

A social work study on major causes of educational failure

Zohreh Latifi^{a*}, Amir Hossein Sadeghi Hasnijeh^b, Reyhaneh Shojaee Jashvaghani^c, Seyyed Hadi Ansar Alhoseini^d, Mohammad Reza Iravani^e and Maryam Ahmadi^f

^aAssistant Professor, Department of General Psychology Payame Noor University of Isfahan, Iran

^bMS Student of Career Consulting, Counseling Department, Psychological and Education Science Faculty University of Isfahan, Isfahan, Iran

^cMS Student, Counselling Department, Islamic Azad University of Khomeinishahr, Khomeinishahr Branch, Daneshjou Blvd, Iran

^dMS Student, Counselling Department, Islamic Azad University of Khomeinishahr, Khomeinishahr Branch, Daneshjou Blvd, Iran

^eAssistant Professor, Department of Social Work, Islamic Azad University Khomeinishahr Branch, Daneshjou Blvd, Iran

^fBachelor of Counselling Department Payame Noor University of Isfahan, Iran

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ABSTRACT

Education is one of the most important parts of every one's life, higher education helps people get better job offers and build their future, more successfully. Any failure in educational programs could possibly hurt society as well as country's economy. Therefore, we need to find the major causes of educational failure and setup appropriate plans to reduce the undesirable consequences. In this study, we perform a comprehensive study on previous studies on finding major causes of educational failure in different provinces of Iran and try to focus on major factors influencing this problem. The results of our survey have concluded that there are three common factors including little interest in learning, working along with education and living status. The implementation of some statistical tests has revealed that these factors have some moderate impacts on educational failure.

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1. Introduction

Education is one of the most important parts of every one's life, higher education helps people get better job offers and build their future, more successfully. Any failure in educational programs could possibly hurt society as well as country's economy (Irizarry, 1983; Yeo, 1997). Therefore, we need to find the major causes of educational failure and setup appropriate plan to reduce undesirable consequences (Apple, 2007; Chikoko, 2009). During the past two decades, there have been various studies on detecting major causes of educational failure. Mahdavi et al. (2013), for instance, studied the relationship between school connection and academic failure among some high schools students in city of Esfahan, Iran during the academic calendar of 2011-2012. The study selected a sample of 377 students based on clustering sampling method and using Pearson correlation test as well as stepwise multiple regression technique, they investigated the relationship between school connection and academic failure. They reported that there was a meaningful relationship between these two

Corresponding author. Tel: +989131139781

E-mail: latifizohre@gmail.com (Z. Latifi)

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components and the result of regression analysis demonstrated that 32% of students' academic failure could be determined by this ratio.

De Civita et al. (2004) examined the impact of income source within the context of persistent poverty on academic failure. They reported that relative to their peers in never-poor working families, children in both welfare-dependent and working-poor families had been at greater risk of having experienced academic failure, net of demographic characteristics, child gender, and early inattentiveness. Craft (2013) children become extensive marketized 'possibility thinkers' through digital media and wise, humanizing creativity addresses wide challenges, reflecting changing youth. Nadia (2011) performed an overview on the factors entailing students failure in learning foreign languages at university and looked on how teaching English in Algeria and educational reforms happened.

The proposed study of this paper tries to review all previous studies accomplished in different provinces of Iran in causes of educational failure. The organization of this paper first presents details of proposed study in section 2 while results are discussed in section 3 and paper ends with concluding remarks.

2. The proposed model

The proposed study of this paper studies different factors influencing education failure among different schools located in various provinces in Iran. Fig 1. demonstrates frequencies of the survey in terms of different provinces.

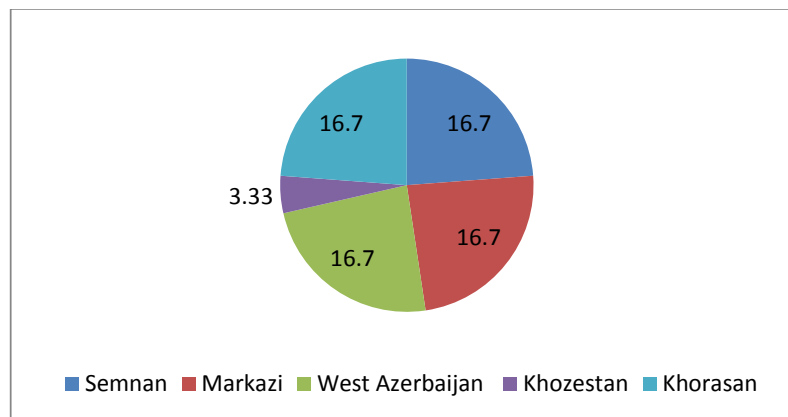


Fig. 1. Distribution of the survey in different provinces

This study performs a comprehensive survey among six independent studies performed in various provinces of Iran. There were different questions associated with each study and we did our best to collect common information from them. Based on our survey, three factors including "Little interest in learning", "Employment" and "Living status" were common on all studies. Therefore, we consider the following three hypotheses,

1. There is a meaningful relationship between little interest in learning and failure in education.
2. There is a meaningful relationship between working along with education and failure in education.
3. There is a meaningful relationship between living status and failure in education.

3. The results

In this section, we present details of our survey on testing various hypotheses of the survey.

3.1. The first hypothesis: relationship between little interest in learning and failure in education

The first hypothesis of this survey tries to find out whether little interest in learning could cause failure in education or not. Based on the data gathered from six independent survey studies we have performed some statistical test and Table 1 summarizes details of our survey.

Table 1

The results of statistical test between little interest in learning and failure in education

Independent variable	Number of studies	Mean of effect R	Standard deviation SD_r	Standard Error SE_r	Z
Little interest in learning	6	0.30	0.0174	0.0071	42.25

According to the results of Table 1, we see some positive relationship between these two variables but the relationship is not strong.

3.2. The second hypothesis: relationship between working along with education and failure in education

The second hypothesis of this survey attempts to understand whether working along with education could increase failure in education or not. Based on the data gathered from six independent survey studies we have performed some statistical test and Table 2 summarizes details of our survey.

Table 1

The results of statistical test between working along with education and failure in education

Independent variable	Number of studies	Mean of effect R	Standard deviation SD_r	Standard Error SE_r	Z
Working along with education	6	0.31	0.0121	0.0061	51.23

Again, according to the results of Table 2, we see some positive relationship between these two variables but the relationship is not strong.

3.3. The third hypothesis: relationship between living status and failure in education

Finally, the third hypothesis of this survey performs an investigation to see whether living status could increase failure in education or not. Based on the data gathered from six independent survey studies we have performed some statistical test and Table 3 summarizes details of our survey.

Table 3

The results of statistical test between living status and failure in education

Independent variable	Number of studies	Mean of effect R	Standard deviation SD_r	Standard Error SE_r	Z
Living status	6	0.31	0.0169	0.0069	44.92

As we can observe from the results of Table 3, there is somewhat positive relationship between these two variables but like the other two cases, the relationship is not strong.

In summary, the results of our survey seem to be consistent with other existing studies in the literature and we can conclude that all three factors moderately create trouble in educational

programs. The results of this study are consistent with six factors mentioned by Mayer (2005) and Sarason (1998).

4. Conclusion

In this paper, we have performed a review on previous studies accomplished to find some major causes of educational failure. The proposed study of this paper detected six individual studies performed in different provinces of Iran and detected three common factors blaming for educational failure. The results of statistical tests have indicated that there were some positive and meaningful relationship between little interest in learning, working along with education and living status on one side and educational failure on the other side.

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