Causes of Academic Failure among Middle School Learners: A Field Study in Some Middle Schools in Ain El Ibel - Djelfa

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Abstract:

This study aims to identify the main factors leading to academic failure or its manifestations, while providing practical proposals to mitigate this phenomenon and offer a new perspective to educational stakeholders in combating and reducing academic failure. To achieve these objectives, the researchers relied on a study sample consisting of 63 teachers, using a random stratified sample based on a questionnaire tool. The descriptive analytical approach was adopted due to its suitability for the nature of the study. The study results indicated that the causes of academic failure revolve around three axes, including issues related to learners such as lack of attention and concentration, issues related to the school and educational system such as lesson density, difficulty, and classroom overcrowding, and finally issues related to the family environment and peer group, manifested in students' immersion with their peers in the world of social media, owning smartphones, and using them for electronic games.

Keywords: academic failure, academic stumbling, academic dropout, academic attrition

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1. INTRODUCTION

Societies rely on their educational systems to shape individuals, transmit heritage across generations, foster discipline, instill societal values, promote social cohesion, and preserve national unity. Additionally, education is relied upon as a means of intellectual development and providing appropriate training to meet the needs of society in line with its evolving nature and continuous dynamics. However, the complex task of educational processes faces various challenges that hinder their desired outcomes. Among these challenges, academic failure stands out as a widely acknowledged problem within educational environments. Consequently, research and field investigations are conducted to explore and delineate the boundaries of this phenomenon through scientific inquiry. Academic failure, which poses a significant obstacle for learners, diminishes their ability to acquire the necessary knowledge to qualify them for positions requiring specialized expertise or to utilize that knowledge and skills to shape their own lives and confront the challenges of living. Moreover, academic failure also represents an economic burden on society as a whole, as it signifies a waste of unqualified human resources or individuals lacking the minimum foundational knowledge required to adequately respond to the rapidly changing societal demands on all levels (Hadrawi, 2020, p. 89).

Furthermore, this phenomenon takes various forms, differing across educational environments and educational frameworks in which learners exist. The interplay of multiple factors and causes, ranging from personal, school-related, and social, contribute to this phenomenon. This allows us to explore a facet of this phenomenon by

posing the following question as the basis of this research paper: What are the causes leading to academic failure?

From this overarching question, the following sub-questions emerge:

- What are the student-related factors that contribute to academic failure?

- What are the school-related factors, including the educational system, that contribute to academic failure?

- What are the family environment and peer group factors that contribute to academic failure?

1-Research Objectives:

The objectives of this research can be summarized as follows:

- Identifying the major causes leading to academic failure or its various manifestations.

- Providing practical proposals to mitigate the spread of this phenomenon.

2-Research Significance:

The research holds its significance based on the following points:

- The danger posed by academic failure on learners and the entire educational system, along with the consequential effects such as wasted potential and the depletion of human and material resources. This necessitates the study of the phenomenon and understanding its manifestations in different contexts.

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- This study assists in shedding light on the key factors contributing to academic failure, while also offering recommendations and suggestions to education stakeholders, including local-level educators and administrators, as well as central-level authorities, to encourage future plans in addressing and reducing the occurrence of this phenomenon.

3-Study Methodology:

This study falls within the scope of descriptive studies based on analysis of multiple data. Therefore, we have relied on the descriptive-analytical methodology to align with the nature of our study, aiming to identify the underlying causes behind the prevalence of academic failure in the intermediate education institution, given its importance in bridging two fundamental stages. It serves as the track through which learners build the foundation for their secondary education. Additionally, this age group experiences significant changes in terms of maturity, perception, broadened interaction with the external environment, and independent handling of life circumstances.

The descriptive-analytical methodology is suitable for studying phenomena or events occurring in the present time. It involves studying temporal facts related to a set of situations, events, or people (Alfawal, 1982, p. 58). This methodology describes the educational phenomenon as it exists in reality, focusing on precise and qualitative description. It leads to conclusions that help identify the strengths and weaknesses of the phenomenon under study, and contributes to proposing suggestions that enhance its strengths and rectify its weaknesses (Obaidat, Adas, & Abdulhak, 1984, p. 187).

4-Study Limitations:

4.1 Geographical Boundaries: The procedures of this study were conducted in three intermediate schools in the municipality of Ain El Ibel, in the state of Djelfa.

4.2 Subject Boundaries: The procedures of this study focused on identifying the causes of academic failure observed among middle schoollearners in the aforementioned institutions.

4.3 Human Boundaries: Our study relied on the perspective of the teachers in the relevant institutions, considering them as the direct interactors with the learners and the primary implementers of the educational process. Thus, they continuously observe the various aspects of the phenomenon of academic failure.

4.4 Time Boundaries: This study took place from November 6th, 2022, to November 17th, 2022, which was the data collection period using the study instrument. This period falls within the first semester of the 2022-2023 academic season, during which schooling had already started after overcoming all the barriers to school entry and conducting the diagnostic exams usually carried out by teachers at the beginning of actual teaching.

5. Study Terminology:

Defining the concepts of the study is of great importance in clarifying the researcher's intended meaning when discussing any concept related to the study. This stage, the conceptual identification stage, is the main pathway followed by the researcher to test the research problem in the field based on deconstructing these concepts and exploring their dimensions.

5-1-Concept of Academic Failure:

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In the Arabic text, the concept of academic failure is defined as a state of weakness, slackness, or lack of success in one's work or studies. It is also associated with academic stumbling, delay, backwardness, and non-adaptation in the educational context. However, academic failure carries implicit connotations that suggest complete abandonment of education.

Based on these definitions, it can be concluded that academic failure has been reduced to a narrow concept of discontinuing education and abandoning formal learning. This reduction does not capture the true meaning of failure as an educational phenomenon with complex social implications that involve multiple factors of influence.

Furthermore, discussions about this phenomenon are no longer limited to local contexts but have become an international issue, with each country approaching it differently based on its unique experiences and environment. The concepts of "school dropout" and "academic failure" are often used interchangeably in many countries.

For example, in Quebec, a dropout is defined as someone who leaves school without obtaining a high school diploma before the age of 17. In Belgium, leaving school early refers to a situation where a student is not enrolled in school or correspondence education and has more than 20 days of unexcused absence. When a student finds no meaning in their studies, it is referred to as "school discharge" in Belgium.

In France, school dropout refers to leaving the school system prematurely or without qualifications. The French definition distinguishes between young people under the age of 16 who drop out of school while still subject to compulsory education and those over 16 who no longer attend classes but are no longer legally bound by this

requirement. This definition incorporates the concept of "lack of perseverance" that aligns with the category of youth who "failed to obtain their certificate."

In general, the concept of academic failure as an educational phenomenon encompasses various levels that affect the learner who fails to achieve the set goals within the educational system. It can manifest as a burden on the student's ability to keep up with peers at the same level due to personal factors such as intelligence or health, as well as environmental factors related to family and peer group. Academic failure also reflects on the educational system itself, including the adequacy of school structures to accommodate the learning process and the curriculum's ability to accommodate individual differences, ensuring equal opportunities and educational equity on both regional and merit-based levels.

5-2-Related Concepts of Academic Failure:

When exploring the nature of academic failure as an educational phenomenon, there are multiple terms and theories associated with it. These terms may appear similar in meaning, but upon closer examination of their specific contexts, differences become apparent through real-life cases. The following terms will be presented individually to clarify the characteristics and boundaries of the phenomenon and enable the identification of its indicators:

5-2-1- Academic Struggle:

This is the situation in which the student experiences learning difficulties, and "it is a temporary condition that is almost normal and affects most learners, if not all. It means that during their academic journey, learners encounter difficulty in understanding and comprehending a specific subject, issue, or piece of information for

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various reasons. However, with additional personal effort, intervention from teachers, support classes, or thanks to review and revision sessions at home, the student overcomes the challenge and catches up with their peers. However, if the struggle persists, generalizes, and settles, it can lead to failure and repetition if not addressed in a timely manner" (Al-Daraj, 2014, pp. 4-5).

In this regard, a distinction can be made between academic delay and academic struggle. Academic struggle may affect all learners, but to varying degrees, where some learners may struggle in certain subjects or specific units within subjects, which is treatable. However, academic delay is a characteristic that accompanies some learners who are unable to keep up with the required level and achieve the set objectives of the educational material, and this may be due to various reasons. Therefore, every academic delay is a form of struggle, but the reverse is not true.

5-2-2- Academic Dropout:

The term indicates that academic dropout is the state in which a student permanently discontinues attending school, It is also defined as follows: "Academic dropout is the percentage of learners who were enrolled in a specific educational level during a certain academic year but discontinued their studies during the same year or in the subsequent academic year for one reason or another" (Bousenna et al., 2015, p. 33).

Therefore, academic dropout refers to the abandonment or discontinuation of studying at a stage of a child's life where education is compulsory before obtaining an academic qualification or a vocational certificate.

5-2-3- School Absenteeism:

Mohsen Hassan Al-Amayreh defines school absenteeism as "the student's absence from school without a valid excuse, whether for consecutive days, separate days, or specific classes" (Dubab, 2016, p. 230).

The definition refers to the unjustified absence of the student from school. In reality, absenteeism is the lack of regular attendance at school by the student, either due to negligence and aversion to studying or due to temporary health reasons. This leads to academic delay, inability to keep up with the progress of lessons, and affects the student's educational achievement, ultimately resulting in academic failure or complete disengagement from school.

5-2-4- School Repetition:

Also known as academic repetition, it is defined as "the percentage of learners enrolled in a specific educational level during a certain academic year who repeat the same grade level in the subsequent academic year" (Bousenna et al., 2015, p. 21). Academic failure is considered an educational indicator aimed at measuring the extent to which learners repeat grades and the impact of this on the internal effectiveness of the education system. It is also one of the key indicators for analyzing and projecting student flow from one grade to another within the educational cycle (Ministry of Development Planning and Statistics, 2016, p. 19).

6- Literature review: Many studies have addressed the phenomenon of academic failure, including the following studies listed in chronological order:

6-1- Abu Mustafa Study (2004): The aim of this study was to identify the relative importance of factors contributing to school dropout from the perspective of teachers in the preparatory stage in Khan Yunis

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Governorate. These factors were attributed to the gender variable of the learners on one hand, and the variable of class levels on the other hand. The study relied on a sample of 196 male and female teachers. The results showed that the main causes of school dropout from the perspective of teachers were: association of learners with negative peers, lack of awareness of the importance of education among learners, and repeated failure of learners. The study also revealed statistically significant gender differences in the perception of teachers regarding the school factor and the negative peer factor, favoring males (Abu Mustafa, 2004).

6-2- Abdullah Al-Shahrani Study (2015): This study aimed to identify the educational, social, and economic factors leading to academic failure and dropout among secondary school learners, and to determine if there are statistically significant differences in the responses of teachers based on study variables such as specialization and teaching experience. The researcher employed a descriptive methodology, and the study sample consisted of 90 teachers. Among the key findings of the study: It was evident that the factors contributing to the failure of secondary school learners were primarily attributed to educational factors, followed by social factors, and then economic factors. As for the dropout of secondary school learners, the study showed that the sample participants agreed to a moderate extent that these educational factors have an impact on the educational waste process and the dropout of a considerable number of learners from the educational system. Additionally, the study revealed a high level of agreement among the sample participants regarding the economic factors. There were no statistically significant differences in the responses of teachers regarding the educational, social, and economic factors leading to

failure and dropout based on the study variables (specialization and teaching experience) (Al-Shahrani, 2015).

6-3- Driouche Widad Study (2015): This study aimed to examine the phenomenon of school dropout in Algerian schools, specifically in the secondary stage. The study starts by discussing the exclusion practiced by the educational system through mechanisms of educational selection, which are primarily social mechanisms. The researcher relied on a questionnaire to collect data from a sample of 212 dropouts from the secondary stage who were enrolled in vocational training centers. The researcher concluded that the phenomenon of school dropout is somewhat determined by the socio-economic status of the family, the influence of peer groups, and the nature of the relationship between the student and the teacher. However, these three factors or variables do not represent strong tendencies in controlling school dropout by themselves, and it calls for further sociological attention to the phenomenon of school dropout at all levels (Driouche, 2015).

Studies that touch on the field of education, regardless of whether they deal with the same variables, differ in various ways due to differences in their timing and location. Therefore, our study is distinct from all previous studies for two main reasons:

- The first consideration is the widespread prevalence of social media platforms and the invasion of information and communication technology in most households. This development and its spread differ significantly from previous times.

- The second consideration is the world's emergence from the COVID-19 period, during which schools experienced complete or partial closures for varying periods. This factor causes the factors contributing to academic failure to vary and change according to several variables

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that societies have experienced due to the consequences of the health pandemic.

In addition, the first study attributed the factors contributing to failure to the variables of learner gender and class levels, while the second study focused on two aspects of academic failure: academic failure and school dropout, attributing them to educational, social, and economic factors. The third study focused on school dropout among secondary school learners, attributing it to social and economic factors. Notably, our study encompasses assumptions related to the learner themselves, the school, the family, peer groups, and the social environment, both real and virtual, with which the learner interacts.

7- Study Methodology and Procedures:

Under this heading, we will discuss the methodological procedures followed by the researchers in this study, including defining the research population, selecting the study sample and its characteristics, explaining the procedures for constructing the study tool while ensuring its validity and reliability, reviewing the implementation of the field study, and discussing the statistical methods used in data analysis.

7-1- Research Population and Sample: The research population included all teachers in the three intermediate schools in the municipality of Ain Al-Ibil. The study sample was selected using the stratified random sampling method, as explained in the following table:

Table Number 01: shows the research population and sample

N°	Middle schoolName	N°of Teachers	Percentage of Each Stratum in the Total Population	Sample Size According to the Steven Thompson Equation	Number of Questionnaires Distributed in Each Institution Randomly
01	Guellil Boulrabah	21	26%		17
02	Daqyah Belkheir	26	33%	66	22
03	Naqaaq Saad	33	41%		27
	Total Teachers	80	100%	66	

Source: Prepared by the researchers.

7-2- Characteristics of the Study Sample:

After distributing the questionnaire to the study sample, which consisted of 66 participants, 63 questionnaires were retrieved. The following table presents the characteristics of the study sample by gender:

Table 02: Characteristics of the Study Sample by Gender

Variable	Gender	Frequency	Percentage
Gender	Male	32	50.8%
	Female	31	49.2%
Total		63	100%

Source: Prepared by the researchers based on the results from the SPSS software.

It is evident from Table 02 that the number of males and females is approximately equal, with percentages of 50.8% and 49.2% respectively.

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Table 03: illustrates the characteristics of the study sample by age.

Variable	Categories	Frequency	Percentage
Age	20-30 years	20	31.8%
	31-40 years	29	46%
	41 years and above	14	22.2%
Total		63	100%

Source: Prepared by the researchers based on the results from the SPSS software.

This table shows the distribution of the study participants according to their age. It reveals that 31.8% of the participants are between 20 and 30 years old, while 46% fall within the age range of 31-40 years. Additionally, 22.2% of the participants are 41 years old and above. The total number of participants is 63, accounting for 100% of the sample.

Table 04: Characteristics of the Study Sample by Professional Experience

Variable	Categories	Frequency	Percentage
Professional Experience	Less than 5 years	16	25.4%
	5 to 10 years	21	33.3%
	10 to 20 years	18	28.6%
	More than 20 years	8	12.7%
Total		63	100%

Source: Prepared by the researchers based on the results from the SPSS software.

This table shows the distribution of the study participants based on their professional experience. It indicates that 25.4% of the participants have less than 5 years of experience, while 33.3% have 5 to 10 years of experience. Additionally, 28.6% of the participants have 10 to 20 years of experience, and 12.7% have more than 20 years of experience. The total number of participants is 63, representing 100% of the sample.

Table 05: Characteristics of the Study Sample by Teaching Subject

Percentage	Frequency	Subjects	Variable
23.8%	15	Arabic Language	
15.9%	10	French Language	
11.1%	7	English Language	
9.5%	6	Mathematics	
6.3%	4	Natural Sciences	Teaching
12.7%	8	Physics Sciences	Subject
6.3%	4	History and Geography	
7.9%	5	Physical Education	
3.2%	2	Fine Arts	
3.2%	2	Computer Science	
100%	63	Total	

Source: Prepared by the researchers based on the results from the SPSS software.

This table shows the distribution of the study participants based on their teaching subjects. It indicates that 23.8% of the participants teach Arabic Language, while 15.9% teach French Language. Additionally, 11.1% of the participants teach English Language, and 9.5% teach

Mathematics. Other subjects such as Natural Sciences, Physics Sciences, History and Geography, Physical Education, Fine Arts, and Computer Science are also represented in the sample. The total number of participants is 63, representing 100% of the sample.

7-3- Construction of the study instrument:

Based on the literature of studies addressing the causes of academic failure, a questionnaire was constructed consisting of two sections. One section was related to the personal data of the participants, while the other section included items distributed across three dimensions to measure the causes of academic failure among the study sample. The questionnaire comprised 15 statements:

First dimension: Causes related to the learners (5 statements).

Second dimension: Causes related to the school and educational system (5 statements).

Third dimension: Causes related to the family environment and peer group (5 statements).

To validate the questionnaire, the researchers employed the Likert pentagon scale to measure the responses of the participants, ranging from 5 to 1. A score of 5 represented the highest value indicating "very strongly related to academic failure," while a score of 1 represented the lowest value indicating "not related to academic failure."

7-4- Validity and reliability of the instrument:

To ensure face validity, the preliminary version of the questionnaire was presented to a group of experts from different universities who were members of the teaching staff. Their opinions were sought

regarding the suitability of the instrument for its intended purpose, clarity of the statements, and linguistic accuracy. Based on their feedback, some items were revised, and the total number of items was reduced.

For internal consistency reliability, the researchers measured the reliability of the instrument by assessing the degree of coherence between the statements and the total score of each dimension. This was done using data from a pilot sample consisting of 12 participants outside the study sample. The sample consisted of 15 items, and the correlation coefficient between each item and the total score of the dimension was calculated, as shown in the following table:

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Table 06: illustrates the correlation between the items of the first axis
and the total score of the axis.

Axis	N°	Item	Pearson Correlation Coeffi
Factors related to the student	1	Lack of attention and concentration	0.693*
	2	Weak reading and writing skills	0.240
	3	Inability to adapt to the school environment	0.859**
	4	Failure to complete school assignments	0.810**
	5	Accumulation of academic deficiencies	0.660*
Factors related to the school and	1	Difficulty of lessons	0.832**
	2	Intensity of the curriculum	0.865**
	3	Classroom overcrowding	0.659*
	4	Tension in the teacher-student relationship	0.833**
	5	Inefficiency of some teachers in delivering the material	0.816**
Factors related to the family and peer group	1	Lack of family interest in the student's academic work	0.560
	2	Low educational level of parents	0.523
	3	Engagement of the student in extracurricular activities outside of school	0.861**
	4	Immersion of the student with peers in the world of social media	0.674*
	5	Ownership of a smartphone by the student and its use in electronic games	0.697*

**. Correlation significant at the 0.01 level (2-tailed). *. Correlation
significant at the 0.05 level (2-tailed).
Source: Prepared by the researchers based on the results from the
SPSS software.

The table number 06 indicates that all correlation coefficients are statistically significant at the 0.01 and 0.05 levels, except for the second item of the first axis and the first and second items of the third axis. These correlations are not statistically significant, leading to their removal from the original questionnaire. Therefore, the remaining items demonstrate internal consistency within their respective axes.

To measure the reliability of the study instrument (questionnaire), the researchers used Cronbach's alpha coefficient to ensure consistency within the same previous survey sample, excluding items that showed internal inconsistency. This was done according to the following table:

Table 07 : illustrates the Cronbach's alpha coefficient for measuring the reliability of the study instrument.

Axis	Number of Items	Axis Stability
Axis 1	4	0.770
Axis 2	5	0.857
Axis 3	3	0.705
Overall Instrument Reliability	12	0.788

Source: Prepared by the researchers based on the results from the SPSS software.

The table shows the number of items for each axis and the corresponding stability coefficient (Cronbach's alpha). Axis 1 has 4 items with a stability coefficient of 0.770, Axis 2 has 5 items with a stability coefficient of 0.857, and Axis 3 has 3 items with a stability coefficient of 0.705. The overall instrument reliability, considering all the axes, is 0.788.

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The Cronbach's alpha coefficients indicate the internal consistency and reliability of the study instrument. A higher coefficient value indicates a stronger internal consistency among the items within each axis and the overall instrument.

8. Application of the Study Instrument:

After assessing the validity and reliability of the questionnaire, the study instrument was applied to three schools within the educational district of Béchar in the state of Guelma, Algeria. The data collection took place from November 6th, 2022, until November 17th of the same month. A total of 66 questionnaires were distributed, out of which 63 were collected and used for analysis.

9. Statistical Analysis Methods:

The SPSS software was utilized to extract various statistical parameters, including:

- Pearson correlation coefficient: to determine the internal consistency of the study instrument.

- Cronbach's alpha coefficient: to assess the reliability of the instrument.

- Frequencies and relative weights: to identify the perspectives of the sample individuals regarding the contributing factors to academic failure among the studied schools.

To analyze the respondents' responses, the following criteria were considered:

- If the mean value is between 1 and less than 1.8, the response represents "no relationship to academic failure."

- If the mean value is between 1.8 and less than 2.6, the response represents "weak relationship."

- If the mean value is between 2.6 and less than 3.4, the response represents a "moderate relationship."

- If the mean value is between 3.4 and less than 4.2, the response represents a "strong relationship."

- If the mean value is between 4.2 and 5, the response represents a "very strong relationship."

These criteria were used to evaluate the respondents' perspectives on the factors contributing to academic failure among the middle school learners in the studied schools.

10. Analysis of Study Results:

To achieve the objectives of the study in exploring the causes of academic failure among middle school learners from teachers' perspectives, we present the obtained results according to the hypotheses distributed across three axes as follows:

- Presentation of the mean responses of the participants regarding the factors related to student academic failure, represented in the first axis.

- Presentation of the mean responses of the participants regarding the factors related to school and the educational system that contribute to academic failure, represented in the second axis.

- Presentation of the mean responses of the participants regarding the factors related to the family environment and peer group that contribute to academic failure, represented in the third axis.

10-1- First Axis: Causes of Academic Failure Related to Learners

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In this section, we present the findings regarding the factors contributing to academic failure that are associated with the learners.

Table 08: illustrates the mean responses of the participants regarding the factors related to the student's academic failure.

Axis	N°	Paragraph	Grade Frequency					Mean	Standard Deviation	Percentage (%)	Sample Direction	Paragraph Rank
			Very high	High	Moderate	Weak	No correlation with failure					
Axis 1	1	Lack of attention and concentration	40	16	07	0	0	4.52	0.69	90.4	Very high	1
	2	Inability to adapt to school atmosphere	11	16	13	14	9	3.10	1.33	61.9	Moderate	4
	3	Failure to complete school assignments	15	23	18	2	2	3.79	0.95	75.8	High	3
	4	Accumulation of academic backlog	33	17	10	2	1	4.25	0.95	85.0	Very high	2
Overall Total								3.92	0.98	78.3	**High**	

Source: Prepared by the researchers based on the results from the SPSS software.

From the previous table, it is evident that 90.4% of the respondents perceive "lack of attention and concentration" to be a major cause of student failure. The second highest reason, with a percentage of 85%, is "accumulation of academic backlog" as identified by the sample participants. Additionally, "failure to complete homework assignments" ranks third with 75.8% of respondents attributing it to academic failure. Lastly, 61.9% of the participants believe that "inability to adapt to the school environment" moderately contributes to academic failure.

It is worth noting that all four of these reasons significantly contribute to student failure in middle education, as indicated by the high percentage of 78.3% in the overall axis rating.

10-2- Axis Two: Factors related to the school and educational system causing academic failure

Table 09: illustrates the average responses of the participants regarding the factors associated with the school and educational system that contribute to academic failure.

Axis	N°	Paragraph	Grade Frequency					Mean	Standard Deviation	Percentage (%)	Sample Direction	Paragraph Rank
			Very high	High	Moderate	Weak	No correlation with failure					
Axis 2	1	Difficulty of Lessons	19	15	16	08	5	3.56	1.27	71.1	High	4
	2	Intensity of Curriculum	24	23	12	04	0	4.06	0.91	81.2	High	2

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3	Classroom Overcrowding	40	18	5	0	0	4.56	0.64	91.1	Very high	1
4	Teacher-Student Relationship	18	11	17	13	4	3.41	1.28	68.2	Moderate	5
5	Inadequate Teaching Skills	20	10	22	8	3	3.57	1.2	71.4	High	3
Overall Total							3.83	1.06	76.6	**High**	

Source: Prepared by the researchers based on the results from the SPSS software.

Regarding Axis Two, the above table shows that 91.1% of the respondents consider "classroom overcrowding" to be the most important and highly significant cause of academic failure. They also perceive "intensity of the curriculum" as the second-ranking factor in causing failure, with 81.2% of the sample indicating this reason. Additionally, 71.4% of them believe that "inadequate teaching skills of some teachers" lead to significant student failure. A considerable proportion, estimated at 71.1%, attribute the academic failure to the "difficulty of lessons" to a high degree. "Tension in the teacher-student relationship" ranks last in terms of causing failure, as reported by 68.2% of the sample's responses. These findings align with the study conducted by Dariush (2015). However, considering the overall percentage for Axis Two, 76.6% of the respondents believe that factors related to the school and educational system contribute to academic failure. This is consistent with the study by Al-Shahrani (2015)

regarding the ranking of school factors as a primary cause of academic failure.

10-3- The Third Axis: Reasons for Academic Failure Related to the Family Environment and Peer Group

Table 10: illustrates the average responses of the participants regarding the factors associated with the family environment and peer group that contribute to academic failure.

Axis	N°	Paragraph	Grade Frequency					Mean	Standard Deviation	Percentage (%)	Sample	Paragraph
			Very high	High	Moderate	Weak	No correlation with failure					
Axis 3	1	Student engagement in extracurricular activities	32	32	11	3	0	4.24	0.91	84.7	Very high	3
	2	Student immersion with peers in the world of social media	37	37	3	1	0	4.51	0.67	90.1	Very high	1
	3	Student ownership of a smartphone and use in electronic games	42	42	4	3	0	4.51	0.82	90.1	Very high	2
Overall Total								4.4	0.8	88.	**Very high**	

Source: Prepared by the researchers based on the results from the SPSS software.

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From the above table, considering the sample direction in this axis, it is evident that the researchers perceive "student immersion with peers in the world of social media" and "student ownership of a smartphone and use in electronic games" as important causes of academic failure. 90.1% of them attributed these two reasons to a very high degree of contributing to academic failure. Additionally, "student engagement in extracurricular activities" is recognized as a significant factor in student academic failure. Abu Mustafa's study (2004) aligns with these findings, highlighting the significant influence of peer groups in determining the success or failure of learners in their educational journey.

10-4 -Overall Analysis According to Axes:

This statement refers to an overall analysis conducted based on the axes.

Table 11: Ranking of Axes According to Arithmetic Means

Axis	Arithmetic Mean	Ranking
Reasons related to the student	3.92	2
Reasons related to the school and education system	3.83	3
Reasons related to the family environment and peer group	4.42	1

Source: Prepared by the researchers based on the results from the SPSS software.

According to the table above, it is evident that the surveyed teachers believe that factors related to the family environment and peer group have the greatest impact on academic failure among learners, with an

average score of 4.42. Factors related to the learners themselves rank second with an average score of 3.92, while factors related to the school and the educational system rank third with a total average score of 3.83. However, it is worth noting that these averages are close to each other, indicating that these factors, as a whole, are closely intertwined in causing academic failure among middle school learners.

11 -Discussion and Recommendations:

Academic failure poses multiple challenges to the educational system and society as a whole. This study focused on an important aspect of the causes of this phenomenon, according to the perspective of teachers in the middle school stage. Based on the responses of the surveyed teachers, it became clear that the factors related to the family environment and peer group represent the largest proportion of learners experiencing academic failure. The sample agreed that the immersion of learners with their peers in the world of social media and their possession of smartphones used for electronic games are direct factors that interfere with learners' academic work. In this context, it can be said that the widespread availability of modern technology and easy access to it have become a significant challenge for both schools as socialization institutions and families. Smartphones compete with traditional educational tools by providing interactive and engaging experiences for learners, without the ability of families or schools to effectively manage this phenomenon and redirect the youth towards positive use of these technologies. Currently, the predominant use of social media or internet platforms by learners does not align with positive utilization that enhances knowledge acquisition and skill development. This situation will persist unless parents take measures to regulate their learner's time and monitor their use of media and communication technologies, investing them in supporting their academic work. Alternatively, schools can incorporate technology into

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instructional methods by providing content through interactive media in all subjects, embracing open education that offers supported e-learning programs.

Another significant factor agreed upon by the majority of respondents regarding the causes related to the school and the educational system is the overcrowding experienced by middle schools, especially after the repercussions of the COVID-19 pandemic. The pandemic disrupted the construction of educational facilities for two years, while the demographic growth continued, resulting in an unprecedented overcrowding of classrooms. Teachers attribute this overcrowding to heightened levels of academic failure among learners. Based on these results, the following recommendations can be made:

-Reevaluate the curriculum size and study time to ensure alignment.

-Construct new educational structures based on anticipatory studies that consider the demographic growth in cities and newly built residential areas, in order to avoid the dilemma of overcrowding.

-Integrate media and communication technologies as interactive tools for delivering educational content in all subjects, while adopting open education that provides supported e-learning programs.

-Strengthen the role of guidance counselors in middle school education, while addressing the causes of rebellion against the educational system.

-Raise awareness among parents about the importance of monitoring and supervising their learners, particularly in relation to peer groups, and encourage their involvement in beneficial activities such as joining sports clubs, scout troops, and other civil society organizations working in this field.

In conclusion, it is essential to emphasize the importance of collective efforts by all members of the educational community to support learners, especially during the middle school stage, which is a critical transitional phase between childhood and adolescence.

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