



# The Phenomenon Of Female Middle School Students' Dropout At Kufar Aqab School After The October 7th War (Case Study)

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ARTICLE INFO	ABSTRACT
	<p>This study aims to explore the reality of dropout among female middle school students at the New Kufar Aqab School during the post-October 6th war period. In its endeavor to shed light on this reality, the study identified the types and causes of dropout. To achieve this ambitious goal, the study adopted a qualitative approach and a descriptive-analytical case study method, where interviews were conducted with a total of 14 participants, including 7 students aged 12-14, along with 7 of their parents. Their credibility and reliability were examined, and using grounded theory, the collected data were analyzed. Revealing clearly that female students who dropped out experienced significant psychological, social, and economic struggles across different age groups. The absence of support and encouragement from the families of dropout students was evident. The primary reason for dropout was associated with family and war-related factors. Based on these findings, the researcher provided recommendations, emphasizing the importance of individual and collective discussions with students and their families, awareness programs to highlight the issue's significance and future implications on individuals and society, educational campaigns in schools regarding dropout phenomenon and its mitigation strategies, particularly post-October 6th. Further scientific research in this area is encouraged.</p> <p><b>Keywords:</b> School dropout.</p>

## Introduction:

The issue of school dropout in the current educational system is a complex challenge, difficult to identify precisely in terms of timing and causes. This dropout occurs at various educational stages and in schools across different regions with noticeable variation, regardless of the type of school, educational area, or the social and economic class of the students. When asked why they left school, the most common response from students is "the need to work" (Havdhuagen, 2015). For girls, dropping out has been observed to have negative psychological effects, leading to a lack of self-confidence and dissatisfaction with oneself. Girls may perceive school education as pointless, putting them at risk of returning to illiteracy, especially if they leave during the early stages that are crucial for preparing them for future social life (Makarova & Birman, 2015). In this context, dropout rates are higher among disadvantaged families (Goksen & Cemalcilar, 2010), and family poverty significantly increases the likelihood of dropping out (Rwechungura, 2014). However, there is a significant gap in research regarding the prediction of dropout under severe conditions associated with wars. Despite the critical importance of predicting dropout rates, the lack of studies focusing on this aspect in war-affected communities underscores the urgent need for a better understanding of this issue.

## Problem Statement and Research Questions:

The phenomenon of school dropout is not new to societies. Statistics presented by researcher Ramesh Pandita (2015) in India showed that the dropout rate for boys was approximately 78.40%, while the dropout rate for girls reached 81.7% before they reached high school (Pandita, 2015). These rates increase significantly in the context of wars. War, as an exceptional situation, leads to a higher dropout rate due to the difficulty of students reaching schools because of the dangers of the roads or the economic conditions of their

families. Students resort to leaving school and seeking work to help support their families, especially in the face of difficult economic and living conditions resulting from ongoing war.

Based on the aforementioned points and given that the researcher is a teacher and counselor in East Jerusalem schools, she has observed through her work an increase in the phenomenon of school dropout after the October 7th war in most schools, as well as an increase in school absenteeism. Accordingly, the main objective of this study emerged. Therefore, the researcher poses a set of key questions to understand and analyze this phenomenon:

### **Research Questions:**

1. What is the nature of the relationship between the family environment and school dropout in the context of the October 7th war?
2. What is the nature of the relationship between the school environment and school dropout in the context of the October 7th war?
3. What is the nature of the relationship between the student and school dropout in the context of the October 7th war?
4. What is the nature of the relationship between the teacher and school dropout in the context of the October 7th war?
5. What is the nature of the relationship between security conditions and school dropout in the context of the October 7th war?

### **Hypotheses Derived from the Questions:**

- There is no statistically significant relationship between school dropout and the family environment due to the October 7th war.
- There is no statistically significant relationship between school dropout and the school environment due to the October 7th war.
- There is no statistically significant relationship between school dropout and the student herself due to the October 7th war.
- There is no statistically significant relationship between school dropout and the teacher due to the October 7th war.
- There is no statistically significant relationship between school dropout and security conditions due to the October 7th war.

### **Importance of the Study:**

The significance of this study is undeniable, especially when considering the current situation and its impacts on female students, who represent the most sensitive and affected group. The importance of the study can be summarized in the following practical and theoretical aspects:

#### **Practical importance:**

The study emphasizes the importance of applying its results and recommendations to improve training, guidance, therapeutic, and preventive programs. The findings can help shape effective strategies to address school dropout issues among female students, thereby having a positive impact on their learning and academic success. The study serves as a tool to enhance the educational, psychological, and social performance of female students, providing valuable insights for specialists in educational, psychological, and social fields. Additionally, the study represents a valuable and cooperative contribution to the Ministry of Education, offering its analyses and recommendations as a crucial resource to strengthen educational policies and programs.

#### **Theoretical importance:**

Theoretically, the study provides a valuable contribution to understanding and analyzing the reality of school dropout after the October war. It relies on a methodology that combines the best theories to explain a variety of phenomena at multiple levels within the personality and its surrounding environment. The study highlights a range of areas, including the psychological and social aspects of female students who have dropped out, contributing to a deeper understanding of the factors leading to school dropout. On this basis, the study offers an innovative theoretical contribution that benefits those interested in designing effective programs to reduce school dropout as both remedial and preventive measures.

### **Research Objective:**

The current study aims to explore the real reasons and factors behind the phenomenon of female student dropout, providing a deep understanding of the challenges they face. The study focuses on assessing the

effectiveness of some preventive measures, seeking to understand the perspectives of dropouts and their parents on the efficacy of these measures in reducing dropout rates. Additionally, the study aims to propose rehabilitation opportunities for girls who may not wish to continue their education, which could positively impact their future and abilities.

### **Study Terminology and procedural Definitions:**

**Dropout:** Dropout is defined as the complete separation from school before a student completes their educational period, except in cases of extreme circumstances such as death, according to Nasrallah and Omar (2004). Al-Hamdan defines dropout as a comprehensive cessation characterized by a student's departure from their educational path before completing the designated period for their educational stage (Al-Hamdan, 2002). From the researcher's perspective, dropout takes the form of a permanent disengagement for female students aged 13-15 from attending school for a period exceeding 21 days without justification, due to exceptional circumstances related to the war conditions in the country.

### **Theoretical Framework and Previous Studies:**

**Reasons for Dropout:** The phenomenon of school dropout is complex, involving multiple factors that pose a significant challenge requiring deep thought and comprehensive analysis. One of the primary reasons relates to the family (Hijazi, 2018), where the declining value of education within some families negatively affects children's motivation to achieve academic excellence. Families are also impacted by difficult economic conditions, making it challenging for them to bear the financial burdens of providing quality education for their children, prompting some youths to seek low-paying jobs to support their families (Al-Nasser, 2014).

Economically, poverty plays a significant role in student dropout. A study by Haroon Sajjad (2021) in Delhi showed that 25% of dropout cases can be traced back to poverty. Echoing this, Choudary (2015) in his vision of educational economic development noted that education plays a crucial role in enhancing productivity, job opportunities, and reducing dropout rates and illiteracy (Ai & Choudary, 2015). Social demographic characteristics, such as parental income (Deepak, 2016), and family traditions, particularly the negative view of girls' education and early marriage, along with excessive pampering of children (Al-Ani, 2015), are also contributing factors.

Additionally, a significant portion of dropout reasons is attributed to the students themselves. Factors such as lack of interest in learning, difficulties adapting (Sweeten et al., 2009), lack of motivation (Mzuza et al., 2014), low self-esteem (Hirakawa et al., 2016), and lack of academic ambition (Sibanda, 2004), along with issues related to the school community and health problems, lead students to leave school to seek work (Abu Khashk, 2010). Psychological pressures during competition to enter academic high schools also negatively affect their educational continuity (Wang et al., 2015).

From an educational standpoint, problems within the curriculum, the use of physical and moral punishments, and inadequate psychological and career counseling contribute to dropout rates. Ineffective teaching methods and a weak relationship between the school and family are also significant factors (Abu Askar, 2009). Within the educational context, the role of teachers can sometimes be blamed for this phenomenon. This is evident when teachers fail to consider individual student differences or effectively address students' educational challenges, as noted by Sabates et al. (2013). Additionally, teacher absenteeism and the educational level of teachers influence dropout rates, showing a notable impact of teachers' educational levels on student dropout rates (OsI, 2007).

Dropout incidents also occur when students are transferred from one school to another (Pandey, 2012), or when a student decides to leave the school environment permanently, exacerbating educational challenges (Saravanan, 2015). Security-related reasons, including occupation-related incidents such as incursions, arrests, demolitions of homes and schools, and roadblocks, negatively impact the learning environment and threaten educational continuity.

Dropout rates accelerate in some cases due to political instability and wars, where students feel psychological pressures and instability, leading them to leave school in search of safety and stability.

In addressing this challenging phenomenon, effective and innovative solutions are needed to correct the educational path and reduce school dropout rates. There is an urgent need to strengthen the relationship between teacher and student, as understanding the details of students' educational challenges and addressing them is one of the most important steps towards overcoming this issue.

It appears that dropout is associated with multiple factors such as gender (Chevet, 2006), age (Coudrin, 2010), personal and psychological issues (Blaya, 2010), belonging to racial minorities (Lofstrom, 2007), social and economic environment (Hauser et al., 2004), family background (Unterreiner), academic proficiency (Rumberger, 2004), and school environment (Haure & Pianta, 2005). Other studies have shown the impact of self-esteem on school dropout rates (Bardou, et al., 2012), difficult family situations that may pose a greater risk of dropout (Karray & Deveau, 2012).

### **Treatment Approaches:**

Given the complexity of the dropout phenomenon, effective and innovative treatment approaches are needed to correct the educational path and reduce school dropout rates. Strengthening the teacher-student

relationship is crucial, as understanding and addressing students' educational challenges is a key step towards overcoming this issue.

Enhancing the educational environment requires providing social and psychological services in schools, focusing on resolving students' behavioral problems. Teaching study skills and thinking skills is essential, preparing students to face academic challenges effectively.

Diversifying and developing school activity programs, especially sports activities, is fundamental for enhancing students' social and emotional integration. Discussing potential problems with students and highlighting the importance of education in their lives is an effective strategy to encourage continuous school attendance.

Implementing a policy to freeze expulsions and providing special classes for at-risk students can significantly reduce dropout rates. In this context, motivational programs for students showing improvement in attendance and academic performance should be promoted.

The impact of wars on school dropout highlights the need for public awareness campaigns about the importance of education, utilizing various media to emphasize the role of educational media and the community in promoting educational values.

### **Previous Studies and Position of the Current Study:**

A study by Jossel and Bourlignon (2020) aimed to better understand family reactions regarding school dropout. The sample included 129 individuals, and it was found that families associated with dropout can react with anger directed towards the student or others who might know about the dropout (the social image of the parents).

A study by Nawajaa and Abu Samra (2019) aimed to examine the reality and reasons for school dropout in Palestinian schools. The researchers used a descriptive approach to this phenomenon, and the study population consisted of all government school principals and counselors in Yatta, totaling 125 individuals. The sample size was 96 individuals, and the researchers used a triangulation tool (statistical data from official sources, questionnaires, interviews). The results showed that the reasons for dropout in Palestinian schools were similar to dropout reasons in many Arab countries, and the dropout reasons were attributed to the student, family, school, teacher, and curriculum.

A study by Hamza (2017) aimed to reveal the reasons for school dropout among middle school students and the role of educational counselors in addressing them. It also sought to identify the level of school dropout among middle school students in Iraq. The study found that there was no school dropout among middle school students, due to cooperation between the school and home. It also found no statistically significant differences in dropout rates based on gender.

A study by Mabrouk and Amina (2016) examined the role of community partnership between NGOs and the Department of Community Education in the Directorate of Education in addressing the problem of school dropout in primary education. The results indicated the need to assess the success of the community partnership between the Childhood and Development Association and the Directorate of Community Education in encouraging students to continue their education after dropping out of primary school.

An experimental study by Dervieux et al. (2015) aimed to determine the best method to prevent and assess the livelihood risks and school dropout among children under the French child protection system. The sample consisted of 91 children and adolescents aged 4 to 17 years, including 45 girls. The study used a questionnaire to assess school dropout risks. The findings showed that as these children grew older, they tended to see their academic problems as self-related, while younger children attributed their problems to the quality of education. Older children viewed themselves as the cause of their failure, highlighting the necessity of cooperative efforts among all stakeholders to prevent school dropout and provide early intervention.

### **Key Insights from Previous Studies:**

Previous studies have discussed the reasons for school dropout, focusing on:

1. Parents - as seen in studies by Jossel and Bourlignon (2020) and Wilkins et al. (2016).
2. School and Student - as explored in the study by Hamza (2017).
3. Teacher and Curriculum - as examined in the study by Nawajaa and Abu Samra (2019).

The researcher benefited from these studies in several ways:

- Enriching the theoretical framework of the current study.
- Defining the study's concepts and terminology.
- Selecting the most suitable methodology for the study.

### **Study Procedures:**

#### **Research Method:**

The descriptive-analytical method (case study) is employed in this study, which involves uncovering the reasons for school dropout and quantifying and qualitatively representing these reasons through data collection, classification, organization, and expression.

### Study Sample:

A sample of 100 students was drawn from a population of 200 middle school students, representing 50% of the population. This sample included the parents of the students, who were given a questionnaire. For the interviews, a purposive sample of 14 individuals was chosen, including four dropout students and three students at risk of dropping out. The interviews were conducted at the school building in the town of Kufar Aqab in February 2024, and the parents of these students were also interviewed.

### Data Collection Tools:

#### 1. Interviews and Questionnaires:

The study utilized two main data collection tools: interviews and a specifically designed questionnaire.

### Validity and Reliability of the Questionnaire:

To ensure the questionnaire's validity, several measures were employed:

- Content Validity: The tool was reviewed by experts to confirm that it measures what it is intended to measure.
- Internal Consistency: This was assessed to ensure that the items on the questionnaire are consistent with each other.
- Construct Validity: This was evaluated to confirm that the questionnaire accurately represents the concepts it is supposed to measure.

The reliability of the questionnaire was confirmed through Cronbach's alpha coefficient, which was found to be 0.841, indicating a high level of reliability.

### Validity and Reliability of the Interview Tool:

The criteria proposed by Guba and Lincoln (1994) were used to ensure the reliability and credibility of the interviews. These criteria include:

- Credibility- Transferability- Dependability- Conformability- Authenticity

Inter-rater reliability was calculated using Cohen's Kappa coefficient, which was found to be 0.5. The researcher analyzed the texts and established a coding system as recommended by Guba and Lincoln (1994).

### Statistical Analysis:

The data obtained was analyzed using both quantitative and qualitative methods:

#### 1. Quantitative Analysis:

- Various statistical methods were used, including frequency distributions, percentages, mean, standard deviation, Pearson correlation coefficient, and Cronbach's alpha coefficient. These analyses were performed using the Statistical Package for the Social Sciences (SPSS).

#### 2. Qualitative Analysis:

- Descriptive data was analyzed to answer the "why" and "how" questions collected through interviews with school administrators. This involved organizing the data, reviewing all collected data, classifying the data, synthesizing the data, and coding the data.

### Context Description:

**About the School:** - Establishment: Kufar Aqab New School is a government school under the Ministry of Education, established in 2002. It includes both primary and middle school levels, from grade one to grade eight.

- Vision: The school aims to provide high-quality education using modern technology to develop students' knowledge, abilities, and skills, underpinned by values and principles to keep pace with contemporary developments. The goal is to achieve comprehensive quality and active community participation in supporting the educational process in a safe, healthy environment characterized by effective positivity.

Goals: - Promote purposeful and quality learning. - Enhance educational leadership. - Sustain a culture of teaching among teachers.-Support social-emotional learning.- Student Population (2023-2024):\*\* 570 students.-Teaching Staff (2023-2024): 39 members.

### Study Results:

#### Results Related to the First Question:

The first research question is: "What is the relationship between the family environment and the dropout rate of female students in the context of the October 7th war?"

To answer this question, the first hypothesis was tested. Pearson's correlation coefficient was used to test this hypothesis, as shown in Table 1.



Table 1: Results of Testing the First Hypothesis		
Family-Related Reasons	Correlation Coefficient	School Dropout
.666**		
.000	Sig. (2-tailed)	

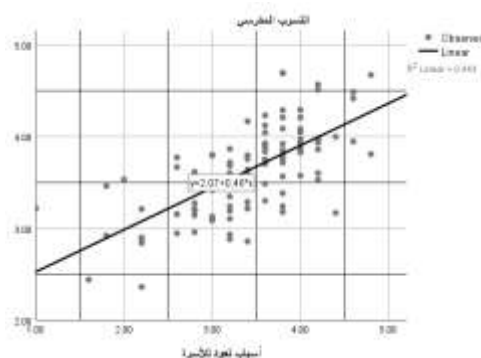
Table 1 illustrates the results of testing the first hypothesis. The results show that the Pearson correlation coefficient value is 0.666, and the significance value (Sig. 2-tailed) is 0.000, which is statistically significant at the 0.01 level. This means that there is a moderate positive relationship between school dropout and the family environment due to the October 7th War. This relationship explains that the family environment affects school dropout rates, indicating that as family problems increase, the likelihood of school dropout increases. To understand this effect, simple linear regression was used as shown in Table 2.

**Table 2: The Effect of Family Environment on School Dropout | Dependent Variable: School Dropout**

Sig.	t	Standardized Coefficients	Unstandardized Coefficients		Model
		Beta	Std. Error	B	
.000	11.456		.181	2.069	(Constant)
.000	8.880	.666	.052	.459	Family-Related Reasons

**Table 2:** The Effect of Family Environment on School Dropout

Table 2 illustrates the effect of the family environment on school dropout. The analysis shows that the family environment positively influences school dropout rates. The following mathematical formula clarifies this effect:



**Figure 1:** School Dropout = 2.069 + 0.459 \*Family Environment

The graphical representation in Figure 1 illustrates this mathematical relationship: From this, we conclude that the actual relationship between the family environment and student dropout rates in the context of the October 7th War is a moderate positive correlation.

## 2: Results Related to the Second Question

Which states: What is the actual relationship between the school environment and school dropout rates in the context of the October 7th War?

To answer this question through testing the second hypothesis, the Pearson correlation coefficient test was used, as shown in Table 3.

Table 3.4: Results of Testing the Second Hypothesis		
School Environment	Correlation Coefficient	School Dropout
.751**		
.000	Sig. (2-tailed)	

Table 3 illustrates the results of testing the second hypothesis. The results show that the Pearson correlation coefficient value is 0.751, and the significance value (Sig. 2-tailed) is 0.000, which is statistically significant at the 0.01 level. This means that there is a strong positive relationship between school dropout and the school environment due to the October 7th War. This relationship explains that the school environment affects school dropout rates, indicating that as problems in the school environment increase, the likelihood of school dropout increases. To understand this effect, simple linear regression was used as shown in Table 4.

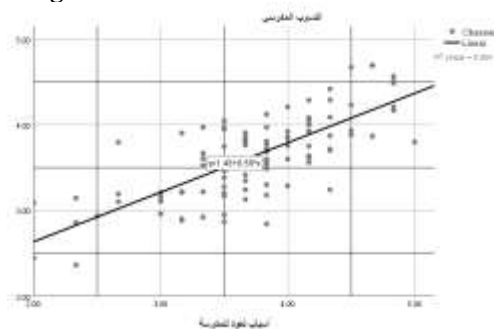
**Table 4.4: The Effect of the School Environment on School Dropout( Dependent Variable: School Dropout | Reasons Related to School**

Sig.	t	Standardized Coefficients	Unstandardized Coefficients		Coefficients
		Beta	Std. Error	B	Model
.000	7.656		.193	1.480	(Constant)
.000	11.327	.751	.051	.577	Reasons Related to School

Table 4 illustrates the effect of the school environment on school dropout. The analysis shows that the school environment positively influences school dropout rates. The following mathematical formula clarifies this effect:

$$\text{School Dropout} = 1.480 + 0.577 * \text{School Environment}$$

The graphical representation in Figure 2 illustrates this mathematical relationship:



From this, we conclude that the actual relationship between the school environment and student dropout rates in the context of the October 7th War is a strong positive correlation.

#### 4: Results Related to the Third Question

Which states: What is the actual relationship between the student and her dropout rate in the context of the October 7th War?

To answer this question by testing the third hypothesis, the Pearson correlation coefficient test was used, as shown in Table 5.

**Table 5.4: Results of Testing the Third Hypothesis**

Reasons Related to School	Correlation Coefficient	School Dropout
	.708**	
	.000	Sig. (2-tailed)

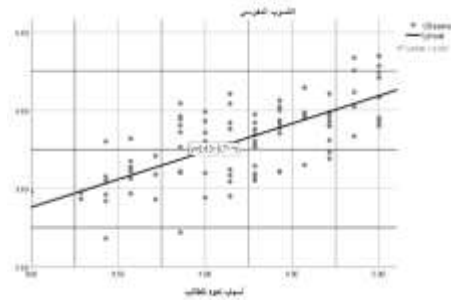
Table 5 illustrates the results of testing the third hypothesis. The results show that the Pearson correlation coefficient value is 0.708, and the significance value (Sig. 2-tailed) is 0.000, which is statistically significant at the 0.01 level. This means that there is a strong positive relationship between school dropout and the student due to the October 7th War.

This relationship explains that the reasons related to the student affect school dropout rates, indicating that as the reasons related to the student increase, the likelihood of school dropout increases. To understand this effect, simple linear regression was used as shown in Table 6.

**Table 6.5: The Effect of Student-Related Reasons on School Dropout .Dependent Variable: School Dropout**

Sig.	t	Standardized Coefficients	Unstandardized Coefficients		Coefficients
		Beta	Std. Error	B	Model
.042	2.064		.304	.627	(Constant)
.000	9.976	.708	.071	.712	Reasons Related to the Student

Table 6 illustrates the effect of student-related reasons on school dropout. The analysis shows that student-related reasons positively influence school dropout rates. The following mathematical formula clarifies this effect:



**Figure 3:** School Dropout = 0.627 + 0.712 \*Student-Related Reasons

The graphical representation in Figure 3 illustrates this mathematical relationship:

From this, we conclude that the actual relationship between the student and student dropout rates in the context of the October 7th War is a strong positive correlation.

#### 4: Results Related to the Fourth Question

Which states: What is the actual relationship between the teacher and school dropout rates in the context of the October 7th War?

To answer this question by testing the fourth hypothesis, the Pearson correlation coefficient test was used, as shown in Table 7.

**Table 7.4: Results of Testing the Fourth Hypothesis**

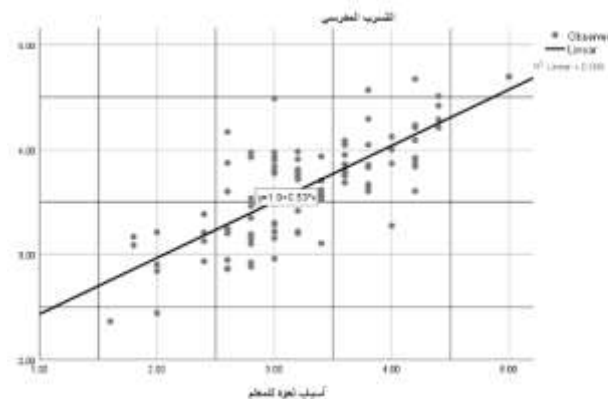
Teacher-Related Reasons		Correlation Coefficient	School dropout
	.767**		
	.000	Sig. (2-tailed)	

Table 7 illustrates the results of testing the fourth hypothesis. The results show that the Pearson correlation coefficient value is 0.767, and the significance value (Sig. 2-tailed) is 0.000, which is statistically significant at the 0.01 level. This indicates a strong negative correlation between school dropout and the teacher due to the October 7th War. This relationship explains that the reasons related to the teacher affect school dropout rates, meaning that as the reasons related to the teacher increase, the likelihood of school dropout increases. To understand this effect, simple linear regression was used as shown in Table 8.

**Table 8.4: The Effect of Teacher-Related Reasons on School Dropout( Dependent Variable: School Dropout**

Sig.	t	Standardized Coefficients	Unstandardized Coefficients		Model
		Beta	Std. Error	B	
.000	12.677		.150	1.899	(Constant)
.000	11.886	.767	.045	.534	Teacher-Related Reasons

Table 8 illustrates the effect of teacher-related reasons on school dropout. The analysis shows that teacher-related reasons positively influence school dropout rates. The following mathematical formula clarifies this effect:



**Figure 4:** School Dropout = 1.899 + 0.534 \*Teacher-Related Reasons

The graphical representation in Figure 4 illustrates this mathematical relationship:

From this, we conclude that the actual relationship between the teacher and school dropout rates in the context of the October 7th War is a strong positive correlation.



### 5: Results Related to the Fifth Question

Which states: What is the actual relationship between security conditions and student dropout rates in the context of the October 7th War?

To answer this question by testing the fifth hypothesis, the Pearson correlation coefficient test was used, as shown in Table 9.

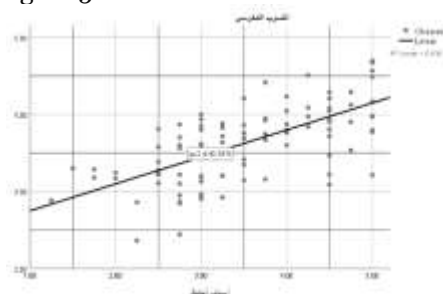
Table 9.4: Results of Testing the Fifth Hypothesis:		
Security reasons		
	<b>.662**</b>	<b>Correlation Coefficient</b>
	<b>.000</b>	<b>Sig. (2-tailed)</b>
		<b>School dropout</b>

Table 9 illustrates the results of testing the fifth hypothesis. The results show that the Pearson correlation coefficient value is 0.767, and the significance value (Sig. 2-tailed) is 0.000, which is statistically significant at the 0.01 level. This indicates a moderate negative correlation between school dropout and security reasons due to the October 7th War. This relationship explains that security reasons affect school dropout rates, meaning that as security reasons increase, the likelihood of school dropout increases. To understand this effect, simple linear regression was used as shown in Table 10.

Table 10 illustrates the effect of security reasons on school dropout. The analysis shows that security reasons positively influence school dropout rates. The following mathematical formula clarifies this effect:

School Dropout =  $2.398 + 0.350 \times \text{Security Reasons}$

The graphical representation in Figure 5 illustrates this mathematical relationship:



From this, we conclude that the actual relationship between security reasons and school dropout rates in the context of the October 7th War is a moderate negative correlation.

**Interview Results:** After collecting data from the interviews, rooted theory was used to code and compile the data into 29 topics. These topics were then grouped into three main themes: the role of the family in the phenomenon of school dropout during the war, the role of the school in the phenomenon of school dropout during the war, and the support needed by the dropout student and her expected dropout.

(1) **The Role of the Family in the Phenomenon of School Dropout during the War:** This area illustrates the nature of the relationship between the dropout students from the perspective of the parent. From the collected data, it is found that the role of the family took first place, as all the students confirmed that the reason for their dropout was their parents. Parents gave strong consent that the school discriminates between students and treats parents differently. They also mentioned that the school's requests from the family are financially burdensome, especially given their very poor economic situation. One parent said: **"Many times they discriminate between girls at school. Once there was an activity, and they had to bring a certain amount. My daughter didn't bring it because I couldn't give it to her because I lost my job due to the war, so my daughter didn't participate in the activity."** While parents did not deny neglecting to make regular visits to the school and that they cannot help the student with her studies because they did not complete their university education. As one parent said: **"It's difficult financially. I helped my daughter until the fourth grade, and then she had to rely on herself. English is difficult, and her father has to sleep at work because of the war and the barriers. Even if he's there, he can't help her because he dropped out of seventh grade due to the occupation."** As for the reasons for dropout from the perspective of the dropout student related to the family, they are as follows: First, the poor economic situation of the family. The student (S) answered the question about the most important reason for her dropout from school: "The most important reason is that my family's situation is very miserable, and my father works all week, and we don't see him except on Saturdays." And the student (R) said: **"My father has been at home since October 7th and doesn't work because he was fired after October 7th, so I have to work. I learned to do nail polish, and if there's work, I don't go to school in the morning."** Another student said: **"I work during the day selling juice on the roadside, and at night, I'm in a dabke group and I get money, and when I go home late, I don't go to school the next day."** Second: Taking care of family members and household chores. Most students answered that all household chores are their responsibility, which is a major reason for dropping out of school. The student (A) said: **"My mother is very ill and has**

**been in the hospital for two weeks, and my grandmother is at home and she is elderly, so all household chores and tidying up are my responsibility alone, and when I come home from school, I cook so I can't do school assignments and study for tests."** And the student (M) said: **"My father is at home because of the war, and my mother was forced to work because my father holds an ID from the West Bank and my mother holds a Jerusalem ID and she can go to Jerusalem and she comes late, so I do all the household chores and cook and teach my younger siblings."** Third: The family's lack of interest in education and forcing the student to leave school to help with household chores. Most students' parents are uneducated and do not realize the importance of education and its positive effects, which led to forcing their daughters to leave school. The low educational level of families makes them not care about education. Fourth: Family problems. If this reason is viewed from the students' perspective, it has the strongest impact on their dropout from school. The student (A) mentioned: **"My parents are separated, and I live with my father and his wife, and she doesn't care about me; she cares about her daughter, who is in the same grade. I stay up until 12 midnight watching TV, and I don't see my father because he sleeps at work, and he leaves for home every week, and I don't see my mother except when she comes to school and sees me, and, of course, my father doesn't know."** As for the mother of the student (R), she is a widow with six orphans. She talked about the reason why her daughter did not go to school this year, because they are orphans, and her situation is very lamentable and she couldn't afford to send them to school due to the high costs and the school supplies that she cannot buy for her children, such as clothes, bags, school supplies, and other requirements, although the Ministry of Education gives an annual grant, but it is not enough given the expensive conditions facing the country due to the war. Fifth: Excessive indulgence of children drives them to mischief and irregularity in studying. The student's mother (N) said: **"She came after 4 boys, so I became very concerned about her and I don't hit her, and what do you want me to do for her, especially when she fell from the first floor. When she grew up, look at what she did!!! And her father only returns home very late because of the war."** The mother of the student (R) pointed out that the family plays a big role in this phenomenon in terms of the type of relationship between its individuals, its economic level, its sources of livelihood, its general culture, and its individuals' educational level.

**(2) The Role of the School in the Phenomenon of School Dropout during the War:** The phenomenon of school dropout from the educational system has multiple and intertwined causes, where educational reasons mix with family and other factors. School dropout is the result of a combination of factors that interact and accumulate, pushing the student, with the acceptance of her family either willingly or as a matter of fact, to leave the educational system before completing the educational stage in which she enrolled.

The impact of the school to which the student belongs, in terms of its location, structure, and the extent to which it satisfies the legitimate needs of the student and develops her abilities and skills, as well as the number of prescribed curricula and their influence on building her personality, all factors yield two-fold returns: positive when they conform to the specifications established by the school for continuity and negative when actions are arbitrary, leading to aversion towards school and dropout.

From the collected data, it is evident that the role of the school comes second after the role of the family. The results of the causes of dropout from the dropout's perspective include:

1. Poor relationship of the student with the school and her low academic performance.
2. Lack of interest in studying, as some dropouts mentioned that their dropout was due to their lack of interest in studying. For example, student (F) said: **"I hate studying and I prefer to work at home and wash the dishes and take care of my siblings."**
3. Repeated failure, which in turn leads to dropping out of school. Dropout (F) talked about the reason for leaving school: **"I am two years older than the other girls, and this bothers me a lot. I am now 15 years old and they are 13. I was late to enter school for a year, and I failed for a year. I don't understand the future concept, and I am practical, and I don't like to obey the teacher's orders."**
4. A sense of alienation from the school, where most dropouts do not feel a sense of belonging to the school and dislike it. Student (S) answered: **"I hate school a lot, and I don't understand the teachers, and I don't like to wake up early and go there"**.
5. The use of moral punishment by teachers and discrimination between students. Two-thirds of the dropouts mentioned that the main reason for their dropout was the use of moral punishment by teachers. For example, (A) said: **"Because the student Salam's father is an Arabic teacher, the Arabic teacher cares for her, and the student is very nice. The English teacher loves her and tells her, 'You are cute and nice'."**
6. Student expulsion from school: In case of causing problems or the student's absence without excuse or medical report, she receives an oral warning. If the issue recurs, the parent is summoned, and if the absence continues for non-justified reasons, she is given a warning of dismissal. If the absence persists, the student is expelled, and her name is given to the Ministry of Education's dropout department.

To mitigate the issue of school dropout, it is necessary to build a strong and positive relationship between the school and parents through mutual cooperation and community awareness, convincing them of the necessity of enrolling their children in schools located in their residential areas despite the war conditions.

**(3) Support Needed for Dropout or Potential Dropout Students:** The severity of school dropout causes varies in terms of their impact on the dropout student. Some causes may be primary with a strong and direct influence, playing a crucial role in the dropout process, while others may have a secondary and influential effect, and there are other causes that have no significant impact. On the other hand, parents or guardians of dropout students sometimes play a primary and direct role in pushing their daughters to drop out of school. This can happen by forcing them to drop out and enter the job market or marry early. For example, student (R) stated: ***"My mother forces me to leave school because my father was martyred, our house was bombed, and now we live with my grandfather who is very poor"***.

Or family problems, and at other times, they indirectly influence them through neglect, indifference, and excessive concern for their daughters, among other factors. All of this affects the dropout student, as dropout students suffer from social problems, psychological issues, emotional disturbances, levels of ambition, and perspectives on the future, and setting goals that can positively or negatively drive the student. These students are in dire need of support and assistance from their families because the dropout student's family is the first society that the child depends on. The way the dropout is treated reflects positively or negatively on her present and future life, and she needs to build self-confidence and rely on herself.

Based on the collected data, it is evident that support and assistance rank third, where it was found that the mother is the first helper of the dropout in preventing her from dropping out, in addition to the love and affection that the dropout is in dire need of. As student (Y) said: ***"My mother is my companion, God bless her, she advises me, takes care of me, and sits with me"***. Similarly, there is a role for the dropout student's siblings, relatives, and friends who are close to her in terms of age, as student (N) mentioned: ***"My grandmother helps me a lot, and my cousin comes to me when I'm upset and cry"***.

As for the role of the school, it was minimal, and the role of the social counselor was also minimal due to the unfortunate absence of a counselor in the school, and the official responsible for dropout issues in the municipality cannot be present at the school due to barriers and the war.

### Discussion of Results, Recommendations, and Suggestions:

Examining the relationship between wars and the phenomenon of school dropout is a sensitive and intricate issue that requires a precise understanding of the effects of armed conflicts on educational systems. It is evident that wars have a significant impact on daily life and social structures, which tangibly affects individuals' educational trajectories, especially in conflict-affected areas. The negative effects of wars on education are clear through the destruction of schools, the dispersal of school communities, and the encouragement of school dropout due to ongoing security strictness and educational resource shortages. This challenge presents a dual challenge, as it affects children's rights to learning and personal development, exacerbating the knowledge gap and hindering the achievement of sustainable education goals. Despite the immense challenges, education can play a crucial role in rebuilding affected communities, reflecting a focus on finding innovative and sustainable educational solutions in the will for construction and development, even in difficult circumstances. Encouragement is given to providing safe and sustainable learning environments, with a focus on developing students' skills and enhancing their capacities to become effective elements in rebuilding communities after wars. In this context, the challenge appears as an opportunity to develop educational strategies based on technology and innovation, to provide educational opportunities that enhance achievement and stability in war-affected communities, thereby contributing to overcoming obstacles and overcoming the effects of school dropout.

Preventive and remedial measures are necessary to address the phenomenon of dropout, especially in times of war, and thus the researcher suggests the following actions:

- Forming a working team consisting of the school principal, vice principal, staff members, social and psychological specialists, and a number of teachers who excel in researching and solving student problems.
- Implementing preventive programs about dropout and therapeutic programs for dropout cases.
- Discussing the issue individually and collectively with the students and their families, and creating awareness programs to highlight the importance of the problem and its future implications on individuals and society.
- Monitoring every student who is at risk of dropping out from school and providing support within the school to overcome their problems, with continuous communication with the social specialist and the parents.
- Holding seminars about early marriage and its effects on family upbringing, as well as seminars about adolescence and its effects on female students.
- Providing support and encouragement from the community for dropout and at-risk students to succeed academically and socially and to remain committed to their education.
- Ensuring an adequate number of qualified specialists and psychologists to deal with dropout and at-risk students due to war conditions by providing the unavailable psychological and social support.
- Rewarding students who show improvement in attendance, commitment, or academic performance.

In conclusion, understanding our role means understanding the roles of others. It is not enough for us to be perfect, but we must develop ourselves because solving this issue cannot be achieved without the collaboration between education, local community institutions, and the media. We call on the Ministry of Education to conduct detailed studies on this phenomenon and make their results available to those interested in social issues during times of war, including social researchers, journalists, and writers. Addressing these issues requires collective efforts for the benefit of society, as dropout individuals may become a burden on society in various security, health, and productivity aspects, and the community may suffer as a result.

### Recommendations and Proposals:

- Conduct research on the factors of school dropout in the context of wars.
- Investigate the impact of school dropout on society.
- Analyze learning policies in times of war.
- Evaluate the psychological impact of wars on students and teachers.

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