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Causes of Dropout in Vocational Training and Education Institutions in Ghardaia town

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Abstract

The present study has addressed one of the challenging issues facing vocational training institutions, namely the problem of dropout among trainees. It focused on the following questions: What are the factors contributing to dropout in vocational training institutions from the trainees' perspective?

We have adopted the exploratory approach to answer these questions, conducting the study on a purposive sample of 80 trainees from the vocational training institution "Martyr Boujrada Moussa Ben Masoud" in Benslimane. The study utilized the Educational Attrition Factors Scale developed by Yasmina (2018). The study revealed several findings, which are as follows:

The study managed to rank the dropout factors in vocational training institutions from the perspective of a sample of trainees in Ghardaiatown .The ranking in order of importance was as follows:

1. Training-relatedfactors
2. Internal system factors
3. Family-relatedfactors
4. Instructor-relatedfactors
5. Cultural factors
6. Psychologicalhealth
7. Physical health
8. Curriculum

Keywords: Vocational training, Dropout, Dropout factors, Trainee, Vocational training institutions.

Introduction:

Vocational education and training (VET) is among the most important sectors that have witnessed numerous and diverse changes due to scientific and technological advancements, as well as the broadening scope of employment opportunities in societies worldwide, particularly in Arab societies. Communities in various forms and interests prioritize education and training, recognizing that vocational education and training are fundamental to progress and a benchmark for excellence across cultural, social, and political domains. Moreover, they are investments that yield economic returns and effective resources for advancing towards development and progress.

vocational and technical training sector has become a topic of significant interest through the analysis of individual technical, scientific, practical, behavioral, and psychological capabilities. This ensures that these capacities are sufficient to achieve the required levels of performance and efficiency in the workplace. It holds a prominent position in all countries, including Algeria, and cannot be neglected or underestimated due to its role in accommodating those marginalized by the educational system, as well as equipping workers and various societal groups. It prepares individuals professionally, providing training in specific trades to enhance productivity and imparting new knowledge and skills that enable effective utilization and investment in various practical roles in the shortest possible time. Additionally, it assists individuals (trainees) in understanding and realizing the relationship between their work and that of others on one hand, and the goals of the employing institution on the other.

Despite efforts to enhance the training system and raise awareness among its members through attention to trainees and the adoption of free and mandatory training, and providing all conditions for vocational training institutions to combat illiteracy, which affects individuals and communities and poses a threat leading to many social ills, vocational education and training institutions still suffer from trainee dropout. Several studies have found that the educational attrition rate in vocational training institutions is exceedingly high,

primarily due to disturbances within these institutions, transforming them from productive establishments focused on training trainees and reducing absenteeism rates to institutions incapable of retaining enrolled trainees, thus leading to dropout rather than training. These findings are consistent with Posth and Zahi's 1995 study in the vocational training sector in Algeria on "Information and Guidance in Vocational Training Institutions," which covered 56 vocational training centers nationwide. In their sample from 1996, out of 5,276 trainees, 3,392 received certificates, while 267 failed and 1,617 dropped out after completing their training period. These studies attribute these high rates to various factors and causes of educational attrition, as discussed by studies such as Haji Kedouri's (2005), Rabah Batouten's (1998), and Yasmina's (2017), which have a direct impact on both the quantitative and qualitative aspects of vocational education and training. This is what we have attempted to address in this study, revealing intersections among several factors related to individuals themselves, including psychological and social reasons, as well as institutional factors such as internal systems, teaching programs, and instructor-related issues.

Therefore, the problem of this study lies in attempting to identify the causes (factors) of educational attrition in vocational training institutions in Ghardaia Province, using the example of the Ben Smara Vocational Training and Education Center.

1-Research Question: What are the factors contributing to dropout in vocational training institutions in Ghardaia from the perspective of trainees?

Significance of the Study:

- Human capital is crucial for economic development, and vocational and technical training is essential in preparing individuals to enter the workforce and contribute to wealth creation. Understanding the key factors contributing to dropout in this sector is a vital step in overcoming barriers preventing the sector from achieving its goals.
- Vocational trainees contribute to national development by completing their studies and obtaining certificates.
- This study provides non-material benefits such as social harmony and protection of minors from exploitation.
- The practical importance of this study lies in its potential to inform parents about the reasons for dropout in vocational training centers.
- The current study enriches research in various scientific fields, including psychology and education, as educational attrition is a phenomenon present in educational environments. It aims to identify factors hindering the vocational training process, affecting trainees, instructors, administrators, and the Ministry of Vocational Training.
- Additionally, it enriches the economic field by examining factors leading to dropout and failure, which negatively impact the national economy.
- This study opens avenues for further research and study in this area, as its findings may serve as a nucleus for future studies

Conceptual Framework of the Study:

- **Causes of Dropout:** Refers to the factors leading to loss in the material, human, and temporal aspects of the training process in vocational training institutions. This results from the failure and dropout of trainees, measured by the responses of the study sample using the instrument developed by Yasmina (2018). The dimensions include:
  - **Family Factors:** Factors related to the family environment, including its conditions, problems, and relationships.
  - **Cultural Factors:** Factors related to society's perception of vocational training and the certificates it offers.
  - **Physical Health Factors:** Factors related to physical health disorders.
  - **PsychologicalHealthFactors**
  - **Instructor-Related Factors:** Factors related to the competence of instructors, teaching methods, and educational resources.
  - **Curriculum-Related Factors:** Factors related to curriculum, examination system, and guidance in training.
  - **Internal Institutional System Factors:** Involves the set of laws and regulations governing vocational training institutions.
  - **Training Conditions and Circumstances.**

- **Trainee:** Refers to individuals enrolled in vocational training centers in the southeastern provinces of Algeria (Ghardaia, Ouargla, El Oued) for the academic year
- 2023-2024, aged 16 and above, seeking to acquire knowledge and skills in various specialties.
- **Vocational Training Institutions:** Refers to vocational and technical training centers located in the southeastern provinces of Algeria.

The practical aspect (part):

- **The adoptedResearchMethodology:**

Based on the nature of the study, which aimed to identify the causes of dropout in vocational training institutions in Ghardaia, we utilized the exploratory descriptive methodology due to its suitability for the study's purposes. As described by Melhem (2002), this methodology describes what exists, collects data about it, and focuses on identifying and studying relationships quantitatively without intervening or altering the internal structure of the research variables. The descriptive methodology is a common research approach used by many scholars aiming to determine the current status of a specific phenomenon and describe it accurately. It relies on studying the phenomenon as it exists and provides a detailed description.

ResearchLimitations:

- **Time Boundaries:** The research was conducted from January 1, 2024, to January 24, 2024.
- **Spatial Boundaries:** The study was carried out at the Vocational Training Center "Shahid Boujrada Moussa Ben Massoud" in Bensemara, affiliated with the Ministry of Vocational Training and Education in Ghardaia. This center provides training in various specialties from Level 1 to Level 5 and is equipped with all necessary facilities for effective training (workshops, equipment, instructors, accommodation, dining facilities, sports and cultural amenities, etc.).
- **Study Sample:** The study sample consisted of trainees enrolled in vocational training institutions during the September 2023 session at the Ghardaia Vocational Training Center, totaling 80 participants.
- **Study Instrument:** The study utilized the "Educational Wastage Factors Scale" developed by Yasmina (2018), which includes the following dimensions:
  - Family Factors: Factors related to family environment, including conditions, problems, and relationships.
  - Cultural Factors: Factors related to societal perception of vocational training and the value of its certificates.
  - Physical Health Factors: Factors related to physical health disorders.
  - PsychologicalHealthFactors.
  - Instructor-Related Factors: Factors related to instructor competence, teaching methods, and educational resources.
  - Curriculum-Related Factors: Factors related to curriculum, examination system, and guidance in training.
  - Internal Institutional System Factors: Includes laws and regulations governing vocational training institutions.
  - Training Conditions and Circumstances.
- **Tool Validity:** The internal consistency reliability of the "Educational Wastage Factors Scale" by Yasmina (2018) was assessed in the current study. This was done by applying it to a pilot sample of 30 trainees from vocational training institutions in Ghardaia, using Pearson's correlation coefficient to extract the inter-item correlation within each dimension of the scale.

Table 01: Reliability and Validity Assessment of the Educational Wastage Factors Scale in Vocational Training Institutions

Dimension	Pearson'sCorrelation Coefficient (r)	Cronbach's Alpha	Indication
Family Factors	**0.01**	**0.712**	**Indicating**
Cultural Factors	**0.01**	**0.831**	**Indicating**
Physical HealthFactors	**0.01**	**0.877**	**Indicating**
PsychologicalHealthFactors	**0.01**	**0.831**	**Indicating**
Instructor-RelatedFactors	**0.01**	**0.735**	**Indicating**
Curriculum-RelatedFactors	**0.05**	**0.520**	**Indicating**
Institutional System Factors	**0.01**	**0.697**	**Indicating**
Training Conditions and Circumstances	**0.02**	**0.702**	**Indicating**

Through the table, it is evident that each dimension of the scale is significantly correlated with the total score, with correlation coefficients ranging between 0.520 and 0.877. These correlations are statistically significant at the 0.05 and 0.01 levels, confirming the construct validity of the Educational Wastage Factors Scale in vocational training institutions.

- **Discriminant Validity Calculation (Contrast Validity):** We take 27% of the lowest scores and the same percentage of the highest scores from the scale for the sample consisting of 30 trainees. This is based on the arithmetic means and standard deviations of the lowest and highest scores. The (t) test for differences in scores yielded the following results:
- measures the internal consistency reliability of the scale.

Table (02) showing the discriminant validity of the Educational Wastage Factors Scale in vocational training and education institutions:

Group	Number of Individuals	Mean Score	Standard Deviation	Calculated t	Degreesof Freedom	Significance Level
Top 33% of Scores	**10**	**117.40**	**17.68**	**6.000**	**18**	**0.00**
Bottom 33% of Scores	**10**	**80.60**	**7.93**			

We observe from Table (02) that the sample size for the survey was 30 participants from vocational training and education institutions in Ghardaia province. The top and bottom 33% groups each consisted of 10 individuals. The data in the table indicates that the mean scores for the top and bottom groups were 117.40 and 80.60 respectively. The standard deviations for the top and bottom groups were 17.68 and 7.93 respectively. The calculated t-value was 6.000 at a significance level of 0.00, which is less than 0.01. This indicates that there are statistically significant differences between the two groups. Therefore, the Educational Wastage Factors Scale demonstrates discriminant validity.

In this study, two methods were employed to ensure the reliability (consistency) of the Educational Wastage Factors Scale in vocational training institutions:

1. **Internal Consistency:** To verify the internal consistency of the questionnaire scores, Cronbach's alpha coefficient was utilized. This coefficient is one of the most widely used measures of internal consistency for composite questionnaires. Cronbach's alpha coefficient links the reliability of the test to the reliability of its items. The application of this method yielded detailed results as follows:

o Cronbach's alpha coefficient for the entire scale was computed to be 0.85. This value indicates a high level of internal consistency, suggesting that the items within the scale are strongly correlated with each other.

2. **Split-Half Reliability:** Another method used to assess the reliability of the scale was split-half reliability. This method involves dividing the scale into two halves and then correlating the scores of these halves to check for consistency. The split-half reliability coefficient obtained was 0.79, which also indicates a satisfactory level of internal consistency.

These results confirm that the Educational Wastage Factors Scale in vocational training institutions demonstrates reliable consistency, implying that similar results would be obtained if the scale were applied to the same sample under similar conditions at a later time

Table (03) shows the Cronbach's Alpha coefficient for the Educational Wastage Factors Scale in vocational training institutions:

Scale	**Number of Items**	**Cronbach's Alpha Coefficient**
EducationalWastageFactorsScale	**89**	**0.876**

We observe from the table above that the Cronbach's alpha coefficient for the total score of the Educational Wastage Factors Scale in vocational training institutions in Ghardaia reached 0.876. This value is greater than 0.700, indicating very high internal consistency reliability for the Educational Wastage Factors Scale in vocational training institutions.

Split-Half Reliability of the Educational Wastage Factors Scale in Vocational Training Institutions: The questionnaire items were divided into two halves: the odd-numbered items constituted one part and the even-numbered items constituted the other part. Pearson's correlation coefficient (r) was calculated between the scores of odd-numbered and even-numbered items, and the coefficient was corrected using the Brown's formula. The researcher utilized the split-half method to ensure the reliability of the questionnaire scores, despite the unequal number of items in each half. The statistical software SPSS allows the use of Guttman's coefficient for split-half reliability and computes Spearman-Brown coefficient in case of unequal lengths between the two halves. Table 04 presents the results of applying the split-half reliability."

Table 04 shows reliability coefficients using the split-half method:

Method Used	**Coefficient Value**
Cronbach's Alpha	Part 1: 0.752
	Part 2: 0.892
Spearman-Brown Coefficient (unequal parts)	0.940
Guttman's Split-Half Coefficient	0.939

It is evident from the table above that all coefficient values are greater than 0.750, indicating high reliability of the questionnaire scores.

The resultsof the study:

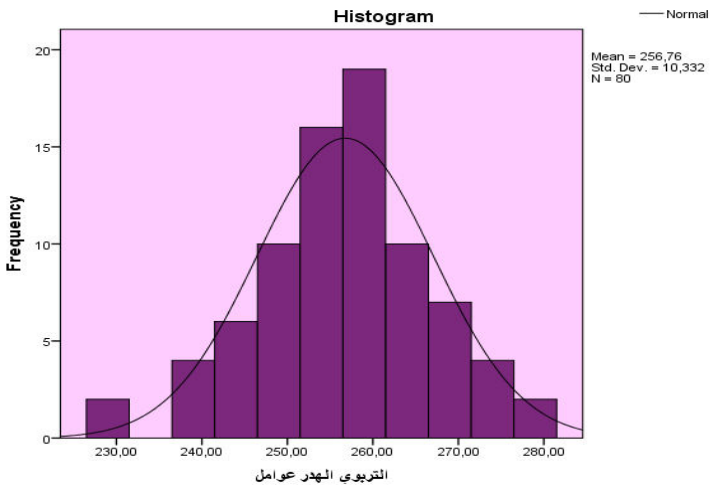
1. Presentation, analysis, and discussion of study findings:

○ What are the dropout factors in vocational training institutions in Ghardaia from the perspective of trainees?

To verify the parametric conditions for studying this relationship, the following must be ensured:

- The variables should be quantitative in nature.
- Each variable in the study should follow a normal distribution (Benhiba, 2020). Therefore, the scale of educational wastage factors in vocational training institutions in Ghardaia is quantitative and normally distributed. The normal distribution of study variables ispresentedbelow:

"Figure (01): Normal Distribution of Study Variables"



As it is shown in the above figure, the data distribution is moderate. Despite the figure indicating a normal and moderate distribution, it is important to confirm this with tests for skewness and kurtosis.

"Table (05) shows the Shapiro-Wilk test for assessing normal distribution of the data:

Kolmogorov-Smirnov Test	**Shapiro-Wilk Test**
Sample: 728	**Sample: 728**
Value: 0.00	**Value: 0.00**
Sig: 0.00	**Sig: 0.00**

The above table shows that the significance value (sig) for the Shapiro-Wilk test was (0.00), which is statistically significant at (0.01) level. This indicates that the distribution is non-normal and not moderate. Therefore, we employed the principal component analysis method.

Based on the foregoing, to address the question, we will use factor analysis to identify leakage factors in vocational training institutions."

Examining the factor pattern matrix and factor structure:

Table (06) shows the factor loadings matrix after rotation for the primary sample:

	Components	**Communalities**
Training-relatedfactors	**0.0910**	**0.514**
Internal system factors	**0.0894**	**0.588**
Familial factors	**0.0867**	**0.621**
Teacher-relatedfactors	**0.0844**	**0.404**
Cultural factors	**0.0833**	**0.577**
Psychologicalhealth	**0.0798**	**0.422**
Physical health	**0.0789**	**0.539**
Curriculum	**0.0788**	**0.622**

From the factor loading matrix after oblique rotation, we observe the factor arrangement results that were as follows:

The first factor: Training-related factors:

This factor is the most significant, as training-related factors have the most impact on dropout rates in vocational training institutions with a saturation value of 0.910, accounting for a variance of 0.83. This factor contributes to explaining educational wastage by 83% of the total variance.

Training-related factors are the most influential in educational wastage in vocational training institutions, consistent with findings from a study by Rabeh and Batoûn (1998) in Constantine, which focused on 'Reasons for Academic Failure among Secondary School Students from the Perspective of Teachers'. It identified that institutional training factors werethe most important contributors to academic failure. Training conditions, such as an excessive number of trainees, often lead to an inability to provide practical training opportunities within workshops. Additionally, the lack of suitable places for successful internships,
where trainees can apply what they have studied in centers and institutes, makes training conditions one of the primary factors contributing to educational wastage in vocational training institutions. Furthermore, the shortage in practical training opportunities, especially within various sectors of the job market like factories and service entities, as highlighted in SamaiToufik's study (2011), underscores the challenges in achieving professional competence in vocational and technical training institutions, termed as 'qualitative wastage', due to workshop training conditions (pp. 127-143)."
Moreover, the modernization of apprenticeship training and the necessity to confront large numbers of applicants for this training model, coupled with some production unit managers' lack of awareness regarding the importance of this process, have led to several issues, including:

- Insufficient emphasis placed on apprenticeship training.
- Lack of pedagogical competence among skilled workers who train apprentices.
- Exploitation of some apprentices in non-related tasks such as security and cleaning.
- Failure to use scientific methods to guide apprentices into various specialties.
- Inability to meet the desires of all applicants seeking apprenticeship training.

Furthermore, institutions and craftsmen generally view apprentices as nothing more than inexpensive or free labor, deviating from the original purpose of this training format. Despite efforts and recent innovations in vocational and apprenticeship training sectors, apprenticeship training continues to suffer from deficiencies in supervision and organization. Although apprenticeship provides trainees with opportunities to integrate into the professional environment, institutions responsible for this training often fail to recognize its importance, allocate necessary resources, or provide the essential pedagogical support. This impacts the psychological state of apprentices, leading to dissatisfaction, lack of self-confidence in their training, and a perception that it is unproductive and unnecessary, especially if they are unable to learn much and the employer monopolizes the trade, prompting them to withdraw from the training.
Despite recent efforts to promote apprenticeship, there remains a notable trend where the same branches and specialties persist, whether in residential vocational training or apprenticeship. Ideally, apprenticeship should direct trainees towards branches requiring more complex training resources, such as industrial specialties, while other specialties should align with residential vocational training, such as accounting, administration, and others. Moreover, apprenticeship often does not lead to professional training in relevant institutions due to various reasons such as weak industrial fabric, reception conditions, and supervision shortages."

Second Factor: Internal Institutional Factors:

Internal institutional factors occupied the second position, impacting dropout rates in vocational training institutions with a saturation value of 0.894, accounting for a variance of 0.80. This factor contributes to explaining educational wastage by 80% of the total variance.
The internal institutional system and its strictness sometimes influence the phenomenon of educational wastage. It can lead to dissatisfaction and rebellion among trainees, prompting them to abandon their training. This is particularly significant since many trainees are adolescents, a stage known for rebellion and rule-breaking, often taking the form of illegal activities. Teenage rebellion against social norms is common and can lead to dropping out of training without realizing the seriousness of the situation or its impact on their own future.
The sample confirmed that the institutional system of vocational training institutions contributes to fostering negative rebellious attitudes among adolescents. The complex system and methods of interaction often make trainees feel their personal identity and ambitions are undermined, or do not align with their actual circumstances. Consequently, these and other reasons may lead them to challenge the system within vocational training institutions, causing disruptions and ultimately dropping out of training
Therefore, the internal institutional system plays a role in trainees leaving their training, consistent with the findings of Mohammed ArzakiBerkane (1991) in his study. He suggests that to address the issue of educational wastage, we must study its factors, including the strictness of the institutional system and the management behavior within the institution.

On the other hand, there is increasing attention from public authorities towards holders of higher education degrees, especially those seeking their first job at the expense of other qualifications, notably vocational training certificates. This explains the weak attractiveness of these institutions in attracting this group. According to a study by the Center for Vocational Training and Competencies (CERPEQ), only between 10% and 20% of vocational training graduates are successfully integrated into the job market. In addition to the low demand for vocational training in the job market, these programs also face challenges in effectively integrating this group (Berkane, 2006, p. 7).

Moreover, there is rapid technological advancement requiring advanced tools and devices for training, which are difficult to provide. Vocational training suffers from inadequate resources and inefficient utilization, as most attention is focused on general education. Furthermore, the cost of vocational training is very high, particularly in technical and high-level technological skills.

The third factor: Family-related factors:

Family-related factors have occupied the second position among social factors, where they impact educational wastage in vocational training institutions with a saturation value of 0.867, indicating a variance of 0.75. This factor contributes to explaining educational wastage by 75% of the total variance.

As known, family factors have a significant influence on trainees' outcomes and their educational journey. For instance, Garland (1990) highlighted in a study that family background, parental values, and their impact greatly affect trainees' achievements and their desire to continue their education (Madhat, 1990, p. 120).

Trainees often become victims of their family environment, which either creates or contributes to their problems and development. Families are responsible for both physical and psychological factors, which can foster negative behaviors that hinder mental and cognitive growth. Neglecting to provide basic physical needs, such as inadequate nutrition leading to malnutrition and sluggishness, or lack of sleep causing emotional instability, lack of focus in studies, and aggressiveness, are examples of parental behaviors like harshness, neglect, dominance, separation due to divorce, abandonment, death, work commitments, or indulgence in negative behavioral habits that adversely affect children's development and lead to behavioral issues in trainees. A child may feel rejection, lack of acceptance, and loss of trust.

This factor has a significant impact, especially if the trainee's parents are separated, and the trainee, being the eldest child, bears the responsibility of supporting the family. This often leads the trainee to neglect their studies and abandon them in most cases.

Furthermore, what is more significant than all of this is the breakup of families due to divorce or death, and the ensuing psychological or mental disturbances that force children to leave their studies.

A family environment fraught with disruptions and problems, whether between parents, siblings, or between a child and one of the parents, especially severe disputes that are difficult to resolve, can psychologically tear children apart, scattering their thoughts and ultimately leading them to escape from their studies.

Additionally, financial conditions negatively impact the success of students and trainees, albeit indirectly affecting their academic achievements. A trainee living in dire financial circumstances is often forced to neglect or abandon their studies. JoudatEzatAttoui noted that one of the primary reasons for neglecting and dropping out of studies is the poor economic conditions of the family, which compel children to engage in side jobs to help the family (Joudat, 2001, p. 309).

It is also observed that due to economic hardships in poor families, trainees resort to undertaking side jobs, inevitably neglecting or quitting their studies after failing to balance or excel academically.

In reality, families have a significant contribution to the dropout of trainees, especially in cases of low living standards and daily income inadequacies. Numerous studies, including RajehDahan's study (2008), highlighted economic factors as significant contributors to educational wastage in general secondary education schools, emphasizing that low family income greatly influences educational wastage.

There is an urgent need for children to engage in supplementary work to assist their fathers and alleviate family burdens, particularly amidst rising prices of essential consumer goods

The fourth Factor: Teacher-related Factors

Teacher-related factors have occupied the first position among pedagogical factors, influencing educational wastage in vocational training institutions with a saturation level of 0.844, contributing to explaining dropout by 71% of the total variance.

The role of the teacher is pivotal in the trainee's adaptation to training and their engagement with the subject matter. Poor teacher-trainee relationships, stemming from the teacher's unfamiliarity with the psychological and physical characteristics of adolescent trainees and their social behaviors, can lead to misunderstandings,

continuous ridicule, demotivation, and unfair comparisons. Neglecting the capabilities of trainees by teachers can cause the trainee to feel undervalued and convince them that they will never understand what is being taught. Consequently, their performance declines, and they may resort to leaving the institution to escape feeling incapable of keeping up with their peers.

Teachers who are overly harsh or authoritarian, and those who mistreat students, instill fear, rebellion, and suppression of self-expression, thereby weakening their academic performance and potentially causing them to withdraw from training to alleviate these pressures.In addition to these challenges, vocational training institutions face significant difficulties in recruiting competent teachers. The reliance on university graduates has not resolved the issue, as university education does not necessarily align with the nature of vocational training in these institutions. This was affirmed by the study of Saleh Salehi and Amal Shuutri (2009), titled "Vocational Training between Specificity of Supply and Demand Logic."

The fifth Factor : Sociocultural Factors

Sociocultural factors have taken the first position among social factors, influencing educational wastage in vocational training institutions with a saturation level of 0.833, contributing to explaining dropout by 69% of the total variance.

The lack of awareness among families and society as a whole regarding the noble goals of education and knowledge-seeking as means of cultural enlightenment, progress, and preparing future generations, leads to a narrow focus on education solely for material gain. Individuals then seek quick benefits and immediate profits, perceiving intellectuals and educated individuals as marginalized, impoverished, and humiliated.

Many female trainees who drop out of vocational training institutions often take care of their families, especially younger siblings, and assist with household chores. Consequently, some families force their children, both male and female, to abandon their studies. Males are often pushed into the labor market, while females remain at home due to the family's lack of interest in their education.

Moreover, young people's aversion to vocational training, when they do engage in it, is often reluctantly and viewed negatively socially and psychologically. This has fostered feelings of rejection and disdain towards vocational training, with many turning to it only as a last resort after all other options are closed off. Saleh Salehi and Amal Shuutri (2009) highlighted this perspective in their study titled "Vocational Training between Specificity of Supply and Demand Logic," emphasizing society's dismissive view of vocational training and its profound impact on trainees' psyche.

The phenomenon of educational wastage among females can be attributed to prevailing misconceptions about girls' education. Some mothers or families, in general, believe that girls should primarily learn household chores and local activities, which they perceive as sufficient for a successful marital life. Education or vocational training is seen as secondary, particularly in culturally conservative desert communities. Early marriage also hinders girls' progression and education during their formative years.

These findings are aligned with the research of Clemence and others (1976), who conducted a psychological-social analysis of career enrollment perceptions among vocational training professionals in Switzerland. Their study revealed that individuals pursuing socially and professionally esteemed specialties, such as technical fields, actively pursue their professional goals. Conversely, those enrolled in vocations with lower social prestige, like construction and mechanics, tend to have less ambitious career aspirations.

In societal perception, vocational training is often viewed as a refuge for academic underachievers. Manual labor trades are associated with physical toil, soiled attire, and poor working conditions, contributing to their lower status and importance compared to preferred office or educational professions that emphasize intellectual work and cleanliness.

Furthermore, vocational trainees are often perceived as failures within the educational system they dropped out from, reinforcing the societal stigma that vocational training is synonymous with failure. Consequently, students and their parents typically consider vocational institutions only after traditional educational paths have been unsuccessful.

The association of vocational training with academic underachievement, especially among those who did not complete secondary education, has created a negative perception of this sector. This stigma diminishes the social value attributed to vocational trainees.

Thus, these sociocultural beliefs significantly influence the participation of females in vocational training institutions and perpetuate educational wastage among them, highlighting the need for societal shifts in attitudes towards the value of vocational education.

However, it can be observed that parents' interest in vocational training stems from the ease of obtaining job positions, whether in the public sector, private sector, or craft sector, through initiatives establishing small private enterprises. This is encouraged by the state through loans granted to unemployed youth contingent upon obtaining certification proving their skills and proficiency in investment-worthy fields.

Small-scale projects constitute the backbone of any country's economy, whether advanced or developing, distinguished by their high capability to provide employment opportunities. They serve as a means to stimulate self-employment and private work, requiring relatively low capital costs to initiate activities. Moreover, these projects excel in employing semi-skilled and unskilled workers, providing opportunities for on-the-job training to enhance capabilities and skills. Additionally, they feature reduced risk ratios and contribute significantly to enhancing productivity and increasing individual income.

Small and medium-sized enterprises are considered cornerstone in the process of economic and social development, owing to their positive economic returns on both national and social scales. Despite these advantages, economic institutions continue to perceive the offerings from training centers and institutes as unqualified and incapable of adapting to the economic and social transformations of the current phase, as they often fall short of meeting market demands. As noted by Saleh Salehi and Amal Shatari (2009), vocational training still primarily provides lower levels of education and training, failing to reach higher training standards despite reforms introduced to the overall system of education and training, such as the introduction of vocational baccalaureate in 2002, which was a positive indicator of genuine intent for change (p. 65).

The sixth Factor : Factors Related to Psychological Health:

Psychological factors have occupied the top position among personal factors, as they influence dropout rates in vocational training institutions to a saturation extent (0.798), which accounts for a variance of 0.64, thus contributing to explaining educational wastage by 64% of the total variance.

Psychological health also plays a significant role in the achievement level of trainees, either positively or negatively. Research by B. Weiner and P.A. Potepan on "Personality Traits and Emotional Responses to Exams Among Successful and Unsuccessful University Students" indicated that more anxious students exhibit lower achievement levels and have lower motivation for learning, while they also fear final exams more compared to less anxious students (Madhat, 1990, p. 144).

Lack of motivation and interest in vocational training among many trainees in various professional specializations often stems from initial misguidance in the orientation process and improper selection of suitable specializations based on their inclinations and abilities. The feeling of frustration among many trainees due to misperceptions about vocational education and training may lead them to completely abandon training

Moreover, the absence of courses at the level of vocational education and training centers and institutes contributes to the underdevelopment of necessary psychological traits in trainees, which teachers consider essential traits for professionals. These traits include independence, initiative, sense of responsibility, honesty, integrity during internships and actual practice of the profession, precision, focus, and organization in various professional operations, acquisition of scientific and analytical thinking in the field, inclination to understand job details comprehensively and persuasively, ability to deal intelligently and patiently with people and customers regardless of their temperament and psychological state during professional practice, ability to manage human relations among workers in the construction management specialization, adherence to safety and protection conditions related to individuals and equipment in every

profession and specialization, maintenance of family secrets when the professional undertakes work inside citizens' homes, development of communication skills in institutions during professional tasks, building self-confidence, maintaining calm and courage during professional practice, desire to stay updated on specialization developments, and commitment to conserving equipment and avoiding wastage of various raw materials. This was underscored by SamahiToufik (2011) through interviews with "team leaders" in some companies that hired graduates from vocational training sectors, including Sonelgaz, the National Company for Plastics and Rubber, and the Postal and Transport sectors, affirming the crucial importance of psychological traits that significantly impact the achievement and efficiency of trainees in vocational training institutions

Furthermore, researcher Lawrence Onoda confirmed this through a study conducted at the University of California on personality traits and achievement orientations among high and low achievers among samples of Japanese residing in North America. She found that high achievers generally exhibit positive personality

traits compared to low achievers, demonstrating significant levels of self-control, achievement orientation, assertiveness, resilience, persistence, motivation, integration, and self-confidence (Madhat, 1990, p. 146).

Moreover, the main issue for academically delayed trainees lies in their sense of lacking success, leading them to feel inadequate in themselves and in the training institution. This feeling triggers fear, non-acceptance, and lack of recognition, resulting in frustration that distracts them from focusing, comprehending the material, and may even lead to resentment towards teachers and the subjects they study, ultimately causing them to become absent or withdraw altogether.

Seventh Factor: Factors Related to Physical Health:

Physical factors ranked second among personal factors, as they impact educational wastage in vocational training institutions with a saturation coefficient of 0.789, indicating a variance of 0.62, contributing to explaining educational wastage by 62% of the total variance.

Physical health can either be a significant motivating factor or a deterrent for trainees. Through our study, we observed that chronic illnesses, disabilities, or impairments make trainees feel deficient, prompting them to excel in their studies to compensate for these shortcomings.

However, physical health issues can also act as a deterrent for trainees. Illnesses, disabilities, vision or hearing impairments, and similar conditions may hinder trainees from continuing their training and apprenticeship. Abdelrahman Ben Suleiman Al-Tariri highlighted in his study titled "Issues in Education and Learning" that health issues are among the primary factors that impede academic achievement, preventing learners from continuing their studies. Trainees may become preoccupied with their health conditions, which distracts and diverts their attention away from education.

The Eighth Factor: Curriculum-Related Factors:

Curriculum-related factors ranked second among pedagogical factors, influencing educational wastage in vocational training institutions with a saturation coefficient of 0.650, indicating a variance of 0.42, contributing to explaining educational wastage by 42% of the total variance.

Vocational training in these institutions often exhibits a school-like character, structured around long training periods dominated by theoretical aspects. This contradicts the practical and applied nature that should primarily characterize vocational training objectives.

Trainees in such "residential" training settings have expressed that these programs have become mere receptacles of knowledge, where they passively receive information from teachers who possess exclusive knowledge. There is a complete absence of engagement and enthusiasm for learning. Moreover, some educational curricula in vocational training fail to keep pace with scientific and technological advancements occurring globally.

Teachers often overlook the daily activities and capabilities of trainees throughout the academic year, relying heavily on periodic written exams. This approach leads trainees to become disengaged and less interested in training sessions, viewing the final exams as the only crucial assessment points. Consequently, they tend to focus on studying only shortly before these exams, feeling that time is insufficient. This situation sometimes pushes them towards cheating and dishonest practices, negatively impacting their academic results and capabilities.

In this study, it is noted that guidance plays a role in educational wastage in vocational training institutions, where poor guidance is considered among the factors leading to wastage, consistent with a study by Ibrahim Dawood Dawood (1999) titled "The Problem of Educational Wastage: Causes and Remedies," indicating that guidance can lead to failure and educational wastage (p. 04).

Similarly, J.L. Lang (1996) asserts that proper guidance alleviates a set of academic difficulties, as misguiding learners or trainees into disciplines that do not align with their capabilities, interests, or preferences can have more significant effects than physical or psychological factors (p. 85).

The inadequacy of guidance activities in vocational training institutions and their failure to meet the required effectiveness are evident. Despite the existence of reception areas,information centers, and counseling services in vocational training centers, the guidance activities appear superficial, focusing primarily on information about available specialties, registration requirements, and examination dates. Based on the results of these exams, officials allocate trainees to educational positions. Despite the presence of technical and psychological counselors supervised by career advisors at examination institutions, their work seems disconnected from the pedagogical guidance concept. Consequently, the relationship between guidance specialists and trainees appears more administrative.

These conditions often compel many trainees to abandon their training at any moment due to various reasons, leading to wastage of human resources and investments allocated to this sector. This has been reaffirmed by the study conducted by TurzultAmrouniHouria (2012), which found that the weakness in guidance activities within vocational training institutions diminishes trainees' motivation. This underscores the necessity for pedagogical intervention with trainees to foster motivational behaviors that stimulate them towards achieving their goals and working towards minimizing educational wastage.

Conclusion:

Dropout in vocational training has seen significant expansion affecting all types of programs within this sector, becoming a pervasive and challenging issue. It requires attention and care through detailed explanation, understanding its root causes, and finding effective solutions to combat and eliminate it. This phenomenon manifests in various forms and types within vocational training institutions. There are individuals who pass entrance exams for vocational centers but never enroll, and others who start training but fail to complete it. This is evident in reality today through general observations or statistics provided by vocational training centers and institutes.

It can be said that dropout in the vocational training sector is a problem that must be studied by identifying the key factors and issues that have encouraged its proliferation despite the efforts made by the state to strengthen this sector.

In conclusion, dropout phenomenon has multiple causes resulting from a combination of factors that interact and accumulate, leading trainees to exit education before completing their training.

The results of this study identified the ranking of dropout factors in vocational training institutions from the perspective of a sample of trainees. The ranking of importance is as follows:

1. Training-relatedfactors.
2. Internal institution-relatedfactors.
3. Family-relatedfactors.
4. Teacher-relatedfactors.
5. Socioculturalfactors.
6. Psychologicalhealth-relatedfactors.
7. Physical health-relatedfactors.
8. Curriculum-relatedfactors.

Based on the findings of this study, we propose recommendations aimed at addressing and improving various factors contributing to trainee dropout in vocational training and education institutions:

1. Develop guidance and awareness programs to assist trainees in addressing the dropout phenomenon.
2. Use Algerian-based tests and measures to identify reasons prompting trainees to drop out and address them promptly.
3. Improve material, psychological, and social conditions for trainees, including specialized programs for mental health within the training environment to ensure psychological comfort conducive to adaptation.
4. Align vocational training with the labor market's required competencies and their level of practice.
5. Implement strict monitoring of vocational training graduates to ensure they achieve professional competencies.
6. Select and train educational administrators and instructors on effective learner engagement strategies.
7. Adapt and modify curricula to accommodate learners' abilities and meet their needs effectively.
8. Organize scientific evaluation workshops to assess trainee professional competence, pinpoint problems, and seek remedies.
9. Enhance the professional and social standing of vocational training instructors, which positively impacts their performance and morale, thereby benefiting trainees.
10. Utilize visual and non-visual media to raise awareness about the importance of vocational training institutions, encouraging enrollment and correcting societal misconceptions.
11. Prioritize tackling educational dropout phenomenon with comprehensive plans and effective programs.
12. Early intervention for at-risk groups such as trainees from low-income families or broken households.
13. Significance of counseling and psychological guidance offices in addressing trainees' psychological issues.

Implementing these recommendations is crucial for reducing dropout rates and improving outcomes in vocational training institutions.

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