment
- 3) Detecting early warning signs
- 4) Relevancy and joy in learning

- 5) Developing a more challenging curriculum
- 6) Personalizing learning through class

2.3.6. Discussion:

This study aims at synthesizing the available evidence on the relationship between classroom disengagement, school failure and early school leaving. The first chapter of this research deals with the literature review concerning the phenomenon of early school leaving and Finn's theory that explains this phenomenon in relation with classroom disengagement and school failure. The second chapter deals with the practical part to answer the question of the research and confirm its hypotheses through the findings obtained from the interviews to parents and teachers and the school leavers' questionnaire.

An analysis of how these findings are compared to the previous literature as well as the repercussion of these findings to the field of education are delivered in the following discussion section:

a) The relationship between classroom disengagement and leaving secondary school

Secondary school leavers were limited in their access to classroom activities, opportunities, and doings which can effect on the decision of letting go the school (Belfield and Levin, 2007; Harlow, 2003; Levin, et al., 2007; Muennig, 2007; Rouse, 2007; Waldfogetal., 2007). Investigating why students decide on to leave school is a vital step to prevent them from quitting school before completion. In exploring reasons for students to leave school, Azzam refers to "the silent epidemic"; in which he identified five reasons for leaving school: being bored, extensive absenteeism, peers having a negative influence, too much freedom and not enough rules, and the experience of not succeeding in school (Azzam 2007). Theories on why students quit school have labeled leaving high school as a closing stage in a progression of disengagement from school (Finn, 1989; Newmann et al., 1992; Rumberger & Larson, 1998; Wehlage et al., 1989). The works on the concept of engagement, however, is limited in that it differs in how it is well-defined and operationalized, which has caused in an incomplete understanding of the relationship between engagement and dropping out (Appleton, Christenson & Furlong, 2008; Fredricksetal., 2004; Glanville and Wildhagen, 2007). This study wanted to further inspect the concept of engagement and how engagement impacts early school leaving. In addition, school efficiency research has provided confirmation that the schools setting can stimulate students leaving school before completion (Bryk & Thum, 1989; Fine, 1991; McNeal, 1997; Rumberger, 1995). Therefore, this study also inspected the interactions between student engagement and teacher processes to regulate their special effects on leaving

secondary schools.

This research suggests that the majority of students questioned who chose an early exit from their educational career, their decision came at the end of a long process of disengagement from secondary schools. According to this study, classroom engagement has a strong relationship with the decision to leave secondary schools; however, it is not a direct relationship which means that a school leaver is not supposed to be only disengaged from classroom activities but also a school failure. To be clearer, classroom disengagement exposes many problems that will lead the students to decide to quit the school.

b) The relationship between school failure and early school leaving:

This study is an attempt to have an in-depth understanding of the relationship that exists between school failure and early school leaving. School failure is a well-known problem in Algeria, studied both by the institutions facing it as well as by academics from varied restraints.

The study found that school leavers who have responded to the questionnaire were school failures according to the questions they have been asked to answer, all of them agreed on the point that they failed in one or more subjects.

School participation hypothesis (Finn, 1989; Newman et al., 1992; Rumberger & Larson, 1998; Wehlage et al., 1989) support would not seem to be particularly encouraging. Although the level of classroom involvement does appear to have some impact on the early school leaving rate, especially for failures thus, its overall effect is huge. The class origin of a student has even less of an effect on the incidence to exit from his/her educational career. Throughout our data analysis, school failure has appeared as the strongest predictor of the silent epidemic, early school leaving.

It is common knowledge that some students have academic difficulty from their first day in school. Tafelski et al. (2017) pointed out that students with previous school failures that re-engage with education face huge barriers and that these students need directed support if they are to succeed with their re-entry and persist long enough to complete their studies. Much of this early difficulty, is a function of the structural demands placed upon the teacher. However; they cannot please instantaneously the student needs of more than 35 students that have been placed in their class. A likely clear result of such burdens is that students not in compliance to

the teachers' anticipations often convert considered as difficult, having behavioral issues, emotionally distressed, or having learning troubles. Such the affective filter hypothesis (Krashen, 1982) once effectively functional or known, are often very difficult to lose.

Extra case originates from a research of a small school district in Massachusetts, where students with the largest drop in performance during the alteration from primary school to middle school, and from middle school to secondary school, were most likely to drop out (Roderick, 1994). This result further strengthens the conclusion of the study of the phenomenon of early school leaving and its relation to school failure in secondary schools that students at risk to leave school can be recognized at, or prior to, the beginning of secondary school by checking their grades, scores and academic achievement.

Enriched understanding of the way in which students' and teachers' classroom practices and perceptions in a secondary school gateway course relate to the quality of student engagement and experience during class time. This study suggests that students need to feel supported by teachers and their families, as these relationships are essential to the student's perception of their own school (Fedricks et al., 2019; Voelkl, 2012). There are needs that include wanting to be seen, to belong, to feel included, appreciated, accepted and recognized, and these are critical for well-being (Andersson, 2017; Gronborg, 2013; Hansen, 2011). There is a need to pay attention to the importance of engagement as central to educational outcomes such as participation, belongingness, academic achievement, and retention.

The Former Minister for education, Nouria Benghebrit claims that total neglect of language varieties and/or local variants almost invariably leads to repetition and then quitting school which means that deficit of developing a good package of language has been and still be a serious barrier for students, this also correlates with the classroom engagement when the students cannot make efforts of grasping the courses or even expressing themselves when they face difficulty in understanding some lessons, they prefer to keep silent than to communicate with the teachers or their classmates. It also connects with the school failure, when the students cannot receive a good understanding of the lessons and they do not acquire a good language, they will be automatically failing in some subjects, since today's education makes the students in a need of language varieties.

It should be mentioned that the early school leaving issue is quite differently perceived regarding the categories of participants, namely teachers, students and parents. The parents' perception of the phenomenon of leaving secondary schools proves to be less objective than a student who has experienced such a problem. Besides, teachers' perception is relatively objective in the sense that they are closer to their students. The school leavers, however, have their personal arguments to blame the teachers in general for having failed at school.

Finally, it has to be said that school failure is a result of classroom disengagement, which both of them will lead to the decision of leaving the school before completing or graduation. In addition, the relationship of school failure and school dropout is a forever connection (Belfield and Levin, 2007; Harlow, 2003) that is to say, if further studies will look for solutions to classroom disengagement and how to fix school failure then automatically the rate of early school leaving will be fixed and reduced especially in the Algerian secondary schools.

2.4. Recommendations:

Early school leaving is a complex problem caused by a cumulative process of disengagement. It is a result of personal, social, economic, educational or family related reasons. Reducing early school leaving can help towards the integration of young people into the labour market. Therefore, successful policies against early school leaving are required to reduce it.

❖ To the Algerian Public Officers:

1. Ensure long term political and financial commitment to reducing early school leaving and keep it high in the political agenda.
2. Serious consideration should be given to projects to prevent early school leaving and adequate funding should be made available.
3. Develop and implement a sustainable national strategy to reduce early school leaving. This strategy should address all levels of education and training and encompass the right mixture of preventive, intervention and compensation measures.
4. Remove obstacles within the school education system that might hinder young people in completing their secondary education.
5. Ensure smooth transition to high quality education.
6. Support schools to develop conducive and supportive learning environment that focus on pupils needs.
7. Promote a curriculum that is relevant and engaging.
8. A standard system is needed, to measure absenteeism which is the main indicator of students at risk to leave school.
9. Allow schools to work with external professionals e g psychologists without the need to worry about funding.
10. Provide teachers with specific in-service training on this problem.

❖ **To Teachers:**

1. Create a welcoming environment to support social learning, active listening and caring observation.
2. Adopt innovative programmes and strategies, work on students' basic competencies such as reading and writing, which are the foundation of effective learning in all subjects, be aware of different learning needs and encourage students' interests.
3. Give students individual support, particularly in cases of special needs, identify their personal strengths and weaknesses. "If the teacher is supposed to be approachable, well prepared, and sensitive to students' needs, students are committed to work harder, get more out of the session, and are more willing to express their opinions". (Zepke, N., and Leach, L. 2010:170).
4. Create learning that is dynamic, cooperative and raises learning relationships thus active learning in groups, peer relationships and social skills are important in engaging learners.
5. Create educational practices for students that are challenging and enriching and that cover their academic abilities: Easy learning tasks and activities are not as effective at engaging students as activities and assignments that challenge them. When students are reproducing, questioning, supposing, evaluating, and making connection between ideas, they are engaged. "Teachers need to create rich educational experiences that challenge students' ideas and stretch them as far as they can go". (Zepke, N., and Leach, L. 2010:171).
6. Tackle truancy as one of the first signs of early school leaving and react to it immediately.
7. Promote cooperation with colleagues to develop team work and learn from the mistakes and positive experiences of them.
8. Make tutorial sessions as compulsory for students.
9. Strengthen the relations between school and home to help deprived parents help their children to learn.
10. Empower students to become active citizens: "What is needed is a democratic-critical conception of engagement that goes beyond strategies, techniques, behaviours, and a conception in which engagement is participatory, dialogic and leads not only to academic achievement but to success as an active citizen". (Zepke, N., and Leach, L. 2010:173).

❖ **To Parents:**

1. Engagement of the family in student's schooling is central in reducing early school leaving and enhancing student's educational outcomes (Manzoni and Rolf 2019; Davis 2017; Gonzalez-Rodriguez, Vieira , and Vidal 2019) . How the home functions is so important to teachers since parents involved in the school are more likely to create a home learning environment (Walberg and Paik 2000)
2. Trust and cooperation: Effective family-school partnerships need to be based on mutual respect and acknowledgement of the assets and expertise of each.
3. Talk to your son or daughter to fully understand the situation and identify the causes of any problem at school and therefore encourage and support him/her.
4. Always attend parents/teachers meetings to discuss with the school staff and find solutions to school disengagement, school failure and early school leaving.
5. Seek interaction with school to develop a common strategy to prevent truancy and disruptive behaviours.
6. Avoid disagreement with the school before ascertaining all of the background information.
7. Identify early signs of disengagement, academic difficulties or problems that may lead your child to leave school.
8. Maintain a strong relationship with schools which is essential in the continuity of school to home values and their reinforcement (Ogbu 1982).
9. Remember that parents play an important role in home schooling and helping their children navigate hybrid educational models, and this is the case during the Corona virus and the school closures. Parents will play a key role in ameliorating the impact that the pandemic has had on the mental health of young people, which is key to ensure students continue learning (Rosen et al.2021).
10. Remember that the highest possible qualifications will give your children the best chance of securing the most remunerative employment, during their working lives.

2.5. Conclusion:

The second chapter is divided into two parts: In the first part, the research problem and hypotheses were introduced, then a description of the study was provided in form of research design, the sample collection and data collection methods were also included, in addition to the research limitations. In the second part, a detailed picture of the results obtained in this research was provided from multiple data sources questionnaires, interviews. It also discusses the results of this thesis. The current work tried to brighten how the school leavers themselves, teachers and parents see this problem from different angles. In addition to that, participants were asked what could be done to reduce the problem of early school leaving regarding to the school failure and classroom disengagement since they are intimately related. Finally, some recommendations are suggested to consider the issue of early school leaving knowing that it cannot be avoidable. The main goal of this research is to understand the phenomenon of early school leaving, tackle its different causes and seek ways to reduce the its rate in our country , especially in Algerian secondary schools.

General Conclusion:

The study attempted to examine the major possible reasons for early school leaving in Algerian Secondary Schools. To explore the topic in a systematic way within the context of Algerian educational system, and offer an in-depth understanding of students', teachers' and parents' perspectives and expectations, a mixed methods approach was used to collect data in which both quantitative and qualitative approaches were used.

This study is divided into two main chapters. The first chapter, the theoretical side of the research, deals with the literature review that covers previous studies on the topic of the research with an aim to help the reader understand the origins of the study and has an idea about the field of the research. The second chapter which deals with the practical side of the study is divided into two parts: The first part provides an overview of the purpose of the study, the research question and the hypotheses in addition to the research design and the methods used to gather data using students' questionnaire and interviews to parents and teachers and it also covers limitations of the study. The second part represents the core of this study which provides the results that confirm the hypotheses of the study and suggests some recommendations.

The findings of this study demonstrate a strong evidence that school leavers have always been disengaged of the classroom activities which leads them to school failure and then to take the decision to leave school. Besides this study concludes that the friendly atmosphere at school/classroom and general communication between teacher/students are the most important factors to prevent students from leaving school early. A class –teacher has much more understanding regarding children's interests, children's capacities, like/dislike about learning, what is happening with children during classes etc, comparing with illiterate family and parents. Therefore, the findings show that a teacher and school need to take a high responsibility of a student's learning in order to control the phenomenon of early school leaving. However, it doesn't mean that the parents do not need to bear any responsibility. Here again teachers are expected to explain to parents their children's situation. A teacher cooperation and willingness are much important as well as effective than any other factors to engage students in their learning.

In spite of the fact that this work tried to cover a number of important factors of early school leaving, there are limitations of this study that should be considered in future research.

First as mentioned, our findings are generalized and restricted to school leavers from two secondary schools only. Besides, the research conducts a students' questionnaire and interviews to parents and teachers which might not be enough to know the entire reasons of the phenomenon.

Based on the main findings of this study, following few recommendations would help to reduce the rate of early school leaving; the teacher, the school and the parents should focus on students' needs and interests in their learning process and making them engaged in their learning activities, taking suitable measures to prevent school failure and therefore to control the phenomenon of early school leaving in Algerian secondary schools.

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- مجلة قضايا معرفيه . المجلد 1. العدد رقم 7. سبتمبر 2021. التسرب المدرسي الاسباب والاجراءات الوقائيه والعلاجيه
بوزيد محمد. جامعه مصطفى اسطبولي معسكر- الجزائر
- مذكوره تخرج من جامعه محمد خيضر بسكره . عمالة الأطفال وعلاقتها بالتسرب المدرسي من إعداد الطالب رايح بن
عيسى
- مذكورة تخرج من جامعه السانبا وهران. الرسوب المدرسي في التعليم المتوسط والثانوي في بلديه وهران 2006/2005
. 2010/2009 من إعداد الطالبة بلعباس فضيله

Appendices

Appendix 1: School Leavers' Questionnaire

Dear Students,

We are conducting a research on the problem of early school leaving in the Algerian secondary schools, the aim of the study is to see what are the reasons that lead the students to take the decision to leave school early.

Background Information

Gender: Male Female

Age:

Withdrawal School Year:

Class and stream before leaving school:

Secondary school:

1-You are the expert to speak about the reasons of early school leaving .Why did you leave school early?

- | | | | |
|--------------------------|--------------------------|-------------------------|--------------------------|
| Stream Selection | <input type="checkbox"/> | Disengagement in School | <input type="checkbox"/> |
| Student/Teacher Conflict | <input type="checkbox"/> | Failing Classes | <input type="checkbox"/> |
| Employment | <input type="checkbox"/> | Family Problems | <input type="checkbox"/> |
| Marriage | <input type="checkbox"/> | Boredom | <input type="checkbox"/> |
| Illness | <input type="checkbox"/> | | |

2- How do you feel about school and the importance of receiving education?

- a) very important b) average importance c) unimportant d) don't know

3- How was your relationship with your teachers?

- a) very good b)fairly good c)good d) not good at all

4-Did teachers encourage you to participate and do your classroom activities?

- a) agree b) disagree c) strongly disagree

5- Did you fail in school subjects? Yes No

6- If yes; what were these subjects?

.....
.....

7- What were the reasons behind Failing in those Subjects?

.....
.....

8-What did you do when you didn't understand assignments or instructional activities?

- a) ask help from my parents
- b) receive assistance from peers
- c) try to do it by myself
- d) don't do anything

9-What were the reasons of suspension?

- a) not completing assignment
- b) fighting
- c) assault on a teacher
- d) poor attitude

10- How is your relationship with your parents ?

- a) very good
- b) fairly good
- c) good
- d) not good at all

11- How did they react when they noticed that you left school?

- a) they were so angry
- b) they didn't care at all

12- What could your parents do to persuade you not to leave school?

.....
.....

13-What could the school staff have done to persuade you not to leave school?

.....
.....

14- With hindsight do you feel that leaving school was the right decision?

.....
.....

Thank You

Appendix 2: Teachers' Interview

Dear teachers,

We are conducting a research on the problem of early school leaving in the Algerian secondary schools, the aim of the study is to see what are the reasons that lead the students to take the decision to leave school early and to describe the ways that teachers conceptualize the different factors that contribute to students withdrawal from school.

1. What are the reasons inside school and outside it that lead students to take the decision to leave school early?
2. How do you identify a young person in danger of early school leaving?
3. What observations have you noted about the physical, emotional and behavioural characteristics of the students at risk of leaving school?
4. Could you describe your relationship with students at risk of leaving school?
5. What contact do you have with families of students who are at risk to leave school?
6. How would you describe the home environment and families of school leavers?
7. How important is teachers/parents team work to avoid school failure?
8. How would you describe your interaction with students at risk of leaving school?
9. How would you describe your thoughts and feelings when you learn that one of your students has decided to leave school?
10. What strategies did you employ to improve student's academic achievement and to try to prevent him/her from leaving school?
11. What prevented you from applying other strategies?
12. What can educational officials do to meet the needs in our schools so that to reduce the rate of early school leaving?

Thank You

Appendix 3: Parents' Interview

Dear parents,

We are conducting a research on the problem of early school leaving in the Algerian secondary schools, the aim of the study is to see what are the reasons that lead the students to take the decision to leave school early and to see whether this decision is due to the presence of different family and school factors.

1. What were the reasons behind your son's or daughter's school leaving?
2. Which factors influence students more to take the decision to leave school: family factors or school factors?
3. How was your son/daughter at school?
4. Did you identify any signs which indicated he/she was likely to leave school before he/she actually did? What were they?
5. Did he/she ask for help in doing activities and understanding lessons?
6. How would you describe your relationship with your son/daughter?
7. Did he/she speak with you about his /her relationship with teachers and school staff?
8. How did you react when your son or daughter left school?
9. How important is teachers/parents association to avoid school failure?
10. Do you think that the school has regular parent-teacher meeting to encourage parents engagement and discuss students' needs?
11. What could the school have done to help with the situation?
12. What do you suggest as solutions to reduce the rate of early school leaving in Algeria?

Thank You