

Educational Wastage And Self-Esteem Among Institutional And Vocational Trainees

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ABSTRACT

This study aimed to identify the factors of educational wastage and its relationship to self-esteem among the trainees in the institutional and vocational training centers. The said study was conducted on a sample of 66 vocational trainees, chosen intentionally. The descriptive approach was used for it to be the most appropriate to study the relationship between two variables. Two scales were adopted, namely, the educational wastage factors scale (Yasmina TICHABET, 2018) and the self-esteem scale (Coopersmith, 1967). The results revealed a correlation between educational wastage factors and self-esteem, and a high level of self-esteem among the vocational trainees.

Keywords: Educational wastage - self-esteem - vocational trainees - vocational training institutions.

INTRODUCTION

Modern organizations seek to achieve development in all fields to be able to realize continuous competitiveness in the labor market. Therefore, this endeavor requires, in addition to investing in material and technological resources, an investment in the most important element, which is the human resource. The latter has a prominent role in controlling other elements of work, through the skills, technical and administrative expertise, acquired in certain periods of time through learning. Such abilities render it available for creativity and ready to engage in the fields of production.

It is known that among these organizations specialized in providing training services for various vocational disciplines are; vocational training institutions of different levels and types, playing a master role in building the local and national economy of any society.

Training has been known since ancient times and has been associated with the existence and history of man. Yet, its scientific concept appeared only in the modern era, where it attracted

the attention of many researchers and scholars and became an independent branch with its own rules and laws, subject to guardianship that determines its functions, tasks, fields, and path towards gaining scientific and practical knowledge as well as experience in many craft and professional fields.

Vocational training has great importance in most countries of the world, so that it is considered an effective sector for investing in human capital by training and qualifying it to meet the needs of the labor market, say an efficient and effective workforce, and then achieving comprehensive development in various other sectors. It also has a great role in providing individuals with skills, knowledge and trends that raise their performance in their field of work in the future.

Modern life is characterized by the presence of many psychological pressures that cause high rates of mental disorders and behavioral deviations resulting from different emotions in individuals at all ages. Adolescents are among the most vulnerable to these disorders because they are not immune to stressful and severe influences as a result of the demands of life and the acceleration of

technological and cultural changes. In addition, they are exposed to developmental changes; whether psychological, social, or physiological, resulting in demands and needs that require satisfaction.

The individual's sense of appreciation and consideration stemming from his attitude towards himself often supports the chances of success and directs his activity towards achieving goals. As the self is the being of the individual or the person, it grows and gradually separates from the cognitive field. The structure of the self is accumulated as a result of interaction with the environment, and includes the perceived self, the social self and the ideal self. It may absorb the values of others, seek harmony, balance and stability, grow as a result of maturity and learning, and become the center that organizes itself around experiences.

The self is the core and essence of the human personality, and it is the selves on which the personality is based as a complex functional dynamic unit. It is gradually formed as a result of interaction with the environment and socialization factors, embodied through experiences, and the pattern of relations between the individual and his surroundings. The meaning of the self has evolved over the years, while the concept refers sometimes to the self, and sometimes to the ego.

Self-esteem is one of the most important personal variables and a basic need for mental health, as the individual's self-assessment has great value in his life. It has been taken care of by specialists in the fields of psychology, sociology, and psychiatry, because of its importance in the study of personality compatibility. It is a guide to the psychosocial and social compatibility of the individual with himself and with others. People with high self-esteem are more likely to feel self-efficacy, effective personal value, and happiness, which generates their ability to face problems and life pressures and makes them more able to resist psychological and organic disorders, overcoming their negative effects such as frustrations, anxiety, and psychological conflict.

Education is the basis for the progress of nations, the criterion of their superiority and the main resource in making the world in which we live better in the future, so that it is the cornerstone of the process of change and has a decisive role in the

lives of peoples and their progress, as a tool of transformation, and a means to achieve the goals of society. The world is living a scientific and technological revolution in various aspects of economic, social, political and scientific life, and education is the main focus and driver of all these aforementioned aspects in various sectors. It is not limited to being a curriculum that includes practical materials for indoctrination and receiving, but its function goes beyond that to provide students with a sound educational guidance that widens their horizons to become able to take responsibility in the future. There is no need to emphasize that the development of the human element is among its fruits; it calls for harnessing all the efforts and energies possible for it in any society. Through education, the individual acquires the knowledge, techniques of the times, values and trends that surround his person in all aspects and make him able to adapt and interact positively with the environment and society.

Most societies are convinced that investing in education benefits both the individual and society through the promotion of comprehensive development and raising the economic, living, and social level. Many countries have sought to pay attention to financing education, spending and providing the necessary funds for it, and the fact that financing education is a very important input to the educational system. It is responsible for many pedagogical problems that education suffers from. For this reason, the process of education and teaching have been allocated huge material and human resources. Many countries have placed hopes on educational systems to achieve the highest return in quantity and the highest costs at the lowest possible cost, so that the educational system contributes to the development of the human being, which is the focus of development in society.

However, despite what has been allocated to the process of education, the latter suffers from a set of problems that prevent the achievement of the goals of the educational system. One of these is the so-called phenomenon of educational wastage, which is a difficult problem facing the educational process, as a result of an imbalance in the functional balance of such process, so the size of its inputs becomes much larger than its outputs.

The phenomenon of educational wastage is classified as an economic issue that needs radical and urgent solutions, due to the wastage of human energies, financial resources, and a decrease in the internal and external adequacy of educational systems. Therefore, educational wastage in its quantitative and qualitative dimensions represents an obstacle to achieving the objectives of education in terms of quantity, specialization or the degree of expected efficiency.

Educational wastage represents an additional burden on the education budget, and a challenge facing the bodies responsible for education of all kinds, as well as the dissipation of the goals and energy of the organization.

Educational wastage is one of the urgent and complex educational issues that affect the level of adequacy of the educational institution, and the efforts it has made to develop and promote the educational sector. There is no doubt that wasting large numbers of learners before completing the specified period is an obstacle that reduces the feasibility of realizing the goals that countries seek to achieve and on which their development plans are based, in addition to wasting the funds allocated to graduate certain numbers of learners.

The phenomenon of educational wastage or loss is a phenomenon directed by most countries of the world without exception, to varying degrees according to the background of each country on the one hand, and according to the degree of economic growth on the other hand and according to the degree of maturity and integration of its social organization on the third hand.

Based on the above, the study aimed to reveal the relationship between self-esteem and educational wastage among the institutional and vocational trainees, by answering the following questions:

Is there any relationship between self-esteem and educational wastage?

What is the level of self-esteem at vocational trainees in Sebseb?

1. RESEARCH OBJECTIVES

- Identifying the relationship between self-esteem and the educational wastage of the trainees.

- Knowing the level of self-esteem at the trainees.
- Disclosure of the nature of the relationship between educational wastage and esteem of the sample.

2. IMPORTANCE OF THE RESEARCH

- Knowing the impact of educational wastage on the level of self-esteem in vocational training and education.
- Recognizing the score of self-esteem at the trainees.
- Minimizing the deviation of the trainees (adolescent category) and improving mental health
- Providing some solutions and suggestions that can be followed to reduce the phenomenon of educational wastage in the vocational training sector.
- Clarifying the importance of self-esteem in the life of the trainee in general as well as the educational life.
- Highlighting the students' self-esteem, which negatively and positively affects the educational process.

3. PROCEDURAL DEFINITIONS OF THE RESEARCH TERMINOLOGY

a. Educational wastage:

The abandonment of the trainee before the end of the prescribed period of the training, which is a failure in the official examinations, staying at a certain educational level, as well as the failure and dropout of a number of trainees registered in vocational training institutions.

b. Self-esteem:

Appreciation and positive or negative evaluation that the trainee puts on himself through his attitudes towards himself.

The score that the individual obtains on the self-esteem scale applied in the study (Coopersmith Self-Esteem Scale).

c. Dropout:

It is the abandonment of the study by the trainee, that is, the complete discontinuation of the study in a certain study year for various reasons, including what relates to the family's economic

situation, his health status, and his mental level. Due to his inability to understand and absorb, he leaves learning because he feels unable to continue studying.

d. Failure:

The low level of academic achievement of the trainee and his failure in examinations, which leads to staying in the same class.

e. Trainee:

It is every individual registered in the vocational training center in order to obtain knowledge and skills in a specific discipline and culminated at the end of the training with a specific certificate.

f. Educational wastage factors:

These are the factors that lead to loss in the physical, human, and temporal aspects of the training process in the vocational training institution, resulting in the failure and dropout of the trainees.

I- THEORETICAL PART

1. CONCEPT OF EDUCATIONAL WASTAGE

Rachdane defines educational wastage as: "The loss resulting from education processes through the numbers of students who failed or dropped out and the consequent loss of spending on education and the effort exerted in it." (Rachdane, 2001: 248).

UNESCO defines it as: "What happens to the educational system in a given country affecting its adequacy, and resulting from two factors:

- Leaving school early or repeating" (Al-Nouri, 1987: 27).

It is also defined as: "The main reason for reducing productive efficiency in education and training, for the loss of money, time and effort spent on education, and it comes as a result of several factors, including dropout, failure, low achievement level of students and high-cost rates per student." (Ahmed, 1999: 203).

According to Ghanaim, educational wastage is referred to as the size of the loss in education because of failure and leaving school in any class and for any reason (Ghanaim, 1989: 17).

According to Farghal (1999): "It is a defect in the progress of the educational process, whether in inputs, processes, or outputs, which leads to an increase in the expected spending, whether in money, effort, time, or failure to exploit the available potential to the maximum extent.

As for Morsi (1977), he stated that educational wastage is: "All that entails a loss of money, time, or effort in education" (Morsi, 1977: 65).

Jalal (1995) stated that educational wastage is: "Additional costs on the outputs of education that can be used in other fields."

Based on these definitions, we conclude that educational wastage, in vocational training institutions, is the failure or dropout of a number of registered trainees who leave their studies before completion or their stay at a given educational level, which results in the loss of money, effort, and time devoted to the development of the course of education and training.

2. TYPES OF EDUCATIONAL WASTAGE:

There are two types of educational wastage:

a. Qualitative educational wastage:

It is related to the internal and external efficiency of the educational system, meaning to carry out its expected roles. The first include all internal human elements in education, such as administrative aspects. As for external efficiency, it means "the ability of the educational system to achieve the objectives of the external society for which it exists." (Al-Akayishi and Al-Zubaidi, 2006:08).

b. Quantitative educational wastage:

It includes two main dimensions: dropout and failure.

• **Concept of failure:**

Al-Sunbul et al. (2006) defined failure as: "the frequency with which a pupil stays in the same class as he did not pass the exam successfully" (Al-Sunbul et al., 2006, p. 169).

Al-Huqail (1989) defined it as: "The pupil's failure to pass one grade to the next. (Al-Huqail and Suleiman, 1989: p. 197).

• **Concept of dropout:**

Dropout is the total interruption of the student's studies before the completion of the course which s/he follows (Al-Huqail and Suleiman, 2003: 193).

- It is also defined as leaving school for a reason before the end of the last study year in which s/he was enrolled.

3. EFFECTS OF EDUCATIONAL WASTAGE

a. Educational effects:

Failure and dropout affect the efficiency of education. The stay of the repeater for a longer period leads to less compelling the admission of other students. As for the dropped-out students, they are a group with limited education because the desired educational goals are not achieved.

b. Social effects:

The social problem is that the dropped-out or the repeater does not have the qualities of a good citizen in society, so he is unable to adapt socially, and the social problems, such as deviation, increase.

c. Economic effects:

They lie in the material loss of the cost per student, the number of years it took for the repeaters to graduate, and calculating the number of dropped-out students, reflecting negatively on the national economy.

d. Psychological effects:

Feelings of inferiority, failure and frustration are formed in the repeater, which may lead to aggressive behaviors towards others, while the dropped-out students often has a feeling of distance from social and religious values.

4. CONCEPT OF SELF-ESTEEM

• Definition of the self:

Hamed defines it as “an organized, unified and learned cognitive formation of the emotional perceptions, shortcomings and designs of the self in the crystallization of the individual and considers it psychological for itself.” (Zahran, 2005: 257).

• Self-esteem:

Definition of Pandora Aya: “It is the sense of personal value and efficiency that one associates with one's concepts and perceptions of oneself” (Singh, 2005: 2).

Therefore, self-esteem is the judgment of the individual about himself and the evaluation that he sets for himself.

5. TYPES OF SELF-ESTEEM

a. Acquired self-esteem:

It is the self-esteem that a person acquires through his achievements, so he gets satisfaction as much as he has performed, thus self-esteem is based on the achievements he made.

b. Comprehensive self-esteem:

It refers to the general sense of pride in the self, meaning that people who have failed in their working lives still enjoy the warmth of general self-esteem, inspite the difficulties they faced. The main difference between the acquired and the comprehensive self-esteem is the academic achievement. The idea of acquired self-esteem says that achievement comes first and then self-esteem, while the idea of comprehensive self-esteem claims the opposite (Peter, 2008: 458).

6. LEVELS OF LIFE APPRECIATION:

a. High level of self-esteem:

Studies conducted in the field of self-esteem have shown that people with high self-esteem have a positive image about themselves and always emphasize their abilities, strengths, and characteristics. They enjoy high and lasting confidence in themselves and initiate good experiences with their expectation of success. They are insensitive in different situations, confident in their information and respond to challenges.

b. Low level of self-esteem:

Different names refer to it, such as negative self-esteem and poor self-esteem. It is defined by Rose Nenberg as "the individual's dissatisfaction or rejection of oneself. A person with low self-esteem can be described as that person who lacks confidence in his abilities, so those with such level focus on their flaws, shortcomings, and bad qualities. They are more likely to be affected by the

group's pressures and listen to their opinions and judgments. They also set to themselves lower expectations of reality, as they are desperate because they cannot find solutions to their problems, believing that most of their attempts will fail.

According to Ronberg, individuals with low self-esteem prefer to stay away from social activities and do not hold positions of leadership. They sometimes show a tendency to be submissive and managed by others, as well as being characterized by shyness, excessive sensitivity, isolation and loneliness. (Salim, 2003: 90).

II- PRACTICAL PART

1. RESEARCH APPROACH

Since the subject of the study is to investigate the relationship between educational wastage and self-esteem among the trainees in the Vocational Training and Apprenticeship Center - Sebseb - Ghardaia, for the school year 2023/2024, the most appropriate research approach is the descriptive.

2. LIMITS OF THE STUDY

- **Spatial scope:**

This study was conducted in the Vocational Training and Apprenticeship Center of Lawar Omar bin Abdullah, town hall of Sebseb, county of Ghardaia.

- **Time scope:**

The study was conducted during the school year: 2023/2024.

- **Human scope:**

The study was conducted on a sample of vocational training and apprenticeship trainees, reaching 100 / 125 participants.

3. DATA COLLECTION TOOLS

This study used the following:

- Educational wastage factors scale.
- Self-esteem scale.

a. Educational wastage scale:

- **Research tool:**

The researcher Tichabet Yasmina prepared a preliminary picture of the measurement tool, through which the objectives of the study can be achieved, and its questions can be answered, according to the "Triple Likert Scale" with the allocation of grades (1, 2, 3) respectively to determine responses. The researchers based the construction of the tool on Maurice Angers (2004) by dividing the concept into dimensions and then dividing the dimension into paragraphs. The research tool consisted of two basic dimensions: institutional (pedagogical and organizational factors) and individual (social and personal factors). Each dimension includes a set of factors, as the number of items reached (57 items). (Tichabet, 2017: 509-510).

- **Test psychometric properties:**

Educational Wastage Factors Scale:

- **Peripheral comparison validity:**

This method is used as an internal indicator of the truthfulness of the content.

Table (01): Validity of the peripheral comparison of the educational wastage factors scale:

	Sample number	Arithmetic mean	Standard deviation	Degree of freedom	Calculated (T) value	Significance level
Higher Group	16	213.68	6.40	30	18.41	0.01
Lower Group	16	12/170	6.96			

Based on table no. (01), the calculated (T) value estimated at (18.41), at the degree of freedom 30, and at the significance level of (0.01), is a statistical function.

Hence, the educational wastage factors scale is valid.

Calculation of stability:

Half-split:

The test sections are split in half and then the correlation coefficient "Alpha Cronbach" is

calculated, then corrected using "Spearman-Brown" equation.

Table no. (02): The stability of the half-split of the educational wastage factors scale:

	Number of sections	Coronbach's alpha correlation coefficient	Spearman-Brown correlation coefficient
Half-split	74	0.63	0.77

Based on table (02), the correlation coefficient before the correction was estimated at 0.63, and after adjusting with the correlation coefficient "Spearman-Brown", it becomes 0.77, so the educational wastage factors scale is stable.

b. Self-esteem scale:

• **Test description:**

An American test designed by the researcher Coopersmith to measure the orientation of the self towards the social, family and personal self, including (25) phrases divided into (08) positive phrases and (17) negative ones. The following table shows the numbers and orientations of phrases.

Table (03): Numbers and orientation of the phrases in the self-esteem test:

Scale	Positive phrases	Negative phrases	Gross total
Self-esteem	1-4-5-8-9-14-19-20	2-3-6-7-10-11-12-13-15-16-17-18-21-22-23-24-25	25
Total	08	17	25

• **How to apply and correct the test:**

- The student is asked to read the test phrases well and answer them by placing a (+) in front of the answer he deems appropriate. The test has been scored as follows:

- Applicable: one (01) point.
- Not applicable: two (02) points.

It should be noted that the scores are reflected when the phrase is formulated negatively, as shown in the following table:

Table (04): How to correct the self-esteem test:

Phrases	Applicable	Not applicable
Positive phrases	01	02
Negative phrases	02	01

Table (05): Levels of self-esteem

Self-esteem	Categories
Low Self-Esteem Score	20-40
Average Self-Esteem Score	40-60
High Self-esteem Score	60-80

Sicometric Properties for the Test:

Self-esteem scale:

The sicometric properties of the measurement tool, represented in the validity and stability of the self-esteem of the trainees in the vocational training, were calculated.

• **Validity of the tool**

- **Peripheral comparison validity:**

27 % from the higher part and 27 % from the lower one of the sample are taken based on the arithmetic means and standard deviations of the lower and higher scores, where the (T) test for the signification of differences in scores showed the following results:

Table (06): Results of measuring the validity of using the peripheral comparison method:

Number of individuals		Arithmetic mean		Standard deviation		Degree of freedom	Calculated (T) value	Significance level
Lower Group	Higher Group	Lower Group	Higher Group	Lower Group	Higher Group	14		Function 0.01
16	16	11.75	20.87	3.37	180			

The table shows that the arithmetic mean of the lower group estimated at 11.75 is less than the arithmetic mean of the higher group estimated at 20.87. The standard deviation of the lower group estimated at 3.37 is greater than the standard deviation of the higher group estimated at 1.80. It is also noted that the calculated (T) value estimated at (6.74) is a statistical function at a degree of freedom (14) and a significance level of 0.01. This indicates that the peripheral comparison is valid.

Tool stability:

The concept of stability on the test gives the same results whenever it is re-applied to the same group

of individuals, that is, we make sure by the stability of the test that we measure the same thing whenever we repeat the said proces. (Aissaoui, 2000: 109).

Two methods were used in order to check the stability of the tool:

- Internal consistency and half-split.

a. Internal Consistency:

To check the stability of internal consistency, the Cronbach's alpha correlation coefficient was used. It correlates the stability of the test with the stability of its sections.

Table (07): Cronbach's alpha coefficient for the self-esteem scale:

	Number of sections	Cronbach alpha coefficient
Self-esteem scale	25	0.81

Table no. (07) shows that the Cronbach's alpha coefficient for the total score of the self-esteem questionnaire was 0.81, which is a high value, meaning that the self-esteem scale has high internal consistency stability coefficients.

b. Stability of half-split:

The questionnaire sections are split in half, then the Pearson correlation coefficient is calculated, and then the correlation coefficient of Spearman-Brown equation is corrected.

- The stability is calculated where the scores of individuals are split in half, then the correlation coefficient between the two halves is calculated.

Table no. (08): Results of half-split of the Self-esteem Scale Sections and the total score:

Self-esteem scale	Half-split	Cronbach's Alpha	Spearman-Brown correlation coefficient
25	13	0.82	0.83
	12	0.81	

Based on table no. (08), the value of the Alpha Cronbach correlation for the two halves of the self-esteem questionnaire was 0.82 and 0.81. The value of the Spearman-Brown correlation coefficient was

0.83, which is a high correlation coefficient, confirming the stability of the tool.

4. Discussion of the research results

- **Presentation and discussion of the results of the first question:**

Is there a relationship between self-esteem and educational wastage?

Table (09): The results of the relationship between the factors of educational wastage and self-esteem among the trainees:

Variables	Sample	Arithmetic mean	Standard deviation	Value	Significance level
Educational wastage factors	100	127	16.5	0.482	0.01
Self-esteem		56	5.96		

Table no. (09) reveals that the arithmetic mean of the scores of the sample members on the educational wastage factors scale scored 127, with a standard deviation of 16.5. The arithmetic mean of the sample on the self-esteem scale scored 56 with a standard deviation of 5.96, and the (R) value was 0.482, which is a function at the significance level of 0.01.

This proves that there is a statistically significant relationship between the factors of educational wastage and self-esteem among the trainees.

Such relationship or positive correlation can be explained by the fact that the trainees in the vocational training center of Sebseb enjoy self-esteem in one way or another. The factors of educational wastage affect self-esteem, that is, the change goes in one direction in both variables, whether the change is in the direction of increase or decrease. The correlation of self-esteem with the factors of educational wastage, results in the fact that the higher the self-esteem of the trainees, the lower the educational wastage and vice versa. That is, the lower the self-esteem, the higher the percentage of educational wastage among the

trainees. Self-esteem can be a key factor for the ambition and motivation that push the trainee to persevere in addressing obstacles and trying to raise the level of performance and achieve success. Self-evaluation of the trainee affects the nature of the work done or the goal he seeks to achieve and the amount of effort he will exert. The factor of self-confidence, self-knowledge and self-esteem help to improve the mental health of the trainee and thus make appropriate decisions and overcome all obstacles and difficulties. Self-esteem is a psychological need and an important pillar for the individual.

- **Presentation and discussion of the results of the second question:**

What is the level of self-esteem at vocational trainees in Sebseb?

The frequencies of the responses of the sample members were calculated on the alternatives included in the research tool and the percentages of each alternative were extracted. The results were as follows:

Table no. (10): Frequencies and percentages:

Self-esteem	Frequency	Percentage
Medium	29	29%
Low	13	13%
High	58	58%
Total	100	100%

According to the above table, the percentage of individuals with high self-esteem scores reached 58%, which is greater than the medium rate of 29%, and greater than the low rate of 13%.

This indicates that the level of self-esteem at the vocational trainees in Sebseb is high.

The results revealed that there is a high level of self-esteem among most of the vocational

trainees in Sebseb. The high level of self-esteem is due to their high self-confidence because they act independently and are not affected by external factors. I also see that the self-esteem of the trainees, their self-confidence, and the disciplines they have chosen, are due to their conviction in the specialization they study, unlike the trainee who is not sure about the specialization he studies, who always feels anxious and afraid. People with high self-esteem are calm and positive, can be assertive, focus on their goals and express themselves, therefore have a motivation to learn, so they are less likely to think about dropout and failure (educational wastage). On the other hand, the trainees who have low self-esteem face several problems and find them difficult to overcome. The trainee becomes more inclined to be influenced by the pressure of the group, listens to their opinions, and sets himself lower expectations than reality in being miserably unable to find solutions to his problems, lacks confidence in his abilities and lacks his motivation to learn, so he fails or drops out.

CONCLUSION

Vocational training and education strive to provide all the needs of the trainees, especially those who drop out of school or fail to study, in order to help and support them in overcoming the problems they face, as the psychological and social conditions experienced by the individual affect him either negatively or positively, which affects his self-esteem, and is an important pillar in the stability of the individual's psychological, social and mental life, highlighting its role in creating psychological balance.

In this study, educational wastage and self-esteem among the institutional and vocational trainees - a field study on a sample of the trainees in the Vocational Training and Apprenticeship Center Lawar Omar Bin Abdallah - Sebseb – Ghardaia, were dealt with. The study reached the following results:

- There is a statistically significant relationship between the factors of educational wastage and self-esteem among the trainees.

- The level of self-esteem of the vocational trainees in Sebseb was high.

- Based on the above, the following set of recommendations are suggested to reduce educational wastage in vocational training and education institutions:

- Paying attention to the concept of the trainee about himself when guiding him.
- Providing special curricula for the trainees to enhance their positive aspects, which increases their self-esteem.
- Activating communication and interchange between the family and the Vocational Training and Education Center to know the period of development of their children and to identify the problems they face and help solve them.
- Improving the conditions of vocational training in workshops and within the training institution.
- Organizing training courses for teachers to learn about the psychology of the trainee and how to deal with him.
- Organizing television and radio programs to introduce the importance of vocational training and the value of the obtained certificate.
- Giving psychological orientation and guidance offices great importance to pay attention to the psychological problems of trainees.
- Early care for groups vulnerable to educational wastage.

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