



## **The Reality of Electronic School Dropout in Jordan**

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### **Abstract**

The study sought to determine the causes, types and extent of electronic dropout from schools in Jordan from the teachers' point of view, as well as the degree of teacher approval of the causes and types. 2022, and a hybrid methodology (quantitative and qualitative) was employed to achieve the objectives of the study. The simple random method was used to choose a teacher and after applying the study and performing the statistical analysis, the study reached a number of conclusions, the most important of which is dividing the causes of electronic dropout from school into three categories. Technical causes constitute the first category, followed by economic and social causes and sociocultural factors. As the dropouts from virtual and non-virtual schools are the two main categories that dropouts from e-schools can be divided into, according to the results of the study. The study recommended reviewing the e-learning system in light of the Jordanian environment and reviewing the foundations of success and failure in the e-learning system. The study revealed that teachers' agreement on these causes and types was high, and that electronic dropouts from school were highly prevalent.

**Keywords:** Electronic school dropout, distance education, Darsak platform

### **Introduction**

The disruption of educational institutions and their shift towards distance learning as an alternative to the traditional study process, the growth of the technological system in the fields of communications and information technology, and the development of technological education tools, all are the factors that helped the education sector to overcome the effects, and due to the presence of Corona (Covid-19) pandemic, there were many challenges along the way, including the phenomenon of electronic school dropouts (UNICEF, 2020). Since school dropout is a symptom of educational wastage, teachers believe that school learning occurs through sequential, orderly transitions over a specific period of time. Students are expected to complete each level of

the school within that time. Among the reasons for the dropout phenomenon are harmful effects that impede personal development and make the individual useless in society and turn him into an illiterate citizen cannot keep up with modern developments, as it is a global phenomenon experienced by almost every society, and it focuses more on the early stages of education, which impedes the progress of the educational process and its clear effects on the individual and society as a whole (Al-Mallah, 2021). The study of (Al-Qeeq and Al-Hedmi, 2021) aims to identify the challenges that distance learning teachers faced during Corona (Covid-19) pandemic. The questionnaire that was used as a data collection tool was divided into two areas: distance learning and challenges with distance learning. According to some factors, the study (Al-Salami, 2021) sought to identify the challenges associated with teaching life sciences to tenth grade students in Jordan during Corona (Covid-19) pandemic. The study identified a number of barriers to the use of the platform for the lesson, and revealed that among those related to infrastructure, there are no statistically significant differences in the impact of the level of user experience in all areas when using the shield platform.

### **The Study Problem**

The Jordanian Ministry of Education stated that there were more than 180,000 students who dropped out of school when distance learning was transformed through the Jordanian Darsak platform. More than 160 thousand students did not take school exams through their Darsak platform, and according to UNICEF reports, drop-outs as a result of the shift to e-learning have increased dramatically due to the bad economic situation during Corona (Covid-19) pandemic (Ministry of Education, 2020). Hence, the problem of the study was to identify the reality of electronic school dropout in Jordan.

### **Study Questions**

- What are the reasons for electronic dropout from school from the point of view of teachers?
- What are the types of school electronic dropout?
- What level of agreement is there among primary school teachers regarding the reasons why students leave online schools?

### **Objectives of the Study**

This study aims to:

- Understand the causes of electronic school dropout in Jordan from the teachers' point of view.
- Identify the multiple forms of dropout from e-schools in Jordan from the teachers' point of view.
- Measuring the level of teacher agreement regarding the types and causes of electronic school dropout in Jordan.

### **Significance of the Study**

#### **Theoretical Significance:**

- The theoretical importance of the study can be determined from the importance of the data that will be obtained from its sources, which are related to the fact of electronic school dropout in Jordan. It is also the first monograph in the researcher's field of expertise, making it a new contribution to the Arab library.
- There are not many studies on dropping out from online school, as far as the researcher knows.
- There is a need for studies to determine the extent of electronic dropout from schools and to determine its causes and forms. In addition, how often does this phenomenon occur in Jordan.

#### **Practical Significance:**

- When deciding how to respond to the reality of technological dropout in Jordan, decision-makers in the Ministry of Education may find the findings and recommendations of the current study useful.
- This study may teach specialists and researchers the importance of recognizing the problem of leaked e-mail from the school.
- It may help educate parents, educators and students about the phenomenon of electronic dropout from schools and its causes.

### **Limits of the Study**

- Place limits: the application of this study in public schools in the Education Directorate of the North-west Badia District.

- Time limits: 2021/2022.
- Subject limits: identifying the causes and types of electronic school dropout from the point of view of teachers in government schools.

### **Terminology of The Study:**

- **School Dropout:**

School dropout is described as a student's refusal to enroll in school, his absence from class at any time of the academic year or at the end of it, or his inability to complete the required academic courses (Balkis, 2018).

- **Electronic School Dropout:**

It is defined as when a learner logs into a distance learning system, spends some time there, and then leaves the system for a number of reasons without finishing the process of learning the content (Al Mallah, 2021)

### **E-learning**

#### **The Concept of E-learning:**

A teaching method that uses contemporary communication tools such as computers, networks and multimedia, including audio, visual, graphics, research tools, electronic libraries and Internet portals, whether in class or remotely. (Hindawi, 2021), providing the learner with educational content (electronic via computer media and networks) in a way that enables him to interact effectively with this content with the teacher and with his peers, whether synchronously or asynchronously, with the possibility of completing that learning in time, place, and at a speed that suits his circumstances and capabilities, and the possibility of managing this learning also through those media. (Al-Qeeq and Al-Hedmi, 2021)

#### **Goals of E-learning:**

The goals of e-learning as understood by educators include: enhancing teacher effectiveness and gaining more experience in creating educational materials; facilitating access to information sources; and obtain and make use of images, videos, and research obtained from the Internet. As a result of the lack of distinguished educational cadres, some schools are able to monopolize them, and only a selected group of students benefit from them. Therefore, it is important to

explain and illustrate the educational process and to provide both learners and teachers with educational materials in electronic form (Abu Laban, 2017; Salem, 2004).

### **The Importance of E-learning:**

E-learning reduced the time and effort requirements while giving everyone in the community an opportunity to learn regardless of their location, schedule, or other study-related factors. Anyone who wants to learn independently now has access to e-learning, which obviously benefits the educational process. With the rapid advancement of technology and its incorporation into the educational process, it is necessary to use it wisely to enhance the educational content in order to inject fun, break the monotony of school subjects, and create an attractive environment for students. In general, e-learning expanded technological communities and given learners and educators alike the opportunity to study from a variety of sources. (Salem, 2004).

### **Benefits of E-learning:**

- Easy access to the teacher: Thanks to e-learning, it is now very easy to contact the teacher and do so as soon as possible outside of normal working hours. This is because the learner can now send questions to the teacher via email, which is more convenient for both the teacher and those whose office hours conflict with the teacher's schedule.
- Adapting different teaching techniques: E-learning gives students who have difficulty concentrating and organizing assignments the opportunity to work on key concepts while creating lectures and lessons (Adibat, 2021).
- Benefiting from the ease of organizing and coordinating information and identifying the main components.
- Reducing the administrative responsibilities of the teacher: E-learning enables the teacher to reduce the administrative responsibilities that previously required a large amount of his lecture time, such as accepting assignments and others. This burden has been mitigated by e-learning because it is now possible to send and receive all of these using electronic tools and study. These records were given to the student.

### **The Concept of Distance Learning:**

Distance learning is defined as transfer of educational topics through a different medium and reaching students at home or anywhere using tablet, smartphone, internet, CDs and audio devices

(2020, Safari). With the use of information and communication technology, learning is based on the online interaction between the student, the textbook and the teacher.

### **Goals of Distance Learning:**

The objectives of distance learning are the interaction of the learner with other components of the educational process to develop the different aspects of his personality, create an interactive learning environment with new electronic technologies, diversify sources of information and experience, enhance the process of interaction between students and teachers, exchange of pedagogical experiences, intended conversations, and professional development of teachers by giving them access to the latest educational technologies, providing them with the necessary knowledge and capabilities to use communication and information technologies, and expanding their network of contacts through local and international networks, removing the teacher as their only source of communication (Bassiouni, 2019)

### **Advantages of Distance Learning:**

- Flexibility in learning or the ability of students to study when, where and how best suits their preferences and circumstances in terms of time, place and learning style. This is made possible through distance learning.
- Cost: The idea of distance learning and obtaining certificates in this way has been widely accepted. This saved educational institutions the expenses of establishing an official headquarters, as well as the cost of student travel, approvals and other expenses related to the study.
- Consideration of individual differences: the distance learning system gave the learner the ability to define the purpose of his learning, and to identify the strengths in his skills.
- Addressing weaknesses, and overcoming many of the challenges he faced in traditional learning, such as shyness, appointments, and other issues that may lead a student to academic failure.
- Planning and Organizing: Students who choose the distance learning system will have strong time management skills and a strong sense of responsibility towards their education. This makes it easier for them to plan ahead and manage their time efficiently.

### **Distance Learning Experience in Jordan:**

Darsak platform was introduced in March 2020. It is a Jordanian electronic platform that allows teachers to give lessons to students freely through the Internet or TV channels in the form of prepared, scheduled and arranged educational videos that follow the Jordanian curriculum. Students can access all Jordanian curricula from Kindergarten to Grade 12 from 6:00 am to 4:00 pm. When students log into the platform, a live screen will appear with an overview of the platform. The student can watch what he wants to see after choosing to log in using his national number (or ID number) and date of birth (Ministry of Education, 2020).

(UNICEF, 2020) supported the Ministry of Education through the development of the “Bridges of Learning” program, an advanced blended learning program to revive and accelerate student learning after the disruption caused by the Covid-19 pandemic, as one of the steps taken by the Ministry of Education to address this gap between face-to-face and distance learning. The program is distributed to schools and then distributed to students from grade four to grade nine. This accelerates learning for children and adolescents as well as allowing parents, students and teachers to work together to adapt to a new situation that requires a combination of home and school learning. The program includes weekly activities based on the curriculum in the four basic subjects (science, mathematics, Arabic and English), and the program is distributed to schools and then distributed to students from those classes.

### **The Concept of School Dropout**

It is the student’s abandonment of study in one of its many stages, and drawing a picture of educational impoverishment in the academic area. According to UNICEF (2020), dropout is when children of school age fail to enroll in school and leave school either voluntarily or against their choice without finishing.

### **Reasons for School Dropout**

- School dropout comes as a result of a combination of a number of variables that push the learner to stop enrolling in classes, including: Financial reasons, through the absence of family income and the inability to afford living expenses. Dropout rates are greatly affected by poverty.

- It may be educational factors because the educational system may not accept the students as they are, and the student may leave the school for other reasons related to the curriculum or the qualifications of the teacher. And other factors that contribute to student dropout (Bassiouni, 2019).

School dropout (Noor, 2010) is divided into two parts:

**First: Hidden Dropout:**

The student attends class, but is absent from class a lot, performs poorly in class, and does not complete homework. Over time, the gap between their experience and that of their peers widens, and eventually they leave because they are unable to meet expectations.

**Second: Apparent Dropout:**

Children leave school for a few hours, then for a few days, then for long periods of time, not completely at the first stage, but then leave school without finishing their education.

**Follow-up procedures when a student drops out in Jordan:** The law requires and punishes parents who do or allow this because they are breaking the law and need to be held accountable. However, the text does not mention the type or nature of this accountability or any form of punishment and the protocol is for the school to inform the Directorate of Education of the absence of students. The Administrator is then informed and directed to take appropriate action.

**Electronic School Dropout**

**The Concept of Electronic School Dropout:**

Regardless of whether the interruption is virtual or not, the student is cut off from all essential e-learning tools and cannot access the learning materials.

**Reasons for Online School Dropout:**

This qualitative shift in learning from face-to-face learning to distance learning faced many challenges and obstacles that affected the teacher, learner, and parents. Thus, it was necessary to quickly adapt to distance learning. However, not everyone can pass this stage as well. The electronic dropout from school occurred as a result of the complete reliance on distance learning



as a result of the emergency conditions during this stage. Was this due to distance learning needs and required equipment, or because of the economic situation that was exacerbated by Corona (Covid-19) pandemic, or as a result of insufficient instructions on how to apply these standards? As a result of these many reasons, various forms of dropout have arisen. There has been a dropout of non-virtual e-schools, as the electronic system was used and the learner's data was entered into it, but other parties helped the learner to complete tasks and tests for him, which caused his damage. There was also a dropout from the virtual e-school where the learner did not use the platform in whole or in part.

## **Methodology and Procedures**

### **Methodology of the Study:**

The researcher relied on the mixed approach to reach the conclusions of the study because it was closely related to the nature of the study, the information needed to answer its questions, and the objectives of the study. The qualitative approach was used to address the first and second questions, while the quantitative approach was used to address the third question.

### **Study Population:**

The study population consisted of a group of teachers of the basic stage in public schools in the Education Directorate of the North-west Badia District. The number of teachers in the Education Directorate of the North-west Badia District reached (1774) in Jordan for the academic year (2021/2022).

### **Study Tools**

The researcher devised the study tools (interview and questionnaire) to achieve the objectives of the study and provide answers to its open questions. As such, the interview tool was prepared by consulting other studies and preparing a questionnaire based on the results of the interview to address the third question.

### **Validity of the Interview and Questionnaire:**

#### **For the Questionnaire:**

- A group of arbitrators with experience in curricula, teaching methods, measurement and evaluation were presented with an interview and a questionnaire to ensure their clear

honesty. The researcher used the comments, suggestions and modifications of the arbitrators to improve the materials.

- In order to find out the validity of the questionnaire, the researcher tested an exploratory sample consisting of (30) primary school teachers from outside the study community. The reliability coefficient was calculated using Cronbach alpha equation, and reliability value was (86 %).

### **Statistical Treatment**

To determine the results of the study, the Statistical Package for the Social Sciences SPSS was used.

### **Findings:**

- The lack of electronic equipment and resources for them had the greatest impact, and the teachers and their students were not sufficiently aware of the concept of e-learning, but they did not use it. The stronger influence of the economic and technical situation is more than the social impact through distance learning and cultural, which made the influence of friends on each other is not high.
- The poor economic situation in the Kingdom and the closures it caused in all areas of life had an impact on the family's income, making it difficult for them to meet the requirements of distance learning. It also had an impact on the teachers themselves, as they were unable to provide students with a high-quality Internet connection due to the high cost of packages for them.
- Since the students were at home during this time and did not place a high value on education, the students' peers had little influence on them because they were also not ready for distance learning because they don't have a well-defined school system, their main interest is using phones and tablets for entertainment.

### **Recommendations:**

1. Suggesting that the Ministry of Education re-evaluate the e-learning program to better fit the Jordanian context.

2. Holding training and educational courses on how to use e-learning resources, determining distance learning methodologies, and revealing the advantages and disadvantages of this type of learning, which includes the teacher, student and parents.
3. If the e-learning system is relied upon or begins to assist in the classroom, the Ministry of Education and Education may need to re-evaluate the success and failure criteria.
4. Increasing the culture of awareness of e-learning by working with the Ministries of Information and Television Broadcasting.

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