
School failure and its relationship to the social origin of fourth-year students “A case study in some averages of the city of Ouargla”

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Abstract:

The study aimed to identify the relationship between student school failure and the social origin of the family. The researcher used a descriptive approach to test the hypotheses, with the general hypothesis stating that there is a relationship between a student's school failure and the family's social origin. Specifically, the study examined the relationship between school failure and the family's cultural, economic, and social capital. The sample included 60 students, both male and female, who had failed in their fourth year of intermediate education. Data collection tools included questionnaires and observations. The researcher concluded that there is indeed a relationship between a student's school failure and the social origin of the family, with significant links to the family's cultural, economic, and social capital.

Keywords: school failure, social origin, Economic capital, family, Social capital.

1 – The problem of the study and its questions:

The educational system and its components, including the school, as well as the family, which is the smallest cell in society, but it is considered its pillar and its total basis, as it faces many multiple and complex problems that hinder its march and progress, and make it suffer as a result of these difficult problems that threaten its stability and educational return, and from these problems, The problem of school repetition, which is a form of academic failure, and we mean failure The student in the school year for not mastering the minimum skills and knowledge expected to be acquired in this year and thus repeat the school year and play the previous role until it is raised to the next year after its success at the end of the school year.

(Samira Ahmed,184 : 1998).

The problem of repetition occupies a righteous place among the concerns of educational circles in all countries of the world, as multiple social and economic groups and sectors are affected by the results resulting from it, as failure and the subsequent return of repeal(Abu Al-Ala Ahmed Abdel Fattah and Mohamed Sobhi Hassanein,12: 1997)

ters to their classes remains a major aspect of educational waste that stands behind the waste and loss of a significant share of human resources investment in cutting education, and also leads to the disruption of the balance that should be established between education inputs and outputs, as well as its bad effects on Both the student and his family, and failure in most cases is not due to one factor, but leads to a set of diverse and overlapping factors that may vary from one student to another, some factors are due to the student and others to his family, many studies to identify the factors leading to failure, including the study of UNICEF 1990, where international reports and research confirm that this problem is one of the most complex problems faced by educational systems, as indicated by available statistics This problem affects the future of millions of pupils around the world(Ibrahim Mufti,10 : 2004).

School repetition is a social issue associated with the disengagement between two institutions, the family institution and the school institution, and it has many sociological reasons, including the incompatibility between the cultural model of the two institutions, for the sociology of education, there are two models for analyzing the cultural approach, and the reasons for failure are given to the

family environment, and the conflictual approach and the interpretation of failure through the analysis of conflict relationships between classes,³ where we find Pierre Bourdieu and Paceron looking at the school as an institution frequented by two forms of children, children achieve success because what exists in their family is better than in school and the children of the popular classes who face failure in the first educational stage among the children who enroll in school face obstacles in education because the educational system is based on inequality in talents, tastes, attitudes and different family cultures that embody the best option. (Ahmed Nasr El-Din El-Sayed, 55: 2003).

The origin of social inequality in education is multiple, social inequality in success, family inequality, and inequality related to the study itself from its functions and the way it is organized because the cultural level of the student is measured by testing the student's school values evaluated by the teacher through the student's educational path, and the exams themselves measure the social origin of the student, and this is what reflects negatively on the children of the popular classes, because the class The middle culture is dedicated in the school (Ben Zerhouda Youssef and Mahrizi Nabil, 13 :2013/2014).

with legitimacy given to it by the upper class, ³ where we find the family seeks to rely on the school, which is characterized by its selective system of inputs from individuals and students so that they are exposed to the educational act within the school and each individual has reflections of the values, customs and lifestyle of his family and the capital owned by his family, and this is what prompted the school to exceed its role in it, so that it became evaluating things outside the school and exceeded the curricula and For programs, all this has increased the complexity of the process of following up children and their success, because school success is no longer dependent on the performance of students, but has become dependent on the role of the family, Internet: (Rabeh Turki, 57: 1984)

as the latter works to transfer cultural capital to its children in order to raise them socially because it enriches the cultural life of children at home by providing various means of knowledge that contribute to building their social identity, and the role of parents does not end with the son going to the This means that the school's impact will be dependent on family action strategies, and these strategies may enhance the success or failure of the student and his rational choices and homogeneity between family and school habitus, or may constitute an obstacle in the path of school aspirations, and The one who was established in the family on the rules and principles of the organization may find in the school more encouragement because what he received during family education enhances his school path, the student who learned some of the principles of the school (mastery of computer languages, availability of books ..) At home - he can achieve greater success in school compared to students who did not have such gains, students enter school on the principle of equality and equal opportunities, but the strongest is the one who becomes more powerful and more able to achieve success and excellence, and the social origin of the family is referred to with all that symbolizes its integration in economic and social situations Internet: which in turn constitute the relations of the social status occupied by the family or the so-called capital of this The elements that classify the family in this or that class, and this is what constitutes its strategy in following up its children and preventing them from school failure or the so-called school failure.

This is what prompted us in our research to pose the following problem:

- Is there a relationship between the student's school failure and the social origin of the family?

2- Study hypotheses:

After relying on the questions of the study, we can formulate hypotheses as follows:

General hypothesis:

- There is a relationship between the student's school failure and the social origin of the family.

Partial hypotheses:

- 1- There is a relationship between the student's school failure and the cultural capital of the family.

2- There is a relationship between the student's school failure and the economic capital of the family.

3- There is a relationship between the student's school failure and the social capital of the family.

- Procedural definitions of study variables:

1_ School failure: It is the repetition of the fourth-year student average for the same school year 2022/2023 in some averages of the city of Ouargla, more than once, and receiving the same programs for the previous year, as a result of not obtaining the required average that allows him to rise to the higher grade.

2 - Social origin: It is the field or social environment of the fourth-year intermediate student, in which he is a member with a group of people who share the same social, cultural and economic conditions for the 2022/2023 school year

3_ Cultural capital: It is a symbolic capital that enjoys moral appreciation by the fourth-year average student, and it consists of the qualifications and abilities that the student obtains as a result of learning, the desire for knowledge, continuous research, practical diligence and the accumulated historical experience for the academic year 2022/2023.

4- Social capital: It is those realistic or potential resources obtained by the fourth-year average student through the possession of a network of permanent relationships based on mutual understanding and awareness, within the framework of introversion under the banner of a particular group, belonging to a group gives each of its members a support of trust and collective security. And this is for the academic year 2022/2023.

- Terminology and concepts of the study:

School failure: It is defined as repeating the student the same school year more than once, and receiving the same programs for the previous year, and this is due to his failure to obtain the required rate that allows him to rise to the highest grade.(Mohamed Abou Saleh et al , 134 :1989).

Social origin: Coleman defines it as the only one whose influence is clearly shown in the level of school success and that it is difficult to draw clear conclusions regarding the influence of other social and school factors, which can be determined by the occupation, cultural level and income of the parents.(Marwan Abdel Majeed Ibrahim , 18 :1998).

Social origin means the social sphere or social environment of a person in which he is a member with a group of related persons living under the same roof and sharing the same social, cultural and economic conditions.

(Journal of Physical Education, 88:2008)

Cultural capital:

It is a symbolic capital that enjoys moral appreciation by members of society and consists of the qualifications and abilities obtained by the individual as a result of learning, the desire for knowledge, continuous research, practical diligence and accumulated historical experience(Journal of Physical Education, 22 :2001)

Theoretical approach to the study:

Each research of the research depends on a specific theory on which it is based, and accordingly he can progress in his research, and it varies according to the nature of the subject, it serves as a link to the subject of the research and the results reached in the study, so it was based on a theoretical approach compatible with the subject of the study, represented in the structural theory of formation of Pierre Bourdieu, where Bourdieu set out to develop this theory - the theory of cultural capital - on a set of concepts that revolve in the educational field and adopted in his book.

Pierre Bourdieu believes that reproduction results in the educational process as the school is a place to impose cultural arbitrariness and achieve inequality and thus restore the existing system and every educational work is the imposition of a certain culture and an arbitrary process of the culture of the dominant class system, and the continuity of this process through the preparations acquired and one of the biggest concerns of Pierre Bourdieu is to build links between the school and cultural inequality (Nasser Boudebza, 30 :2019)

The central hypothesis adopted by Bourdieu is that inequality before school and culture is an indisputable fact and that it is not the product of individual differences, but rather the alliance or complicity of a set of sociological and cultural factors such as the nature of the family cultural capital, the language circulating, and the nature of the social and cultural capital possessed by each social group separately.

In his book *Cultural Reproduction and Social Reproduction*, Bourdieu argues that parents in middle-class families provide their children with cultural capital represented in diverse linguistic and cultural competencies, and schools require that the rich control the content of the subjects in which they are taught the availability of these competencies to succeed in academic achievement, but fail to teach competencies to children of working-class families.

Cultural differences between classes alone produce inequality only because the culture of the privileged classes is the culture closest to the school culture, while the culture of the poor remains far from the school culture.

Oral popular culture is an obstacle from the outset to achieving equal opportunities and school success as it is not a legitimate school culture, and therefore constitutes the greatest barrier to social mobility through science and learning.

Bourdieu also believes that cultural capital is formed through familiarity with the prevailing culture in society, especially the ability to understand and use a sophisticated language, and emphasizes that the possession of cultural capital varies according to classes, and therefore the educational system supports the possession of this type of capital that makes it difficult for members of the lower class to succeed in this system.

Bourdieu divides cultural capital into two parts, the first is cultural capital acquired on the basis of educational qualification and the number of years of schooling, and the second is cultural capital inherited from the status of the family and its relationship to different cultural fields, and the latter form achieves direct profits in the first place within the educational system.

According to Bourdieu, the school works to marginalize the language of the popular classes that do not correspond to the language of the school, and the unity of selection, which takes into account individual differences according to social origin (Hosni Ibrahim Abdel Azim, 88 :2013).

Thus, the pattern of education and its functions becomes the authority of selection, exclusion and pun exclusion behind selection, and therefore it is not possible for us to see in the statistics on school fortunes that show the varying representation of different social classes in different degrees and in different types of education except a manifestation of an isolated relationship between school competence seen in its facial value and the series of privileges or disadvantages attributed to social origin, and here limits the contradiction between the accepted and repeaters have been deducted by the selection of the exam Within the pool of candidates, which is based on direct or intermediate potential experience, and hides every question about the hidden metrics for the election of those among whom comes to the exam ready to be (In order for this school system to fulfill the function of social conservatism

(Pierre Bourdieu and Jean-Claude Passeron, 295-303 : 1975).

it had to present the moment of truth for the exam as real because exclusion subject to the standards of school fairness alone is fairness that nothing is taken for, so the system of education according to Bourdieu is a place for the adoption and consolidation of culture, that is, the place of imposing cultural arbitrariness and producing unequal cultural measures and thus measures to reproduce the existing social organization.

Every educational action is symbolic violence as an arbitrary imposition of a cultural pattern by an authority (Hosni Ibrahim Abdel Azim, Issue ,15: 2011).

The aim of employing this theory is to know the relationship between the educational system and the family, its practice and strategy in producing and reproducing its social and economic status, belonging and socioprofessional status these practices that are related to the extent of the family's awareness of its role in building the identity of children and in order to maintain the status, as the student's path is linked to the status of his family by giving families to their children a set of distinct lifestyles, and a strong network of social relations, which in turn becomes a form of discrimination that benefits from it. Its children, and the student for the family is a reproduction of the social structure, family practices, status and identity starting from the educational field as the field of social reproduction.

1 - Study methodology: Since the goal of the study is to identify the phenomenon of school failure and its relationship to the social origin of the family, the appropriate and appropriate approach to the current study is the descriptive approach in the link method that describes and interprets what is there, and is not limited to data collection and tabulation, but includes some interpretations of these data.

(Hosni Ibrahim Abdel and Azim Issue, 15 : 2011)

2 – Study population and sample:

The statistical population of the study is represented in the teaching assistants of the fourth year of intermediate education, in the averages of the city of Ouargla, for the academic year 2022/2023.

As for the study sample, "Rachid Zerouati" defines it as the study population from which field data is collected, and it is part of the whole in the sense that a group of parts of the original community is taken to be representative of the community on which the study is being conducted. (Hosni Ibrahim Abdel Azim , 19: 2011)

Therefore, the sample of 60 repeaters for the fourth year of intermediate education is an intentional sample.

Limitations of the study:

Human limits: The research sample included repeating students for the fourth year of intermediate education of both sexes in some averages of the city of Ouargla for the 2022/2023 school year.

Time limits: The study was conducted from 01 March 2023 to 30 April 2023.

Spatial boundaries: The study was conducted in some averages of the city of Ouargla for the academic year 2022/2023.

Data collection tools: The field study used the questionnaire tool.

Psychometric Study Tool:

1 – Honesty: Honesty was determined by the truthfulness of the content, and

A- Questionnaire: The questionnaire or survey is an appropriate tool for obtaining information, data and facts related to a specific reality, and the questionnaire is submitted in the form of a number of questions that are required to be answered by a number of individuals concerned with the subject of study

(Rachid Zerouati , 91 :2002).

the sincerity of the peripheral comparison

1 - Sincerity of the content: This type of honesty depends mainly on the extent to which the tool can represent the morale of its elements, as well as the positions and aspects that measure it honestly and homogeneously, where the research tool of the questionnaire was presented to a group of professors.

In order to arbitrate the research tool in its suitability to measure the variables of the study, and after arbitration it was found - after agreeing to accept the tool to measure the variables of the study - the sincerity of the content of the tool, and thus the tool became honest.

2 – Validity of the peripheral comparison: To measure the questionnaire, the test (T) was applied for the exploratory study.

The following table shows the test results.

Table (01): Shows the differences in the lower and upper category in the questionnaire to measure honesty

Indicators Variables		Iteration	Arithmetic mean	Standard deviation	(v) Calculated	Degree of freedom	Significance
Questionnaire	Lower category	10	41.20	2.044	63.742	09	function at 0.01
	Higher Category	10	46.40	2.503			

We note through Table No. (01), which shows the differences between the lower and upper category of the two sides of the questionnaire, that the arithmetic mean of the lower category was estimated at (41.20), and this is at a standard deviation of (2.044), while the arithmetic mean of the upper category was (46.40) at a standard deviation of (2.503), and we also find that the calculated value of (T) is (63.742), and this is at the degree of freedom (09), which is a function at the level of significance (0.01), which means that there is Differences between the lower and upper category, that is, the questionnaire is able to distinguish.

2- Stability: To measure the stability of the instrument, the stability coefficient of Alvakrumbach was calculated, and the following table shows the test results

Table (02): Shows the degree of stability coefficient of the study tool

Indicators Variables	AlcrombachLaboratories	Significance
Questionnaire	0.884	function at 0.01

Through **Table (02)**, we find that the Alvakrumbach coefficient recorded a value of (0.884), which is a strong indicator, which is a function at the level of significance (0.01), which means the stability of the study tool.

6 – Statistical methods used in the study:

Muhammad Abu Saleh and others say that statistics is that science that examines all data, organizes, presents, analyzes and makes decisions based on it¹ From here we conclude that the aim of the use of statistical methods is to reach indicators that help us to analyze, interpret, interpret and judge, where in this study the use of statistical processing program for data (SPSS) copy 20, for the account of:

Arithmetic mean – standard deviation – Alvarumbach coefficient – K squared (K_{a2}) – Test (T)

1 – Presentation, analysis and discussion of the results of the study:

Presentation and analysis of the results of the general hypothesis:

Hypothesis text : There is a relationship between the student's school failure and the social origin of the family, and to ensure the validity of the hypothesis, a sufficient square test (K_{a2}) was calculated, and the results obtained are recorded in the following table.

Table (03): Shows the results of the Kav squaring test (K_{a2}) for the general hypothesis.

Statistical method Variables		Descriptive statistics			K_{a2} squared	Degree of freedom	Significance
		Iteration	Arithmetic mean	Standard deviation			
Repetition	Replay	60	1.33	0.60	44.80	2	0.000
	Last Exam Rate	60	10.81	1.50	36.00	44	0.000
Social origin	Cultural Capital	60	16.40	4.80	55.73	17	0.000
	Social Capital	60	15.85	1.59	28.80	7	0.000
	Economic capital	60	13.85	1.92	36.33	9	0.000

We note through Table No. (03), which represents the results of the general hypothesis that states that there is a relationship between school failure of the student and the social origin of the family that:

- That the test is sufficient squared (K_{a2}) for the failure value represented in:
- The repetition was estimated at (44.80) at a degree of freedom (2) and a significant percentage of (0.000), which is less than (0.05).
- The average of the last exam was (36.00) at a degree of freedom (44) and a significant percentage of (0.000), which is less than (0.05).
- The test is sufficient squared (K_{a2}) for the value of the social asset represented in:
- The cultural capital is estimated at (55.73) at a degree of freedom (17) and a significant percentage of (0.000), which is less than (0.05).
- The economic capital is estimated at (36.33) at a degree of freedom (9) and a significant percentage of (0.000), which is less than (0.05).
- The social capital is estimated at (28.80) at a degree of freedom (7) and a significant percentage (0.000), which is less than (0.05).
- It is clear from the moral ratios (0.000) shown in the table that all of them are achieved and are less than (0.05), which means that there is a relationship between the student's school failure and the social origin of the family. Therefore, we accept the general hypothesis that states that there is a relationship between school failure and the social origin of the family.
- Discussion of the results of the general hypothesis:
- After presenting the results related to the general hypothesis in Table No. (03), we found a statistically significant relationship between the school failure of the student and the social origin of the family, and this is due to the fact that the social origin in its construction and stability affects the student's achievement as well as his failure, and this is consistent with what came out of the study of NawalZaghia (2007/2008), which aimed to reveal the relationship between the social conditions of the family and the academic achievement of children, she believes that social conditions The family, whenever it is appropriate, has a role in the achievement of children, as well as family stability, financial situation and housing conditions are all indicators that play a role in the educational knowledge building of the student, the more available the problem of failure is avoided to the best possible degree.
- Presentation and analysis of the results of the first partial hypothesis:

- **Hypothesis text:** There is a relationship between the student's school failure and the cultural capital of the family, and to ensure the validity of the hypothesis was calculated by a sufficient square test (K_{a2}), and the results obtained are recorded in the following table.

Table (04): Shows the results of the Kav squaring test (K_{a2}) for the first partial hypothesis.

Statistical method Variables		Descriptive statistics			K_{a2} squared	Degree of freedom	Significance
		Iteration	Arithmetic mean	Standard deviation			
Repetition	Replay	60	1.33	0.60	44.80	2	0.000
	Last Exam Rate	60	10.81	1.50	36.00	44	0.000

Cultural Capital	Ferry No. 06	Father level	60	2.87	1.28	3.667	4	0.453
		Mother level	60	3.08	3.94	32.00	5	0.000
	Statement No. 07		60	1.85	0.36	29.40	1	0.000
	Ferry No. 08		60	1.63	0.48	4.26	1	0.039
	Ferry No. 09		60	1.52	1.33	43.30	2	0.000
	Statement number 10		60	1.08	0.27	41.66	1	0.000
	Statement number 11		60	1.57	0.50	1.06	1	0.302
	Statement number 12		60	1.25	0.43	15.00	1	0.000
	Statement number 13		60	1.55	0.50	0.60	1	0.439

We note from **Table (04)**, which represents the results of the first partial hypothesis, which states that there is a relationship between the student's school failure and the cultural capital of the family that:

- The Kav test squared (K_{a2}) for the failure value is achieved with a significant percentage of (0.000) which is less than (0.05).
- As for the test of sufficient squared (K_{a2}) for statements from 06-13 that:
- Statement No. 06, which studies the level of parents that the level of the father was estimated at (3.66) at the degree of freedom (4) and a significant percentage (0.453), which is greater than (0.05), while the mother's level was estimated at (32.00) at the degree of freedom (5) and a significant percentage (0.000), which is less than (0.05).
- Statement No. 07, which examines the student's family owning a library of (29.40) at a degree of freedom (1) and a significant percentage of (0.000), which is less than (0.05).
- Statement No. 08, which studies parents' reading of books, is estimated at (4.26) at a degree of freedom (1) and a significant percentage of (0.039), which is less than (0.05).
- Statement No. 09, which examines encouraging parents to read, is estimated at (43.30) at a degree of freedom (2) and a significant percentage of (0.000), which is less than (0.05).
- Statement No. 10, which examines parents' interest in school results, is estimated at (41.66) at a degree of freedom (1) and a significant percentage (0.000), which is less than (0.05).
- Statement No. 11, which studies study assistance, is estimated at (1.06) at a degree of freedom (1) and a significant percentage (0.302), which is greater than (0.05).

- Statement No. 12, which examines the reward for good results, is estimated at (15.00) at a degree of freedom (1) and a significant percentage (0.000), which is less than (0.05).
- Statement No. 13, which studies punishment for bad results, is estimated at (0.60) at a degree of freedom (1) and a significant percentage (0.439) which is greater than (0.05).

It is clear through the moral ratios shown in the table that most of them are achieved and are less than (0.05) except for the phrase the level of the father - phrase No. 06 - the percentage of moral in it (0.453) and the statement 11 percentage of moral (0.302) as well as the statement 13 percentage of moral (0.439), all of which are greater than the level of morale (0.05), but the totality of the phrases achieve the level of morale, which means a relationship between the school failure of the student and the cultural capital of the family. Therefore, we accept the first partial hypothesis, which states that there is a relationship between school failure and the cultural capital of the family.

Discussion of the results of the first partial hypothesis:

After presenting the results related to the first partial hypothesis in Table (04), we found a statistically significant relationship between the school failure of the student and the cultural capital of the family, and this is due to the fact that the cultural capital of the family affects the student's achievement as well as his failure, that is, the cultural background of the family helps the student to avoid failure as much as possible, and this is also consistent with what came out of the study of NawalZaghia (2007/2008), which highlighted The family's social conditions and the academic achievement of children, as it believes that the social conditions of the family, whenever they are appropriate, have a role in the collection of children, as well as the student belonging to families with low cultural capital may not find sufficient encouragement, and may not receive assistance in study and time management, and does not find the answer to many of his inquiries and does not have learning opportunities within the family, and the attitudes of these families towards education may not be the same degree as the trends of families With high cultural capital, and all of this is reflected on the student and leads to his academic delay of failure. Presentation and analysis of the results of the second partial hypothesis:

Hypothesis text: There is a relationship between the student's school failure and the economic capital of the family, and to ensure the validity of the hypothesis, it was calculated by a sufficient square test (K_{a2}), and the results obtained are recorded in the following table.

Table (05): Shows the results of the Kav squared test (K_{a2}) for the second partial hypothesis.

Statistical method		Descriptive statistics			Ka2 squared	Degree of freedom	Significance	
		Iteration	Arithmetic mean	Standard deviation				
Repetition	Replay	60	1.33	0.60	44.80	2	0.000	
	Last Exam Rate	60	10.81	1.50	36.00	44	0.000	
Economic capital	Statement number 14	The profession of the Father	60	1.35	0.48	5.40	1	0.020
		Mother's profession	60	1.93	0.25	45.06	1	0.000

Statement number 15	Father's job	60	2.47	1.01	8.13	3	0.043
	Mother's job	60	1.13	0.46	91.90	2	0.000
Statement number 16		60	1.78	0.41	19.26	1	0.000
Ferry number 17		60	1.05	0.22	8.60	1	0.000
Ferry number 18		60	1.45	0.50	0.60	1	0.439
Ferry number 19		60	1.47	0.50	0.26	1	0.606
Ferry number 20		60	1.58	0.49	1.66	1	0.197
Statement number 21		60	1.63	0.48	4.26	1	0.039

We note from Table (05), which represents the results of the second partial hypothesis, which states that there is a relationship between the student's school failure and the cultural capital of the family:

- The Kav test squared (K_{a2}) for the failure value is achieved with a significant percentage of (0.000) which is less than (0.05).
- As for the test of sufficient squared (K_{a2}) for statements from 14-21 that:
- Statement No. 14, which studies the profession of parents, is that the father's profession is estimated at (5.40) at a degree of freedom (1) and a significant percentage (0.020), which is less than (0.05), while the mother's profession is estimated at (45.06) at a degree of freedom (1) and a significant percentage (0.000), which is less than (0.05).
- Statement No. 15, which examines the function of parents, is that the father's job is estimated at (8.13) at a degree of freedom (3) and a significant percentage of (0.043), which is less than (0.05), while the mother's job is estimated at (91.90) at a degree of freedom (2) and a significant percentage of (0.000), which is less than (0.05).
- Statement No. 16, which examines the additional income of the family is estimated at (19.26) at a degree of freedom (1) and a significant percentage (0.000), which is less than (0.05).
- Statement No. 17, which examines the provision of study supplies, is estimated at (8.60) at a degree of freedom (1) and a significant percentage of (0.039), which is less than (0.05).
- Statement No. 18, which examines owning a computer estimated at (0.60) at a degree of freedom (1) and a significant percentage (0.439), which is greater than (0.05).
- Statement No. 19, which studies Internet service, is estimated at (0.26) at a degree of freedom (1) and a significant percentage (0.606), which is greater than (0.05).
- Statement No. 20, which examines owning a private room estimated at (1.66) at a degree of freedom (1) and a significant percentage (0.197), which is greater than (0.05).
- Statement No. 21, which teaches receiving private lessons estimated at (4.26) at a degree of freedom (1) and a significant percentage (0.039), which is less than (0.05).

It is clear through the moral ratios shown in the table that most of them are achieved and are less than (0.05) except for the statement No. 18, the percentage of moral (0.439) and the phrase 19 moral ratio (0.606) as well as the phrase 20 percentage of moral (0.197), all of which are greater than the level of morale (0.05), but the totality of the phrases achieve the level of morale, which means a relationship between the school failure of the student and the economic capital of the family. Therefore, we accept the general hypothesis that there is a relationship between school failure and the economic capital of the family. .

Discussion of the results of the second partial hypothesis:

After presenting the results related to the second partial hypothesis in Table No. (05), we found a statistically significant relationship between the school failure of the student and the economic capital of the family, and this is due to the fact that economic capital affects the student's achievement as well as his failure, and this is also consistent with what came out of the study of NawalZaghia (2007/2008), which examined the relationship between the social conditions of the family and the academic achievement of children, she believes that the social conditions of the family whenever It was appropriate that had a role in the collection of children, as well as family stability, financial situation and housing conditions are all indicators that play a role in the construction of educational knowledge for the student, the more available the problem of failure is avoided to the best possible degree. As the student who grows up in a family with low economic capital does not have around him the sensory variables that motivate him to study, and does not find the basic requirements for study, starting from housing and a private room and owning some devices and equipment to help study, not to mention what the student is exposed to within some of these poor families of malnutrition in the early stages of his life may lead to his disability in learning some basic academic skills and not benefiting from experiences Knowledge available to others.

Presentation and analysis of the results of the third partial hypothesis:

Hypothesis text: There is a relationship between the student's school failure and the social capital of the family, and to ensure the validity of the hypothesis was calculated by a sufficient square test (K_{a2}), and the results obtained are recorded in the following table.

Table (06): Shows the results of the K_{av} squared test (K_{a2}) for the third partial hypothesis

Statistical method Variables		Descriptive statistics			K_{a2} squared	Degree of freedom	Significance
		Iteration	Arithmetic mean	Standard deviation			
Repetition	Replay	60	1.33	0.60	44.80	2	0.000
	Last Exam Rate	60	10.81	1.50	36.00	44	0.000
Social Capital	Ferry number 22	60	1.33	0.47	6.66	1	0.010
	Ferry number 23	60	1.37	0.48	4.26	1	0.039
	Statement number 24	60	1.30	0.56	48.90	2	0.000
	Ferry number 25	60	2.40	0.90	38.70	2	0.000
	Ferry number 26	60	1.63	0.48	4.26	1	0.039
	Statement number 27	60	1.30	0.46	9.60	1	0.002
	Ferry number 28	60	1.47	0.50	0.26	1	0.606
	Statement No. 29	60	3.05	1.47	29.83	4	0.000

We note from Table (06), which represents the results of the second partial hypothesis, which states that there is a relationship between the student's school failure and the cultural capital of the family that:

- The K_{av} test squared (K_{a2}) for the failure value is achieved with a significant percentage of (0.000) which is less than (0.05).
- The K_{av} test squared (K_{a2}) for statements from 22 to 29 that:
- Statement No. 22, which examines the type of housing, is estimated at (6.66) at a degree of freedom (1) and a significant percentage of (0.010), which is less than (0.05).

- Statement No. 23, which studies the study area, is estimated at (4.26) at a degree of freedom (1) and a significant percentage of (0.039), which is less than (0.05).
- Statement No. 24, which examines the relationship of the family with the neighborhood, is estimated at (48.90) at a degree of freedom (2) and a significant percentage of (0.000), which is less than (0.05).
- Statement No. 25, which examines the prevailing atmosphere within the family, is estimated at (38.70) at a degree of freedom (2) and a significant percentage (0.000), which is less than (0.05).
- Statement No. 26, which examines the intervention of parents in the selection of friends, is estimated at (4.26) at a degree of freedom (1) and a significant percentage (0.039), which is less than (0.05).
- Statement No. 27, which examines helping to assume some responsibility, is estimated at (9.60) at a degree of freedom (1) and a significant ratio (0.002), which is less than (0.05).
- Statement No. 28, which examines the family's communication with the school, is estimated at (0.26) at a degree of freedom (1) and a significant percentage of (0.606), which is greater than (0.05).
- Statement No. 29, which examines the reasons for failure, is estimated at (29.83) at a degree of freedom (4) and a significant percentage (0.000), which is less than (0.05).

It is clear through the moral ratios shown in the table that most of them are achieved and are less than (0.05), except for the statement No. 28, the percentage of morale in it (0.606), which is greater than the level of morale (0.05), but all other phrases achieve the level of morale, which means a relationship between the school failure of the student and the social capital of the family. Therefore, we accept the general hypothesis that there is a relationship between school failure and the social capital of the family. .

Discussion of the results of the second partial hypothesis:

After presenting the results related to the second partial hypothesis in Table (06), we found a statistically significant relationship between the school failure of the student and the social capital of the family, and this is due to the fact that the social asset in its construction and stability affects the student's achievement as well as his failure, and this is consistent with what came out of the study of NawalZaghia (2007/2008), which aimed to reveal the relationship between the social family conditions and the academic achievement of children, she sees The social conditions of the family, whenever they are appropriate, had a role in the collection of children, as well as family and social stability, which is represented in many indicators, including the quality of housing or the size of the family, the student who lives in crowded housing may not have the opportunity to study and prepare homework comfortably, also may not find the opportunity with his parents to discuss some matters related to his studies, as well as among the important indicators is the relationship of the family with each other; For example, it may affect the student in any way, while settling in it helps the student to study.

2 – The most important conclusions and suggestions:

It is clear from the results that were presented related to testing the hypotheses of the study that it went within the expected direction, as it showed the following results:

The existence of a statistically significant relationship between the school failure of the student and the social origin of the family, and this is due to the fact that the social origin in its construction and stability affects the student's achievement as well as his failure, as the social conditions of the family whenever they are appropriate had a role in the collection of children, as well as family stability, financial condition and housing conditions are all indicators that play a role in the construction of educational knowledge for the student, whenever available, the problem of failure is avoided to the best possible degree.

The existence of a statistically significant relationship between the school failure of the student and the cultural capital of the family, and this is due to the fact that the cultural capital of the family affects the student's achievement as well as his failure, that is, the cultural background of the family helps the student to avoid failure as much as possible, the student belonging to families with low cultural capital may not find sufficient encouragement, and may not receive assistance in study and time management, and does not find the answer to many of his inquiries and is not available He has learning opportunities within the family, and the attitudes of these families towards education may not be as high as the attitudes of families with high cultural capital, all of which reflects on the student and leads to his academic delay of failure.

The existence of a statistically significant relationship between the school failure of the student and the economic capital of the family, and this is due to the fact that economic capital affects the student's achievement as well as his failure, as the student who grows up in a family with low economic capital does not have around him sensory variables that motivate him to study, and does not find the basic requirements for study, starting from housing and a private room and owning some devices and equipment to help study, not to mention what he is exposed to The student within some of these poor families of malnutrition in the early stages of life may lead to his disability in learning some basic academic skills and not benefiting from the cognitive experiences available to others.

The existence of a statistically significant relationship between the school failure of the student and the social capital of the family, and this is due to the fact that the social asset in its construction and stability affects the student's achievement as well as his failure, as the family and social stability, represented in many indicators, including the quality of housing or the size of the family, affects the student's schooling, the student who lives in crowded housing may not have the opportunity to study and prepare homework comfortably, also may He does not find the opportunity with his parents to discuss some matters related to his studies, as well as one of the important indicators is the relationship of the family with each other; for example, a separated family may affect the student in any way, while settling in it helps the student to study.

In light of the above results of the study, the student found that a set of proposals of importance to the subject of the study was developed, including:

- Conducting more similar studies according to the variables related to the educational field.
- Try to create a special atmosphere of family stability that helps in the study.
- Creating a rich scientific environment for study, such as providing some aids in study.
- Taking into account workers in the educational field of the different social conditions of students.
- Work to raise the efficiency of achievement and change negative trends and self-development.
- Integrating repeaters in various types of school activity that attract them to school and school work.
- Work to achieve the continuity of the learning process for some cases of failure resulting from health reasons or family disorders that led to the student's interruption of school and his failure to do so.
- Work to raise the economic and social level, improve the living conditions of the family and eradicate illiteracy for parents, in order to achieve the appropriate conditions for good achievement.
- Work to avoid everything that leads to family disintegration and turmoil within the family in order to avoid what may result from the failure of the student.
- Work to modify the social environment of the failing student, after studying it thoroughly in order to achieve the required treatment.

Conclusion:

Through the foregoing, we can say that the social origin with its different cultural, economic and social components affect in any way the schooling of the student and also reduce the phenomenon of repetition, this phenomenon, which has become a concern for the family in the first degree, as well as workers in the educational field, especially if it comes to the middle school student, and this is what prompted us in this research to address the relationship of school failure with the social background, or the social origin as it is called for the family, taking Consider the middle school student sample for the study.

Through what has been addressed between the folds of this research, it became clear to us that the social origin of the family plays an important role in influencing or reducing the phenomenon of school repetition, as the social origin of the family is based from the point of view of the study on three components or dimensions, the first of which is cultural capital, represented in the sum of knowledge gains and scientific experiences and economic capital, represented in all the requirements and tools that will improve the cognitive level of the student, as well as social capital represented in The network of relations that are inside and outside the family until its external environment and their interaction with each other, all these three components - cultural, economic and social capital - combined together constitute a family social asset that would raise the level of the student and avoid him from failing or returning to the wind.

In the end, the attempt of this study and its results remain just a start and a base that needs more contributions, and this study seeks to conduct other research aimed at preparing educational programs that will help reduce the phenomenon of failure.

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