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Identifying and Evaluating Factors Affecting Poverty and Academic Achievement of Poor Students in Hormozgan Province

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ABSTRACT

Objective: The present study aimed to identify and evaluate the effective factors that affect poverty and academic achievement of poor students in Hormozgan, Iran.

Methods: The current study employed a mixed research approach, utilizing both quantitative and qualitative methods. The qualitative segment involved selecting 35 students purposefully as research group members and conducting interviews with them. In the quantitative portion, the study population comprised 2500 secondary school students and their parents who were considered poor according to the Welfare Organization and Imam Khomeini's Relief Committee (RA) reports in the academic year 2023. The sample size was determined using Cochran's formula, resulting in 335 students and their parents.

Results: Through this research, two themes of poverty were identified including internal and external factors. Academic achievement was categorized into personal, environmental, and educational factors. It was observed that external factors play a significant role in poverty as expenses exceed the average income and people struggle to meet their basic needs. Moreover, the results revealed that individual expectations have a greater impact on students' academic achievement. The quantitative aspect of the study employed two statistical tools: One-Sample T-Test, which was conducted using SPSS26 Software, and the Structural Equation method with Partial Least Squares approach, which was performed using smart PLS Software. The findings of the study also showed that the presented model has a good fit.

Conclusions: To enhance the academic achievement of underprivileged students, it is essential to focus on various factors such as boosting their motivation levels, ensuring the effectiveness of school counselors, upgrading school infrastructure in disadvantaged regions, and closely monitoring their academic progress by teachers. By implementing these measures, we can anticipate a significant improvement in the academic achievement of poor students.

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Introduction

Education plays a crucial role in the growth and development of individuals. It is a transformative process that shapes one's character, fosters capabilities, rationality, responsiveness, and intelligence. Education is often perceived as a tool for enhancing cognitive abilities, promoting tolerance, and fostering understanding among people (Sazideh et al, 2019). Education is the highest priority for individuals in any society. Education is the means by which we can develop productive individuals. To bring about positive change in a non-violent manner, it is crucial to provide equal access to productive and high-quality education for all members of society . Education is a crucial factor that sets individuals apart by providing them with the necessary tools and skills to improve their abilities. These skills, in turn, enable people to climb the social ladder and attain a higher position in society. This position is an indication of one's socio-economic status, which is determined by various factors such as wealth, income, assets, and education. Our society is diverse, and people are categorized into different strata based on these factors. The distribution of wealth, assets, income, and education plays a significant role in determining one's socio-economic status. This status is divided into two categories: poverty and wealth. It is through this status that society perceives an individual's personality (Faaz &Khan, 2017). Since the beginning of civilization, poverty has been a persistent issue that has hindered international development (Gordon and Hart, 2022). Governments and international organizations are particularly concerned about child poverty, which poses a significant threat to children's survival and development. Children living in poverty are often denied their basic rights and suffer long-lasting harm as a result. Despite cultural differences, poverty is recognized as a universal concept (Gordon and Cue, 2018). However, there is no consistent way to estimate the extent or severity of child poverty in developing countries. Although many countries have anti-poverty strategies and statistics on child poverty, the lack of standardized definitions and methods makes comparisons challenging. In today's schools, child poverty has become a prevalent indicator of academic achievement. As the number of students living in poverty increases, it is crucial for educators to understand how poverty affects students' behavior and learning capacity in the classroom. To close the achievement gap between students from impoverished backgrounds and those from more affluent homes, educators must incorporate proven strategies. Poverty is a global issue that has caused significant harm in social and cultural spheres, affecting all human groups. Iran, like many other parts of the world,

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suffers from high levels of poverty and unequal distribution of wealth (Mohammd Yeganeh et al., 2019). Despite being considered deprived regions due to factors such as remoteness, lack of water, and distance from the capital, marginalization of cities, high inflation, unemployment, and other factors can lead to poverty even in non-deprived areas and metropolises. Economic poverty has a severe impact on society, and education is one of the most affected areas (Bagheri et al., 2022). The country's schools have insufficient resources due to a limited budget, and many students face economic poverty, which can negatively affect their academic performance. Students experiencing poverty will inevitably face challenges that can significantly impact their academic achievement (Gordon and Hart, 2022). Poverty is a significant barrier to educational achievement, as it can cause damage in the educational field (Daniele 2021). Poor students often have to work low-paying jobs to support their families and cover education expenses, which takes away from the time they could have spent studying. Additionally, parents of poor students may struggle to provide adequate support and encouragement, and these students may not have learned essential skills like asking questions and interacting with teachers in school (Singh, 2017). Given that a student's future success is heavily dependent on their academic achievement, it is crucial to prevent the cycle of economic poverty and ensure that students have the resources they need to succeed. Failure to do so may lead to a range of risky behaviors, including addiction and theft (Embacher, 2023), and society may miss out on talented individuals while also facing the damaging consequences of criminal activity.

The education system faces a significant limitation in promoting and expanding educational issues due to poverty, which is a major concern (Orbati et al., 2020). Experts across various fields have recognized poverty as a pressing issue in today's world (Kranjac and Kranjac, 2021). Addressing poverty in all its dimensions is now widely acknowledged as crucial. Societies today recognize that reducing poverty and achieving equality is a fundamental need, and the gap in this area is apparent across all human fields. One critical aspect of poverty is educational poverty, which remains a significant problem and limitation in current education systems (Brownfield et al., 2020). Students who experience poverty are bound to encounter difficulties and challenges that significantly impact their academic performance (Gordon and Cue, 2018). Poverty has been identified as a major hindrance to educational attainment due to the harm it inflicts in the educational sphere (Conway et al., 2021). Educational poverty describes a scenario where there is

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a lack of fairness and impartiality in education, leading to individuals or groups being affected academically (Camire, 2014). In environments where injustice prevails and basic facilities, planning, and human resources are lacking, educational poverty takes root. The issue of poverty and its eradication has always been a significant concern, leading to the creation of international policies aimed at its elimination. As a result, efforts have been made to reduce poverty in the educational sector, resulting in the implementation of various policies at the global level (Lacour and Tissington, 2011). However, many impoverished students are compelled to work low-paying jobs to support their families and pay for their education, leaving them with insufficient time to study and learn (Arora and Sing, 2017). The poverty crisis in Hormozgan province has had far-reaching consequences, impacting not only the economy but also the social, cultural, and personal spheres. The issue of poverty has led to households in the province allocating a significant portion of their income towards housing, leaving little resources for other necessities. This has had a particularly detrimental effect on education, as families living below the poverty line are unable to provide for their children's education. As a result, the educational system in Hormozgan province has been severely impacted, leading to a range of issues for students. To understand the relationship between poverty and educational expectations among students in the province, this research has been undertaken.

Literature of review

According to the World Bank Organization, poverty encompasses several aspects such as hunger, lack of shelter, illness, inability to seek medical attention, limited educational opportunities, illiteracy, unemployment, and anxiety about the future. The experience of poverty is characterized by living day-to-day (Mashaikhi et al., 2021). Living in poverty and deprivation has extensive consequences that go beyond just pathological effects. These conditions force individuals to lead a certain lifestyle, which impacts all aspects of their lives, both visible and hidden. The consequences of poverty and deprivation can be analyzed from various perspectives, including individual, social, cultural, educational, health, and mental dimensions. Unfortunately, those who are poor often lack a presence in the social arena and avoid participating in public activities due to financial constraints or discrimination. At the family level, living conditions are often challenging, with inadequate housing and high birth rates. Access to healthcare is also limited, with low-quality services that disproportionately affect vulnerable groups such as children, infants, pregnant

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women, and the elderly. Malnutrition, lack of calories and vitamins, particularly during pregnancy, can lead to disabilities and physical and mental health problems that can hinder career and skill development (Sobhani et al., 2022). The cultural dimension of poverty is characterized by a lack of educational opportunities, resulting in high dropout rates and limited access to higher education. Cultural sociologists have observed a correlation between education, income, and job status, suggesting that lower-class individuals may not prioritize education due to ingrained behavioral patterns. In the personal and psychological dimension, poverty can lead to feelings of deprivation, failure, and frustration. In the economic field, poverty manifests as low income, incomplete employment, and low wages due to a lack of skills and work experience (Sobhani et al., 2022). In a study titled "Investigating the Impact of Socio-Economic Status on Students' Academic Performance," Razavizadeh and Varshovi (2022) found a significant correlation between the socio-economic background of a student's family and their academic achievement. Similarly, Ashurizadeh et al., (2021) conducted research on "The Influence of Family Economic Hardship on Students' Academic achievement" and discovered that economic poverty, particularly in underprivileged areas, can negatively affect students' physical and mental health, leading to school dropouts and a lack of continuation of higher education. In his research on educational poverty and its impact on the culture of poverty, Mohammadi Sani, (2019) found that improving education and training for individuals can reduce poverty and improve the culture of poverty. Mohammadi Thani discovered that increasing education levels enhances the capabilities of Iranian individuals and families, enabling them to adapt to changing conditions and solve problems more effectively. As a result, he recommends investing in various types of education, improving its quality, and prioritizing the training of human resources using government resources. According to a study conducted by Serneels and Dercon (2021), poverty in deprived areas can negatively impact academic motivation and create significant issues in the field of education. The occurrence of a poverty crisis can lead to reduced access to quality education and limit opportunities for individuals. Pate et al., (2020) also found in their research that poverty can hinder academic achievement due to physical and environmental factors. Additionally, Goodman et al., (2018) suggest that governments should play a more active role in addressing poverty to mitigate its effects on education.

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Academic achievement

In today's society, focusing on students' academic achievement has become increasingly important. Academic achievement is a crucial indicator of an individual's success in today's advanced world, and without it, a country's development and progress may be hindered (Kakaei et al., 2021). The success of an educational system can be measured by the academic achievement of its students, which reflects the system's ability to meet individual needs and target areas for improvement (Mirarab et., 2019). Academic achievement is determined by the acquisition of knowledge and achieving high assessment scores (York et al., 2015), and is evaluated by measures such as GPA, which reflect the amount of learning, skill development, and cognitive changes (Saraji and Safi, 2014). When a student's educational achievement aligns with their natural abilities and talents, we can consider them to have achieved academic success (Falahi Kia, 2021). However, measuring academic achievement can be ambiguous, leading to various tests and criteria being used. While there is no universal agreement on how to evaluate academic achievement, cognitive skills and expressive knowledge are typically the main factors considered. Common indicators used to measure academic achievement include academic performance scores, achievement tests, grade point averages, standardized evaluation tests, and teacher ratings (Sanchez Alvarez et al., 2020).

Factors affecting academic achievement

Various factors can impact the academic performance of students, which have been extensively studied and categorized. A comprehensive approach to analyzing these factors can be done by dividing them into two categories: individual and environmental. Individual factors include gender, marital status, educational background, self-esteem, anxiety, depression, and intelligence, while environmental factors encompass family, social and environmental conditions, socio-economic status, housing status, employment, and welfare facilities. By examining these factors, we can better understand the reasons behind academic achievement or lack thereof among students (Mihandost et al., 2023). Several factors impact the academic achievement of students; however, academic engagement stands out as the most significant one. While academic intelligence and aptitude are crucial components of academic achievement, they are less influenced by educators. Therefore, educators focus on enhancing motivation and creating academic engagement to maximize the use of intelligence. Academic engagement refers to a student's eagerness to attain educational objectives and plays a pivotal role in fostering their interest in school. It involves a

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comprehensive understanding of subjects and viewing them as opportunities to gain mastery, leading to deep cognitive engagement and a more profound approach to studying (Jenaabadi and Noora, 2022). factors influencing students' academic achievement can be classified into two categories: internal and external. Internal factors are those that are within the school's control, such as the teacher, curriculum, and teaching methods. On the other hand, external factors refer to elements outside the school, such as family background, socio-economic status, and individual characteristics of the student. Although there are other factors that impact academic success, one common thread across all categories is the role of economic factors, including parental income and financial status (Seyed Aghaei, 2021).

Economic poverty as an obstacle to academic achievement

Poverty (economic-social indicator) and academic achievement (educational indicator) are two critical issues facing societies globally. The relationship between poverty and academic achievement is complex and multifaceted. Extensive research has explored the relationship between socioeconomic status, poverty, and academic outcomes, finding significant connections between poverty and lower academic achievement (Sirin, 2005).

Various theoretical frameworks offer understanding into the diverse effects of poverty on child development and academic achievement. These frameworks encompass social capital theory, family stress theory, bioecological theory, and the investment model of parent involvement. According to social capital theory proposed by Mishra (2020) economic resources play a crucial role in the development of social capital networks within families, which in turn have a positive impact on academic achievement. When parents have greater financial resources, they are able to actively participate in their children's education through volunteering and maintaining regular communication with teachers. Additionally, schools in higher-income areas benefit from the presence of strong social networks among families, which enhance the learning environment. Conversely, poverty acts as a barrier to these advantageous social connections and capital. According to the theory of family stress, poverty gives rise to different stress factors like insufficient food security, limited access to healthcare, unstable housing, and exposure to violence. These stress factors have a negative impact on a child's development and academic achievement (Conger et al., 2010). Chronic stress can impact cognitive abilities, school attendance, and attentiveness. Furthermore, economic difficulties can reduce parental warmth and increase harsh

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discipline, thereby further impeding a child's success. According to Bronfenbrenner and Morris (2006) the bioecological theory emphasizes the importance of the relationship between a child's environment and their development. Poverty and the negative environments hinder development and preparedness for academic challenges. In impoverished areas, these harmful effects are exacerbated by the lack of educational resources and less stimulating home environments. The investment model highlights how poverty affects parents' capacity to financially invest in their children's education, including time and resources (Conger & Donnellan, 2007). Economic disadvantage limits their ability to provide necessary learning materials, quality childcare, extracurricular activities, internet access, and other resources that promote academic achievement. Numerous empirical studies have established a clear link between poverty and academic achievement. Sirin's meta-analysis review research (2005) revealed a significant negative correlation between socioeconomic status and academic achievement. This finding is reinforced by standardized achievement test scores, which consistently show substantial gaps of 10-15 points or more between students from different income brackets (Riordan, 2013). Additionally, students from low-income backgrounds consistently exhibit lower grades, lower graduation rates, and lower rates of college completion (Bailey & Dynarski, 2011). A study conducted by Duncan & Keller (2011) revealed that early childhood poverty has a negative impact on academic achievement in later years, regardless of cognitive ability. The study also discovered that the longer a person experiences poverty, the more severe the negative effects become. This finding aligns with the theories of family stress and cumulative effects in bioecology. Furthermore, experimental programs that focus on increasing family income have demonstrated positive effects on academic outcomes, further supporting poverty's causal role (Duncan & Keller, 2011).

The issue of poverty has had a negative impact on academic achievement. Poverty has caused crises in the academic field and has resulted in damage to individuals' education (Street, 2021). Students' academic performance can be severely affected by poverty (Miller et al., 2019). A variety of research has identified economic poverty as a significant factor influencing students' academic achievement. Ashurizadeh and Makundi's study (2021) showed that the economic poverty of families, especially in deprived areas, can have adverse effects on students' physical and mental health, cause them to drop out of school to find work, and hinder their ability to continue their education at higher levels. Additionally, Zamani Ghaleshahi and Oreizy in their research (2019)

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found that an increase in poverty among middle school students in the Darehshahr of Ilam region is directly linked to a decrease in educational achievement. According to Bagheri et al.,s'study (2022), students from financially disadvantaged families tend to perform worse academically compared to their counterparts from affluent backgrounds. While factors such as low intelligence, sociocultural influences, and an ineffective educational system may also impact academic performance, financial hardship is the most common factor affecting students across different levels of education. Children from poor families face economic and social challenges, cultural poverty, and low educational motivation, which can hinder their academic achievement (Bagheri et al., 2022). It is worth noting that academic failure is not limited to students who fail courses, but also includes those who do not reach their full potential. The opposite of academic failure is academic achievement.

Numerous studies have explored the key drivers and factors that impact students' academic performance, particularly those who come from disadvantaged backgrounds. Falahi Kia, (2021) conducted a study that identified several factors that contribute to academic achievement, including individual, educational, family, and social factors. Specifically, Kia's research focused on middle school mathematics and highlighted the cultural status of the student's family, reinforcement training, completion of homework and home-based work, and the teacher's professional status as the most influential factors. Another study by Rahmani and Saki (2016) found a significant and positive correlation between motivational factors and academic achievement among middle school students. The study also revealed that predictor variables, which are factors that impact motivation, can predict up to 29% of educational achievement.

In their study, Agasisti et al. (2021) explored the factors that contribute to the academic success of socioeconomically deprived students in schools. Their findings revealed that certain school-level policies, such as budget allocation and teacher distribution, are designed to mitigate the negative impact of low socioeconomic status. Additionally, the study found that deprived students who perform well attend schools with better discipline climates and more instructional time in key subjects. In a separate study, Cheng et al. (2019) investigated the factors that influence the academic achievement of students in rural areas. The study identified personal, family, and school-related factors that contribute to academic achievement. Specifically, the study found that rural primary schools face numerous learning challenges, including parents with low education levels,

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parents who are predominantly employees and workers, and a significant proportion of deprived students. To improve education in rural areas, the study recommends that educational management invest more resources and prioritize effective policies for rural teachers. Teachers should also focus on motivating native students and fostering active engagement with their parents. According to a study by Sammons et al. (2018), the key drivers of academic achievement among deprived but bright students in England are their preschool experiences, home learning environment in early years, and learning outside of school. Additionally, attending a higher-quality secondary school can also lead to better outcomes. While various research studies have shown the impact of different factors like motivation (Moradi et al., 2022; Steinmayr et al., 2019), academic advisors (Davarpanah and Fallah, 2017), and facilities/equipment (Pali and Tafazoli, 2021) on academic achievement, they are case-specific. However, they all confirm that these factors can positively influence students' academic performance.

While poverty and its effects on academic achievement have been extensively studied, there remain significant research gaps in understanding these issues specifically in the context of Hormozgan province located in southern part of Iran. Most existing research has focused on poverty and education in major urban centers of Iran, with limited attention to rural provinces like Hormozgan. Additionally, few studies have examined the intersection of poverty and academic achievement in Hormozgan using robust statistical methods to identify key factors. A review of specialized and organized resources in the field of education shows that no attempt has been made to identify and evaluate key factors affecting poverty and academic achievement of poor students in Hormozgan province so far. Therefore, the main purpose of this study is to dentify and evaluate factors affecting poverty and academic achievement of poor students in Hormozgan province. The present study addressed the following questions as follows:

Q1: How do the parents and students of poor families describe their poverty?

Q2: How do the parents and students of poor families describe the educational phenomenon and academic achievement?

Material and Methods

The current study employs a mixed research approach, utilizing both quantitative and qualitative methods. The process research is quantitative, while the scenario writing process is qualitative. The study utilizes the

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general exploratory mixed model, which is widely accepted and applicable. This approach allows researchers to combine methodologies, designs, models, and methods in a single study. Specialized interviews with experts are conducted using structured and semi-structured formats, and the data is recorded and analyzed using content analysis to extract primary themes. Questionnaires are designed to collect data on the identified indicators in the quantitative section. The structural-interpretive method is typically used to identify the model. The research employed data collection techniques such as reviewing sources and documents, as well as conducting an environmental survey which involved interviewing experts and panels. The objective of these methods was to identify the system under study, which is poverty and the academic achievement of deprived students, along with the factors that influence it. In this study, interviews with students and their parents were used to gather information. A targeted approach was used to select a specific number of participants for the interviews, which continued until saturation was reached. The purpose of the interview was to extract key components. After examining various documents and sources, 35 underprivileged students were interviewed to finalize the trends and components. Additional components were also included. Subsequently, a relevant questionnaire was created. To determine the crucial components and their correlations, SPSS24 data analysis was employed in the quantitative phase, with the involvement of both poor students and their parents. The population under study consisted of 2,500 impoverished secondary school students (as determined by the Welfare Organization and Imam Khomeini's Relief Committee (RA)) reports in the academic year 1401-1402. A multi-stage cluster sampling method was used to select participants. Five cities were randomly chosen from the province, and five schools were selected from each city as representative samples. Data was collected through fieldwork measures such as surveys and interviews and analyzed using SPSS26 software. The quantitative aspect of the study employed two statistical tools: One-Sample T-Test, which was conducted using SPSS26 Software, and the Structural Equation method with Partial Least Squares approach, which was performed using smart PLS Software. The results revealed overall trends and provided insights into the challenges faced by deprived students, particularly those attending schools in impoverished areas.

Results

To investigate the above research questions, the thematic analysis approach was employed. Through questioning interviewees about their personal definition of poverty, their responses were analyzed to produce the codes listed in Table 1. To address educational poverty, we analyzed and organized all collected data and codes into distinct and accurate categories. While the thematic analysis method typically involves creating categories from the bottom up and linking codes to identified themes, we employed both top-down and bottom-up approaches in this study. This

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decision was motivated by two factors: the sheer volume of codes made it challenging to integrate them into themes, and the breadth of poverty required a broader perspective to identify relevant categories. By adopting this hybrid method, we aimed to enhance the precision and comprehensiveness of our analysis.

Table 1. The division and categorization of poverty from the parents and students' points of view

Organizer Themes (Factors)	Overarching Themes	Basic Themes
Internal Factors	Low Income Level	Inability to purchase equipment
		Inability to provide writing equipment
		Reduced purchasing power
	Improper housing	Using primary materials
		Deterioration of the house roof
		No use of resistant materials
	Inappropriate clothes	Not having proper school clothes
		Old and torn shoes
		Not having sports clothes
	Food and Nutrition	Lack of provision of essential food
		Lack of food with adequate calories
		Not getting food from the school buffet
External Factors	Health and Treatment	Not having a treatment booklet
		High costs of treatment
	Vehicle (Transport)	Service charge
		Fuel cost (Charge)
	Not benefiting from the coverage of supporting institutions	Lack of support from organizations
		Not covered by certain organizations

To identify poverty from the viewpoints of both parents and students, the research question utilized data classification consisting of three themes: overarching, organizing, and basic. These themes were employed in the initial stage to categorize the codes and establish distinct categories. During the theme review process, it was noted that the three themes - overarching, organizing, and basic - effectively classified and differentiated the data. Subsequently, sub-categories were formed under

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the organizing themes. It is important to note that the main themes were revised and refined until they accurately represented all the data and codes extracted from the interviews.

To elucidate academic achievement and address the research questions, we employed a qualitative method and conducted semi-structured interviews with both students and their parents. Throughout the interviews, various factors were discussed and a diverse array of verbal statements were obtained. The most crucial statements related to education and academic achievement are outlined in Table 2.

Table 2. Division and categorization of expectations from education and academic achievement from parents and students' points of view

Organizer Themes (Factors)	Overarching Themes	Basic Themes
Personal (Individual Factors)	Learning	Get a better job
		Get a degree
		Going to a high level
	Mental issues	Having peace
		Less stress
		A sense of worth
	Get a job (Employment)	A job that matches your education
		Fixed income
Environmental Factors	Relatives and social connections	To be literate
		Self-esteem
		Better social skills
	Friendly and Supportive Environment	Meet friends
		Team work
		Find a friend
Educational Factors	Teacher and teaching quality	Teachers teaching
		Proper behavior
		The regularity of the teacher
	Educational platform	Providing educational infrastructure
		Paying attention to students
		Holding competitions

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To identify the educational phenomenon and academic achievement from the viewpoints of both parents and students, the research question utilized data classification consisting of three themes: overarching, organizing, and basic. These themes were employed in the initial stage to categorize the codes and establish distinct categories. During the theme review process, it was noted that the three themes - overarching, organizing, and basic - effectively classified and differentiated the data. Subsequently, sub-categories were formed under the organizing themes. It is important to note that the main themes were revised and refined until they accurately represented all the data and codes extracted from the interviews.

Table 3. One-Sample T Test results for the dimensions of academic poverty status and academic achievement status

Factors	Mean (SD)	T-Value	P
Internal factors of the educational poverty status (Ability to provide)	2.817 (0.823)	-2.307	0.000
External factors of educational poverty (External factors costs)	3.23 (1.029)	2.369	0.000
Personal factors of academic achievement status (Individual expectations from education)	3.31 (1.202)	2.727	0.000
Environmental factors of educational progress status (Environmental expectations of education)	2.98 (1.387)	-0.116	0.000
Educational factors of educational progress status (Educational expectations from education)	2.95 (0.844)	-0.551	0.000

Table 3 indicates that the external factors dimension has a Mean value exceeding 3 and a positive single-sample T-Value, indicating that the costs in this category are higher than the Mean. Conversely, the internal factors dimension has a Mean value below 3 and a negative single-sample T-Value, suggesting that individuals lack sufficient resources to meet their needs. Furthermore, the academic achievement factors of environmental and educational factors have a Mean below 3 and a negative T-Value, while only individual achievement has a Mean above 3 and a positive T-Value, indicating that individual achievement is the only effective factor.

Table 4. Model of Fit Indices

Indec	Acceptable damin	Stimate
Goodness of fit index (GFI)	>.9	0.934
Standardized Root Mean Residual (SRMR)	<.1	0.083
Root mean square errors of approximation (RMSEA)	<.1	0.91
Normal Fit Index (NFI)	>.9	0.948
Comparative Fit Index (CFI)	>.9	0.965
X2 /DF	>.9	2.739

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Table 4 shows the values of the fit indexes for this model in the LISREL Software. The appropriateness of the model was confirmed by the fitness indices presented in Table 4, which align with the research results. The degree of freedom for the Chi-square ratio (Df/2χ) indicated that the model was a good fit for the data as it was less than 3. The Root Mean Square Error of Approximation (RMSEA) and Root Mean Square Residual (SRMR) were both below the criterion of 0.08, with values of 0.91 and 0.83 respectively, further confirming the fitness of the model. Additionally, the IFI, CFI, NFI, and RFI indices exceeded the desired criterion of 0.9. Overall, based on the collective fit indices, the structural model was deemed to be a good fit.

Evaluating the fit of the research measurement model

We evaluated the measurement model's fit using reliability criteria and convergent validity indexes. To measure the index's reliability, we considered three criteria: factor loadings, Cronbach's alpha, and composite reliability. First, we drew the path of all items to the research variables and removed items with factor loadings less than 0.4. This allowed us to evaluate the model with items whose factor loadings were above 0.4. The factor load model structures in Figure 1 all had values greater than 0.4, indicating acceptable reliability and proper fit of the measurement model. Next, we examined Cronbach's alpha coefficients and composite reliability using the partial least square (PLS) method. These coefficients indicate the ratio of the variance between each construct and its indicators to the variance of the entire construct. A reliability coefficient higher than 0.7 is considered acceptable. Table 5 presents the results of the reliability coefficients.

Table 5. Cronbach's alpha, Composite reliability and Convergent validity

Factors	Cronbach's Alpha	Composite reliability	Convergent Validity
Academic achievement	000.1	000.1	000.1
Educational factors	0.724	0.837	0.634
External factors	0.814	0.889	0.682
Internal factors	0.876	0.911	0.675
Personal (individual) factors	0.963	0.970	0.846
Environmental factors	0.979	0.986	0.959
Educational poverty	000.1	000.1	000.1
Academic status	000.1	000.1	000.1

The results of Table 5 indicating that all factors possess a satisfactory composite reliability coefficient. Additionally, the Cronbach's reliability coefficient is deemed acceptable. Therefore, it can be inferred that the research model is highly reliable. Consequently, the measurement model's suitability is confirmed.

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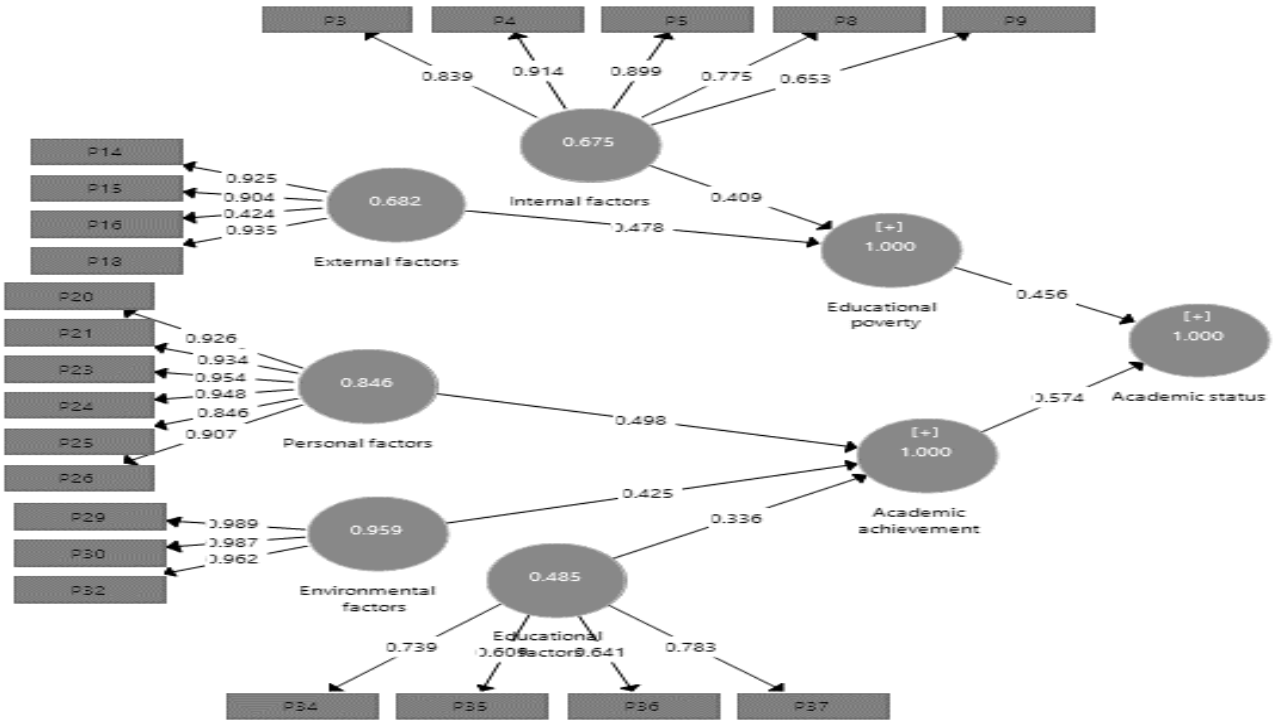

Fig. 1. Proposed model in the significance mode of coefficients

Discussion

Q1: How do the parents and students of poor families describe their poverty?

The interviews conducted were analyzed using open and axial coding. The results revealed 18 conceptual codes and 7 main categories that describe poverty, including low income, inadequate proper housing, insufficient clothing, inadequate food and nutrition, lack of access to healthcare and treatment, lack of transportation vehicles, and lack of support from institutions. The findings of the study showed that the presented model has a good fit. The study's results indicate that the presented model is well-suited for the research. Both the structural and measurement models effectively explain the variables.

These findings are consistent with previous studies conducted by Pali and Tafazoli (2021), Razavizadeh and Varshovi (2022), Bagheri et al., (2022), Serneels and Dercon (2021), and Ingutia et al., (2020). According to Pali and Tazli's study (2021), educational technology equipment and

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teaching aids significantly impact the academic achievement of sixth-grade students in Rodsar City. The variables of technology use benefits and perceptions are the most accurate predictors of academic achievement. To optimize the use of educational aids and required technologies, it is recommended to plan and create a suitable infrastructure. According to Ashurizadeh et al., (2021), there are several factors that impact students' academic achievement, including family, student intelligence, teacher quality, educational resources, and physical environment. However, Ingutia et al., (2020) found that education is not given much importance in impoverished communities, where it is not considered a priority. This is consistent with other studies that have highlighted poverty as a major obstacle to prioritizing education within households, resulting in families not recognizing educational needs as essential.

Thus, the hypothesis suggests that preventing academic failure and promoting academic success holds significant significance. It has long been a focal point for educational authorities, who strive to enhance the intellectual and academic aptitude of individuals. The goal is to harness the potential of skilled and knowledgeable experts to benefit the industrial, scientific, and commercial sectors of society. This can be achieved by mobilizing efficient and effective resources. The transition from a traditional society to an industrialized one has resulted in significant changes that have created gaps in academic progress and emotional and social development for general education students. Counseling plays a crucial role in addressing these gaps and helping individuals adapt to new conditions. Failure to address these issues can lead to mental and spiritual distress, which can manifest in various forms of social and psychological harm such as poverty, addiction, divorce, suicide, family disputes, academic problems, job dissatisfaction, anxiety, and depression.

It is important to acknowledge that the economic situation often forces poor students to work to provide for themselves and their families. This can lead to exhaustion and a lack of time for studying and completing homework, resulting in poor academic performance. To address this issue, it is crucial to focus on the key drivers identified in this research and implement the operational solutions presented in each section. Additionally, education authorities, institutions, managers, teachers, parents, and benefactors should consider providing material, spiritual, social, and educational support to help poor students succeed academically. By doing so, society can tap into the potential talents of these students in the future. Neglecting the issue of poor academic achievement among students may result in their dropping out of school and exposing them to

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delinquent activities such as theft and addiction. The current situation, with the spread of the Corona epidemic, has reduced education costs for many of these students, but non-attendance education may lead to a further drop in their academic performance. Therefore, it is crucial to address the identified drivers to prevent poor students from dropping out of school and experiencing negative consequences in their personal lives and families. Additionally, focusing on improving their academic achievement can have positive effects on society.

Q2: How do the parents and students of poor families describe the educational phenomenon and academic achievement?

The interviews conducted using open and axial coding revealed 20 conceptual codes and 7 main categories related to education, including learning, psychological concerns, employment prospects, social connections, supportive environment, teaching quality, and educational resources. These categories were integral to the central theme of education and its associated expectations. The findings of the study showed that the presented model has a good fit. The study's results indicate that the presented model is well-suited for the research. Both the structural and measurement models effectively explain the variables. These findings are consistent with the studies conducted by Razavizadeh and Varshovi (2022), Ashurizadeh et al., (2021), Serneels and Dercon (2021), and Reddy et al., (2020), and confirm that there is a significant correlation between a student's academic achievement and their family's socioeconomic status. Razavizadeh and Varshovi (2022), specifically found in their study that the non-parametric chi-square test revealed a significant relationship between different dimensions of the socio-economic base and academic achievement. All five hypotheses examined in the research concluded that there is a significant relationship between the socioeconomic base of the family and academic achievement with 95% confidence and an error level of less than 5%.

Samavi et al., (2020) found that descriptive evaluation has a strong correlation with academic achievement, performance, creativity, self-confidence, and motivation among students. In contrast, Serneels and Dercon (2021) discovered that poverty in underprivileged areas can diminish academic motivation and lead to significant challenges in the field of education. When a poverty crisis arises, it can negatively impact the quality of education and create limitations for individuals. The study conducted by Reddy et al., (2020) aimed to assess the impact of teaching methods on student progress in high-poverty schools. Their findings highlighted the crucial role

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of mathematics teachers in the academic development of students in such schools. Thus, it can be inferred that enhancing the educational environment and addressing the gaps in this sector can uncover untapped potential and valuable talents in education.

There is no doubt that Iran has a multitude of talents and abilities across its various regions. The crucial role of education is to identify and nurture these talents for the benefit of each individual. However, certain factors such as poverty and educational advancement have been found to impact the success of education's mission. By gaining a deeper understanding of the causes and extent of poverty, it becomes possible to establish clear objectives and effective strategies to reduce poverty and improve income distribution. Inadequate comprehension of poverty and its facets, as well as the disregard for its contributing factors in various initiatives, result in ill-suited policies, squandering of scarce economic resources, unproductive efforts and programs, and the persistence of poverty, hindering the attainment of sustainable development. Hence, accurate recognition of poverty, its dimensions, and the identification of its determinants can serve as a valuable framework for formulating poverty reduction programs and maximizing the utilization of resources on a national scale. Reducing poverty and improving income distribution are crucial goals for most governments. However, it is essential to plan and identify poverty effectively. In poverty alleviation planning, governments should prioritize the lower deciles of society by selecting appropriate methods to identify the poor. The government's protection umbrella should be expanded to ensure that only eligible individuals benefit from it, and undeserving people are not included. Therefore, comprehensive research should be conducted to identify the various dimensions of poverty.

To ensure academic progress for poor students, it is crucial to provide them with basic material necessities. These students often face financial difficulties in purchasing essential items such as clothes, stationery, and paying for travel expenses and school fees. Moreover, some of these students are the sole breadwinners of their families, which puts their academic achievements at risk. Education authorities, school administrators, and donors can help alleviate this burden by providing material support such as clothing, discounts on school fees, and improving educational infrastructure in underprivileged areas. This will help reduce the education costs for these students. While material support is essential, spiritual support is also crucial in promoting academic success. Many poor students lose motivation to succeed in education due to comparing themselves with

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more affluent peers. Therefore, it is necessary to provide them with emotional support and encouragement to help them overcome these challenges. Poor students may be drawn to the workforce as a means of improving their lives, putting their education at risk and potentially causing them to drop out. To support the academic progress of these students, it is important to provide spiritual and social support. This can include motivating students through communication with teachers, administrators, and families, as well as offering counseling services in deprived areas. Additionally, the local community, including benefactors, council members, and cultural figures, can offer both material and spiritual support. Social factors have been shown to be a significant influence on students' academic achievements. Finally, educational support can be provided through informal teaching hours, monitoring academic progress, addressing absenteeism and academic weaknesses, and improving the teaching experience for poor students. These efforts all play a crucial role in the academic success of poor students.

Data availability statement

The original contributions presented in the study are included in the article/supplementary material, further inquiries can be directed to the corresponding author.

Ethics statement

The studies involving human participants were reviewed and approved by ethics committee of Islamic Azad University.

Author contributions

All authors contributed to the study conception and design, material preparation, data collection and analysis. All authors contributed to the article and approved the submitted version.

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Conflict of interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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