



The Impact of Non-Governmental Organization and Social Entrepreneurship on Education Dropout: Empirical Study on Eltatwaa Hayat Association in Alexandria

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Abstract

The purpose of this research is to empirically investigate the relation among school related factors, socio-economic constraints and education drop out considering student academic performance as a mediator and existence of NGO with social entrepreneurship unit as a moderator. A case study on Eltatwaa Hayat Association in Alexandria, Egypt. The study followed the quantitative approach and data gathered from a survey and the participants of the study were 421 parents in the selected NGO, data were obtained through questionnaires. The results were analysed employing by structural equation model analyses (SEM) using AMOS software. The main conclusions drawn from this study are: The direct effect among School related factors and Education dropout is statistically significant, the direct effect Socio-Economic and Education dropout is statistically significant, the direct effect School related factors and Student Academic Performance is statistically significant, the direct effect among Socio-Economic and Student Academic Performance is statistically significant, the direct effect among Student Academic Performance and Education dropout is statistically significant. In addition to that, the partial mediation of student academic performance among the independent variables and education dropout is statistically supported. Finally, the existence of Ngo with social entrepreneurship unit is statistically found as a moderator.

Keywords: Social Entrepreneurship, Education Dropout, NGOs, Egypt.

Introduction

Education is widely recognized as a critical factor influencing an individual's social and economic success, as it provides access to better opportunities and a better quality of life (OECD, 2020). Education is an important part of economic development, social and individual well-being. It is also the basis for reducing poverty and inequality, increasing health, facilitating the adoption of new technologies and developing and disseminating information. Scholars also agreed that education is essential for the development of a country's economic, social, scientific and political institutions (Zeb et al., 2021).

In the 1997 update of the International Classification of Education (ISCED), the United Nations Educational, Scientific and Cultural Organization (UNESCO) defined primary education as basic knowledge of literacy and mathematics, as well as other subjects such as history, basic knowledge, geography, science, social studies, art and music. In some cases, religious education is also provided (UNESCO, 2003). The structure of the early childhood education system included three levels: voluntary early childhood education level (kindergarten 1 and 2), the mandatory fundamental stage, including the primary and preparatory levels (grades 1 - 9), and the mandatory secondary stage (10 - 12) (Supporting Egypt Education Reform Project- World Bank, 2017).

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According to the Strategic Education Plan 2014-2030 (Education For All In Egypt 2000-2015: A National Assessment-2014), the pre-university education system in Egypt is divided into two stages, the basic education stage, which consists of the basic and preparatory stages and includes nine academic years and secondary education. According to the Egyptian Law "Egyptian School Admission and Enrollment: Past and Future Policy Implications", the purpose of primary education is to develop the skills and willingness of students to satisfy their interests and to provide them with the necessary values, attitudes and knowledge. In addition to having academic and professional skills suitable for situations with different backgrounds, those who have obtained basic education can continue their studies at a higher level and enter life with appropriate professional training.

Egypt has started working towards the 2030 goal of achieving its latest education reform plan known as the National Education Project (UNDP, 2021) or "Education 2.0" (Moustafa et al., 2022). The plan marks a historic shift from public education's deeply entrenched traditional focus on self-directed learning and high-stakes testing to a more skill-based, student-centered, and multidisciplinary approach aimed at stimulating critical thinking and deepening student learning according to international standards (Marey and Magd, 2022).

The biggest problems in education are the internal competence of the education system and the fulfillment of tasks. In addition to technical high school students, different parts of elementary school and high school students have problems with literacy, which clearly reflects the change in the curricula and teaching methods of these stages. The Ministry of Education has a low-level reading and literacy program. Egypt is seventh in illiteracy among Arab countries, 23rd in Africa and 32nd in the world. Illiteracy rate (10 years old and over) reached 17.9% in 2021, according to 2021 Labor Force Survey data (CAPMAS, 2022).

The Central Bureau of Statistics announced that dropout rates from education in the preparatory stage increased by about 1.73% during the year 2022, compared to 0.87% in the year 2021, and in addition to the primary stage, a rate of 0.23% compared to 0.2% during the year 2021. The agency added that for the primary stage, the rates increased. Dropout from education for males for the academic year 2021/2022 amounted to 0.27% compared to 0.23% in 2020/2021, compared to a rate of 0.18% for females for the academic year 2021/2022 compared to 0.17% in 2021/2022. The agency explained that the dropout rate from education for the year 2021/2022 among females in the preparatory stage increased by 1.87% compared to 1.1 for the year 2020/2021, compared to 1.6% compared to 0.66% among males. For the year 2020/2021 (emis.gov.eg, 2023). The city of Alexandria, the highest governorate in Egypt, recorded a rate of 0.4, with 2,843 children in the primary and preparatory stages, with a rate of 2.09, with 6,379 children in the preparatory stage, to occupy seventh place among the cities of Egypt (emis.gov.eg, 2023).

This Study discusses a very important issue in Egypt, which is the effect of existence of NGO with Social entrepreneurship unit in on drop out elimination in the education sector in Egypt. This study's significance explored the effect of existence of NGO with Social entrepreneurship unit and decided if it was successful or not in decreasing the education dropout. The study's secondary impact is from its provision of renewed knowledge to address the current gap in practice regarding models for reducing dropout. Therefore, the study has the potential to foster positive social change.

Literature Review

This section embraces the following: the education Drop out, School Factors, Socio-Economic Constraints, Student Academic Performance, and Non-Governmental Organizations.

Education Drop Out

Education comes first among the fundamental human rights that guarantee children and young people the development and acquisition of the knowledge and skills they need to reach their full potential and participate actively in society. UNICEF (2018) defined Out of school Children as a group of children in one or more of the 5DE (Five Dimensions of Exclusion) with certain shared characteristics, Factors such as

policy barriers because of poor legislation, psychological and cultural constraints, demographic changes, and socioeconomic disparities have been identified as the major causes of out of school children. Early school-leaving refers to dropping out of school before completing a degree or program."

According to the fourth goal of sustainable development, by 2030, all girls and boys have access to free, equal and high-quality primary and secondary education that ensures appropriate and effective learning outcomes (Barbier and Burgess, 2017); To achieve this, it is important that all children complete their education without interruption. Lack of education and leaving school at an early age negatively affects the positive development, life skills and resilience of young people (Dost-Gözkan et al., 2021).

By the end of 2018, approximately 258 million children and young people had left school (e.g. 59 million primary school-aged children, 62 million primary school-aged children and 138 million secondary school-aged children). The following figures were observed for out-of-school numbers and numbers (in millions) by region: Sub-Saharan Africa (97.5), South Asia (93.0), East and Southeast Asia (32.6), Central Asia (1.1), North Africa and West Asia (17.1), Europe and North America (4.4), and Oceania (0.7). The figure found in Latin America and the Caribbean was 12.0 (UNESCO Institute of Statistics (UIS), 2019). Lack of education and leaving school at an early age negatively affects young people's positive developmental values, life skills and resilience (Weinberg et al., 2019; Dost-Gözkan et al., 2021). After all, different factors contribute to dropping out of school; Predictors of exit include students' educational outcomes, attitudes, behaviors, and backgrounds (Rumberger, 2020). Bibi (2018) discussed the factors leading to dropout in private schools in Punjab, Pakistan. Physical facilities, unqualified teachers, corporal punishment and uneducated parents were the main factors leading to children dropping out.

School Related Factors

The teacher is the most important link among the students and the school. Ottosen et al. (2017) found that a strained teacher-student relation was a significant factor in student dropout. The teacher-student relation is undoubtedly difficult, but both parties are working to improve it on a personal level. If they create a positive learning environment that is kind and supportive, students will be interested in learning. Due to the substantial and favorable effects of link between two items on student conduct during class, students become more engaged in learning activities and class discussions and take an active part in learning and understanding (Xu et al, 2020).

School distance along with other challenges contribute for children's dropout before completing their education schools, Students travel long distance to and from school home were found not to perform actively on their education which led them to fail from schooling. More children get dropped out of school when the long distance to school coupled with poor transportation facilities. It makes children's commute to school difficult and long time required for it (Rizwan and Hiraoka 2022). Classroom capacity is an essential factor that affects the quality of education. According to El Baradei (2021), Egypt is characterized by a high density of classrooms; this is one of the biggest challenges of educational reforms. The Ministry of Planning and Economic Development (MED) reported in 2018 that the average classroom density in 2017/2018 was 43.7, a serious problem that affected student understanding and the quality of teaching.

Backman (2017) found that schools with adequate resources have lower dropout rates. Such schools are also likely to have better disciplined children and their students are likely to be more motivated to continue their studies. Effective school leaders who share a vision of academic discipline with their staff ensure that organizational structures support these high expectations. A positive school culture that includes supportive leadership and staff, school-wide behavioral programs, and engaging teaching can minimize disciplinary problems and, in turn, increase a student's chances of graduating from high school (Welch & Hodge, 2018).

Early childhood care and education is more than a preparatory stage that assisting the child's transition to formal schooling. It places emphasis on developing the whole child attending to his or her social, emotional, cognitive and physical needs to build a solid and broad foundation for lifelong learning and

well-being. Successful adjustment to kindergarten considered one of the earliest educational milestones for a student (Welchons & McIntyre, 2017). Extensive research evidence suggests that early childhood quality education and care can deliver a solid ground for school and future life, Early childhood education delivers opportunities for underprivileged children to get escape from poverty and construct a safer future by maximizing their potential (OECD, 2019). Resultantly, Lee-St. John et al. (2018) reported that students who did receive early elementary intervention had 50% less likelihood of education dropping out.

Socio-Economic Constraints

The impact of socio-economic factors for school dropout is well recognized throughout the world. As most families of dropout children come from low socio-economic status. According to the American Psychological Association's Task Force on Socioeconomic Status, SES is "the social standing or class of an individual or group, often measured as a combination of education, income, and occupation" (Juntunen et al., 2022). In the same context, the education of parents affects the education of children, improving the socio-economic situation of the household and strengthening the attitude of parents towards the education of their children (Boualaphet & Goto 2020). Yeboah-Obeng (2016) stated that many parents could not afford to buy books, uniforms, food, shoes and pay extra tuition fees for their children and other things they need for school, so children drop out of school.

In addition to that, Poverty consigns a significant strain on the family and acts as a major impediment for children to continue their study. Parents' socioeconomic status greatly influenced their educational decisions toward their children (Tan, 2019). Mohalik et al. (2021) found that factors such as the participation of both parents in working life, the participation of children in domestic work, the care of younger siblings, the transition of parents to working life, the participation of children in farming and harvesting, lack of parental desire, violent home environment, and students' disinterest in scientists. The reasons for dropping out of school are usually related to families' inability to cope with socio-economic shocks and the lack of post-school opportunities.

Student Academic Performance

Education the necessary aspects that not only develops key skills, abilities and knowledge in individuals but also leads to overall growth and success of individuals, community and nation as a whole. The implementation of academic knowledge, skills, abilities and competence among individuals is facilitated by learning and academic performance. There are differences in children's performance because people develop differently and have different learning needs. Early childhood educators contribute to the development of behavioral skills by bringing awareness to support a student's emotional and behavioral development, which can affect early brain development (Sciaraffa et al., 2018). These stages of life and brain development are critical to a child's academic success (Ackerman, 2018). "The transition to kindergarten has been considered an important developmental milestone in early childhood; especially since successful early school experiences have important consequences for later school adjustment and achievement" (Welchons & McIntyre, 2017).

Teacher-student relations have been described as well connected, polite and low-conflict, with accessibility and connectivity playing a crucial role in the whole process. In addition, teachers encourage students to participate in academic and extracurricular activities. He could encourage the youth to become more active, active and productive, which will inevitably help the student to improve his academic performance (Kamran et al., 2022). School facilities bring huge costs to the school structure and if not maintained and maintained, they hinder the academic performance of students (Ahmodu & Sheu, 2018). (Ikegbusi et al., 2021) argued that school facilities are necessary for the development of cognitive knowledge, skills and abilities necessary for academic success.

The socio-economic background faces various challenges that hinder their academic development. These challenges include limited access to educational resources, inadequate housing, poor nutrition and

absence of parents (Aashiq et al., 2023). Karunakaran et al. (2019) found that there is a statistically significant relation among the economic status of the family and the academic performance of students.

In addition, poor academic performance has been found to mediate other important predictors, such as socioeconomic status and demographics, school and family socialization, and mental health disorders (Esch et al., 2014). There is an extensive literature documenting negative associations among child labor, absenteeism, dropout, and student achievement (Bai & Wang 2020). Its precursors are absenteeism, poor performance, failure, repeating a grade and falling behind in education (Jurado & Tejada, 2019).

Non-Governmental Organizations

NGOs are non-profit organizations that operate in areas such as health and education with a non-profit and value-based approach and engage in social and community activities for the public good (Gidron & Hall, 2017). Non-governmental organizations, whose role in local and global power has expanded, can operate in political, economic and socio-cultural contexts (Hasmath et al., 2019).

NGOs represent a set of diverse organizations with different missions. There are many and varied terms to describe the phenomenon of NGOs, including NGOs, private voluntary organizations, non-profit organizations, NGOs, charities, public benefit associations, independent sector, third sector and invisible sector (Morsy & Olik), 2019). In addition, NGOs often provide education to hard-to-reach children that governments are unable or unwilling to serve (Srivastava et al., 2015). NGOs include charities that can support schools by providing them with volunteers, money or materials. These materials include school uniforms, stationery and meals for poor children, while direct cash can be used to cover household and educational expenses for poor students in Egypt (El Baradei, 2021). Non-educational organizations have handed over challenging and inefficient state-funded public schools to some well-known NGOs to revive them to fulfill their goal of providing quality basic education (Roy et al., 2017). NGOs are contributing to public education delivery, either through direct strategic partnerships or contractual arrangements with the government, or self-organized structures to offer a diversity of education services to the public, such as teacher training, infrastructure improvement, and supplementary or alternative educational programs (Bano, 2019).

NGOs surveyed for the India Education Report identified the following priority areas for basic education (from the most frequently reported to the least): community mobilization, literacy dissemination, quality improvement, teacher training, provision of extension services and provision of learning materials. The level of higher education of students increases with the activities of NGOs aimed at orphans and vulnerable children in secondary education (Lingenfelter et al., 2017). NGOs try to improve the learning outcomes and financial expectations of school children through their alternative pedagogical visions, programs and teacher behavior (Kumar, 2019). The fact that NGOs have additional resources, flexible budgets and can develop customized/structured curricula helps their teaching processes (Gali & Schechter, 2021).

In addition, NGOs have played a key role in Egypt in providing a number of public services, and NGOs have significantly increased the provision of public services such as health care, social assistance, education, etc. (Ibrahim, 2017). The Egyptian government has made significant progress in improving access to public education throughout the country. Among other programs, he worked with UNICEF for more than 20 years to provide access to education to disadvantaged children and communities. By the end of 2019, the partnership had established approximately 5,048 community schools serving 133,007 socially excluded children, including children with behavioral and developmental disabilities. These schools are mainly located in areas where the distance to the nearest school is more than 2 km (UNICEF, 2020).

Social entrepreneurs strive to provide social value to communities. Therefore, social entrepreneurship is an approach to the entrepreneurial solution of social problems; a social entrepreneur alone cannot meet all social challenges. This requires significant communication among all social and economic actors, such as traditional entrepreneurs, non-profit organizations (NGOs), governments and international organizations (Fueglistaller et al., 2016). There are already thousands of such organizations in Egypt; changing the struc-

ture to social enterprise organizations would allow them to gradually reduce their dependence on donations and grants, and external funds could be used for growth rather than survival. Egypt was no exception; interest in social entrepreneurship has increased in the country and the sector has grown tremendously (Seda and Ismail, 2019). This led to the founding of some of Egypt’s most prominent non-profit organizations, such as Ashoka Arab World, Nahdet el-Mahrousa, Misr El-Khair and others, who made it their mission to “prioritize the support of for-profit development initiatives to one-way philanthropy” (Fakoussa, O’Leary, & Salem, 2020); which positively influenced the emergence of social enterprises in health care, education, construction, recycling and recycling, and technology. Industries that were known to be exclusively owned by corporate entrepreneurs.

Conceptual Framework

Based on the literature review discussed above, the research conceptual framework was formulated as below:

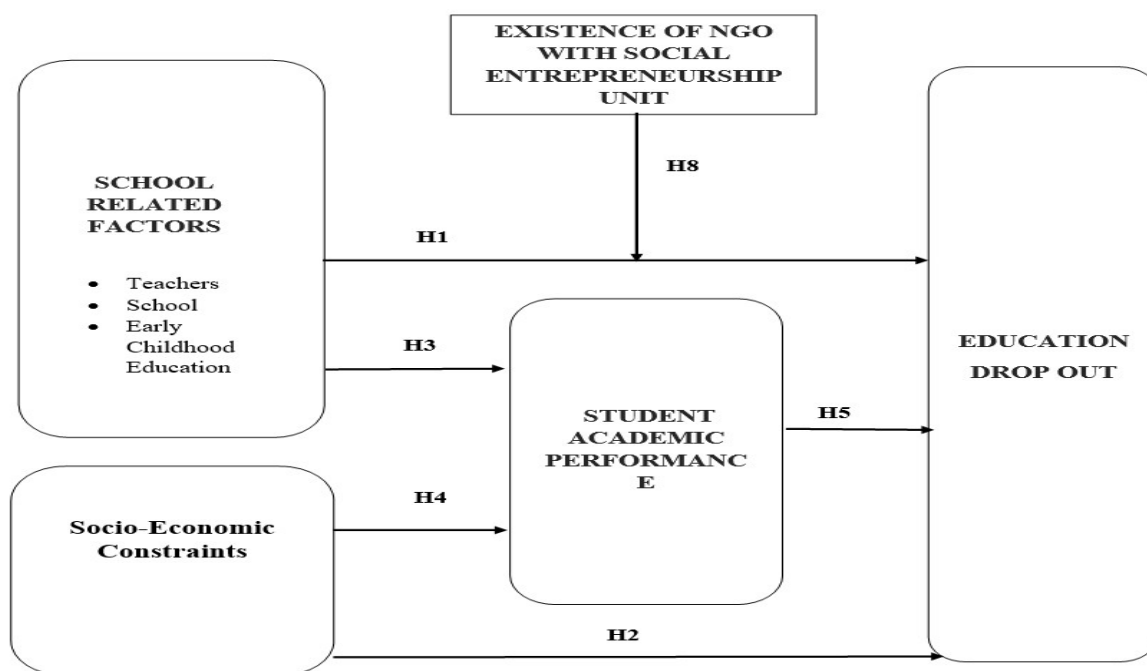


Figure 1- Conceptual Framework

The operational definitions for the conceptual framework are illustrated in Table (1).

Operational Definitions

Table 1- Operational Definitions

Variable	Measurement Scale
Independent Variable: School Related Factors	Andrew et al.; 2018; Marshall et al., 2014; Sumardi, 2020; Law et al., 2019; Welch & Hodge, 2018; Sciaraffa et al., 2018; Dupéré et al. (2015)
Independent Variable: Socio-economic Constrains	Allen et al., 2018; Boualaphet & Goto 2020; Ambrose et al., 2017; Shah et al., 2019.
Mediator: Student Academic Performance	Ackerman, 2018; Sciaraffa et al., 2018; Otchere & Afara ,2019; Ewetan, 2015; Tan & Caleon, 2022; Zhang et al., 2020; Munir et al., 2023
Moderator: Existence of NGO	El Baradei, 2021; Gobary, 2018; Yeboah-Obeng, 2016; Roy et al., 2017; Bano, 2019; Gali & Schechter, 2021
Dependent Variable: Education Dropout	Rumberger, 2020; Gubbels et al. 2019; Trieu & Jayakody’s, 2019; Tran & Buckman, 2016; Paul et al. (2021).

Research Hypothesis

Based on the conceptual framework, the hypothesized model and reviewing of the related studies and theories, the study hypotheses were formulated as below:

- **H1:** School related factors has an impact on Education dropout.
- **H2:** Socio-Economic has an impact on Education dropout
- **H3:** School related factors has an impact on Student Academic Performance.
- **H4:** Socio-Economic has an impact on Student Academic Performance
- **H5:** Student Academic Performance has an impact on Education dropout.
- **H6:** Student Academic Performance mediates the relation among School related factors and Education dropout.
- **H7:** Student Academic Performance mediates the relation among Socio-Economic and Education dropout
- **H8:** Existence of Ngo with Social Entrepreneurship unit moderates the relation among School related factors and Education dropout.
- **H9:** Existence of Ngo with Social Entrepreneurship unit moderates the relation among Socio-Economic and Education dropout

Research Methodology

The researchers drew a convenience-sample out of the population. The target population for this study is NGO with Social Entrepreneurship unit in King Mariout 600 parents registered in the association. The sample is 421 parents, as this Study is a case study regarding social entrepreneurship units that run through a social charity association, NGO named ALTATOA HYAYT under the supervision of Egyptian Ministry of Social Solidarity. The communication channels are varied and implemented through actual meetings and direct visits. The questionnaire data is analyzed using the Statistical Package for Social Sciences (SPSS) to analyze quantitative data, including descriptive statistics (frequencies and percentages) and inferential statistics (correlations), and Structural Equation Model analyses (SEM) using Analysis Moment of Structures (AMOS) software to analyze the hypothesized model.

Results and Findings

The research questionnaire was administered to seven hundred (700) respondents, 464 questionnaires representing 66.3% were returned, and 52 questionnaires representing 7.4% were incomplete or ineligible or refusals and 236 (33.7%) were not reached. There were 412 acceptable responses, a response rate 58.9%, which is highly adequate for the nature of this study. Measurement items have standardized loading estimates of 0.5 or higher (ranging from 0.515 to 0.922 at the alpha level of 0.05, indicating the convergent validity of the measurement model. The Average Variances Extracted (AVE) should always be above 0.50 (Hair et al., 2019). The AVE of the particular constructs (Teachers = 0.837, School = 0.562, Early Childhood Education = 0.568, Socio-Economic = 0.772, Student Academic Performance = 0.675 and Education dropout = 0.716) are more than 0.500. Overall, these measurement results are satisfactory and suggest that it is appropriate to proceed with the evaluation of the structural model. Composite reliability (CR) is used to measure the reliability of a construct in the measurement model. The CR of (Teachers = 0.852, School = 0.828, Early Childhood Education = 0.777, Socio-Economic = 0.912, Student Academic Performance = 0.926 and Education dropout = 0.938). So, it clearly identified that in measurement model all construct have good reliability.

Measurement model Results: The 6 factor was subjected to CFA using the AMOS software. DF was 332 (it should be more than 0), χ^2 /DF has a value of 2.752, that is less than 3.0 (it should be less than or equal 3.0). The RMSEA was .061 (it should be less than 0.08). The TLI index was .937 which is very close to 1.0 (a value of 1.0 indicates perfect fit). The CFI was .944. All indices are close to a value of 1.0 in CFA, indicating that the measurement models provide good support for the factor structure determined through the CFA.

Structural model summary: The results of structural model using the AMOS software, shows that DF was 337 (it should be more than 0), χ^2 / DF has a value of 2.963, that is less than 3.0 (it should be less than or equal 3.0). The RMSEA was .064 (it should be less than 0.08). The TLI index was .929 which is very close to 1.0 (a value of 1.0 indicates perfect fit). The CFI was .937. All indices are close to a value of 1.0 in CFA, indicating that the measurement models provide good support for the factor structure determined through the CFA.

Structural mode

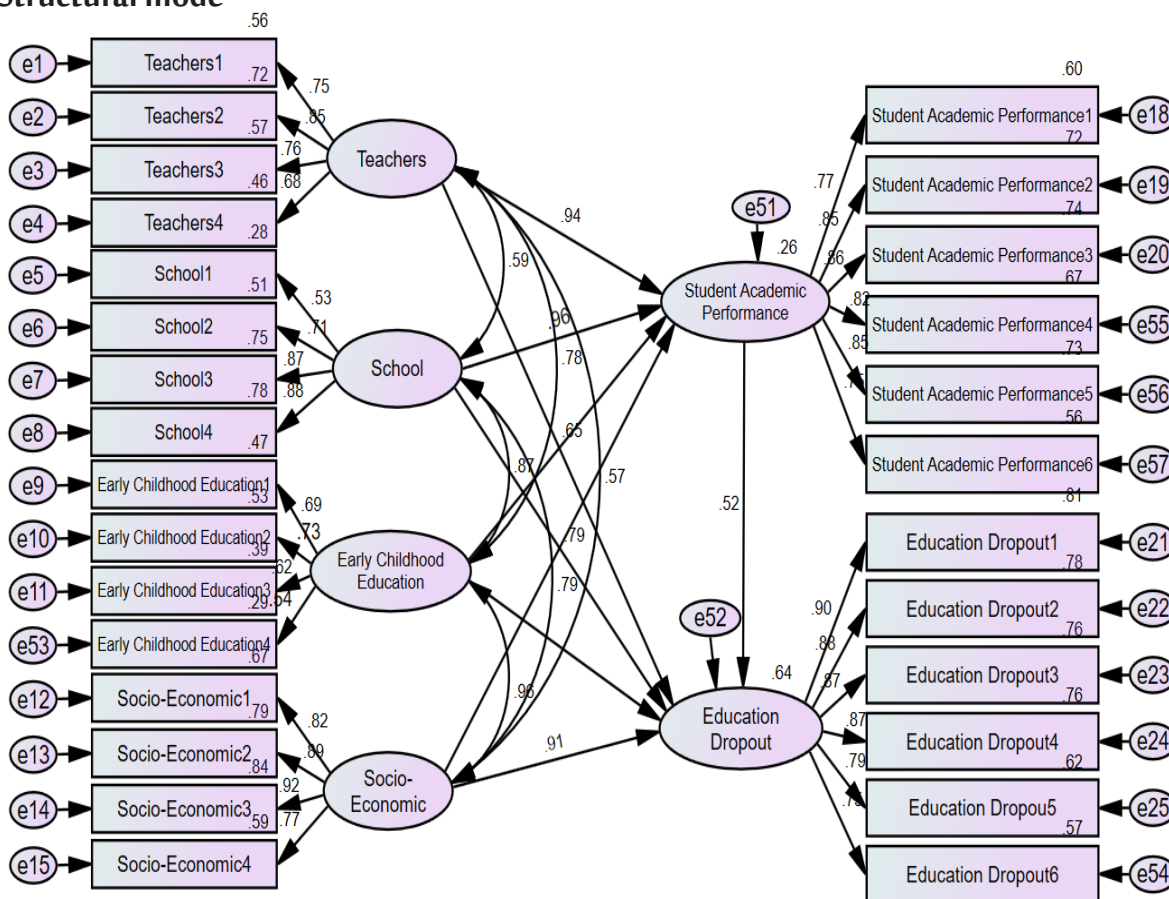


Figure (2) Structural Model (Final Result)

Discussion

This study explores the analytical part performed to test the hypotheses the researcher is seeking to fulfill the research objectives. A discussion of findings and conclusion could now be presented.

Regarding the First Objective: To examine the relation among School factors and Education Drop out, The variable "School related factors". According to the analysis performed testing the relation among the variable, It reveals that "H1: School related factors has an impact on Education dropout" is supported. This result is consistent with (Kim, et al., 2018; Rizwan and Hiraoka 2022). The issue of quality of education related to process and practices is major factor in early school leaving. Buop et al., (2018) conducted a study on School-Based Factors Influencing Drop out among Primary School Pupils in Kenya. The study sampled 96 class teachers representing 11% of teachers in Mbita Sub County, with positive improvement in school-based factors associated to decrease in school dropouts. In addition, Kim, et al., (2018) found that, school size, student to teacher ratio, and academic achievements of the school influenced whether their students dropped out of school.

Regarding the Second Objective: To examine the relation among Socio Economic constrains and education drop out a. According to the analysis performed testing the relation among the variables. The second hypothesis stated that **H2:** Socio-Economic has an impact on Education dropout. ($\beta = 0.914$, CR (Critical Ratio) = 11.710, CR > 1.96, $p = 0.000$, $p < 0.05$). is supported, as it predicts that "There is a relation among Socio-Economic and Education dropout.". Result is consistent with (Shah et al., 2019; Boualaphet and Goto 2020). Moreover, Childhood poverty is a prime example of a social issue that directly affects contemporary education and is associated with an increased risk of dropping out of school (Allen et al., 2018).

Regarding the Third Objective: According to the analysis performed testing the relation among the variable, it reveals that, "**H3:** School related factors has an impact on Student Academic Performance" is supported. School facilities form an integral part of the educational system are observed as a potent factor to qualitative and quantitative education. Adequately equipped and properly utilized for efficient and effective learning (Ikegbusi et al., 2021). Further, Classroom size is another factor that may influence high school dropout rates. A smaller classroom size is often associated with better student outcomes, such as increased student engagement and higher achievement (Herzog, 2022). A solid and supportive relation amid teachers and students will boost students' motivation and overall academic performance (Warren, 2021). According to studies, if children did not succeed in obtaining appropriate social expectations in kindergarten, they were more likely to have less academic success (Welchons and McIntyre, 2017).

Regarding the Fourth Objective: The Forth hypothesis stated that **H4:** Socio-Economic has an impact on Student Academic Performance. ($\beta = 0.610$, CR (Critical Ratio) = 7.862, CR > 1.96, $p = 0.000$, $p < 0.05$). is supported, as it predicts that "There is a relation among Socio-Economic and Student Academic Performance.". Mante et al. (2021) found that there is a substantial link among parental involvement in schooling and kids' academic success. There is positive relation among socio-economic factor and the students' achievement in language and mathematical subjects of the students (Zhang et. al, 2020). Furthermore, students from higher Socio-economic backgrounds tend to do better than their friends from lower Socio-economic backgrounds in terms of test scores, grades, and education (OECD, 2019). Hasan and Irhaif (2021) also conducted a study to find out the determinants of dropout from 25 primary schools in Baghdad. The findings revealed that poor socio-economic status of the families, migration, threat of explosions, kidnapping of children, past incidences of failure and lack of healthy relations among students and teachers are the main factors of dropout.

Regarding the Fifth Objective: the Fifth hypothesis stated that, **H5:** Student Academic Performance has an impact on Education dropout, ($\beta = 0.524$, CR (Critical Ratio) = 7.671, CR > 1.96, $p = 0.000$, $p < 0.05$) is supported. Poor academic performance has been found to be a mediator of other important predictors, such as socio-economic status and demographics, socialization in school and in the family and mental disorders (Esch et al., 2014). In the same vein, Mughal (2020) investigated the causes of school dropout in rural Pakistan. Primary data for this study was gathered through comprehensive, one-on-one interviews with 14 fathers whose sons had dropped out of secondary school. According to the findings of the study, family poverty, low academic achievement, and concerns linked to teachers' commitment with teaching at school were all major factors in a kid dropping out. Moreover, School dropout is regarded as the outcome of a process marked by school failure, demotivation, and disengagement with school and the education system (Jabbari & Johnson, 2021).

Regarding the Sixth Objective: Based on the results of (**H6:** Student Academic Performance mediates the relation among School related factors and Education dropout) is supported.

Regarding the Seventh Objective: A statistically significant indirect effect among Socio-Economic and Education dropout Through Student Academic Performance ($P = 0.006$, $P < 0.05$), the results of the mediation effect indicate that there is partial mediation effect of the Student Academic Performance among the relation of Socio-Economic and Education dropout. Therefore, (**H7:** Student Academic Performance mediates the relation among Socio-Economic and Education dropout) is supported.

Regarding the Eighth Objective: (**H8:** Existence of Ngo with Social Entrepreneurship unit moderates the relation among School related factors and Education dropout) is supported.

Regarding the Ninth Objective: (H9: Existence of Ngo with Social Entrepreneurship unit moderates the relation among Socio-Economic and Education dropout) is supported.

Contribution

This paper has dual significance both academically and practically.

Academically, the study fills the gap and supplements the literature and the research developed a model contributes knowledge to other models that have recommended expanding the investigative scope using structural equation modelling technique. Results show that the estimated structural model corroborated the nine hypotheses, as School related factors (Teachers, School, Early Childhood Education) and Socio-Economic constructs explained 26.2 % of Student Academic Performance variance ($R^2 = 0.262$), Besides, School related factors (Teachers, School, Early Childhood Education) and Socio-Economic) through Student Academic Performance explained 64.1 % of Education dropout variance ($R^2 = 0.641$). This study is important, as the results will enrich the existing literature on education dropout in the search for strategies to keep students in school.

Practically, this study gives insights to Egyptian government and other education investors through the researcher's recommendations on existing strategies to reduce dropout education, allowing policymakers to develop policies and effective strategies that are more appropriate to reduce early school leaving.

Overall, the findings of this study have important implications for policymakers and educators in Egypt and beyond. Specifically, the results suggest that efforts to improve teacher qualifications, School facilities, reduce class sizes, investing in education at early childhood academic performance and increase parental engagement and communication that could help reduce high school dropout.

Government should support engagement of NGOs with social entrepreneurship unit in education to guarantee greater funding for education, initiate small projects for needed families to enhance their socio-economic level, The conclusion emphasizes the importance and necessity of the role played by non-governmental organizations in achieving social protection for them, promote equality in access to educational opportunities, and lower the financial burden of the government.

Limitations and Suggestions for Future Research:

- This study considered school-based factors and socioeconomic factors as causes of school dropout; other researchers may use more factors to study the relation.
- This study examined the mediating role of student academic achievement in relation to the relation among abandonment factors and school attendance and socioeconomic factors and termination, and the presence of NGOs in social to the role of moderator with unit entrepreneurship, other researchers can use other mediators (eg child labor) and the moderator. (The role of government) to examine their role in the relation.
- The sample for this dissertation was limited to one nation (Egypt); other researchers can extend the model to other developing countries.
- This study was limited to the primary school and preschool level, the research context is very specific, and other researchers can be careful about interpreting the results and other different fields.
- If other researchers decide to conduct similar studies in the future, they may be more successful in expanding their research to include more grassroots NGOs active in the Egyptian education sector, especially those outside the Alexandria governorate. This would strengthen the credibility of future research findings and allow for more extrapolation beyond the boundaries of the given study.
- The study was a cross-sectional study and data was collected over a period of time. Other researchers are encouraged to collect and analyze data longitudinally in different years.

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