

The Impact Of Family Neglect On Academic Failure: A Field Study At Tahiri Abdel Rahman Secondary School, Djelfa

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Abstract:

This study investigates the impact of family neglect on academic failure among students at Tahiri Abdel Rahman Secondary School in Djelfa. It aims to identify the role of family involvement in the educational process, determine the family-related causes of academic failure, and highlight the importance of communication between families and schools to mitigate this issue. Employing a descriptive approach, the study conducted a comprehensive survey of 42 failing students using a questionnaire and statistical analysis. The findings indicate that family neglect, in its educational, psychological, and parental dimensions, is not the primary cause of academic failure; rather, the reasons are largely tied to students' personal and psychological factors. The study recommends raising parental awareness about the importance of ongoing communication with schools, educating them on modern parenting methods through various media, and enhancing communication channels between families and schools to support students and improve their academic performance.

Keywords: Family neglect, academic failure, family involvement, school communication, psychological factors, educational support, parenting methods, student performance, descriptive approach, statistical analysis.

Introduction:

The family is considered one of the most important institutions of socialization, playing a vital role in providing children with education and the necessary skills and experiences to achieve progress and advancement in contemporary societies. It is responsible for raising children and equipping them with the correct socialization principles, protecting them from the dangers and challenges they may face. With the rapid and multifaceted changes occurring in our society, parents must review their relationships, parenting methods, and ways of interacting with their children, especially given their preoccupation with work and life demands, which leads to weakened relationships with their children and neglect.

The relationship between parents and schools is one of the key indicators for strengthening family ties and is essential for effective parental care. If the family performs its duties well, children will be in a positive position that enables them to participate in building society. Conversely, if the family fails to fulfill its responsibilities, negative phenomena such as school failure, academic failure, and drug abuse may arise. School failure is one of the issues that receives significant attention in educational circles, leaving

negative effects on both schools and students. The age gap between failing students and their peers negatively affects their relationships, potentially leading to aggressive behaviors.

The roles of the family and school intertwine in the socialization process, with the school complementing what the family has started. Hence, the importance of the current study arises, aiming to reveal the impact of family neglect on school failure through a field study at Tahiri Abdel Rahman Secondary School in Djelfa, given the significance of this topic in the fields of education and pedagogy.

Personal Data Analysis

Personal data includes characteristics that distinguish the respondents and classify them according to age, gender, educational level, and the number of times they have repeated a grade.

First: Problem of the Study

The family is the fundamental nucleus of society and the primary pillar in shaping a child's personality and upbringing. It is the most important social institution responsible for preparing individuals and providing them with the values, knowledge, and skills

necessary to face life's challenges (Abu Jado, 2004). The family relies on various educational methods to achieve this goal, ranging from harshness and authoritarianism on one hand to excessive leniency and neglect on the other (Al-Khatib, 2010).

The family plays a vital role in social construction, being an integral part of the social fabric. Any disruption in its functions negatively affects the stability and cohesion of society (Al-Rashed, 2009). The primary function of the family is to raise, care for, and prepare children psychologically, socially, and educationally, especially in the educational field, which it shares with the school (Ministry of Education, 2018).

However, many families may make mistakes and transgressions in raising and treating their children due to a lack of awareness, experience, or the adoption of incorrect concepts. Among these mistakes is family neglect, defined as "the failure of parents or caregivers to provide the basic needs necessary for the child's physical, emotional, and educational development" (Child Welfare Information Gateway, 2019).

Neglect is viewed as a situation where parents or guardians, intentionally or carelessly, allow the child to suffer from issues they may encounter or fail to provide one or more of the essential elements necessary for the child's physical, emotional, and educational development.

Family neglect is one of the factors leading to various behavioral, psychological, and educational problems among children, such as running away from home, withdrawal, low academic achievement, and school failure (Banyard et al., 2015). School failure is defined as "the inability of a student to achieve the required level of academic performance, leading to the repetition of the school year" (Alexander et al., 2001).

School failure is one of the problems faced by schools and occupies a prominent place in the thoughts of thinkers in the fields of educational and psychological sciences. It is one of the most pressing issues concerning educators and parents alike, as it intertwines educational, psychological, and social aspects, making it a vital problem with serious implications for the school environment. A student who is academically delayed may become a source of annoyance and concern in their class and school, provoking issues due to feelings of inadequacy, incompetence, and the inability to keep up with peers. They may express these negative feelings

through aggressive behavior, withdrawal, school avoidance, or associating with delinquent peers who have also failed to achieve their potential.

Given the importance of the relationship between family neglect and school failure, the current study aims to identify the impact of family neglect in its various dimensions (educational, psychological, and pedagogical) on school failure among students who have failed at Tahiri Abdel Rahman Secondary School in Djelfa.

Based on the above, the problem of the study can be defined by the following main question: Does family neglect lead to school failure among students who have failed at Tahiri Abdel Rahman Secondary School?

From this main question, the following sub-questions arise:

Does family neglect from the educational aspect lead to school failure among students at Tahiri Abdel Rahman Secondary School?

Does family neglect from the psychological aspect lead to school failure among students at Tahiri Abdel Rahman Secondary School?

Does family neglect from the pedagogical aspect lead to school failure among students at Tahiri Abdel Rahman Secondary School?

Second: Study Hypotheses

Main Hypothesis: Family neglect leads to school failure among students at Tahiri Abdel Rahman Secondary School in Djelfa.

Sub-Hypotheses:

Family neglect from the educational aspect leads to school failure among students at Tahiri Abdel Rahman Secondary School.

Family neglect from the psychological aspect leads to school failure among students at Tahiri Abdel Rahman Secondary School.

Family neglect from the pedagogical aspect leads to school failure among students at Tahiri Abdel Rahman Secondary School.

Third: Objectives and Importance of the Study

1. Objectives of the Study:

To identify the role of family interest and monitoring in the educational process and the good academic achievement of children.

To reveal the impact of family neglect on school failure among children.

To identify the most important reasons contributing to student failure, particularly those related to the family.

To highlight the importance of interaction, cooperation, and increased communication between the family and school to address this phenomenon and avoid the problem of student failure.

2. Importance of the Study: The current study derives its importance from addressing a vital and impactful topic in the lives of individuals and communities, which is the relationship between family neglect and school failure. The importance of the study can be summarized in the following aspects:

A - Scientific Importance: The significance of the topic of family neglect lies in the effects it produces, which can be positive or negative on the educational level of children, reflecting on individual growth based on the social environment they live in, whether it involves maltreatment, neglect, or family disintegration. Neglect can lead a child to delinquency and deviance due to the absence of monitoring and care and the failure to provide the necessary demands for the child. Additionally, low educational levels hinder children in their professional lives and make them lag behind in intellectual and cognitive aspects, which are essential factors in practical life. This indicates the family's neglect and failure to fulfill its role.

Thus, the topic of neglect is of great importance, as scholars have addressed it as a variable affecting various aspects of a child's cognitive life.

B - Practical Importance: The practical importance of the study lies in the potential to benefit from its results in guiding parents, educators, and educational policymakers towards taking necessary measures to reduce family neglect and provide a supportive environment for children that helps them achieve academic success.

Fourth: Concepts of the Study

1. Concept of Family Neglect:

A/ Terminologically:

Mahdi: "It is the opposite of attention and includes the failure of parents to secure the developmental needs of the child, failing to protect them from harm,

and not taking precautions to prevent harm to the child whenever possible."

Al-Muntasir: "The absence of a responsible person for the care, upbringing, and physical and psychological safety of the child. There are many types of neglect, including material, emotional, medical, or religious neglect."

B/ Operationally:

The failure or avoidance of parents to monitor and care for the basic needs of the child at all stages of development, showing indifference to the main aspects such as educational, psychological (emotional), and pedagogical aspects.

2. Concept of Family Neglect in Education:

A/ Terminologically:

The failure to monitor children regarding their studies and academic achievement or a complete lack of interest in this matter.

B/ Operationally:

The failure of parents to follow up on their child's educational matters, not caring about their school entry and exit times, and not providing support and assistance in educational aspects (such as tools and references).

3. Concept of Family Neglect from the Psychological/Emotional Aspect:

A/ Terminologically:

Farghali Radwa: "Psychological and emotional neglect of the child falls under the category of psychological abuse, manifested by the lack of nurturing, failure to monitor the child's affairs, and lack of attention to their psychological or behavioral state, leading to a breakdown in their psychological capabilities and mental efficiency and a decrease in their interaction with other children."

B/ Operationally:

The failure to monitor the psychological state of children by parents, along with a lack of appreciation and encouragement, in addition to insufficient listening to their complaints and needs.

4. Concept of Family Neglect in Upbringing:

A/ Terminologically:

The parents' failure in raising their children and neglecting their care and educational affairs, which harms the children and results in disobedience, bad manners, and disrespect. Care in raising children is a duty for every family.

B/ Operationally:

The failure of parents to monitor the type of friends their children associate with, a lack of punishment for children when they make mistakes, and also a failure to instill religious values.

5. Concept of School Failure:

A/ Terminologically:

The repetition of the same school year by a student more than once, receiving the same programs as the previous year, due to not achieving the required average that allows them to advance to the next grade.

Gi Avenzini: "It is the student's failure to reach the minimum level of achievement, and failure can be either partial or total. A student is considered to be failing when they consistently receive low grades, meaning their grades are below the average."

B/ Operationally:

The decline in the student's academic achievement compared to the expected level in achievement tests relative to their peers in the same class, resulting in the repetition of the school year.

Previous Studies Summary

First: Studies Related to Family Neglect:

1. Study by Makhouta Harikish (2020): Parental Neglect and Its Relationship with Irrational Thoughts
Objective: To determine the relationship between parental neglect (psychological and educational) and irrational thoughts among university students.

Method: Descriptive, purposive sample of 150 students, using a parental neglect questionnaire and an irrational thoughts scale.

Key Findings:

There is a correlational relationship between psychological parental neglect and irrational thoughts.

There is a correlational relationship between educational parental neglect and irrational thoughts.

There are statistically significant differences in the responses of the sample individuals on the parental neglect questionnaire attributed to the gender variable (male/female).

There are statistically significant differences in the responses of the sample individuals on the irrational thoughts scale attributed to the gender variable (male/female).

2. Study by Fanish Amal (2020): Parental Neglect and Its Relationship with Self-Esteem

Objective: To highlight the relationship between parental neglect (educational, emotional, health) and self-esteem among second-year secondary students.

Method: Descriptive, simple random sample of 150 students, using a parental neglect questionnaire and a self-esteem scale.

Key Findings:

There is no correlational relationship between parental neglect and self-esteem.

There are statistically significant differences between males and females in parental neglect in favor of females (females are more prone to parental neglect).

There are statistically significant differences between males and females in self-esteem in favor of males (males have higher self-esteem).

3. Study by Wafaa Ashour (2015): Family Neglect and Its Relationship with Academic Achievement

Objective: To investigate the relationship between family neglect (educational, emotional, health) and academic achievement among fourth-year middle school students.

Method: Descriptive, simple random sample of 100 students, using a questionnaire and observation.

Key Findings:

There is no overall relationship between family neglect and academic achievement.

There is a relationship between family neglect in the educational aspect and academic achievement.

There is no relationship between family neglect in the emotional aspect and academic achievement.

There is no relationship between family neglect in the health aspect and academic achievement.

Second: Studies Related to School Failure:

1. Study by Kawthar Peter (2018): School Failure and Its Relationship with Social Origin

Objective: To reveal the relationship between school failure and the family's capital (cultural, social, economic).

Method: Descriptive, purposive sample of 60 repeating students, using simple observation and a questionnaire.

Key Findings:

There is a statistically significant relationship between school failure and the social origin of the family.

There is a statistically significant relationship between school failure and the cultural capital of the family.

There is a statistically significant relationship between school failure and the economic capital of the family.

There is a statistically significant relationship between school failure and the social capital of the family.

In other words, the higher the social origin of the family and the cultural, social, and economic capital, the lower the likelihood of school failure.

2. Study by Jihad Al-Aibi and Hind Biki (2017): Family Social Conditions and Their Relationship with School Failure

Objective: To understand the relationship between the social conditions of the family (living standards, material, cultural) and school failure.

Method: Descriptive, purposive sample of 80 failing students, using simple observation and a questionnaire.

Key Findings:

There is a relationship between the social conditions of the family (living standards, material, and cultural) and school failure.

In other words, the better the social conditions of the family (high living standards, material, and cultural), the lower the likelihood of school failure.

Areas of Benefit from Previous Studies:

Building the theoretical framework of the study.

Determining the appropriate methodology for the study and selecting data collection tools.

Analyzing and interpreting the data.

Relationship of Previous Studies to the Current Study:

Points of Agreement: Use of the descriptive methodology and questionnaire as the primary data collection tool.

Points of Difference: The spatial scope of the study (Tahiri Abdel Rahman Secondary School in Djelfa versus other institutions in previous studies).

Areas of Study:

Spatial Scope: Tahiri Abdel Rahman Secondary School in Djelfa (established in 1982, 922 students, semi-internal system).

Temporal Scope: Academic year 2023-2024 (data collection: October 2023, field study: February-April 2023, final printing: April 18, 2024).

Human Scope: All failing students in the secondary school (50 students: 10 females, 40 males).

Study Population:

50 failing students (22 in the first year, 28 in the second year).

A comprehensive survey method was used.

42 questionnaires were distributed (due to school dropout, absenteeism, and refusals).

Study Methodology:

Descriptive Methodology: Aims to describe, analyze, and interpret the phenomenon.

Study Tools:

Questionnaire: The primary tool (22 questions divided into three axes: personal data, family neglect, school failure).

Records and Documents: Historical and organizational data of the institution.

Statistical Methods: Descriptive statistical methods (frequencies and percentages).

Analysis and Interpretation of Results

TABLE 1: DISTRIBUTION OF RESPONDENTS BY GENDER

Category	Frequency	Percentage
Female	8	19.05%
Male	34	80.95%

Total	42	100.00%
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The majority of the respondents are male (80.95%), while females represent a smaller percentage (19.05%). This may be attributed to factors such as lower interest in studies among males due to career

aspirations or economic challenges that hinder their educational needs, leading to failure or dropout. In contrast, females show greater interest in their studies

TABLE 2: DISTRIBUTION OF RESPONDENTS BY AGE

Age Group	Frequency	Percentage
16 Under	3	7.14%
17-18	26	61.90%
19-20	7	16.67%
Not Specified	6	14.29%
Total	42	100.00%

Most of the failing students (61.90%) belong to the age group of 17-18 years, which is characterized by late adolescence marked by biological and psychological changes, with an increasing interest in the future and the pursuit of financial income. The

smallest percentage (7.14%) is for those under 16 years, while the presence of older students than the specified age for secondary education indicates repeated failures.

TABLE 3: DISTRIBUTION OF RESPONDENTS BY NUMBER OF REPEATS

Number of Repeats	Frequency	Percentage
Once	27	64.29%
Twice	12	28.57%
Three Times	2	4.76%
More than three	1	2.38%
Total	42	100.00%

The majority (64.29%) of failing students have repeated a year once, indicating a strong motivation to improve academic performance after the first failure. Those who have repeated three times or more represent a small percentage, reflecting greater difficulties in academic achievement.

Analysis of Family Neglect

Family neglect is divided into three dimensions: educational, psychological, and pedagogical, with specific indicators for each dimension.

HYPOTHESIS ONE: EDUCATIONAL FAMILY NEGLECT LEADS TO SCHOOL FAILURE

TABLE 4: FAMILY ASSISTANCE IN MAKING EDUCATIONAL DECISIONS

Response	Frequency	Percentage
Always	22	52.38%
Sometimes	16	38.09%
Never	4	9.52%
Total	42	100.00%

Most of the failing students (52.38%) receive constant support from their families in making educational decisions, reflecting their need for

educational and psychological guidance. This support helps them overcome educational difficulties.

TABLE 5: FAMILY INTEREST IN CHILDREN'S ENTRY AND EXIT TIMES

Response	Frequency	Percentage
Yes	39	92.86%
No	3	7.14%
Total	42	100.00%

The majority (92.86%) of families pay attention to their children's entry and exit times, indicating their concern for their safety and security.

TABLE 6: FAMILY MONITORING OF CHILDREN'S AFFAIRS AT SCHOOL

Response	Frequency	Percentage
Always	17	40.48%
Sometimes	22	52.38%
Never	3	7.14%
% Total	42	100.00

Most families (52.38%) monitor their children's affairs intermittently, reflecting a lack of continuous communication with the school, often due to

preoccupations or a lack of awareness of the importance of this communication.

TABLE 7: FAMILY PROVISION OF SCHOOL SUPPLIES

Response	Frequency	Percentage
Yes	37	88.10%
No	5	11.90%
Total	42	100.00%

The majority (88.10%) of families provide school supplies, reflecting their commitment to supporting education.

TABLE 8: FAMILY INTEREST IN SUPPORT LESSONS

Response	Frequency	Percentage
Always	20	47.62%
Sometimes	14	33.33%
Never	8	19.05%
Total	42	100.00%

About half of the families (47.62%) are always interested in support lessons, reflecting their awareness of the importance of improving academic achievement.

Interpretation of Hypothesis One:

The first hypothesis states that educational family neglect leads to school failure among students at Tahiri Abdel Rahman Secondary School in Djelfa. After conducting statistical processing of the data (statistically and graphically), the following results were obtained:

The data showed that 38% of the failing students indicated that their families support them in making educational decisions (Table 4). This indicates that families play an important role in guiding their children, as students need support in various aspects, including emotional and psychological, with educational and academic aspects being the most important. Family support and assistance in making decisions related to studies, such as choosing a specialization, educational institution, and changing classes, contribute to improving their academic performance.

Involving families in making school decisions with their children helps overcome many educational problems and difficulties they may face during their academic journey, leading to an increase in their academic achievement.

The data also indicates that 92.85% of families are concerned about their children's school entry and exit times (Table 5) continuously and with strict monitoring, reflecting parents' concern for their children's safety and security. This concern also reflects their sense of responsibility and fear of prevalent social risks, such as drug abuse, theft, and kidnapping.

However, it was found that 38% of families monitor their children's affairs at school intermittently and irregularly, as they make rare visits except when

necessary, such as being summoned by the school administration or to receive their children's low results. This is due to several factors, including:

Numerous preoccupations and lack of suitable time, especially if the mother is working.

Lack of awareness of the importance of the relationship between the school and the family and the necessity of communication between them, leading to some parents' lack of interest.

It is clear that family monitoring of their children's affairs at school occurs through the exchange of information about the student's behavior between the family and the school, which contributes to encouraging positive behavior and modifying negative behavior.

As for the 9% that reflects the family's provision of necessary school tools and references, it can be said that the primary goal of most families is to achieve their children's success in academic achievement. This is done by providing essential supplies, such as books, tools, and references, in addition to enrolling them in support lessons to assist them in their studies. The 47.61% of families indicate their interest in improving their children's academic level through enrolling them in support lessons, demonstrating parents' awareness of the importance of the educational process and its impact on their children's achievement, regardless of costs.

Based on the results obtained, we find that our hypothesis stating that "educational family neglect leads to school failure" is not validated, as there is no educational family neglect among the failing students at Tahiri Abdel Rahman Secondary School in Djelfa. The results of our study differ from Wafaa Ashour's study, which found a relationship between educational family neglect and academic achievement.

Hypothesis Two: Psychological Family Neglect Leads to School Failure

TABLE 9: FAMILY MONITORING OF PSYCHOLOGICAL STATE

Response	Frequency		Percentage
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Always	10		23.81%
Sometimes	21		50.00%
Never	11		26.19%
Total	42		100.00%

The majority (42.86%) of families monitor their children's psychological state, reflecting their

awareness of the importance of psychological support during adolescence.

TABLE 10: FAMILY LISTENING TO CHILDREN'S COMPLAINTS

Response	Frequency	Percentage
Always	6	14.29%
Sometimes	26	61.90%
	6	14.29%
Never	4	9.52%
Total	42	100.00%

About half of the families (47.62%) always listen to their children's complaints, which enhances family dialogue and supports healthy upbringing.

Interpretation of Hypothesis Two

This hypothesis suggests that psychological family neglect leads to school failure among students at Tahiri Abdel Rahman Secondary School in Djelfa. After conducting statistical and graphical analysis of the available data, we interpreted the results as follows:

The results showed that 42.85% of families (according to Table 9) consistently monitor their children's psychological state, which can be attributed to these families' awareness of the critical stage their children are going through, namely adolescence. This awareness drives them to pay attention to all aspects that may affect their children's behavior, especially the psychological aspect, which is as important as biological needs such as food and drink; while the latter are essential for physical survival, psychological care is crucial for spiritual life.

The data also indicated that 47.61% of families (Table 10) are keen to listen continuously to their children's problems and complaints, indicating their reliance on dialogue as a basis for upbringing. Family dialogue is an important link between parents and children and is one of the most prominent features of families aware of the value of education. These

families often possess a cultural and educational level that allows them to understand their children and interact with them effectively, regardless of the nature of the topics discussed or the surrounding circumstances. The more this awareness is present, the greater the chances of successful dialogue among family members, contributing to achieving the goals of upbringing and proper guidance.

One of the most prominent indicators of strong family ties is that 95.23% of failing students enjoy good relationships with their families, reflecting a supportive family environment that employs various integrated educational methods. Strong families are built on love, communication, and respect, along with adherence to some daily rules that enhance family stability.

Based on these statistical results, it can be said that the hypothesis suggesting that psychological neglect by the family leads to school failure has not been validated in this study. In other words, there are no strong indicators of psychological family neglect among the failing students at Tahiri Abdel Rahman Secondary School.

It is worth noting that the results of this study contradict the findings of researcher Makhouta Harikish, who found a correlational relationship between parental neglect in the educational aspect and the emergence of irrational thoughts among a sample of university students.

Hypothesis Three: Educational Family Neglect Leads to School Failure

The majority (95.24%) have a good relationship with their families, which enhances independence and self-esteem.

TABLE 11: FAMILY RELATIONSHIP WITH CHILDREN

TABLE 12: FAMILY AWARENESS OF CHILDREN'S FRIENDS

Response	Frequency	Percentage
Yes	27	64.29%
No	15	35.71%
Total	42	100.00%

Most families (64.29%) are aware of the nature of their children's friends, which helps guide their behavior.

TABLE 13: PUNISHING CHILDREN FOR MISTAKES

Response	Frequency	Percentage
Always	7	16.67%
Sometimes	23	54.76%
Never	12	28.57%
Total	42	100.00%

The majority (54.76%) sometimes punish their children, reflecting a moderate use of punishment in upbringing.

Response	Frequency	Percentage
With Praise	23	54.76%
With Gifts	10	23.81%
Indifferent	9	21.43%
Total	42	100.00%

TABLE 14: REWARDING GOOD BEHAVIOR

Response	Frequency	Percentage
Good	40	95.24%
Poor	2	4.76%
Total	42	100.00%

Most families (54.76%) respond to good behavior with praise, which enhances children's confidence.

Interpretation of Partial Hypothesis Three

This hypothesis assumes that educational family neglect leads to school failure among students at Tahiri Abdel Rahman Secondary School in Djelfa. After conducting statistical and graphical analysis of the data, we interpreted the results as follows:

The results indicated that 64.28% of families (according to Table 12) are aware of the nature of their children's friends, while 35.71% of families do not have sufficient knowledge of their children's social relationships. This reflects a disparity in parents' awareness of the importance of friends' influence on children's behavior. A good friend can be a positive motivator for academic excellence, while bad companions may lead the child to neglect their studies and engage in unproductive activities, such as uncontrolled play, resulting in absenteeism, failure to complete assignments, and a gradual withdrawal from school life, leading to failure.

The data also showed that 54.76% of families sometimes resort to punishment as a method of upbringing and correcting their children, especially when they make mistakes or receive poor academic results. This type of interaction may lead to a disruption in the socialization process and weaken

children's ability to learn and develop. This is often due to the absence of firm and balanced educational methods by some families.

Conversely, it was found that 54.76% of families rely on praise and commendation when their children exhibit good behavior, which is a positive indicator of using motivational means that encourage children to exert more effort and perseverance. Rewards, whether material or moral, represent an effective means of motivating the child and enhancing their self-confidence. Most failing students indicated that the rewards they receive for good behavior are often moral, such as praise and commendation, which play an important role in enhancing self-confidence and developing their personal skills.

Based on these results, it is clear that the hypothesis stating that "educational family neglect leads to school failure" has not been validated in this study. In other words, there are no strong indicators of educational neglect by the family towards the failing students at Tahiri Abdel Rahman Secondary School in Djelfa.

Analysis of School Failure

TABLE 15: FAMILY COMMUNICATION WITH THE SCHOOL

Response	Frequency	Percentage
Always	10	23.81%
Sometimes	21	50.00%
Never	11	26.19%
Total	42	100.00%

The majority (50.00%) communicate with the school sometimes, indicating a lack of continuous communication.

TABLE 16: PARENTS' REACTIONS TO POOR RESULTS

Response	Frequency	Percentage
Punishment	6	14.29%
Assistance	26	61.90%
Indifference	6	14.29%
Other	4	9.52%
Total	42	100.00%

Most families (61.90%) provide assistance when results are poor, reflecting a positive approach.

TABLE 17: REASONS FOR FAILURE

Reason	Frequency	Percentage
Psychological 1	14	33.33%
Familial	6	14.29%
Educational	21	50.00%
Other	1	2.38%
Total	42	100.00%

The educational reason (50.00%) is the most common, followed by psychological (33.33%), while familial reasons have less impact (14.29%).

TABLE 18: FAILURE DUE TO FAMILY NEGLECT

Response	Frequency	Percentage
Yes	6	14.29%
No	36	85.71%
Total	42	100.00%

The majority (85.71%) do not believe that failure is due to family neglect, supporting the idea that the reasons are subjective and psychological.

Interpretation of the School Failure Axis

The results derived from Table 17 indicate that the largest percentage of failures at Tahiri Abdel Rahman Secondary School is attributed to educational factors, with this percentage reaching 50%, representing half of the research community. Additionally, the percentage of psychological "subjective" reasons is close to 33.33%.

As shown in Table 18, the reason for school failure among these students is not due to family neglect, as the data revealed that 85.71% of the failing students confirmed that the issue of failure does not stem from their families' neglect, but rather from subjective and psychological reasons related to the students themselves. Among the reasons indicated by the failing students are:

- * Lack of desire to study.
- * Inability to concentrate while studying.
- * Students being preoccupied with other matters.
- * High absenteeism.
- * Psychological neglect and indifference.
- * Scarcity of review.

Based on the above, we conclude that the main reason leading to the failure of the research community is a subjective one. Some respondents expressed statements such as: "I didn't focus," "I don't want to study," and "I didn't review." These results reflect the importance of psychological and

subjective factors in influencing academic achievement, necessitating a focus on providing psychological and educational support to improve their academic performance.

General Conclusion

The results of the study indicate that there is no family neglect in its three dimensions (educational, psychological, and pedagogical) as a primary cause of school failure among students at Tahiri Abdel Rahman Secondary School in Djelfa. The data showed that the reasons for failure are primarily due to subjective factors related to the students themselves, such as lack of desire to study, inability to concentrate, preoccupation with other matters, high absenteeism, and lack of review. Therefore, family neglect is not a significant factor in this case.

Recommendations

1. Educate families on proper parenting methods and avoid incorrect treatment styles.
2. Provide guidance programs for families and schools to enhance awareness of effective parenting methods.
3. Create a psychological and social environment free from pressures, allowing children to engage in activities they enjoy.
4. Enhance students' self-confidence through school support.
5. Conduct additional studies on different social segments to understand the relationship between family neglect and other variables.

6. Establish counseling and psychological work at all educational stages, involving parents in discussions about their children's issues.

7. Raise community awareness about children's rights through media and parent councils.

8. Pay attention to the social and emotional aspects of students, not just the educational aspects.

9. Encourage parents to maintain continuous communication with the school to monitor their children's academic performance.

10. Activate cooperation between home and school to achieve the desired educational goals.

These recommendations contribute to building a healthy personality for the student, free from psychological and physical pressures.

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