

“The Role of School Principals in Reducing the Phenomena of Dropout and Absence from their Point of View”

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Abstract:

The study followed the descriptive survey method, and a sample of government school principals and principals was selected, their number was (), by () principals and () principals. The results showed that the role of school principals and principals in reducing the phenomena of dropout and absenteeism was moderate.

Keywords: Role, School principal, Dropout phenomenon, Absence phenomenon.

Dr. Lavi Scallops

Introduction:

The current era has been called the era of space exploration, modern technologies, rapid change, and the era of management. Here the administration has become the responsibility for the success or failure in any institutional field, including the school, as the first educational institution, which stands behind any activity, discovery, invention or production. This institution cannot perform its dangerous and important role in society, unless it has an experienced management that performs its tasks with distinction and competence.

The school principal is not the person who monitors the work of teachers, monitors students' movements, and supervises the cleanliness of the school. Rather, as Hussein (2004) pointed out, he is responsible for making his school a center of intellectual and cultural radiation, and to contribute effectively to solving social, professional, health and cultural problems. The school director also became, as Attiwi (2011) mentioned, responsible for the productivity of the educational educational process in its various dimensions related to planning, organizing and programming, as he is a supervisor, a guide and an evaluator. Hence, the director became the educational and administrative head in the leadership of the most dangerous institution in society, which is the school.

It appears from what was mentioned that the school principal must be fully aware of his leadership mission, be keen to develop his own capabilities in the art of management, keep pace with the developments of the administrative and educational process, and employ all elements of the school community to achieve the goals. Hence, Ayasra and Hijazis (2015) stipulated that the school principal be sympathetic to those he works with, distinguished from them by characteristics that qualify him to lead them, an assistant to them, has an outstanding ability to control his emotions, is characterized by intelligence, expressing a desire to lead them under any circumstance.

Al-Mahamda (2005) defined the conditions for a successful school principal, the most important of which are: the safety of the body and mind, having the ability and sufficient capacity to take responsibility, the ability to deal with educational problems accurately and decisively, and gaining the trust of teachers and education officials. As for Muhammad (2015), he pointed out the necessity of having moral and social qualities in the school principal; Moral qualities include: sincerity, honesty, justice, honesty, forbearance, and dignity. Social qualities include: knowledge of prevailing customs and traditions, ability to organize a group, belief in democracy and participation of others in decision-making.

Ahmed (2009) showed that the school principal performs two main interests, from which many tasks branch. The two tasks are an administrative task and a technical task; The administrative tasks include: organizing the school's financial issues, facilitating administrative matters at the beginning, at the end and during the school year, consolidating the school's relationship with the community, supervising school records, contributing to the safety of the school system, managing and maintaining facilities and equipment, and supervising the affairs of teachers, students and administrative staff. schoolhouse. As for the technical tasks, they include: improving the implementation of the curriculum, by enriching the study material, activating the various activities, working on developing assessment tools, improving teaching strategies, analyzing staff recommendations, estimating the teachers' adequacy level, evaluating experiences and working to transfer successful experiences.

Depending on the type of administration, the principal may be autocratic, permissive, democratic, or diplomatic. As for the autocratic manager, he tends to be alone in opinion, and seeks to concentrate power in his hands, does not allow his decisions to be discussed, and does not seek the loyalty of his workers. This reflects the lenient manager who has no control over subordinates, lack of effective control, and workers enjoy absolute freedom without the slightest interference, as well as weak group cohesion and narrow social relations between them. As for the democratic manager, he works on appreciating his workers, taking into account their circumstances, participating in decision-making, encouraging workers to

research and exchanging experiences, taking into account the social and psychological needs of workers, accepting constructive criticism, paying attention to time and respecting deadlines. The diplomatic director works to organize the work by involving a committee of his employees in that, adopting collective thinking, avoiding giving orders, and assigning success and failure to teachers and students (Al-Khawaja, 2004; Ayasra and Hijazien, 2015).

Both Al-Aghbari (2009) and Al-Ajmi (2019), indicated that there are a set of goals for school administration, which the school principal must strive to achieve. These goals are: cultural and educational goals, social goals, religious and moral goals, and economic goals. The cultural and educational objectives are represented by the administration's concern for students' abilities, providing them with information, experiences and ideas, and encouraging them to reflect, think and create. As for the social goals, they are represented in introducing students to their roles towards their community and their families, and encouraging them to establish the best social relations, and this is done in constructive cooperation to achieve the desired social goals. We affirm the religious and moral objectives of the students' correct understanding of the Islamic faith, and the interest in instilling values, by emphasizing morals and ethics in the student's personality. As for the economic goals, they are represented in introducing students to the sources of natural wealth, how to preserve them, and work on developing them to develop society in the light of the available capabilities, and in light of the various social problems.

Since the function of the director, as Hussein (2004) pointed out, is a harmonious coordination of human elements, as well as planning, organizing, directing and controlling, one of his most important functions is the regularity of attendance at his school, and preventing the absence of his students or their dropping out.

After the leakage is a loophole in the educational and educational system, it takes, as a phenomenon, various forms; It may start repeatedly on school days, and it may turn into a permanent interruption, and the interruption here is called a permanent dropout. That is, the student leaves the study seat before completing a certain stage of study. The dropout may be a type of hidden dropout, in which the student's time fluctuates between attendance and absence, as he becomes a candidate to leave the study at any moment, and here appears the school's inability to persuade such students to stay and continue studying (Richard, 2009).

The dropout has characteristics that differ from his peers, which appear in the educational, psychological, social and economic aspects; These features include: having limited abilities, being affected by problems, family disintegration, and exposure to psychological and social conditions that are reflected in the student's behavior, and appear in his verbal aggression, physical violence towards the other, and his emotional disturbance. In the school environment, the student suffers from mental wandering, being late for work, and a low level of achievement, compounded by the bad relationship with family members, the lack of interaction between them, the association with peers with bad habits, and the difficulty of making friends (Al-Shakhabi, 2012).

The school plays an active role in the dropout phenomenon, and this appears in school planning, education curricula, assessment methods, and school violence; School planning must be built on sound foundations, in which the quality of education adapts to the conditions of society, and with the development of technology and tremendous scientific progress. As for the educational curricula, it is one of the most important factors for the success of the educational process, as it must be an element of attraction for students, in which activities and events related to human life vary, and it works on developing the student's abilities and building his personality. With regard to evaluation methods, they must have positive effects on the student, with his feeling that he is performing a work that is expected to be evaluated with fairness, integrity and sincerity. As for school violence, it is the worst thing that is practiced within the walls of the school, and it is far from the democratic atmosphere that educational systems seek to spread. Violence takes the form of the social disease that the student brings to school, and the form of reprimands, insults, oppression and threats practiced by the administration and teachers against their students, as this results in the emergence of negative personalities characterized by weakness and defeat (Ahmed, 2011; Al-Daoud, 2016).

There are other reasons for dropping out, including the school principal, the teacher, and the student himself. As for the school principal, it is related to his competence, his leadership role, and his ability to implement the laws of education, which were enacted first and foremost for the sake of the student, who must be provided by the school with sufficient knowledge to become a useful and good member of society, and he must not leave the school before providing him with this knowledge. As for the teacher, he is a good role model for the student, and he is keen to maintain the good relationship between him and the student. And the teacher becomes a failure when he is a catalyst in the student's evasion from school, and then dropping out of it. Student behavior is another reason for dropping out; There are students who find it difficult to adapt to educational situations and school work, and they often have bad habits and attitudes, such as leaving the school

system and rioting, which has a direct impact on teaching practices. This is reflected, if common, on the behavior of many students, and as a result their weak connection with the school, and their attendance at school, and then their dropping out (Burkan, 2006).

After that, the dropout has many negative effects, including questioning the capacity of the educational system, distorting the reputation of educational institutions, weak social development, the emergence of difficulties in social integration, as well as the spread of unemployment, the depletion of human energies, and the prevalence of a pessimistic view of the future (Al-Bouhi and Mahfouz, 2010).

It is clear from the foregoing that the advantage of any educational system is its ability to prevent students from dropping out, before completing the school stage, which qualifies them to be useful members of their societies. Educational institutions, foremost of which is the school, must address the causes of dropout, contribute to solving students' problems, create a comfortable psychological and social atmosphere for them, monitor students' behavior, maintain their emotional balance, urge them to persevere to increase their achievement, and urge families to consolidate relations between their members, as well as urging Students make friends with each other. Hence, the school must play its active role in reducing the dropout phenomenon, through correct school planning, the proper employment of technology in school activities, and making the curriculum, which provides useful knowledge, an attractive element, by diversifying activities and events related to human life.

Another problem facing educational systems is the problem of school absenteeism, which is often considered a phenomenon that paves the way for school dropouts. Therefore, it became necessary to ensure the regularity of students to attend school. This can be achieved, as stated by Balfanz (2012), by improving the academic level of students, helping them to complete the stage of study they are in, and narrowing the gap between academic levels; Improving the academic level and improving achievement, especially in the early school stages, are among the most important factors that help in regular attendance and familiarity with the school climate, from students with a low economic, social and cultural level in particular, and the school here raises this level when the family fails to follow up on the academic situation for her children. As for helping students complete their academic stages, this leads to the achievement of the stage's goals.

There is a strong correlation between the phenomenon of absence, the student's relationship with his school, and his sense of belonging to it. If this relationship is disturbed, the student becomes more willing to be absent. And vice versa, as the more the student's relationship with the school increases, the more he will be able to improve his performance, and as a result he becomes more eager to attend and attend. It appears, as a result of repeated absence, that the student misses different learning experiences, as he lacks interaction with his colleagues and with different educational situations (Ito, 2011).

Al-Taweel (2013) pointed out that the phenomenon of absence is an inevitable and direct result of problems, which may be rooted, that the educational system suffers from, arising from students' reluctance to parallel education in educational centers, the prevalence of private teaching, poor performance of not a few teachers, and lack of interest in activities school, and the lack of what attracts students to school.

In order for the school to be attractive to its students, it must meet basic requirements, the most important of which is: Improving the engineering specifications of the school, so that the school is truly a school, and not just a building that receives large numbers of learners. The school works with educational and academic goals for the curricula it teaches, and the goals focus on life skills. The evaluation includes all educational aspects, measurement of learning outcomes in the different educational stages, and work to improve performance. And the necessity of focusing education strategies on strengthening the learning process, and employing teaching techniques (Al Shaya and Al Hanaki, 2015).

It seems that the students' lack of attendance at school is not the responsibility of the school alone, but rather it is a joint responsibility between the school, the community, the family, the teacher and the student himself. Muhammad (2015) indicated that there are many reasons that lead the student to absenteeism and irregular work hours. The most important of these reasons are: overcrowding of classes with students, separation between students' needs and the knowledge provided by the school, exposure to some damages and discrimination, exposure to unsafe conditions in school, harsh economic conditions of some families, weak students' motivation to learn, hatred of a particular subject or a particular teacher, exposure For certain penalties, poor school administration, the difficulty students find in some subjects, and so on.

Thus, it becomes clear that the phenomenon of absenteeism is a problem that may lead to school dropouts. It arises when the relationship between the student and his school becomes strained, for many and overlapping reasons. It is

not possible to address the problem of absenteeism or reduce its prevalence only by addressing negative educational phenomena, and this is by limiting the phenomenon of parallel education, developing the work of the teacher, paying attention to school activities, creating motivation towards learning, and developing school curricula, so that students develop skills, not just stuffing information. In addition, the relationship between the school and the community is strengthened, and the family is made aware of its important and sensitive role in following up on its children.

Numerous studies have been conducted on the issue of dropout or absence among school students at different academic levels; The Governorate (2012) conducted a study aimed at identifying the role of school administration in reducing the phenomenon of school dropout in Jordan, and the study followed the descriptive research method, and the number of principals (the study sample) reached (166), and the study tool was to identify the causes of dropout. The results showed that the role of school principals in reducing the dropout phenomenon was high.

Shabeka (2015) conducted a study aimed at knowing the role of school administration in mitigating the phenomenon of school dropout among middle school students in Algeria from the point of view of teachers, and the number of study members was (69) male and female teachers. A questionnaire was prepared about dropout factors. The study concluded that the school administration's role in mitigating the dropout phenomenon was moderate. As for Devkota & Bagale (2015), their study aimed to know the reality of school dropout in the primary stage in the Republic of Nepal, and the approach followed was the descriptive one. The results of the study showed that the dropout rate in the primary stage was (5.2%), which is a high dropout rate. And that the reasons for this dropout are due to economic and social factors, geographic barriers, and the weak relationship between school and society.

Al-Mahjuba study (2015) aimed to know the effect of the learner's repeated absence on the motivation to learn. The study followed the descriptive research method. The sample consisted of (60) learners in the primary stage in Algeria. The results showed that there were statistically significant differences in the level of motivation to learn in favor of those who were absent, that is, those who were absent were less motivated to learn. Another study was conducted in Algeria as well, the Donkey study (2019), whose goal was to know the relationship of absenteeism from classes to the educational attainment of university students in the first and second years, and the sample consisted of (60) male and female students, and the study tool was a test in educational attainment. The results revealed a relationship between absenteeism from classes and achievement, as those who were absent from classes had less attainment, while educational attainment was higher among those who were not absent. As for Al-Masry (2019), he conducted a study aimed at identifying the role of school administration in facing dropout in government schools in Khan Yunis Governorate in Palestine from the teachers' point of view, and the study followed the descriptive research method, and the number of sample members was (232) teachers, and the study tool consisted of (49) paragraph. The results showed that teachers' estimations of the school administration's role in facing dropout came to a large degree.

Hussein's study (2020) aimed to find out the reasons for dropping out of schools from the parents' point of view, and he followed the descriptive research method, and the number of study members was (217) parents in the Abu Dis area east of Jerusalem. The study tool was a questionnaire about the reasons for the dropout. The results showed that the reasons related to the school environment came with a high degree of appreciation from the parents' point of view, while the reasons related to the financial and living conditions came in a medium degree. As for the study of Nusseibeh and Zoqai (2020), it aimed to know the school dropout under the new educational system, and the research method followed was the descriptive approach, and the sample consisted of directors of educational institutions, teachers and a number of dropouts in Algeria. The study tool was multiple images of a questionnaire directed to mentioned categories. The results showed that the dropout rate was high, and it was due to psychological, family and social reasons, and to many other overlapping reasons.

It is clear that the previous studies dealt mostly with the dropout phenomenon from different points of view, as the conservative study (2012) came from the point of view of the principals, and the Shabeka study (2015), and the Egyptian study (2019) came from the point of view of teachers. While Hussein's study (2020) came from the parents' point of view. As for the study of Devkota & Bagale (2015), it dealt with the reality of school dropout. Al-Mahjoubia study (2015) dealt with the effect of frequent absence of the learner on motivation. Hamir's study (2019) examines the relationship between absenteeism and educational attainment. Nusseibeh and Zoqai's study (2020) examines the reasons for dropping out under the new educational system. The results indicated that the estimates of those surveyed about the phenomenon of leakage were medium or high. Various studies agreed that there are common causes for the dropout phenomenon.

The Study Problem:

The problem of the study comes from the problem of the phenomena of dropout and absence, which have become educational and educational problems that deserve study; The educational literature and some previous studies indicated that there are problems that trouble educational institutions in different countries. The opinions of educators, including teachers, administrators and professors of education, were surveyed about these negative phenomena, how to reduce their occurrence, and how to treat them... Hence the problem of the current study, which answers the following two questions:

- 1- What is the role of school principals in reducing the dropout phenomenon from their point of view?
- 2- What is the role of school principals in reducing the phenomenon of absenteeism from their point of view?

The importance of studying:

The current study has a theoretical importance in what it dealt with from a theoretical background on the issues of dropout and absence, and exploring the point of view of school principals and principals in limiting these two phenomena. As for the practical importance, it appears in the relevant educational authorities benefiting from the results of the study, and the benefit of the principals in identifying their roles in reducing the phenomena of dropout and absence, as well as the benefit of other researchers in conducting further studies on the subject.

Define terms:

In this study, the following terms are defined conceptually and procedurally.

- 1- Drop-out: Al-Otaibi (2016) defined it as the complete absence of the student from school at any stage of the study, before he has learned to graduate at the secondary level. Dropout is defined procedurally as a student leaving school completely before taking the high school exam. It is measured by the school principals' answers to the paragraphs of the questionnaire prepared for the purposes of the current study.
- 2- Absence: Ito (2011) defined it as the fluctuation and irregularity of the student's time, due to his feeling of weakness of belonging to the school, and the disturbance of the relationship between the student and his school. Absence is defined procedurally as the temporary interruption of the student from work, and this phenomenon is repeated, so that this is indicated in the school records. It is measured by the school principals' response to the questionnaire items prepared for the purposes of the current study.

Study limits and limitations:

The study was limited to the following:

- 1- Spatial boundaries: government schools in the North West Badia Education Directorate.
- 2- Temporal limits: the study was applied in the first semester of the academic year 2019/2020
- 3- Human limits: principals and principals of public schools in the schools of the North West Badia Education Directorate.
- 4- The results of the study are determined by the availability of psychometric properties in the study tool, and the validity and stability of this tool.

Method and Procedure:

This aspect deals with the study methodology, its society, how to choose the sample, the study tool, and verify its validity and reliability. It also deals with study procedures and their variables, and statistical treatment.

Study methodology:

In this study, the descriptive research method was followed, as it is the appropriate method to achieve the study objectives.

Study community and sample:

The study community shall consist of all government school principals and directors, whose schools are affiliated to the Northwest Badia Education Directorate. The number of male and female directors reached (188), by (69) male and

female (99) female directors. The sample was chosen from the study population by random method, as (30) male managers were selected, and (30) female managers were selected.

Study Tool:

A questionnaire was prepared for school principals and principals (the study sample), and the questionnaire took two pictures, the first on the role of school principals in reducing the dropout phenomenon. The number of paragraphs of the first picture was (27) paragraphs, distributed into three areas: the psychological field, which included (9) paragraphs, the social field, which included (8) paragraphs, and the educational field, which included (10) paragraphs. As for the second picture of absence, it consisted of four domains: the school domain, which included (6) items, the student domain, which included (5) items, the family domain, which included (5) items as well, and the community domain, which included (6) items. Thus, the number of paragraphs was (22) paragraphs.

Authenticity of the tool:

To verify the validity of the questionnaire in its two forms, it was presented to a group of specialists in pedagogy and educational administration, and to a number of curricula and teaching professors. Thus, the first image of the leak-out questionnaire took its final form, consisting of (27) items, and the second image of the absence took its final form, consisting of (22) items.

Tool stability:

To verify the stability of the questionnaire in its two forms, it was applied by testing and retesting (test-retest) on an exploratory sample from outside the study sample, as (15) principals were selected from public schools in the schools of the Northwest Badia Education Directorate, according to the Pearson correlation coefficient between the two applications, and it was also calculated. The stability coefficient by the internal consistency method, according to Cronbach's alpha equation. Tables (1) and (2) show the internal consistency coefficients, according to Cronbach's alpha equation, and the repeatability of the fields and the total score. These values were considered appropriate for the purposes of this study.

Table (1)

Cronbach's internal consistency coefficient alpha, repetition stability, and the total score of the first image of the leak resolution

The field	Replay stability	internal consistency
psychological	0.82	0.80
social	0.75	0.72
educational	0.71	0.70
Total marks	0.87	0.86

Table (2)

Cronbach's alpha internal consistency coefficient, repetition stability, and the total score of the second image of the absence resolution

The field	Replay stability	internal consistency
school field	0.72	0.70
Student's field	0.73	0.71
family field	0.77	0.74
community area	0.74	0.72
Total marks	0.79	0.80

Statistical scale

The Likert scale (very large, large, medium, little, very little) that was assigned to it has been converted (1, 2, 3, 4 5) respectively, to (large, medium, few), according to the following equation:

1 - 5 = 1.33, so:

1.00–2.33 little

2.34– 3.67 average

3.68 -5.00 large

Study procedures:

- 1- A review of the theoretical literature and previous studies to prepare the study tool.
- 2- Verifying the validity of the instrument by presenting it to a group of arbitrators.
- 3- Verify the stability of the tool by applying it to an exploratory sample from outside the study sample.
- 4- Distribute the questionnaire to the study sample.
- 5- Unpacking the results in special tables.
- 6- Discussing the results and formulating recommendations and proposals.

Statistical processing:

Arithmetic averages and standard deviations were extracted to find out the degree and estimate the role of school principals in reducing the phenomena of dropout and absence in each of the questionnaire items from their point of view.

Discuss and interpret the results:

This part includes the presentation and interpretation of the results of the two study questions in the light of the theoretical literature and previous studies.

First: The results related to the first question, which states: What is the role of school principals in reducing the dropout phenomenon? In order to answer this question, the arithmetic averages and standard deviations of the role of school principals in reducing the dropout phenomenon were extracted, and Table (3) illustrates this.

Table (3)

Arithmetic averages and standard deviations of the role of school principals in reducing the dropout phenomenon, arranged in descending order according to the arithmetic averages

Rank	No.	The field	Means	standard deviation	Level
1	1	psychological field	3.65	.667	Medium
2	2	social field	3.57	.551	Medium
3	3	educational field	3.29	.541	Medium
		The role of school principals in reducing the dropout phenomenon	3.49	.531	Medium

Table (3) shows that the arithmetic averages ranged between (3.29-3.65), where the psychological field came in the first rank with the highest arithmetic mean of (3.65), while the educational field came in the last rank with an arithmetic average of (3.29), and the arithmetic mean of the role of School principals reduce the dropout phenomenon as a whole (3.49).

The arithmetic averages and standard deviations of the estimates of the study sample were calculated on the paragraphs of each field separately, as they were as follows:

First: the psychological field:

Table (4)

Arithmetic averages and standard deviations of the items related to the psychological domain are arranged in descending order according to the arithmetic means

Rank	No.	The field	Means	standard deviation	Level
1	3	I am working on creating a feeling among the students that the administration is close to them	3.83	.785	High
2	1	I work to provide psychological adjustment for students	3.75	.728	High
3	2	Make sure that the administration does not put any pressure on the student	3.72	.993	High
4	5	I work to prevent punishment in all its forms	3.68	.873	High
5	6	I strive to be fair in dealing with all students	3.67	1.036	medium
5	9	I work to involve parents in addressing their children's psychological formations	3.67	.896	Medium

Rank	No.	The field	Means	standard deviation	Level
7	7	I work to increase students' motivation towards learning	3.57	1.031	medium
8	8	I encourage students to participate in sports and cultural activities to satisfy their needs	3.55	1.064	medium
9	4	I take special care of low-achieving students	3.43	1.198	medium
		psychological field	3.65	.667	medium

Table (4) shows that the arithmetic averages ranged between (3.43-3.83), where paragraph No. (3), which states, "I am working on spreading a sense among students that the administration is close to them" came in the first place, with an average of (3.83), While paragraph No. (4), which states, "I am working on taking special care of low-achieving students," came last, with an average score of (3.43). The arithmetic mean for the psychological domain as a whole was (3.65).

Second: The social field

Table (5)

Arithmetic averages and standard deviations of the items related to the social domain are arranged in descending order according to the

arithmetic means

Rank	No.	The field	Means	standard deviation	Level
1	15	I make sure to hold orientation seminars for students	3.70	.869	High
2	10	I work to provide appropriate opportunities for social interaction among students	3.65	.799	medium
2	11	I am creating the right atmosphere for the success of school competitions	3.65	.954	medium
4	14	Make sure to hold regular meetings with parents	3.65	1.132	medium
5	17	I help students from families who suffer from weak family ties	3.63	.938	medium
6	13	I communicate regularly with parents of students who are frequently absent	3.50	.930	medium
7	12	Make sure to provide parents with the progress of their children	3.43	1.064	medium
8	16	Work on investing cultural institutions in the local community to spread awareness among students	3.35	.971	Medium

Rank	No.	The field	Means	standard deviation	Level
		social field	3.57	.551	medium

Table (5) shows that the arithmetic averages ranged between (3.35-3.70), where paragraph No. (15) which states "I am keen to hold counseling seminars for students" came in the first place with an average of (3.70), while paragraph No. (16) Its text is "I am working on investing cultural institutions in the local community to spread awareness among students" in the last rank, with an average of (3.35). The arithmetic mean for the social domain as a whole was (3.57).

Third: the educational field

Table (6)

Arithmetic averages and standard deviations of the items related to the educational field are arranged in descending order according to the arithmetic means

Rank	No.	The field	Means	standard deviation	Level
1	20	I am keen to hold constant meetings between students and teachers to strengthen relations between them	3.53	.812	Medium
2	21	I work to strengthen the role of teachers who contribute to solving students' problems	3.50	1.200	Medium
3	19	I work to educate teachers about the need to diversify teaching strategies, methods and methods	3.48	.854	Medium
4	18	I am working on identifying medical professionals who are at risk of leakage	3.43	.998	Medium
5	22	Instruct teachers to give extra classes to low-achieving students	3.38	1.121	Medium
6	23	I encourage outstanding students to help their colleagues raise their level	3.28	1.166	Medium
7	24	Make sure to prepare awareness programs that show the dangers of leakage	3.20	.971	Medium
8	26	I am working on preparing counseling programs for students from specialists in the field of counseling	3.13	1.334	Medium
9	25	I am keen to honor outstanding students in a public celebration	3.00	1.120	Medium
10	27	I work to involve all students in classroom and extra-curricular activities	2.95	1.241	Medium
		educational field	3.29	.541	Medium

Table (6) shows that the arithmetic averages ranged between (2.95-3.53), where paragraph No. (20) which states "I am keen to hold continuous meetings between students and teachers to enhance relations between them" came in the first place, with an average of (3.53) , while paragraph No. (27) and its text "I am working on involving all students in classroom and extracurricular activities" came in the last rank, with an average of (2.95). The arithmetic mean for the educational field as a whole was (3.29).

Discussing the results of the first question: The results of this question showed that the role of school principals in reducing the dropout phenomenon was average in each of the fields of the questionnaire in its first form, and in the three domains (psychological, social and educational) combined. As for the paragraphs of each field, there were (4) paragraphs in the psychological field at a high level, and the first of these paragraphs is: Work to spread a sense among students that the administration is close to them. This may be attributed to the feeling of the principals that their role is vital in maintaining the school system, urging the students to adhere to the timeliness, and that the administration is fully prepared to solve their problems. And a paragraph came: I am working to provide psychological adjustment for students, at a high level as well, and the reason may be that the principal's first task is to create a comfortable school atmosphere with which students adapt quickly, as this guarantees the rule of order in the school.

As for the paragraph: I make sure that the administration does not face any pressure on the students, it also came with a high grade. This may be attributed to the school principal's knowledge that pressure on students in its various forms is one of the most important reasons for leaving school. At the level of appreciation (high) also came the paragraph that states: I work to prevent punishment in all its forms. This may be due to the director's keenness to implement the instructions that prohibit punishment in all its forms, or to his conviction that the punishment that falls on the student on an ongoing basis, may also push him to hate the school, and it is time for him to leave it.

As for the social field, one paragraph came with a high rating: I am keen to hold counseling seminars for students. This may be due to the school principal's keenness to justify a good reputation for him and his school, as the prevalence of this in the community leads to the school principal gaining the respect and appreciation of others. In the educational field, all the paragraphs were given an average rating. This may be due to the fact that most of the principals who were surveyed may believe that the educational role rests primarily with the teacher.

Second: The results related to the second question, which states: What is the role of school principals in reducing absenteeism?

To answer this question, the arithmetic averages and standard deviations of the role of school principals in reducing absenteeism were extracted, and the table below illustrates this.

Table (7)

Arithmetic averages and standard deviations of the role of school principals in reducing absenteeism, arranged in descending order according to the arithmetic averages

Rank	No.	The field	Means	standard deviation	Level
1	1	School field	3.35	.578	Medium
2	4	community area	3.29	.627	Medium
3	3	family field	3.17	.683	Medium
4	2	student's field	3.14	.545	Medium
		the role of school principals in reducing absenteeism	3.23	.486	Medium

Table (7) shows that the arithmetic averages ranged between (3.14-3.35), where the school domain came in the first rank with the highest arithmetic mean of (3.35), while the student's domain came in the last rank with an arithmetic average of (3.14), and the arithmetic mean of the role of School principals reduce absenteeism as a whole (3.23).

The arithmetic averages and standard deviations of the estimates of the study sample were calculated on the paragraphs of each field separately, as they were as follows:

First: the school field

Table (8)

The arithmetic averages and standard deviations of the items related to the school domain are arranged in descending order according to the arithmetic averages

Rank	No.	The field	Means	standard deviation	Level
1	28	Work to make the school atmosphere attractive to students by activating school activities that meet their needs	3.80	1.031	High
2	29	I urge teachers to strengthen human relations with students directly within the school	3.73	.907	High
3	31	I am working on making teachers and students more disciplined urging them to adhere to the school system	3.70	.794	High
4	33	I am working on investing the students' abilities and skills in strengthening the school system	3.50	1.009	Medium
5	32	I work to spread a sense of the value of school work among students	3.43	1.073	Medium
6	30	I address problems that occur between teachers and students directly within the school	2.00	.871	Low
		school field	3.35	.578	Medium

Table (8) shows that the arithmetic averages ranged between (2.00-3.80), where paragraph No. (28), which states, "Work on making the school atmosphere attractive to students by activating school activities that meet their needs" came in the first place, with an arithmetic average of (3.80). , while paragraph No. (30) and its text "I treat problems that occur between teachers and students directly inside the school" came in the last rank, with an average of (2.00). The arithmetic mean for the school as a whole was (3.35).

Second: the student's field

Table (9)

Arithmetic averages and standard deviations of the items related to the student's domain are arranged in descending order according to the arithmetic averages

Rank	No.	The field	Means	standard deviation	Level
1	38	I follow students who have a lack of mental abilities, seeking to increase their ability to think	3.53	.937	Medium
2	37	I avoid students with their teachers and the subjects they teach	2.70	1.149	Medium
3	36	I follow students who have weak ability to achieve to increase their efficiency and excellence	2.37	.890	Medium
4	34	I make sure to follow up on students who complain of weakness in one of their senses	2.17	1.341	Low
5	35	I follow students who have emotional tension to address cases of rebellion against school authority	1.97	1.033	Low
		Student's field	3.14	.545	Medium

Table (9) shows that the arithmetic averages ranged between (1.97-3.53), where paragraph No. (38), which states, "I follow students who have a lack of mental abilities in their search to increase their ability to think" came in the first place, with an average of (3.53), while paragraph No. (35) which reads "I follow students who have emotional tension to deal with cases of rebellion against the school authority" came in last place, with an average of (1.97). The arithmetic mean of the student's domain as a whole was (3.14).

Third: the family field

Table (10)

Arithmetic averages and standard deviations of the items related to the family domain are arranged in descending order according to the arithmetic means

Rank	No.	The field	Means	standard deviation	Level
1	40	I am working to reduce the study requirements for families with low incomes	3.77	1.135	High
2	43	I encourage parents to follow educational methods in guiding and educating their children	3.73	.868	High
3	44	I work to strengthen the relationship between the school and the local community	3.67	.802	Medium

Rank	No.	The field	Means	standard deviation	Level
4	41	I encourage the student to be an active member of his family and not a burden to it	3.60	1.133	Medium
4	42	I encourage parents to constantly monitor the behavior of their children	3.60	.724	Medium
6	39	I send messages to parents to create an appropriate family atmosphere for their children	3.43	1.040	Medium
		family field	3.17	.683	Medium

Table (10) shows that the arithmetic averages ranged between (3.43-3.77), where paragraph No. (40), which states, "I am working to reduce the study requirements that low-income families bear" came in the first place, with an average of (3.77) Paragraph No. 39, which reads, "I send messages to parents to create an appropriate family atmosphere for their children," came in the last rank, with an average score of (3.43). The arithmetic mean of the family domain as a whole was (3.17).

Fourth: the field of society

Table (11)

Arithmetic averages and standard deviations of the items related to the community domain are arranged in descending order according to the arithmetic means

Rank	No.	The field	Means	standard deviation	Level
1	45	Make sure to participate in various social activities	3.77	1.040	High
2	46	I work to educate community members about the importance of their children's education	3.70	.952	High
2	48	I work to educate students to stay away from deviant groups in society and to strengthen the relationship with hardworking colleagues	3.70	1.022	High
4	49	I urge teachers to share the joys and sorrows of the local community	3.47	1.074	Medium
5	47	I work to treat the diseases that some students have of society, such as violence in all its forms	1.83	.986	Low
		community area	3.29	.627	Medium

Table (11) shows that the arithmetic averages ranged between (1.83-3.77), where paragraph No. (45) which states "I am keen to participate in various social activities" came in the first place with an average of (3.77), while paragraph No. (47) Its text is "I am working on treating the diseases that some students carry in society, such as violence in all its forms" in the last rank, with a mean of 1.83. The arithmetic mean for the community as a whole was (3.29).

Discussing the results of the second question: All areas of the second picture of the absenteeism questionnaire came with an average rating, whether it was for the fields collectively, or for each field individually, and these areas are: the school

field, the community field, the family field, and the student field. As for the paragraphs, three items came in the school domain with a grade level (high); The first of these paragraphs is: I work to make the school atmosphere attractive to students by activating school activities that meet their needs. This may be due to the principals' awareness of the importance of school activities, such as sports and artistic activities, competitions, and others, in attracting students, and their eagerness to participate in them, because such activities meet the students' needs and desires. In addition, these activities work to strengthen the relationship between students with each other, and with all employees of their school. The evidence for this is that the paragraph: I urge teachers to consolidate human relations with students, that is, the principal acknowledges the importance of human relations between students and their teachers, as this is an effective attraction that reduces absenteeism significantly. It also came with a high grade in the school field, a paragraph: I work on making teachers and students more disciplined by urging them to adhere to the school system. This may be due to the fact that the teacher's role model first, and the student's discipline after that, ensures that the school system is more stable, as this reflects positively on the student's behavior and makes him more eager to attend and persevere.

In the school field, there was one paragraph with a (low) rating level, which is: I address the problems that occur between teachers and students directly within the school. This may be due to the fact that most principals leave this matter to the teachers themselves, who are better able to solve such problems, in addition to the fact that most teachers do not want to communicate every problem to the school principal, because repetition of this negatively affects the teacher himself.

Regarding the student, two paragraphs came with a low grade from the point of view of the principals, and the first of these paragraphs is: I am keen to follow up on students who complain of weakness in one of their senses. This may be due to the principals' belief that dealing with such matters is the duty of parents, or that teachers are the ones who diagnose it and tell the parents about it. And the second paragraph in the field of the student, which also came with a low grade, is: I follow students who have emotional tension to deal with cases of rebellion against the school's authority. This may be due to the fact that cases of emotional tension are seen by the teacher first, and may not reach the principals, as they may be treated by the teacher himself, or that many of these cases may not reach the state of rebellion.

As for the family, two paragraphs were highly rated: I work to reduce the study requirements that families with low incomes bear, and I encourage parents to follow educational methods in guiding and educating their children. This may be due to the director's conviction that families with low incomes are often subject to absence, so he works to relieve them by exempting their children from many requirements. The principal is also aware that it is very necessary for families to follow an educational method in guiding their children, because the educational method is capable of solving many of the problems facing students, especially adolescents.

In the field of society, three items came with a high rating, and one paragraph with a low rating. The first paragraphs that came with a high rating from the point of view of managers are: I am keen to participate in various social activities. That is, the manager realizes the importance of communicating with members of the local community, especially communicating with parents, and their participation in their events, as this has a positive impact on urging parents for their children to attend, and not to be absent, because the manager is in constant communication with their parents. The second paragraph, which was also highly rated: I work to educate community members about the importance of their children's education. This indicates that the principal is fully aware of the role of community awareness in urging children to stick to the time, as he is relied upon for successful and integrated learning. And it came with a high grade as well as a paragraph: I am working on educating students to stay away from deviant groups in society and to strengthen the relationship with hardworking colleagues. This may be due to the fact that the principals follow the instructions issued by the official authorities that school principals play their roles in educating students to stay away from advocates of deviation and extremism, in addition to the fact that the principal should be directed to the need to benefit from the smart and hardworking students, and the need to strengthen the relationship between them and the rest of the students. , because that is enough to follow their example, and at the same time stay away from the bad and the deviant.

As for the paragraph: I am working on treating the diseases that some students have of society, such as violence in all its forms, it came with a low rating, and this may be due to the fact that the school principal may leave this matter to the teacher, who discovers directly the social diseases that the students have, such as clan, sectarian, and regional ones, and other things that the hidden curriculum broadcasts, and it works to address it, by educating students while they are teaching them about the dangers of such matters on the stability and progress of society.

By comparing the results of the current study with the results of previous studies, it is clear that the current results are in agreement with the results of the Shabeka study (2015), which found that the role of school administration in reducing

the dropout phenomenon came with an average rating. The current results differed from the results of the study of Governorate (2012) and Al-Masry (2019), which concluded that the role of school administration in reducing the dropout phenomenon was high.

Recommendations

In light of this, the following can be recommended:

- 1- The necessity of selecting qualified school principals.
- 2- Holding training courses for school principals on introducing them to the dangers of dropout and absence phenomena.
- 3- Conducting other studies to identify the role of school principals in raising awareness of the dangers of violence, extremism and terrorism.

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