

Identifying family factors affecting the academic failure of adolescent female students (Qualitative Study)

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Abstract

Aim: This qualitative study aimed to identify the family factors affecting the academic decline of adolescent female students and using interpretive phenomenology. **Method:** Participants were selected from the twelfth grade girls of nomadic education in Khuzestan province. Who were eligible to enter the study and had a drop in education. The sampling was goal-based with fifteen participants. Semi-structured interview was the method used and the interview and data analysis process continued until the theoretical saturation was reached. Data were analyzed by Dickelmann method. **Results:** The results led to extraction of 13 concepts and five categories. Based on the results, intra-family factors, cultural-family factors, individual factors, environmental-family factors and educational-family factors were identified. **Discussion:** It can be discussed that from 15 people, 6 to 15 people mentioned some of the causes of their academic failure that resulted from Family factors have been effective and common to their academic failure. **Conclusion:** family is considered as the first and most important educational base of emotional development and psychological well-being, experts and education officials and other educational institutions should pay special attention to nomadic students, especially nomadic teenage girls, so that They can pass this age-sensitive period with spiritual, psychological and educational success.

Keywords: phenomenology, family, academic failure.

Introduction

After the family, school is one of the most important pillars of education. The important issue is what is the purpose of the school and for whom and in what way is it responsible for educating students. The first school for nomadic adolescents, after their forced resettlement; That is, in 1981, it was established as a nomadic training center, which was run on a 24-hour basis. However, the nomadic educational institutions could not undertake the education of a large number of nomadic children for various reasons, including the constant migration of nomads. 23 years later, with the continuous efforts of one of the educated and enthusiastic young people of the Qashqai tribe named "Mohammad Bahman Beigi", the first mobile nomadic school was established in 1950 (Levine, 2015). One of the great scourges of education of any system, is the phenomenon of dropping out of school, which occurs in nomadic society due to its special texture and characteristics such as over-dispersion, inaccessibility of nomadic areas, cultural poverty and economic poverty and tribal prejudices (Abdoli, 2015). Lack of education is one of the most important problems of educational systems in many countries of the world, which countless activities are done to deal with it. Many people consider academic failure to mean a student's inability to learn materials. Undoubtedly, this notion is incorrect. . Undoubtedly, this notion is incorrect. A child's inability to learn lessons may be due to limited and weak mental abilities, while academic failure is a significant issue. In recent years, the minds of many sympathizers have been engaged in education and have tried to take appropriate steps to solve this problem (Miri, Joudaki, Shojaei, 2020). Students who fail may also be reprimanded by their peers, teachers, and institutions, attributing academic failure to some aspect of the student's nature (Turner, 2020). However, many researchers agree that students with academic failure are severely disadvantaged academically (Chung, 2021). Academic failure and repetition of the basic is perhaps one of the oldest and most well-known educational issues, and yet it is still a serious issue. When it comes to academic failure, Means to repeat the basic education in a course and drop out before the end of the course; In other words, academic failure includes various aspects of academic failure, such as complete absenteeism, early school leaving, repetition of the educational level, the ratio between the student's years of study and the prescribed years of education, and the decrease in the quality of education. The purpose of academic failure is to reduce the student's academic performance from a satisfactory level to an undesirable level (Fadavi Roodsari. et al 2019). Educational failure leads to a waste of financial and human resources, and improving the efficiency of educational systems depends to a large extent on preventing the loss or reduction of academic failure. The damages caused by academic failure require a comprehensive and consistent study of the educational status of students in order to identify the possible causes of academic failure, pave the way for more success of students and in recent years the minds of sympathizers of the education system. There are several solutions to prevent this phenomenon. . Operational and practical solutions that have sometimes been fruitful and have had positive results. Academic decline means that a student gradually loses his or her learning capacity or has a repetitive grade level while studying after a period of academic achievement or intermediate. In general, his scores show a noticeable decline

compared to the previous month or previous years. Academic failure as an indicator of educational loss, in the general sense, refers to any weakness in literacy or illiteracy; But in terms of special meaning, it is the non-fulfillment of educational expectations and failure in educational goals and includes disorder in the teaching-learning process (Kurd & Jalili, 2019) Academic failure occurs when there is a significant gap between the potential talent and actual ability of individuals in academic activities and academic achievement (Nowrozi. et al 2013). Academic failure can cause irreparable damage to the education system , enters the community and students' families and causes frustration, feelings of inferiority, inadequacy, negative self-concept of students (Pourmohammadi. et al 2020). Issues such as study conditions and facilities, textbook content and adaptation to students' needs, physical and geographical conditions of schools, entertainment and sports facilities, home-school communication, students' psychological and family problems, teachers' academic level, their living conditions, methods Instructors' teaching, management and organization of education, quality of education along with education and dozens of other issues such as each can play an effective role in the academic failure of students. An overview of different patterns of retention, stability and success in students, it was found that many factors, including psychological, institutional and social factors affect academic failure. In one study, most students attributed academic failure to personal characteristics (e.g., college entrance exam grade, gender) and institutional characteristics (e.g., number of students in a group, the school where the course is offered). Other factors that have been identified for academic failure at the individual level include: unpreparedness, poor academic habits, low self-esteem, learning difficulties and lack of time at work. Numerous studies point to situational factors such as job stress, mental or physical ill health, and work habits. Academic decline is an important educational outcome that indicates the inability of the student in the degree in which the individual will have to repeat the basic, which is one of the problems of the education system (Horton, 2020). Due to the dramatic improvement in the educational situation of nomadic students in recent years, many boys and girls in need of nomadic education do not go to school or leave early. This is especially the case among poor nomadic and rural girls. In middle school, the problem is exacerbated by the lack of middle schools in nomadic areas. Academic failure is a multidimensional, serious and common problem in the nomadic education system that leads to cost loss, frustration and loss of morale and negative social behaviors in students (Fakhimirad. et al 2019). A qualitative study showed that individual factors, features related to curriculum, teaching methods, large number of students in class, lack of formative assessment of teachers, lack of interaction between the faculty and students, and failure to comply with lesson plans were major causes of academic failure among students (Abbasi, Kalhori, Taheri, Heidari, Dehghani, 2015). On the other hand, some other qualitative research showed that factors influencing high academic achievement are 'attendance to lectures, early revision, prioritization of learning needs, deep learning, learning in small groups, mind mapping, learning in skills lab, learning with patients, learning from mistakes, time management, and family support, and internal motivation and expected examination results are important drivers of high academic performance' (Abdulghani, Al-Drees, Khalil, Ahmad, Ponnampuruma, 2014) . Parvin & Moradkhah (2019) In their research, they showed that

students focused more on family and social factors of academic motivation, but teachers considered the individual factor, ie students themselves, as an important factor in academic motivation (Abdollah & Moradkhah, 2019). Also, two groups of male and female students in family and individual components There was a significant difference in that male students compared to female students considered family and individual factors as the main reason for the decline in academic motivation.

Due to the need to identify the factors affecting this educational problem and the controversial results of existing studies on the causes of academic failure in different areas, the present study has been conducted to identify family factors affecting the academic decline of adolescent female students in 2021. According to the above, the researcher seeks to answer the question of what are the family factors affecting the academic decline of adolescent female students in nomads?

Methods

According to the question in this study, a qualitative approach and strategy of interpretive phenomenology has been used in which knowledge is provided primarily through the collection of verbal data by in-depth study of the views and lived experiences of research participants and then by offering These data are analyzed inductively (Gall. et al 1996). Therefore, inductive strategies must be used in research. Qualitative research methods are the product of a new approach to research in the process of transition from quantitativeism to subjectivism. The participants were 15 individuals among girl students, in twelfth grade, whom their mean age was 13 years, and were selected with purposeful sampling. The criteria for entering in the study was frequent absences, drop in grade point average compared to previous years, readiness and willingness to participate in research and the ability to transmit information. For considering the different economic, social and cultural classes of the Khuzestan nomads, the researcher classified the 14 nomadic education regions of Khuzestan province into four regions: north, south, east and west. He randomly selected an area from each class. The researcher went to the selected schools with the permission of the Khuzestan Nomadic Education Department and based on the list of students with academic failure by the school parents, interviews were started with students who were willing to participate in the research. The duration of each interview lasted between 30 and 50 minutes in two sessions, depending on the level of response of the participant. To confirm the ethical considerations, at the beginning the participants were given the necessary information about the purpose of the research and the method of collecting and recording the interviews, and also the participants were fully explained and assured about the confidentiality of the information collected, and they were free to withdraw from participation any time they want. The semi-structured interview was prepared based on the opinions of the supervisors and the research literature, it means that for preparing the interview's questions, the researcher first checked the previous studies that has been done on this topic and tried to figure out the main elements that can be effective on this topic and include them on the interview protocol. For obtaining the validity of the interview's question, they were checked by 1 professor and 3 PhD students.

Identifying family factors affecting the academic failure of adolescent female students (Qualitative Study)

After conducting each interview and analyzing it, the interviewer came to the conclusion that the information and experiences of the new participants are relatively similar to the previous ones. The researcher continued the interviews until data saturation. However, three additional interviews were conducted for confirmation. In the end, the number of samples studied reached fifteen participants., and then in a preliminary study, its content validity was examined and the final form of the semi-structured interview was compiled by extracting questions appropriate to the research objectives. Questions were asked about student participants who had frequent absenteeism, or a drop in grade point average from previous years. For example, the general question was first asked: How did you get into academic failure? Or what do you experience about academic failure? How has this affected your life? What has influenced your academic failure? What is the situation now? What do you want to do? These general questions led the researcher to other questions, such as: How do family issues affect your education? Or what is wrong with your family? What are the limitations of these issues for you? How do you assess the family's attitude towards school? How do you solve your academic problems? How important is your education to your family? How is the family related to your teacher? What is the connection between nomadic life and your academic failure? When necessary and in order to obtain more details and more accurate information, questions such as: Can you explain more about this? Or can you give an example? Or what does the topic you talked about mean to you? How does it make you feel? Explain more about your feelings? What conditions would you like to have? And ... it was raised. After conducting each interview on paper and reviewing it by the supervisors, the necessary instructions for the next interview were received. To analyze the data in this study, Dickelmann (1989) analysis method will be used, which has provided a seven-step method for interpretive phenomenological analysis:

Read interviews to get an overview

Note interpretive summaries and search for potential topics

Analyze the implemented tape as a team work for an interpretive topic

References to text or participants to clarify specific topics

Compare text to determine common meanings and common practices

Identify patterns related to topics

To determine the validity of the research and data, the transcripts of the interviews were presented to four experts in the field of family counseling (1 professor and 3 PhD students) to more closely examine the coding, conceptualization and extraction of categories to monitor the work process. In addition, a number of study participants were asked to evaluate the findings of the study and express their views on the results to determine whether the explanation is meaningful to the study participants themselves and provides an accurate translation of their narratives. In addition to these cases, long-term involvement of researchers with the subject under study and cognition and surrounding the study area can be mentioned as a factor that helps to validate the findings. Before conducting the research, the purpose of the research, research procedures, risks and

benefits of the research, and the voluntary nature of participating in the research were clearly presented to them. Participants' privacy was assured. The right of the participant to withdraw from the study at any time and in any manner that protects the individual was taken into account. The consent form was obtained from the participants at the beginning of each interview and the recording of the interview session. The interview was recorded and reviewed line by line after implementation, and in a four-step process, open codes were extracted. In the first stage, each interview was broken down into smaller units, and each component was named an initial code. Examining the initial codes obtained, it was found that some of these codes refer to a common theme and therefore can receive a common label. In this way, the components of the interviews that had a common semantic load were put together and formed a secondary code. In the third stage, based on the similarity and conceptual relationship between the secondary codes, the concepts were extracted. In this way, concepts were extracted from those secondary codes. Thus, those secondary codes that implied a single concept came together to form a concept. Following the comparison process, the concepts were categorized. Thus, the fourth stage was completed.

Ask the commentator group and other colleagues to submit suggestions in the final design

In qualitative research, more attention is paid to validity to determine whether the reasons presented by the researcher and the participants are accurate or not. Reliability has a secondary role in qualitative research and mainly refers to the reliability of the codes given by the coding group and their agreement on the codes assigned to the text. To examine the validity, the researcher provides participants with a summary of their findings and asks them if the findings accurately reflect their experiences. Another approach is to synchronize data from multiple sources or from multiple experts. The researcher uses help from several sources or several people to prove a code or theme. The last approach is to ask others to review the data. These people can be collaborators who are familiar with qualitative research as well as the content of the research. Therefore, the text of the interviews to provide a more detailed review of the coding, conceptualization and extraction of articles to four experts in the field of family counseling (1 professor and 3 PhD students) to monitor the work process. In addition, a number of study participants were asked to evaluate the findings of the study and express their views on the results to determine whether the explanation is meaningful to the study participants themselves and an accurate translation of the narratives. They offers. In addition to these cases, the researchers's long-term involvement with the subject under study and recognizing and surrounding the study area can be mentioned as a factor that helps to validate the findings.

Results

The sample consisted of fifteen nomadic adolescent female students who had dropped out of school. The average age of participants in this study was 13 years.

Participant	Basic codes	Secondary codes
First participant	You know, ma'am, we have a herd of sheep and we take care of them, and these things mean that my parents were alone in taking care of the animals and doing other household chores, so that I could not attend my classes.	Assisting the family in keeping livestock and inability to study
Tenth participant	When we return to Khuzestan, we have to do this plowing of agricultural lands and these things ourselves with the help of our families	Assistance in agricultural work
Seventh participant	We have cattle, we have sheep, in the mornings, my father always goes with them to the mountain	Assisting the mother in animal husbandry and household chore
Thirteenth participant	For example, we bake bread, we wash dishes, we help our parents, we have sheep, you help the sheep in the work, yes, we help our parents.	Help with household chores
Fourth participant	Really living conditions and the only thing we had was our housework	Large volume of household chore
Fifth participant	For example, we have to knead bread and dishes until the end of the night and take care of the animals.	Continuation of housework even until late at night

Table 1: How to convert primary code to secondary

The way other concepts emerged was the same. In the fourth stage, the comparison process continued on a more abstract level, and by combining the three concepts of "family members' illness", "migration and marriage of other family members", "high responsibilities in a nomadic family", the category of "factors within the family" was obtained. Analysis of the obtained data led to the identification of 191 primary codes, 96 secondary codes, 13 concepts and 5 categories. Findings indicate that nomadic life affects the educational decline of adolescent girls in five categories, which is summarized in Table 2.

Table 2: Concepts and categories of interviews

Categories	12
Factors within the family	Illness of family members, migration and marriage of other family members, high responsibilities in nomadic families
Cultural-family factors	Being an older child, traditional beliefs about hospitality, being pressured to marry
Individual factors	Psychological and mental conflicts, physical conflicts
Environmental-family factors:	Lack of living facilities in the nomadic context, difficult conditions for commuting to school
Educational-family factors	lack of educational facilities, lack of time to study

3-1. The category of factors within the family: One of the categories found in phenomenological interviews with nomadic adolescent female students who had dropped out of school is family problems, which include the three concepts of family members' illness, migration of other family members, and many responsibilities in the nomadic family

3-1-1. The concept of family members' illness: One of the concepts that was frequently seen in the experience of students suffering from nomadic education was that their life plan and order were disturbed after the illness of one of their family members. As a result, they were forced to perform the duties and responsibilities of a sick member or care for the family member until he or she recovered. Therefore, these students faced more responsibilities than before, and this increase in workload reduced their time to take care of their academic affairs, which according to the experience of research participants is one of the main causes of their academic failure. Twelve of the fifteen participants mentioned this in their experience, and here are a few examples. The tenth participant describes the relationship between his father's illness and his academic failure as follows: "For example, we, my father, are not very healthy now. He has back pain. They are really very old. My parents can no longer work as they are old. They are not old, but they have fallen a lot due to these tasks and difficulties. They can no longer work. "Most of the work is on us . The concept of migration and marriage of other family members: Nomadic female students who had a drop in education stated that the migration of a family member from home to the city to work or study was effective in their drop in education. Because with this event the work was previously divided among the family members or the responsibility of the family member who had emigrated; All these students had to do, and this increased the volume of their activities, and as a result they had less opportunity to study, and more to help and do the housework and animal husbandry, which was

previously the responsibility of other siblings; They were paying. Ten out of fifteen participants mentioned the concept of migration of other family members and its role in academic failure, which we will mention a few examples in the following.

The first participant describes his experience of his brother's migration and its impact on academic failure. . The fourth participant describes his experience as follows: "My brother is a student and he goes to university to study in another city and we are the only ones who have to do things".

3-1-2. The Concept of Migration and Marriage of Other Family Members: Nomadic female students who had suffered from academic failure stated that the migration of a family member from home to the city to work or study was effective in reducing their education. Because with this event the work was previously divided among the family members or the responsibility of the family member who had emigrated; All these students had to do, and this increased the volume of their activities, and as a result they had less opportunity to study, and more to help and do the housework and animal husbandry, which was previously the responsibility of other siblings; They were paying. Ten out of fifteen participants mentioned the concept of migration of other family members and its role in academic failure, which we will mention a few examples in the following.

The first participant describes his experience of his brother's migration and its impact on academic failure. . The fourth participant describes his experience as follows: "My brother is a student and he goes to university to study in another city and we are the only ones who have to do things".

3-1-3. The concept of high responsibilities in nomadic families: Based on the experience of adolescent girls with academic failure, it seems that the large volume of responsibilities of girls in nomadic families is one of the main reasons for their academic failure. Participants in the study stated that they spent most of their day doing homework and had little time for study, which led to them accumulating homework or even taking time off from school to do homework. . This concept was present in the lived experience of fifteen participants in this study. The following are the experiences of several students. The first participant describes the effect of high responsibilities in a nomadic family on academic failure as follows: "It has had an effect and caused me to drop out of school. Well, if it were not for these things, I would have had free time and I would have taken better and more care of my lessons .

Category of cultural-family factors: Another category found during phenomenological interviews with nomadic female students was the academic decline of cultural-social factors. This category includes the three concepts of being an adult, traditional beliefs about hospitality, and being pressured into marriage.

3-2. Category of cultural-family factors: Another category found during phenomenological interviews with nomadic female students was the academic decline of cultural-social factors. This category includes the three concepts of being an adult, traditional beliefs about hospitality, and being pressured into marriage

3-2-1. The concept of being the eldest child: In general, in the structure of most families, it is observed that the eldest child of the family has more responsibilities than other children. This was also evident in the experience of nomadic students who had suffered

from academic failure, which in addition to assisting their parents in housekeeping and animal husbandry, led to more responsibilities such as maintenance, education and performance. Daily chores are in front of their younger siblings and extended family. This concept was seen in the experience of six participants. The experience of several participants will be mentioned below. The tenth participant describes his / her experience of taking care of a large family such as his or her grandparents. They are my family, they also want help, they also want maintenance, but finally, as the number increases, the situation becomes kind of more difficult. You have to help, you have to maintain, you have to respect them. "After all, everything affects my education".

3-2-2. The concept of traditional beliefs about hospitality: The nomadic and nomadic lifestyle is one of the oldest lifestyles and has very ancient roots and people who have this type of lifestyle according to the context in which they have traditional and old beliefs about many things. Live, which was mentioned in different ways in the experience of nomadic female students with academic failure. This concept is mentioned in different ways in the experience of ten participants out of fifteen research participants. For example, the fourteenth participant considers the large number of guests and hospitality and the increase in his work as the reason for his academic decline. "We had many guests, but one of our problems is that we really have many guests, we can not study. "We have a lot to lose. One is because we have a lot of guests".

3-2-3. The concept of being pressured into marriage: The experiences of students with academic failure show that one of the concepts that causes them the most mental conflict is the issue of marriage. Based on the experience of the participants, the study of marriage in the cultural context of the nomads is one of the most important issues that is emphasized by the family and others, and this issue causes these students to be pressured to marry or to marry with predetermined options. Be pressured into not studying and marrying the choices made by the family. All of this puts research participants at risk with their families or internally, and this distracts them from their academic pursuits, and they suffer from academic failure. Seven out of fifteen participants in the study mentioned this issue, some examples of which will be mentioned below. The seventh participant says about the importance of marriage in relation to studying in a nomadic context: "It was important for nomadic people to marry girls more because of the words and sayings of the people . Individual factors: Examining the experiences of nomadic female students who had suffered from academic failure, it was found that one of the reasons for their academic failure is that sometimes psychological problems due to the context or culture that they face. In some cases, physical background issues cause them to drop out of school

3-3. Individual factors: Examining the nomadic female students who had suffered from academic failure, it was found that one of the universities outside their university has psychological problems due to the context or culture conditions that they face. In some cases, physical background issues cause them to drop out of school.

3-3-1. The concept of psychological and mental conflicts: Based on the experience of research participants, it seems that academic failure is caused by many issues that psychological issues or issues that affect the psyche of these students have a major impact. Disappointment, lack of motivation, mental conflict about the life and challenges of the nomads and the impact of family pressures on the psyche of these students have caused

their academic failure. This concept was mentioned in the experience of eight participants out of fifteen participants in this study. In the following, some examples of participants' experiences in the field of psychological influencing factors will be mentioned. The seventh participant states that the mental conflict over the problems in the extended family has made it impossible for him to concentrate on his lessons. "My cousins and my cousin sit down. The one who died comes and we talk about our blood. We also subconsciously think about it.

3-3-2. The concept of physical conflicts: Based on the experience of research participants, it seems that physical factors such as extreme fatigue, their own illness have affected their learning and education, and this has led to their academic decline. This concept can be seen in the experience of eight participants out of fifteen research participants, some of which will be mentioned. The first participant states that physical problems have caused him to be unable to study. "I had back pain and my legs hurt. I wanted to have surgery. I went to Ahvaz and Dezful several times with my brother. "She has an operation, but then she said no. Use pills and medicine. Until a few months later, if necessary, then have surgery. Well, ladies, these are the ones who are affected".

3-4. Category of environmental-family factors: A study of the experiences of students with academic failure who live in nomadic context shows that one of the important factors in their academic failure are environmental factors such as lack of living facilities and difficult travel conditions to school.

3-4-1. The concept of lack of living facilities in the nomadic context: Definitely one of the requirements for progress in any subject, including education, having the basic facilities for the development of personal talents. However, the participants' experiences showed the effect of the lack of nomadic life facilities such as the difficulty of meeting basic needs or lack of welfare facilities on the academic failure of female students participating in the study. Students participating in this study spent a lot of time to meet their basic needs such as water due to lack of tap water or due to lack of lights or electricity they had to study only part of the day when they had an empty opportunity. Heat, cold, and rain are all factors that deprive research participants living in black tents of the opportunity to study in minimal conditions and have a significant impact on their students' academic achievement. This concept was reflected in the experiences of all fifteen research participants in different ways, some of which will be mentioned, for example. The fourth participant says, "You know what, we live in tents now and we don't have electricity. Roads are ruined. It's really hard to come to our city's schools. We live in tents. "For example, in order to get water, we have to go and get water with a donkey. At the moment, we are like this and we do not have a road. I also have to help my family and we resist these conditions so that they can study".

3-4-2. The concept of the difficulty of commuting to school: Based on the participant's research experience, these students spend many hours commuting to school every day, which takes a lot of time, and the fatigue caused by the distance due to the lack of school near their place of residence leads to their academic failure. Has been impressive. All fifteen study participants mentioned the concept of distance from home and its impact on their academic failure. The ninth participant says, "Well, if our house was in a city, for example, when I came to school, it would be very different now, or it would be much

better, or it would be much worse, but now that I want to go to the village and the nomads, get up from here." "Go to the city itself. It's very, very tired. For example, I wanted it to be true that we are nomads in the village. I also wanted the situation .

3-5. Category of educational-family factors: By examining the experience of students with academic failure, it was found that one of the factors affecting their academic failure is academic problems such as lack of educational facilities and lack of time to study.

The concept of lack of educational facilities: The experiences of research participants show that due to the difficult living conditions of nomads and the lack of sufficient facilities to study in various forms such as forced absence from school, dropout has affected their academic failure. Eight participants in this study mentioned the lack of educational facilities, which we will mention a few examples in the following.

The fourth participant states that the difference between the educational and welfare facilities in the city and the nomadic life has caused him to drop out of school. "They study but we are not like this and it is really hard for us in the rain".

3-5-1. Conceptual educational facilities: Companies The experiences of research participants show that they have been affected due to the difficult living conditions of nomads and the lack of sufficient facilities to study in forms such as forced absence from school, dropout to study. The eighth participant in this research pointed to the issue of an important feature, which is followed by a few examples.

3-5-2. The concept of lack of time for study: Considering the conditions mentioned in the experience of research participants, it seems that the issue of lack of time is one of the main factors affecting the academic failure of these students. The study participants noted that the high volume of home-school activities has reduced their time for studying, which in turn has affected their academic failure. This concept was mentioned in the experience of all participants in this research, which will be mentioned in several examples below. The fourth participant expresses his experience of lack of time as follows: "Migration and these things are good. Migration because we go there in the summer. Chaharmahal Bakhtiari summer. "It's very difficult to move when we no longer take this book with us at all".

Discussion

This qualitative study with a phenomenological approach examined family factors affecting the academic decline of adolescent female students. Data analysis and identification led to the emergence of five main categories, which will be explained below.

One of the concepts that was frequently seen in the experience of students suffering from nomadic education was that their life plan and order were disturbed after the illness of one of their family members. As a result, they were forced to perform the duties and responsibilities of a sick member or care for the family member until he or she recovered. Therefore, these students faced more responsibilities than before, and this increase in workload reduced their time to take care of their academic affairs, which according to the experience of research participants is one of the main causes of their academic failure.

Family experiences can have an impact on a child's academic performance and therefore have a significant impact on a child's later life. The results showed that students from low-income families are usually twice as likely to drop out as families with higher incomes. They have the bottom 20% of the population. In other words, the socio-economic status of the family is inversely related to academic failure. Academic failure is one of the factors that reduce the efficiency of the education system, including in high school, and includes basic repetition or dropout in the first grades of high school. Each of these results has adverse effects on educational systems, attributing the concept of academic failure to basic repetition, early dropout and reduced quality of education and research. In general, the criterion for diagnosing students' failure is their performance in exams and formative and final evaluation.

The results of Darabi's research (2020) showed that the factors affecting academic failure fall into three categories: individual, family and school. It is one of the factors that may lead to academic failure and subsequent dropout. Poverty is one of the most important factors that affects students' academic achievement; Poverty, which determines a person's poor economic situation compared to other people, may itself be the result of many factors and variables, as a result of which differences in the growth and development of the person, language, behavior and attitudes occur and cause dropout.

Problems caused by school, especially problems caused by the teacher and his teaching method can only affect the education process as a set of multiple factors (Pourmohammadi. et al 2020) In general, it is observed in the structure of most families that the eldest child of the family has more responsibilities than other children. This was also evident in the experience of nomadic students who had suffered from academic failure, which in addition to assisting their parents in housekeeping and animal husbandry, led to more responsibilities such as maintenance, education and performance. Daily

chores are in front of their younger siblings and extended family. The results of Safavid & Minaei (2015) research showed that since these women were not involved in the process of choosing a husband and had not reached sufficient intellectual development, their marriage was in fact an agreement between the parents of a girl and a boy; Therefore, these girls did not even have a correct idea and knowledge of marriage and its responsibilities, and they have many problems in terms of social and cultural relations in society, as well as personal relationships, such as establishing proper relations with their husbands, children and those around them. On the other hand, due to lack of education in sexual matters, pregnancy at a young age has been the cause of physical and psychological problems for these people.

Conclusion

In this article, the findings were analyzed in 5 categories and 13 concepts, and it was found that from each category and sampling, which included 15 people, 6 to 15 people mentioned some of the causes of their academic failure that resulted from Family factors have been effective and common to their academic failure, and at the end of this article, suggestions were made to eliminate these factors. And since the family is considered as the first and most important educational base of emotional development and psychological well-being, experts and education officials and other educational institutions should pay special attention to nomadic students, especially nomadic teenage girls, so that They may be able to pass this age-sensitive period with spiritual, psychological and educational success.

Disclosure Statements

The Authors of this research has no conflict of interest.

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