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Psychological and Social Roots of Academic Exhaustion of High School Students in Hormozgan Province: Developing a Model of The Education Sustainability

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ABSTRACT: The purpose of this study is to investigate the psychological and social roots of adolescents leaving school with a view to developing a model of survival of high school students to the end of high school in the education cycle in Hormozgan province. The present study is one of the basic researches in terms of purpose and descriptive in terms of data collection method. Also, based on the nature of the data, the mixed type with the exploratory sequence design is used. Two communities are used for the qualitative part. The first population consists of 40 dropout students in four cities in provinces that are selected by simple random sampling. The second group consists of education experts and school counselors and student' parents, from whom 10 people are selected by purposive sampling. Two communities are used for the quantitative part of the research. The first population consists of drop-out students from all cities of the province. Also, the second community consists of experts in the field of education and school counselors of Hormozgan province and parents. For the main study, 300 dropouts in the first and second secondary schools, 40 educational experts, 40 school counselors and 20 parents are selected by cluster random sampling. Semi-structured interviews are used to collect information in the qualitative section and a researcher-made questionnaire was used in the quantitative section. According to the findings of the quality department, the most important factor in the dropout of students are related to the financial and economic problems of families and in later degrees the importance of school, the behavior of school staff and teachers, cultural problems of the family and living environment. In general, the research findings have supported the role of economic, family and cultural factors in academic failure or dropout. The development of strategies for barriers removal of academic failure lead to a model of in schools' enthusiasm in the province.

Keywords: Academic exhaustion, Psychological roots, Social roots, Sustainability, Junior high school

Introduction

The phenomenon of dropout is one of the major scourges of education and families, which annually wastes a lot of potential human, economic resources, and talents and leaves irreparable effects on individual and social dimensions. Withdrawal can be temporary or permanent. In recent years, the issue of dropout has been the focus of many researchers, planners and teachers. In addition, dropout is a challenge for many developed countries such as the United States, Canada and European countries, as well as developing countries such as Africa, Asia and Latin America (Gholampoor & Ayati, 2019). Unfortunately, in our country, despite many emphases on the compulsory and free public education in the third paragraph of the third principle and the first paragraph of the forty-third principle of the Constitution, still in many parts of our country, especially Hormozgan province with different groups of people, we encounter students who have suffered from academic exhaustion.

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The mission of education is to educate all those in need of education between the ages of 6 and 18, the serious task of preventing academic failure in this age group is the responsibility of education. Studies show that the main causes of illiteracy in this age group, which are referred to as school dropouts, are cultural poverty, economic poverty and lack of access to schools due to the remoteness of some villages and the impassability of roads.

Much research has been done on the efficiency of schools and the prevention of academic failure. Most studies have shown that the level of education efficiency is low in some countries. In Turkey, Sahin, Arseven, and Kiliç (2016) cite factors such as child-parents relationship, economic problems and family problems, the view of education, the principle and teacher relationship with students, and how the teacher interacts with the student in the classroom as the main reasons, that they have stated dropout. In Bengal, Jana, Khan, Chatterjee, Sar, and Das (2014) shows parents' literacy and lack of attention have been among the main reasons for dropping out of school. The results of Chirtes (2010) also show that the main reasons for dropping out of school are: family factors, school-related factors, social environment and individual factors.

In Iran, the results of studies by many researchers show a low school performance index and high school dropout. Shafiei and Dosti (2020) conduct a study entitled "Study of the reasons for students 'dropout. Based on the research findings, educational environment and educational facilities are also effective in reducing students' dropout. Gholampoor and Ayati (2019) conduct a study with the aim of exploring the education of a rural girl student. The research method is qualitative with a narrative research approach. The results show that the central category in the dropout of this student is environmental poverty (family and educational environment of the village). Also, the cultural beliefs of the village, the use of the teacher soldier and the influence of the peer group along with the causal conditions have been effective on the phenomenon. In their research, Tayebiyan and Karimiyan (2018) examine and compare the effect of family and social factors affecting students 'educational background and conclude that there is a strong correlation between students' academic variables and skilled and specialized teaching staff. Also, there is a strong and positive correlation between the two variables of students' educational background and family social status.

Motaghi, Yazdi, Bani Jamali, and Darvizeh (2015) propose a research with the aim of investigating the mediating role of self-determination motivation and academic performance in the teacher-student relationship and the decision to continue or drop out. Findings show that self-determination motivation and academic performance can play a mediating role in the relationship between teacher-student relationship and decision to continue and drop out. The results show that by improving the student-teacher relationships while increasing the students' motivation and performance, the decision to drop out can be reduced in students.

A review of the background of researches shows that dropping out of students and leaving the field of education will have harmful consequences for society because it may lead to all kinds of crimes and create many problems for themselves and society, and this causes an individual, who could affect the development of society becomes an obstacle to development. In this regard, Hormozgan province, as

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one of the deprived provinces in the country in recent years, has faced the phenomenon of academic exhaustion of students, especially in junior high school. Hormozgan province is in the third place in the statistics of school dropouts after Sistan and Baluchestan and south of Kerman (IRNA news agency, 2018). Therefore, considering the high number of school dropouts in the province, studying this issue and finding local and national solutions to identify and attract this group of people, as well as people who has left earlier, are taken into account the investments made by the government and families. It seems that the more years these people can spend in the education system, the more they are prepared to face the problems of life in adulthood, and also their optimal use of educational opportunities can increase productivity and national income. Accordingly, in the present study, the psychological and social roots of high school students' academic exhaustion have been studied with a view to develop a model of sustainability in the education cycle in Hormozgan province.

Material and Methods

The present study is one of the basic researches in terms of purpose and descriptive in terms of data collection method. Also, based on the nature of the data, the mixed method research type with the explanatory sequential design is used (Creswell & Clark, 2017). In this approach, first based on qualitative interviews with students and education experts and parents, then reviewing theoretical evidence and especially detailed study of related texts, the initial factors are extracted and then, in the second stage, a questionnaire is made and then quantitative data are collected and analyzed (Figure1).

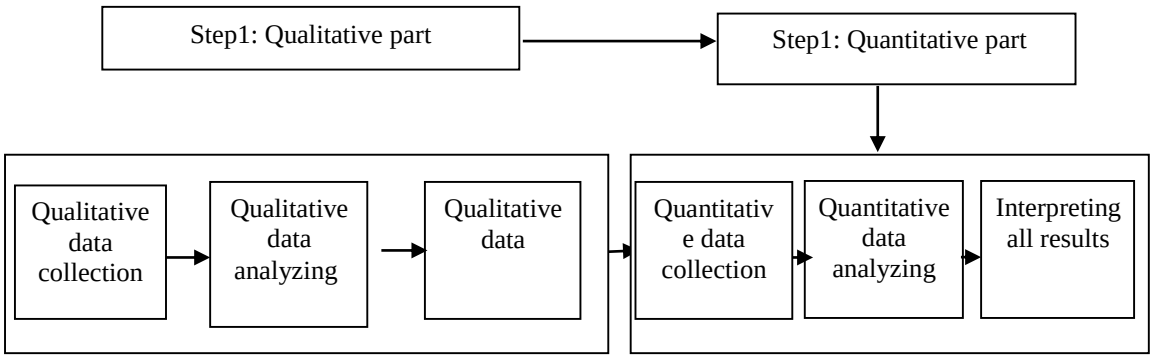


Figure1. The mixed type with the explanatory sequential design based on views of Creswell & Clark (2017)

Two communities are used for the qualitative part. The first community consists of drop-out students in Bandar Abbas, Sirik, Jask and Parsian. The statistical population is 40 people who are selected by simple random sampling. The second group consists of education experts, school counselors and parents of students in the mentioned cities, from which 10 people are selected by purposive sampling.

Two communities are used for the quantitative part of the research. The first population consists of dropout students in all cities of Hormozgan province. Also, the second community consists of experts in the field of education and school counselors of Hormozgan province and parents. For the main study, 300 dropout students in junior high school, 40 educational experts, 40 school counselors and 20 parents

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are used by cluster random sampling. Semi-structured interviews are used to collect information in the qualitative section. The interview begins with the general question, "what do you think are the reasons for dropping out and how does it arise?", and then continues with exploratory questions (including: what causes dropout?). To increase acceptability of research data - which means that data is acceptable, he uses the following techniques: continuous review and observation, sufficient time allocation, long communication and continuous observation, combination of data collection techniques and time integration.

In the present study, by providing feedback to the interviewee in a way that does not affect his / her responses; an attempt is made to increase internal validity. In addition, after each interview, the results of the coding and the model obtained up to that point are presented to the interviewees so that if any points or changes and corrections are considered, they would be presented for review and action. This is done after the interviews so that the interview would be free of any assumptions or bias. Also, four other activities are performed with the aim of increasing the internal validity of the findings, which are: 1) using various sources with the aim of collecting more and more complete data, 2) analysis of data by an assistant, 3) cooperation of a specialist, 4) identification of orientations By asking frequent questions while analyzing data

In the quantitative part, a questionnaire based on the interviews, which is prepared in the form of a Likert, is used by the researcher. This questionnaire has 34 five-choice questions (one to five). Questionnaire includes personal characteristics, variables related to economic poverty such as income and job status of the head of the household, family cohesion such as emotional relationship with the family and the level of parental follow-up. Variables related to the culture of poverty include parental education, relocation, length of stay in the area, and ethnicity. The questions consist of two parts: a personal questionnaire and the main questionnaire, which is the reasons for leaving school. Questions begin after completing personal matters. The questionnaire is prepared in person and sometimes electronically and is available to them. To determine the reliability of the research questionnaire in the pilot study, Cronbach's alpha method is used by 50 questionnaires data. After reviewing the results of the questionnaire and entering the information into the SPSS22 program, the analysis of the answers is performed through Cronbach's alpha. A number of questions need to be edited. The final number of questions is 34. The reliability and validity of the questionnaire is .81.

To conduct the qualitative part of the research, after the drop-out student attends a school that has already been designated for the interview, the interviewer first tries to prepare a suitable space for answering the questions with friendly questions. They then explain the purpose of the research and the questions to the individuals and assure them that their names would not be mentioned in the research so that they could answer the questions easily without stress. The interviewers are also reminded that the interview would be recorded so that there would be no error in conversion of their speech into writing. Interviews with these dropouts then began. Each interview lasts about 60 minutes. The research questions are prepared in advance and provided to the interviewers, and a short session is held in advance on how to ask the questions or how to deal with the interviewee.

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In the quantitative part, a questionnaire is prepared electronically and available to complete the tools and collect data. After distributing the questionnaire to the participants, how to complete the questionnaire is explained to them. They first have to answer personal questions about where they live, where they studied, age, gender and time of graduation so that they could answer the main questions later. The questions do not have a time limit so that people could answer the questions easily without stress. The average time to complete the questionnaire is about 20 minutes.

Since the immediate recording of data is a requirement of researchers in qualitative studies, the text of the interviews is handwritten, word by word after listening to it several times to be analyzed and provided to the participants and signed by the participant with their approval and accuracy. This interview is conducted based on the research model of contextual theory.

The researcher used the research method of context-dependent theory, because it is an inductive and exploratory research method that allows researchers in various subject areas to formulate their own theory instead of relying on existing theories. This theory is systematically formulated based on real data. In qualitative reports, direct quotations from the participants are used, and often the first person singular pronoun or the term "active voice" is used. Such a sound leads to more confidence. In the present study, we try to pay special attention to these features in the writing.

Real value means that the statement of experience is acceptable to the person who has actually experience it. This is achieved by reaching out to participants and endorsing the result statements: Does applicability or applicability mean whether the results can be applied to other locations or groups? Select participants in a relatively broad age, cultural, and economic context to achieve this goal, stability is achieved when participants provide inconsistent and consistent answers to similar questions posed in different formats. In this way, the research process is free of any bias, so the researchers try as much as possible. They may dispel any prejudice against the phenomenon under study before or after the interviews. Data collection then, the content analysis of the interviews is performed in the following three steps. In the open coding stage, the main and sub-categories of information are obtained by dividing the information; in other words, the researcher identifies the concepts based on the collected data, the characteristics and dimensions of these concepts discovered in the data (Strauss & Corbin, 1998).

In this research, like other researches that use the theory method derived from data, categories are considered as the foundations of theory building. These foundations provide the tools by which the formulated theory is integrated (Pandit, 1996; Strauss & Corbin, 1998). Also in such researches, features, subcategories or subcategories of open source type are responsible for providing more details about each category. In this type of theorizing, each feature is dimensioned in the next step; That is, the researcher will consider the feature on a continuum and find among the data examples that ultimately show this continuum (Creswell & Creswell, 2005). In this study, the output of this type of coding is the preparation of an initial list of barriers along with their repetition rate in interviews. The axial coding step is actually the process of relating categories to attributes and actually linking categories at the level of dimensions and attributes. This step is actually called pivotal, because the coding takes place around

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the axis of a category. At this stage, the researcher selects one of the categories of the open coding stage and places it at the center of the process under consideration. It then forms other open source code around it. In the present study, this process also leads in a class of barriers within which the existing barriers can be considered centered on a central axis. In the selective coding stage, the researcher develops a theory about the relationship between the categories obtained in the axial coding stage. In fact, at this stage, the researcher, by writing anecdotal relationship between the categories and according to his technical and personal notes, formulates a theory arising from the data. In the present study, the output of this section is categories of barriers that have a more key role than some other categories of barriers that affect the others.

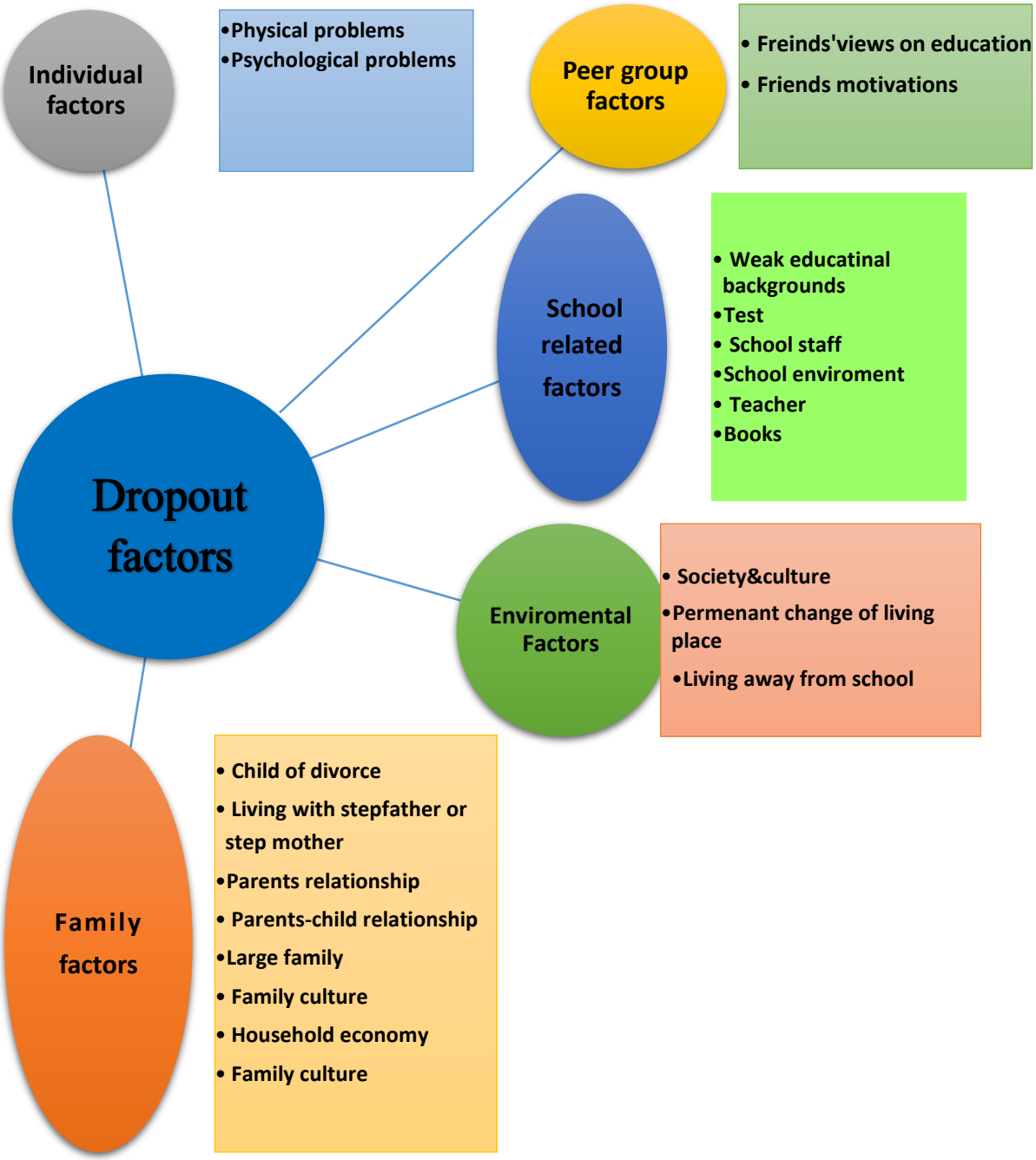
In order to investigate the various factors of academic failure and the impact of each of them, and finally to provide a model to prevent students from dropping out of school according to the conditions of Hormozgan province, the focus group method is used with the presence of experts. The focus group reporting method is one of the qualitative methods that have a significant application in various fields of humanities. According to the conventional definition, focus group research is a method of collecting qualitative data that involves individuals in an informal group discussion (or multiple discussions) about a particular topic or set of topics. Many researchers use focal groups to gather information. For example, Zeigler, Brunn, and Johnson Jr (1996) use focused groups to identify and understand people's reactions to emergency response in severe storms.

Of course, focus groups can be formed in several stages or stages of the research process: in the initial stage, to participate in decision-making about the study plan and objectives, the main data collection period concerns progress and agreement with change, and the final stage concerns interpretation data to plot the results and apply the changes. The focus group in the research method is that a group of experts (usually between 6 and 12 members) express their views on one or more specific topics. The researcher uses the method of a single focal group. In this method, the main feature of a focus group is the interactive discussion of a topic by a group of all participants and presenters as a group in one place. This is the most common and classic type of focus group discussion. The members of this focus group of this study, including 6 professors of Hormozgan universities who have doctorate in psychology and educational management, 3 provincial education experts who have a master's degree in educational management and 3 school counselors in the province who have a doctorate and a master's degree in psychology and are a parent representative. The researcher first informed them about the process and then provided them with the data have found in this study. He then states that the components identified in the interviews include: psychological problems, physical problems, friends' views on education, friends' motivations, weak educational backgrounds, test, school staff, school environment, teacher, book, society culture, permanent change of living place, living away from school, Child of divorce, living with stepfather or step mother, parents relationship, parents-child relationship, large family, family culture, household economy, family culture. In order to achieve and present a model of sustainability of high school students in the education cycle in Hormozgan province, focus interviews

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are conducted with specialists and knowledgeable people in the province; after informing them about the factors affecting academic failure, the necessary strategies develop the result.

As shown in Figure 2, dropout factors are generally divided into 5 main components: individual factors, peer group, school-related factors, environmental and family factors. Each of these main categories also includes several subcategories



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Here are some examples of interviews and how to do it.

Student - "My father has a seasonal job; we all move because of his job. We do not live in one place. I have got tired of having to move in the middle of the year, and I have had to change my teacher. We were not somewhere. We had to change our home until I came to find a friend. Because we did not have the money to rent a house, we had to move. That's why I decided to drop out of school when I was in seventh grade. "I do not have the right job right now and I do not have the patience to study."

Education expert - "Children in this area are often attracted to work early. Of course, work is not permanent. They are smuggling. It has its own smuggling in every season. They always say why we should study like you, when in the end we have a salary. This way we get at least four or five million every night. This is from their son; Girls also get married early because they are not interested in studying. All they have in their mind is to wear gold to a wedding. "Buy new clothes and ... do it."

Counselor: "Because of the cultural poverty that exists, the children of the region prefer to drop out of school and go or get married or go to fake jobs like fuel smuggling and sheep smuggling and ... like this. Neither girl nor boy is interested in studying and they do not imagine a future for themselves by studying.

Parents - I have to be more out of the house due to economic problems. When I come home, I am tired and have no contact with my children, and I am unaware of my children's educational status, and I am less at home and more out.

In this study, as mentioned, the researcher pays attention to all the cases of the interviewees and recorded their voices. Using focal interview, the researcher has provided a model for students' survival in the educational system, which is detailed in Table 1.

Table1. Dropout causes and strategies to prevent students' drop out from a focused group of specialists and informants of education in Hormozgan province

Component	drop out reason	Explanation of the causes	Dropout prevention strategies
Individual factors	Psychological problems	Students will not persevere if they have low self-esteem and will drop out with any minor problems. The student is not optimistic about his future and sees his future as dark and has no hope of employment or employment.	• The family and the school must help students build self-confidence and teach them life skills and coping skills so that they do not become frustrated if they encounter any problems and can persevere until they succeed. • The family and the teacher should pay serious attention to the psychological health of the students and if the student has a problem in the above areas, they should help him / her and not make fun of him / her. To motivate students, one should try to make the person feel important. When students have a negative attitude toward a new failure, it should help them succeed in the new lesson, thus achieving a more positive image of their ability to learn the subject and providing the conditions that students feel successful, help them as much as success. • In the future, if the government does not have the possibility of employment for all the graduates, it must take the cumbersome criteria so that the graduates can create jobs in the society based on their field of study and the government will help them in terms of facilities. Not all of you are going to be employed in

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			government offices, but choose a field that you can use in the community.
	Physical problems	Some students have certain illnesses or suffer from physical problems such as disability. Or other factors such as the existence of disabilities ,such as poor eyesight and auditory, lack of expression, behavioral disorders, dizziness and lack of response to teacher's questions, which will eventually lead to dropout	• providing suitable desks and chairs for them • Fitting the classroom space for students with physical problems such as being on the ground floor. • Helping such students to meeting their health needs and equipment such as: glasses or auditory aids • Timely diagnosis and identification of physical disabilities of adolescents, prevention of occurrence and exacerbation of diseases by the Department of Health and Education
Peer group factors	Friends' views about education	Peers have the greatest impact on the situation of adolescents and young people. If peers have a negative attitude towards lessons, it is natural that students will gradually have a negative attitude towards lessons and education, and if the family or school does not notice this situation, it will cause them to drop out.	• Parents and teachers should teach students who to befriend and who to avoid, because if a person leaves school, he or she can influence his or her peer in the shortest possible time and force him/her to drop out.
	Friends' motivations		
School related factors	Weak educational backgrounds	Students with poor grades learn with less speed and quality and suffer from academic failure, and as a result, they have less self-confidence and lose their motivation to continue their education.	• identifying this issue by the teacher and the school board and taking action to resolve this issue • Holding reinforcement classes to cover weaknesses
	Test	If the exam is a main goal instead of a tool, it affects the way teaching and learning is done and students work only to get a grade and pass the exam. Students memorize the material in order to receive a grade, and as a result, the students' thinking, reasoning, and innovation power become weak, causing them to become tired of the lesson and the teacher. All these cases lead to lack of progress and increase the rate of academic failure and eventually student's drop out.	• Holding test-making courses and evaluation methods for teachers to acquaint them with different evaluation methods and correct question design methods • Reviewing assessment methods and using new and integrated methods in students assessment • Creating a suitable space and environment for the test
	School staff	Lack of knowledge of some school principals and agents about the psycho-social characteristics of students causes unnecessary strictures and strict rules in the school, regardless of the talents and characteristics of students, which provides grounds for students to drop out.	• Amending the existing rules and regulations in the school with the participation of the school student council and the teachers' council and give some school powers to these councils, which provide the ground for more participation and higher motivation among students and teachers. • Using existing capacities to increase the awareness of managers and educators about new methods of education with the participation of experts and professional managers

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	School environment	The school atmosphere can motivate and calm the students and provide the ground for their better performance and consequently their stay in school, but the lack of physical attractiveness of the school (small yards, inappropriate painting, small classrooms and consequently crowded. The populated class and lack of proper lighting and ventilation, lack of educational facilities and equipment such as: laboratory, workshop, library, technology facilities such as computers and projectors, will lead to academic failure.	• Establishing a suitable mechanism to increase the level of participation of school-building acquaintances and benefactors in financing schools, to equip and renovate schools • It is necessary for the General Directorate of Renovation, Development and Equipping of Schools to design, build and equip appropriate libraries, green spaces, laboratories, workshops and gyms in schools.
	Teacher	Factors such as hiring non-specialist teachers, low level of knowledge and information of teachers about the content of courses and as a result the low quality of teaching plus lack of knowledge and use of new teaching methods and evaluation along with irresponsibility and motivation in some teachers and lack of awareness of some From the teachers, the psychological and personality traits of the adolescents cause the selection of inappropriate methods in the face of students' academic and behavioral problems, and provide the ground for the student's lack of motivation and dropout.	• Empowering teachers by holding training courses on modern teaching methods, principles of classroom management and classroom management with priority given to the provision and allocation of resources and training of efficient human resources • Promoting the motivation and responsibility of teachers through the programs included in the document of fundamental change and assigning special privileges according to this document to active and diligent teachers • Amend the existing employment, financial and administrative laws and regulations in accordance with specialized professions, with the participation of relevant agencies • Encourage teachers to use new and active methods in the classroom and abandon traditional and old methods in teaching • Empowering teachers by holding training courses on modern teaching methods, principles of classroom management and classroom management with priority given to the provision and allocation of resources and training of efficient human resources
	Books	Lack of visual appeal of books, poor content and large volume of textbooks, as well as the lack of relevance of course content to the needs and previous learning of students, bulk content of textbooks according to the amount of time they have time to learn, lack of content of courses with needs Present and future of society ,Lack of fluency and unattractiveness and incomprehensibility of the course content, Lack of thinking and lack of favorable social relationships in students along with other factors such as lack of coordination of textbook content with interests, level of knowledge, local culture and community needs Students provide the conditions for students to drop out	• Review and modify the teaching hours allocated to each lesson in the school curriculum by the High Council for Compiling Textbooks • Using the opinions of thinkers, researchers, teachers and education activists in preparing, compiling and designing textbooks tailored to the spiritual, social and scientific needs of students • Production and use of electronic content tailored to the needs of students and based on the content of textbooks in collaboration with the pharmaceutical and non-governmental sector • Design and compile textbooks tailored to the needs, roles, talents and personality traits of girls and boys

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Environmental Factors	Society culture	Not having a positive view of the children's future career if they continue their education, as well as a negative view of girls' education and having the belief that girls should get married sooner; lucrative jobs in some areas of the community, can cause them to drop out as well	• Using the capacity of town and village councils, media, cyberspace and legal capacity to raise awareness of families about the importance of literacy and education and change their attitudes towards this issue.
	Permanent change of residence	Relocation (relocation) due to parental occupation or other factors increases the risk of dropping out of school because adapting to a new environment is time consuming for students and can lead to psychological problems such as depression, which can lead to depression. They drop out of school and as a result they may not be in the new school location or the school may be too far from home, which is a problem that often occurs in rural areas.	• If the family has to change their place of residence for any reason, and the new place does not have a school, the villages and their councils must take the necessary measures to provide a school bus for the students. • Using the capacity of boarding schools to enroll and continue the education of such students • Identifying these students by school agents, especially school educators and counselors, and creating opportunities for them to make friends and participate in school group activities.
	Living away from school	Staying away from school can cause problems for students on the way to school. For example, there are people on the way to school who engage in trafficking and cause adolescents to turn to them and drop out of school. Or due to the distance and economic impossibility to provide services by the student's parents, are forced to drop out of school.	• Using the capacity of boarding schools • Using virtual learning capacities • Providing school bus with the help of donors and the parents and teachers association for students who are unable to provide it due to financial difficulties
	parents' divorce Living with stepparents	When family problems arise in the family, children are overwhelmed, and if they have to live with a stepmother or stepfather, their problems multiply and conditions force them to drop out of school.	• The school principal and teacher, and especially the school counselors try to give the adolescent more understanding of the stepfather and the current situation in order to be more adaptable in this regard and to return to his former life to some extent.
	Parents relationship	Family quarrels between husband and wife cause the student to be mentally exhausted and its effects can be seen in the quality of his grades. The loving relationship of the parents causes him to share his problems with them without fear and worry, and the absence of such a relationship causes him to drop out of school.	• The best way to communicate between parents and children is to get advice from school counselors and psychologists that school principals should try to identify such families and introduce them to counseling centers in collaboration with school counselors and teachers.
	Parents-child relationship	Parental behavior plays a role in the minds of adolescents, especially high school students. The basis of a healthy and correct relationship between parents and children is love. In most cases, the lack of loving and respectful behavior between	• Having courses and classes by the association of parents and school teachers and the cooperation of education counseling centers teach families how to interact with their teenage children

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		children and parents, as well as the existence of verbal and emotional conflicts can lead to student's dropping out of school.	
	Large family	In some cases, the large number of children causes parents to not be able to meet the psychological and economic needs of their child, and due to lack of supervision over his school affairs and lack of spiritual needs, cause the adolescent to feel overwhelmed and useless. And that the family does not care about him. All of this causes him frustration and his drop out of school.	• Implementation of a plan to support large families by the government • Close contact with the parents of these students to educate and advise them how to communicate with their children • Identifying the family by school agents and introducing them to the relevant centers to meet some material and economic needs such as books and stationery
	Family culture	The influence of children on the family environment is inevitable. The attitude of family members (father, mother, siblings) towards education and training affects the attitude of children towards this issue. If the family has a negative view of education and considers it useless, this attitude towards their children cause him to drop out of school	• Changing the view of families on the issue of girls' education and continuing their children's education using the available facilities and capacities • Increase the level of participation of the families of such students in the implementation of school curriculum • Identifying the families and especially the relatives and friends of students who have succeeded in studying and obtaining high academic degrees to encourage such students
	Household economy	Family that is financially weak and has a low income does not meet the needs of its children. Children are forced to drop out of school to help their families and earn money.	• In coordination with centers such as Welfare and Imam Khomeini's Relief Committee, these families should be identified and introduced to these centers. • In schools, a small amount is taken monthly from all students and paid for these tasks. • Schools and education by identifying these students to help them financially and pay for their education • Identify good people and let them know so that they can pay for the education of these students
	Parent illiteracy	In families where parents have not completed their education or the student has inherited mental retardation from his / her parents, the school should identify them and establish special extracurricular classes for them.	• Encouraging and inform the parents of these students about their role in the success and academic achievement of students • Creating a constructive atmosphere and communication between family and school by parents and teachers association so that they can pay attention to the academic situation of these students and guide them.

Discussion

As it is clear from the obtained results, the most important influential factor in the dropout of students has been related to the financial and economic problems of families. In the next stage of school, the behavior of school staff and teachers affected students' dropouts. Second, the financial problems of the family and the living environment have had the greatest impact on the student's dropout. The results obtained from this study are in line with studies conducted in this field in the past several years.

The results of the present study also show that the most important factor in dropping out of school psychologically and socially is the above elements, the results of which is in line with the research of

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Tayebiyan and Karimiyan (2018), Gholampoor and Ayati (2019), Chirtes (2010), Sahin et al. (2016), Shafiei and Dosti (2020) and Motaghi et al. (2015).

By examining the factors inside and outside of school, it has a significant effect on students' motivation to stay and create academic exhaustion. Factors within the school, including classroom activities, teacher communication, appropriate classroom and school environment, teacher's perception, etc., play a major role in retention of the student.

External factors include factors related to social and economic environment, parental support, and community support play a major role in motivating students to stay in school. It has not yet been established in the family and society, and the five components in preventing dropout that have been obtained from this study can be accomplished for the retention of students and school dropout.

Thus, the educational system has various and complex phenomena, not all of which can be observed in a completely definite way, showing the general results of quality education. The five main categories, including individual factors, peer's group factors, school-related factors, environmental factors and family factors are important factors that in different time and place, in the form of various maps can affect students' desire to stay in educational system.

Practical suggestions

- It is suggested that the relevant institutions, including the Education and Welfare Organization and the Radio and Television, provide them with the necessary information about the role of family factors without the need for parents' consent.
- Regarding the role of environmental factors and the living environment in dropouts, it is suggested that the education organization provide personal space and other educational needs in order to prevent students from dropping out.
- Regarding the role of school-related factors, it is suggested that the education organization provides students with educational equipment and facilities commensurate for female students, especially in deprived areas, and meets the needs of software and hardware.
- Strengthening parental involvement and cooperation in school affairs and educational issues through meetings by heads of education or principals.
- Creating a connection between the school and the community by attracting educated people from the same school or indigenous people to speak to students' parents to build a positive belief in education.
- Establish relevant mobilization programs, such as educational and recreational camps, in order to increase the school's prestige as a suitable platform for growth.
- According to the obtained results in general, it is suggested that the education organization try to provide a model for equal educational opportunities by conducting longitude and process research to prevent students from dropping out.

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