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A Sociological Study on the Effective Factors Involving in Academic Failure (Case Study: Mazandaran High-School Students)

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Abstract

The present paper examines the sociological factors affecting the decline in academic failure. In this study, the theoretical approaches of functionalism, structuralism, interactivity and critique are used. Using literature and research history, four hypotheses were extracted. From the point of view of the target, it is a survey method. The statistical population of this research includes secondary school students of Mazandaran Province in the academic year (2017-2018). The sample size calculated according to the Cochran formula was 170 students. To obtain the samples, a simple random method was used. Data were collected through a researcher-made questionnaire and using tables and inferential statistics in SPPS statistics software. Findings suggest that there is a significant relationship between non-family variables, socioeconomic status, occupational attitude and social capital with decreasing academic failure in the statistical society. Regarding the results of regression analysis and path analysis, the variables with coefficients (36%), (32%), (31%), (30%), the highest coefficient of the effect of standardized regression on dependent variables has had.

Keywords: Sociological, School, Secondary, Degree, Mazandaran.

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1. Introduction

Theorists in the field of human sciences consider the social problem to be very diverse. Some say that the circle of this term can be the status or general conditions of the community, which causes inequalities to be institutionalized. So, if we want to define the social problem, the social problems of the society are phenomena of structural conditions and action models-effective sociological factors-that lie in the path of social change in the direction of development. They addressed social issues as undesirable phenomena of the minds of the elite and the public ... "(Abdullahi, 2012, p. 12).

Unlike previous societies which had only a few schools and few persons could have learned, the world today is full of educational centers with almost all parents having excellent education and a great deal of attention to student education. But, compared to last years, there have been a number of distracting factors that require expert counseling to help them control their students' lessons about the course and gradually lead to the phenomenon of academic failure. The education institution in Iran also faces a multidimensional problem called "academic failure" of students at different levels. This undesirable phenomenon is in some cases rooted in the quality of the educational system and has attracted the attention of thinkers and curriculum planners ... (Khaki, 2011, p. 14).

Currently, education is responsible for several million students. And hundreds of thousands of managers and teachers and employees work in their respective organizations. Even the most urgent education plan will face a major challenge if it is faced with indifference to educational issues. By spending a lot of expenses and applying educational facilities and so on in fulfilling the mission, students have made today effective in society and enable them to move up to the level of the advancement of science and to meet the real needs.

From an economic point of view, the mission of education is a kind of investment. Therefore, it should be thought that such a large investment should be programmed in a practical manner in order to minimize its waste. Therefore, any loss that results in the loss of capital and the desired result from it will not be called "drops". In this way, huge human capital is pulled out of the education process. This is a kind of economic downturn. The problem is that

the field of academic failure originates from an in-house situation or outsourced.

The phenomenon of "academic failure" has become so complicated that many writings are being published each year and educational specialists are analyzing and presenting appropriate solutions. Therefore, this paper examines the main causes of the wasting of community capital. By providing solutions from the present research, it will help to strengthen the educational motivation (decrease in academic failure) of the statistical community and lead the society towards educational progress.

2. Theoretical Framework

Functionalism: Elements of the social system, including culture and its values, as part of a more general system, have functions to preserve the whole of society. Therefore, the role and contribution of each component and its relationship with each other are emphasized for the sustainability of the community. Based on this, the emergence of any kind of change in the educational system of the society is contrary to the general system of society and its internal solidarity. And what applies to the subject matter is the emphasis on the functional unity of social values. And in the final analysis of social phenomena, in addition to the cause of the formation of the phenomenon, its socioeconomic functions are also emphasized.

Personality functionalists emphasize the importance of accessing desirably social situations and believe that social classes are open to all potential community members to compete with others in desirably social situations and that those in a better position will have a better social status. But on the other hand, training more than other criteria indicates on the level of people's liveliness and in this way it has a special role in determining the level of people's talent in determining their social status (Tavassoli, 2017, p.124).

Structuralist Viewpoint: This idea holds that when a component is formed of a set, a relatively stable relationship exists, in the sense of our word in particular; we obtain a concept called construction. From this approach, the balance principle seems to be obvious in a social system for establishing a balanced social relationship. The theorists of this device think that social

Construction is more abstract and concrete, which means a scale for analyzing social phenomena. In other words, every part of the social structure is in the direction of the general consistency of the social system and at the same time plays an important role in the survival of other components.

Parsons (1989) believes that each system, for its dynamism, is bound to use tools such as conformance, unity and convergence. Nevertheless, one of the most important requirements of a social system is the existence of a system of educational and cultural factors that fosters social consensus in the direction of education. In his opinion, the cultural system is controlling other dimensions of society and recognizing the value changes (drop or academic achievement) in each society is possible by tracking the structural transformations. Therefore, understanding and analyzing socioeconomic issues, only in the realization of the educational transformations in all fields, according to structural theory, is due to the generalizability of our perception of educational developments among students (Parsons, 1989, 152).

The Symbolic Interaction Perspective: George Herbert Mead, the founder of this line of thought, like Charles Horton Kooly, focused his sociological analysis on the relationships between small groups and personal behaviors. In this connection, Gaugmann, by presenting a theatrical approach, sees the reality of education as the stage of the show, with each person playing their roles, that is, members of society, as in the official setting, display the prescribed doctrine. They may, in their own right, display unofficial and non-formal values. On the other hand, non-verbal exposures have a double impact on interactions, and individuals are evaluating each other according to their experiences (Schaefer, 2001, p. 20).

In this school of thought, the position of students in the hierarchical system of education affects how admission or rejection of the teachings of society affects. And the recognition of this influence is rooted in the rules governing social relations, the past experiences of members, and the type of intercultural persuasion of members of society. And the prescriptive content that has the most positive history is to be developed and strengthened beyond any doubt. And the doctrines that are not conclusive among students are undoubtedly subject to a crisis (academic failure) and change. Since mutual

action commits individuals. The combination of these approaches in education facilitates the understanding of the dynamics of the learning environment (structure and interaction of groups) (Alaghehband, 2015).

Critical perspective: This view emphasizes the analysis of social issues on cultural variables; this theoretical approach, also known as Frankfurt, culminated in Jürgen Habermas's ideas. In his opinion, the legitimacy or the vacuum of legitimacy is one of the important issues of the new society. Habermas refers to changing the content of education in three areas of economics, politics, and culture in analyzing the underlying issues in the social system. He believes that these factors lead to the formation of four major transformations: 1) the transformation of the economic education system 2) change in the system of rationality (political administrative) education 3) change in the legitimacy of the education system 4) the transformation of educational motives. Therefore, the crisis occurs when it shows that the area cannot carry out the expected functions. Changes in the economic sphere are not the inefficient factor of the educational system, but the legitimate and motivational crises that are related to the correlation of the educational system can be a factor in the failure of the education system and be nurtured. He cites the examples of the crisis, and believes that the commercialization of education, politics, and ethical relativism which causes confusion in educational norms is the result of such a process (Bashirieh, 1999, p. 224).

It can be used in this way that the change in the content of teaching and social factors as a representation of the lack of cultural rationalism should be taken into consideration twice. The change in values in the field of education and society is a manifestation of the turmoil in the functions of the education institution, especially in the field of formal education management. In this connection, Johnson points out that when the government does not pay attention to the social demands of the people, then it will lose its legitimacy and will decline. And when cultural values change, their demands are confronted. And the change of values occurs when new values, contrary to the existing social system, enter the society (Rafipour, 1992, p. 42).

In this regard, Anthony Gramsci, in contrast to economic dogmas, has become more interested in the cultural domains of domination. According to

him, civil society is the new era of the values of the political management of society. In which the state promotes its ideology in its subtle and hidden forms, using educational and cultural institutions. In the new society, the morale of the people is ready to accept the values of political management, and the government can increase the amount of satisfaction, instead of using the tool. So this is the educational system that worked for the social system or vice versa.

3. Experimental Background

In this part of the article, for the optimal use of the space presented in the paper, we aimed to summarize the history of domestic and foreign research in the table below and by the researchers, the title of research, relevant variables, methodology and findings, and provide results.

3.1. Internal Background

Noorozi (2012) in a research entitled "Impact of individual, social, family and educational factors on academic failure found that individual, familial, social and educational factors are effective in terms of academic failure.

Daftar et al., (2013) did a research entitled "Study of family factors affecting the academic failure in high school students". The findings indicated a significant relationship between family factors and educational decline of children in two groups of girls and boys.

Kohistani (2013) did a research called "Study of the factors affecting educational failure and its consequences" and found that the cause of human and social problems, cannot be limited to one cause. Therefore, to find the causes of academic failure, there must be a variety of factors.

Behzadi (2013) in a study called "The study of the effect of social and family factors on the academic failure in high school students indicated there is a significant relationship between social, educational and family factors with academic failure·

Nikbash (2014) in a research entitled "Investigation of social factors affecting academic failure" and found that the higher the family disputes, the higher the degree of academic failure.

Abrooshiani (2015) indicated there is a significant relationship between social, educational and family factors with academic failure.

Tairgholi (2016) in a study called "Analysis of the factors affecting the graduation of students in Rudehen schools using the Internet resulted that Internet addiction affects the academic dropout of high school students in the city of Rooden.

3.2. External Background

Williams (2011) showed that the factors studied on educational mutations are effective in improving student success.

Hanson (2012) based on his research indicated that Social and psychological factors will be effective in the academic drop in students especially in high school.

Chuyan (2012) represent that children who live with their mothers are more successful at school. Parental divorce has a profound impact on their education.

Lind (2013) in his research entitled "Factors affecting the graduation of high school students in Eastern Province resulted that all factors involved in student progress or decline.

Sunita (2015) expressed that family and educational factors have high correlation with failure. The rate of failure among girls is far higher than that of boys.

Ashiq (2016) indicated economic factors and educational facilities were announced as caused of academic failure.

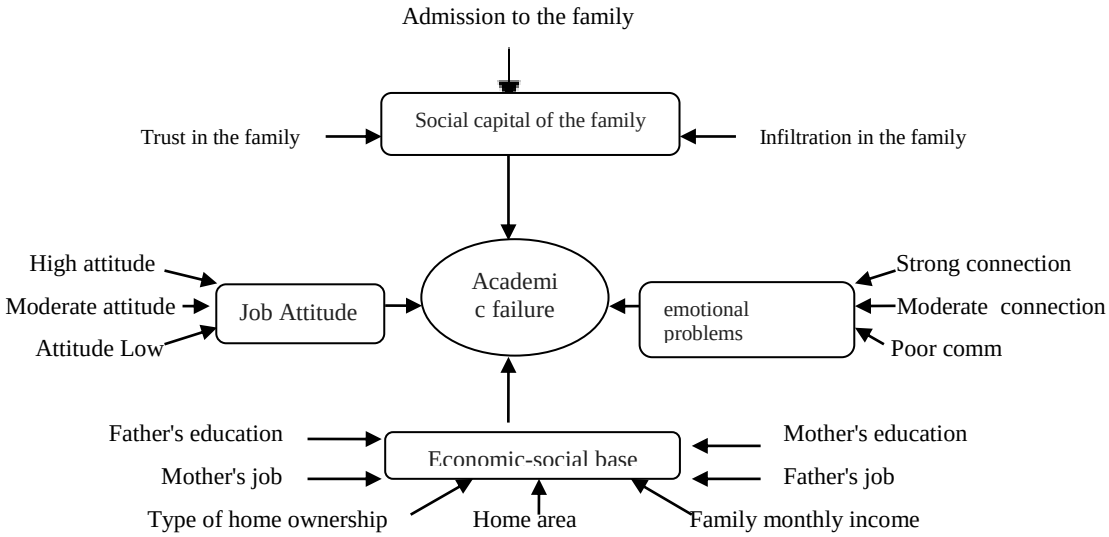
4. Presentation of Research Model

An analytical model is in fact a conceptual tool for setting thought with a relatively strong theoretical support and also for showing the causal relationships between research variables. The variables in the research model are inferential, which is derived from the theoretical framework as the communication intermediary between the theoretical part and the research sector.

In this device, the theory of "academic failure" depends on the variables that should show the independent variables of the social factors that cause this

decline. We mean social factors, which are caused by external issues of education and affect the student's out-of-school education.

Figure 1. An analytical model of sociological factors affecting the loss of educational



5. Research Hypotheses

The decline of education as a dependent variable is a direct product of social factors that is considered in a wide range of socio-economic classes in relation to the education system. Social factors of students, part from their sexual categories and social classes. Given this approach, it is assumed that social factors such as socio-economic base lack of family, social capital of the family, the individual's attitude to the job's future have particular influences. Therefore, considering the main problem of research and the causes of their tendency and the theoretical approach of the subject of research, the hypotheses that are tested in this study are presented below.

General hypothesis: Social factors have an impact on students' academic failure.

Minor hypotheses:

1- There is a significant relationship between family disruption and educational decline in students.

2- There is a significant relationship between the social capital of the family and the decline in academic achievement among the students.

3- There is a significant relationship between the socio-economic status of the family and the decline in academic achievement among the students.

4- There is a meaningful relationship between the attitude of the individual towards the future career and the decline in academic achievement among the students.

It seems that the abovementioned factors can not be independently called the cause of a reduction in the education of an individual or a group, or they were overshadowed by their impact. Because each of these factors will have different proportions and impact sizes due to the type and degree of their emergence in relatively stable conditions. And on the other hand, it will be very difficult to examine all of these factors. With this look, it was attempted merely to examine the sociological factors affecting the decline in education, and the role of each of its components in determining this phenomenon.

6. Methodology

This research is applied in terms of purpose and descriptive-survey method. The statistical population consisted of second grade high school students in Mazandaran province in the academic year (1966-12). 170 students were considered as the sample size according to Cochran Formula. A simple random method has been used to achieve the samples. Data were collected through a researcher-made questionnaire and analyzed using SPSS software using relevant tables and inferential statistics.

7. Findings

T-test and ANOVA tests were used to test the relationship between the independent variables and the dependent variable. On the other hand,

Multivariate regression analysis and path analysis have been used to explain the direct and indirect effects of independent variables on the dependent variable.

First hypothesis: There is a relationship between the family's inadequacy and the decline in academic achievement.

It was assumed that there is a significant relationship between the lack of family and the degree of decline in students' academic failure. Therefore, after calculating the regression coefficients, two non-family variables, and degree of academic failure, the results are summarized in the following tables.

Table 1. Unsafe family and decline in academic failure

Model Summary

mode	R	R squar	Adjusted R square	Std. Error of the Estimate	change				
					R square change	F change	df1	df2	Sig. f change
1	.478	. 229	. 224	. 61592	.229	49.767	1	168	. 000

a. Predictors : (constant) family disorder

b. Dependent Variable : (Academic Failure)

Table 2. Unsafe family and decline in academic failure

Coefficients

model	Un standardized Coefficients		Standardized Coefficient	T	Sig.	correlations		
	B	Std.	Beta			Zero-order	partial	part
Constant	. 954	. 137	. 478	6.983	. 000	. 478	. 478	. 478
social capital	. 472	. 067		7.055	. 000			

a. Dependent Variable : (Academic Failure)

Explanation: As Table 3 shows, the degree of variation of the dependent variable among students is (R2 = .478), whose adjusted value is equal to 224. This coefficient is always positive and between zero and one, and the closer one indicates the degree of correlation of the variable dependent on the independent variables, because the number of degrees of freedom has not been taken into account in this coefficient. Therefore, the modified value indicates that 242 changes in academic failure return to the non-family variable, and the beta coefficient in Table 4 equals478. The t-student's test is 7.055 and this variable is also significant.

In Table 4, there are three types of correlations: zero correlation is a simple correlation that is expressed notwithstanding other variables of the equation, so we see that this coefficient, along with partial correlation and correlation of the third type, is a separation which equals to 478. We conclude that there is a significant relationship between the family variable and academic failure in the statistical society of the students. Therefore, the hypothesis is zero (H0), and the hypothesis of research (H1) indicates that there is a significant relationship between family disorder and academic failure with a high level of significance (with a confidence interval of 99%). That is, in any way that reduces the individual's family size, the same degree of academic failure decreases.

Second hypothesis: There is a relationship between the social capital of the family and the decline in academic achievement.

It was assumed that there is a meaningful relationship between the social capital of the family and the decline in students' academic failure. In this regard, after calculating regression coefficients of two social capital variables and academic failure in students, the following result is obtained in the corresponding tables.

Table 3. Social capital of the family and decline in educational decline

Model Summary

mode	R	R squar	Adjusted R square	Std. Error of the Estimate	change				
					R square change	F change	df1	df2	Sig. f change
1	.449	. 202	. 198	. 62659	.202	42.417	1	168	. 000

a. Predictors: (constant) social Capital

b. Dependent variable : (Academic failure)

Table 4. Social capital of the family decreases due to the decline in education

Coefficients

model	Un standardized Coefficients		Standardized Coefficient	T	Sig.	correlations		
	B	Std.	Beta			Zero-order	partial	part
Constant	2.546	. 116	-.449	21.955	. 000	-.449	-.449	-.449
social capital	-.437	. 067		-6.513	. 000			

a. Dependent variable: (Academic failure)

Explanation: As Table 5 shows, the degree of variation of the dependent variable among students in the province is equal to (R2 = .449, whose adjusted

value is equal to 198. Therefore, the corrected value represents this (.198) changes in the failure in education are returned to the social capital variable of the family, and the beta coefficient in the table 6 is also equal to -.449 and the t-student's test is -6.1133. It is significant that all three types of correlations are constant (-449). We conclude that there is a meaningful relationship between the social capital of the family and the degree of academic failure. Therefore, the zero assumption (H0) is rejected and the assumption of the research (H1) indicates that there is a significant correlation between social capital and academic failure at a high level (99% confidence interval). And since it is inversely proportional to the relation of the variable, we conclude that, to the extent that it adds to the social capital of the family, it equally reduces the individual's academic failure.

Third hypothesis: There is a relationship between the socio-economic base and the decline in academic achievement.

It was assumed that there is a meaningful relationship between the socio-economic base and the degree of academic failure. So, after calculating the regression coefficients of the two variables of the socio-economic base and the academic failure in the students, the results are presented in the table below.

Table 5. Socio-economic base and decline in educational decline

Model Summary

mode	R	R square	Adjusted R square	Std. Error of the Estimate	change				
					R square change	F change	df1	df2	Sig. f change
1	. 557	. 310	. 306	. 58257	. 310	75.418	1	168	. 000

a. Predictors : (constant) socio- economic

b. Dependent Variable : (Academic Failure)

Table 6. Socio-economic base and decline in academic dropout

Coefficients

model	Unstandardized Coefficients		Standardized Coefficient	T	Sig.	correlations		
	B	Std.	Beta			Zero-order	partial	part
constant	2.703	. 107	-.557	25.265	. 000	-.557	-.557	-.557
socio-economic	-.425	. 049		-8.684	. 000			

a. Dependent Variable : (Academic Failure)

Explanation: As Table 7 shows, the degree of variation of dependent variable among students in the province is equal to (R2 = .557), whose adjusted value is equal to (306). Therefore, the corrected value represents the decline in the number of changes to the socio-economic base, and the beta coefficient is in Table 8 equals -557.

The correlation of zero, partial, and separation type is also a constant number (-557). We conclude that there is a meaningful relationship between the socio-economic base and the degree of academic failure. Therefore, the zero assumption (H0) is rejected and the assumption of the research (H1) confirms the relation between these two variables with a high significance level. As it turns out to be inverse, we conclude that any amount added to the level of the socio-economic base equally reduces the failure in academic achievement.

Fourth hypothesis: There is a relationship between job attitudes and decline in academic achievement.

It was assumed that there is a significant relationship between job attitude and decrease in academic failure. For this purpose, the tables after calculating the regression coefficients between the above two variables, we present the results below.

Table 7. Job Attitude and decreased educational poverty

Model Summary

mode	R	R square	Adjusted R square	Std. Error of the Estimate	change					
					R square	F change	df1	df2	Sig. change	f
1	. 473	. 224	. 219	. 62251	. 224	48.477	1	168	. 000	

a. Predictors : (constant) occupation

b. Dependent Variable : (Academic failure)

Table 8. Attitudes and decline in academic dropout

Coefficients

model	Unstandardized Coefficients		Standardized Coefficient	T	Sig.	correlations		
	B	Std.	Beta			Zero-order	partial	part
constant	2.751	. 136	-.473	20.237	.000	-.473	-.473	-.473
occupation	-.430	.062		-6.963	.000			

a. Dependent variable: (Academic failure)

Description: As in Table (9), the amount of variation in the dependent variable is equal to (R2 = .473), whose adjusted value is equal to (.199). Therefore, the corrected value indicates that the number of (.199) changes in academic failure is returned to the job attitude variable. The beta coefficient in table (10) is also (- .473). All correlations of this table show the constant number (-473) and the assumption zero (H0) is rejected, and the assumption of the research (H1) indicates the relation between these two variables with a high significance level. Given the negative sign of this variable that reverses the direction of the relationship, we conclude that by reducing the individual's attitude toward the job's future, it will equally add to the degree of academic failure.

7.1. Path Analysis

Survey research, as we know, seeks to explore the relationships between variables and to identify the causal relationships between them. In other words, some variables are always dependent on some of the variables, while others are considered independent variables. In the path analysis method, we seek to present a causal model based on the theoretical framework and research findings. Therefore, using the multivariate regression analysis and calculations below, we present the causal model of relationships between research variables.

Of course, using the regression procedure, we determine the effect of each independent variable, whether direct or indirect, on the dependent variable. And after examining the output tables, those independent variables that have no significant correlation with the dependent variable are eliminated and we execute the operation. And then the number of variables with the highest beta (Beta) is considered as the dependent variable, and we continue the operation to reach the external variables. Therefore, from the first regression analysis that has been done, we begin to map the model and associate meaningful independent variables with the arrow to the dependent variable and, based on their standardized coefficients, we plot the diagram with the direct and indirect effects of interference, and we will continue this until we finalize the diagram (general shape/geometry).

The research variables are presented below:

1) Decrease in academic failure as a dependent variable (Y).
2) Family emotional problem as an independent variable (X1).
3) Social capital of the family as an independent variable (X2).
4) Socio-economic base as an independent variable (X3).
5) Job attitude as an independent variable (X4).

As Pearson correlation coefficients and the significant level of variables indicate, all variables are correlated at acceptable levels. In the table below, the mean standard deviation and the number of variables studied in the present study are indicated. The least distortion is observed in the family and the most deviations in the socio-economic base.

Table 9. Regression calculations

Regression Descriptive Statistics			
	Mean	Std. Deviation	N
Y =Decline in academic dropout	1.8580	.70115	170
X_1 = Family emotional problems	1.5053	.50915	170
X_2 =Social capital of the family	1.5799	.71202	170
X_3 =Economic-social base	1.9941	.91611	170
X_4 = Job Attitude	2.0651	.77261	170

In the table below, the multivariate correlation coefficient is equal to (R = .718), and this relation is relatively high because in this factor, the number of degrees of freedom is not considered, an adjusted coefficient is used. And the number of descriptive (independent) variables is also considered in relation to the number of observations. This indicator shows the predictive power of the multivariate regression equation. The coefficient of determination here is equal to (R2 = .495), so it can be said that among students about 49.5% of the academic failure (dependent variable = Y) relates to these four variables.

Table 10. Multivariate regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
	.718[a]	.516	.495	.49839	.516	24.501	4	161	.000

(Non-family + socio-economic base + family social capital + occupational attitude) a. Predictors : (Constant)
Decline in academic dropout : b. Dependent Variable

The following table shows that (F = 24.501) is obtained to a thousandth level, and this indicates that at least one of the independent variables is effective in predicting the dependent variable.

Table 11. A NOVA

ANOVA[b]

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	42.601	4	6.086	24.501	.000[a]
Residual	39.991	161	.248		
Total	82.592	168			

(Non-family + socio-economic base + family social capital + occupational attitude) a. Predictors : (Constant)
Decline in academic dropout : b. Dependent Variable

Table 12. Regression coefficients

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.645	.189		13.973	.000
X_1=Family emotional problems	.354	.057	.358	6.206	.000
X_2 =Social capital of the family	-.218	.065	-.222	-3.371	.001
X_3 =Economic-social base	-.178	.050	-.232	-3.539	.001
X_4 = Job Attitude	-.209	.080	-.230	-2.602	.010

a.)Decline in academic dropout(Dependent Variable :

It is noted that multiple correlation coefficient (R) and coefficient of determination (R2) have not changed after calculation. Mean (R = 0.718) and (R2 = 0.495) are calculated by recalculating the new regression equation with the following values:

The more accurate second regression equation is as follows:

(Occupational attitude - 209 + (economic- social base) -.178 + (social capital of the family) -.218 + (unpaid family) .345= Y

As seen from the Correlation Table of the related variables, the highest beta is related to the non-standard variable (X1). And from the first analysis of regression, we begin to construct a model and draw a graph. In the next stage, we define the noncompliance as an associated variable and, respectively, integrate the socio-social variables, social capital, and occupational attitudes into equation, and so on, in order to reach the internal and external variables in the end. So fitting the path analysis pattern is presented as follows:

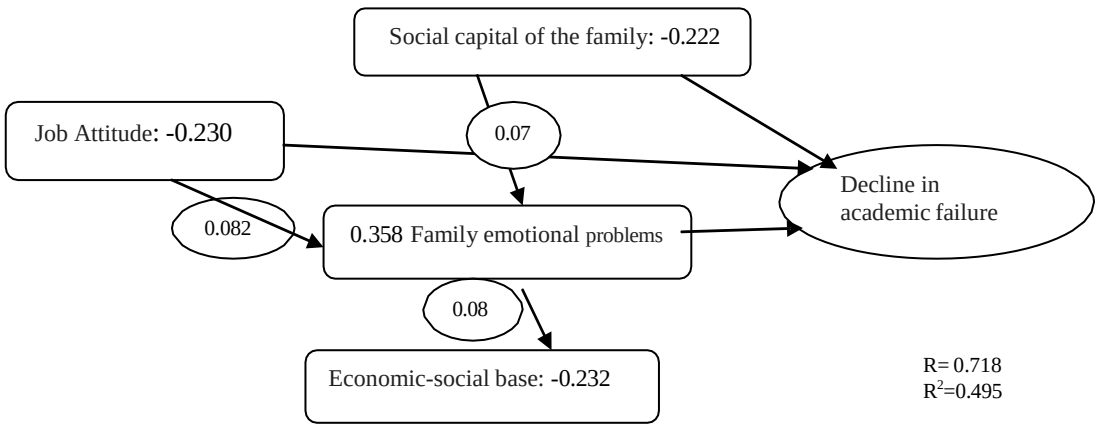


Figure 2. Route analysis pattern based on standardized coefficients

Description: The causal diagram and path analysis model in the chart above illustrate the following:

The changes in academic failure among students based on the above analysis model (as dependent variable) are presented based on independent variables. More precisely, the process of academic failure among students (according to the coefficients) shows that the correlation coefficient is equal to (R = 0.718) which is a good factor. But with the degree of freedom involved

and the coefficient of determination, the number (0.495 = R2) was obtained, that is, this factor explains about 49.5% of the changes in the decline in academic failure. Now, given the direct and indirect impact of each of the independent variables, we express the amount of changes in academic failure with independent variables:

- Family emotional problems (x1) explain directly 0.358 percent of educational failure.

- The socio-economic base (x3) expresses directly -0.232 and indirectly 0.083 percent of the failure in academic drop-outs.

- The social capital of the family (x2) expresses directly -0.222 and indirectly 0.079 percent of the failure in the academic drop-out rate.

Therefore, the predictive power in the above diagram, with respect to the obtained coefficients up to (49.5%), is the ability to predict the dependent variable variations (decline in academic dropout) and the rest of the changes are reflected in other variables.

8. Discussion and Conclusion

It can be argued that students are the main focus of activities in the field of education. Although students are the main factor in the success or failure of education, but the lack of a family, the attitude of the individual towards the future career, the lack of an appropriate socio-economic base and the reduction of social capital of the family also have very influential role in academic failure.

Functionalism seeks to understand the constricted nature of a social system in its entirety. The most common type of functional analysis is the listing of the functions of education in the modern society .Each of the various institutions in the society, including the educational system, in relation to the whole system and other sectors, has the following functions: preservation and transfer of culture, innovation and the discovery and transfer of new knowledge and the allocation of people to different situations in society.

The structural view is based on the principle that the cultural system is supervised over other social sectors, and the recognition of changes in teachings (drop or academic achievement) in any statistical society is possible

by tracking structural transformations. And in order to understand educational changes, we must turn to the cultural and educational developments of the community. Because analyzing the socioeconomic problems of the community only in the realistic understanding of the educational transformations in all fields implies the generalizability of our perception of educational developments among students. The results show that the heterogeneity of the acquired teachings of the statistical society and its differences with the adult society and the increasing population of adolescents and the consequences of the domination of formal teachings by the cultural management of the community and its opposition to the student's mental atmosphere can partly reduce academic failure to explain.

Since the internal acceptance of the doctrines is more durable. If macro-educational policies do not create social cohesion within the educational system, they will eliminate those students who are at the brink of accepting the cultural teachings of the community and will unwittingly impose additional costs to reinternalize these training on the educational system. And if the custodians do not succeed in the process of institutionalization, this fact will lead to one of the unsuccessful experiences in attracting teens, and then not only will we see a decline in academic failure, but the extent of the decline in education at various levels of society may also be multiplied.

The functionally constructive view emphasizes the central concepts such as balance, function, and division of labor and this is theoretical function of the obvious and hidden principles, that is, the educational content as the connecting loop of the student's basic foundations in the statistical society has two types of objective function and non-objective. The function of the objective type is its tendentious and educational considerations that make educational decisions undergoing transformations, which itself has unknown results. In other words, community members, with the acceptance of educational content guided by the political system, create a good privacy alongside social security: for example, behind-the-scenes people display their true roles and behave in general terms in a demo.

The notion of symbolic interactivity, which emphasizes concepts such as self, reference group, role play and perception and understanding, believes that

members of the community communicate during the social relationships and receive symbolic communications among themselves. And they seek to know each other. In their view, the world around us is full of symbols. Sociological analysis focuses on personal relationships. In this context, the real conditions of education are the scenarios in which each student plays their roles, that is, they display some of their personality traits in front of the scene (in class and in school).

An understandable point in this school of thought is that the position of students in the hierarchy of education system affects how to accept or reject some of the teachings of the community .And the type of recognition of this influence is rooted in the rules governing social relations .The result is that the educational content prescribed in the educational system, which has the highest positive social history and the highest social status, is undoubtedly re-created and strengthened .And the doctrines that are not accepted among students will undoubtedly lead to a crisis (academic failure).

The use of this approach facilitates understanding of learning environments. The aforementioned materials, when used in a composite form, can provide a wider understanding of both the structure of the education system and the interaction of student groups in the educational environment. Ultimately, this coherence can partly analyze the process of formation of the phenomenon of academic failure.

But scholars view the critical view of education as a tool in the hands of the ruling system. And from this point of view, schools do not seek to meet the demands of the whole society, but what schools do in order to meet the demands of the ruling classes. And, by imparting the needs of the wealthy classes, it causes and re-produces educational and social inequality.

Education provides the legal aspect with reference to criteria such as the objective assessment of the talents of individuals to the phenomenon of elitism. Because the school is an evident factor determining social roles, so success in educational functions is one of the ways to reach the top base. The responsibility for success or failure lies with the people themselves, and this fact is forgotten that the opportunity of a particular class to succeed in school is less than the other classes. This approach, emphasizing the obstacles to social

mobility, believes that the sources of inequality are within the socio-economic system of society, not in the difference of educational practices. For this reason, educational reforms to equalize educational opportunities for all individuals cannot change this fundamental reality. A society that is heavily reliant on inequalities in income and social conditions can not change its existing relationships through educational reform and student dropouts.

9. Recommendations

Given the findings and theoretical considerations, it seems that the differences in talents and the sudden changes in multiple needs are the realities that will become more tangible in secondary education. However, in order to reduce the students' academic failure, we propose the following suggestions based on the present research:

- Develop a constructive relationship with students who are not family-friendly. Because such problems affect the mental and emotional well-being of family members and the degree of student academic failure and even their social relationships. Therefore, by developing a positive emotional atmosphere and participating in decision making, it is possible to extend the pattern of parental acceptance. It is necessary for such students to be identified with the help of counselors and be supported by material and educational resources.

- By understanding the role of the socio-economic base and raising the level of awareness of family members and shifting the base to high social mobility, we can provide suitable conditions for students' academic achievement.

- Given the individual's perceptions of choosing a job, it is suggested to model successful people for teens so that they can look at their jobs with perseverance in education.

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