

The family environment as predictors of academic probation for Sultan Qaboos University students: Implications for Family Social Work Practice

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ABSTRACT

The occurrence of students facing academic probation and its resulting consequences has become a matter of great apprehension, extending beyond the confines of university academic communities, and affecting students directly. This concern arises from the diverse risks and difficulties it imposes on the mental welfare of students and their families. As a result, it necessitates comprehensive examination by experts in the fields of social and psychological sciences. By investigating this phenomenon, these specialists can contribute towards mitigating the social and economic challenges arising from insufficient academic performance among students pursuing higher education.

Family social work has consistently played a crucial role in addressing the challenges faced by families in society, and one of the significant issues among these challenges is academic difficulties experienced by students due to their family environment. Considering this perspective, this descriptive study aimed to explore the influence of the family environment on students who face academic probation. The research was conducted on a sample of 89 students from Sultan Qaboos University. The findings of the study revealed the impact of the family environment on students facing academic probation, leading to the recommendation of establishing effective mechanisms that enhance communication between the university and students' families regarding academic matters. Furthermore, the study emphasized the importance of providing additional support and attention to students who are at risk of facing academic probation at Sultan Qaboos University.

KEYWORDS: *Family Environment. Academic Probation, Sultan Qaboos University, Family Social Work Practice*

INTRODUCTION

Officials responsible for the higher education system endeavor to optimize its efficiency to the utmost extent. The government dedicates a portion of its budget to investing in this form of education. Higher education is generally costly compared to other social and economic activities, and families partially bear this financial burden to provide education for their children. The government, families, and individuals anticipate tangible and social benefits and returns in exchange for this expenditure, recognizing education as an investment that equips the state with the human resources required for

developmental plans. The greater the university's ability to graduate a majority of its enrolled students, the higher the educational efficiency within that institution, resulting in reduced educational wastage. Conversely, efficiency diminishes when student enrollment rates are low, and when they encounter academic challenges (Hamada & Al-Sawi, 2004, p. 172).

Academic achievement, as reflected in the cumulative GPA of university students, serves as an important indicator of the quality of higher education. This measure is subject to various factors that can have an impact on the students' lower cumulative GPA (Al-Anzi & Suleiman, 2013, p. 428).

Furthermore, students may find themselves on academic probation due to various factors, encompassing both academic challenges and familial circumstances. When it comes to academic difficulties, these can be linked to deficiencies in self-organizational abilities, problems with managing time effectively, inadequate planning, and negative peer influences. On the other hand, within the familial environment, economic conditions, devoting time to household responsibilities, a lack of encouragement from family members, being compelled to pursue specific majors, and insufficient support all play a role in contributing to academic probation.

The family is considered the primary social institution where human and social bonds are formed and strengthened, making it the most solid foundation. It also occupies a prominent position within society due to its ability to fulfill multiple roles that cannot be undertaken by any other entity to the same degree and manner (Wenjan and Nour Al-Din, 2017)

It is natural for each student to be influenced by their social environment, particularly the family environment, and, in turn, exert influence on it. The family environment plays a significant role, either positively or negatively, in shaping the student's academic performance. It has been observed that students from stable families tend to experience a sense of comfort, fostering an environment conducive to effective studying. Conversely, students living in unstable family environments often face additional challenges.

Moreover, the family environment, with its components, strengths, orientations, values, and existing relationships, is considered the primary factor in shaping children's self-perception and influencing their abilities and potentials, whether in the educational or

social aspects. Additionally, this environment motivates children to maintain their academic excellence. (Yasin, 2017)

Economic and social literature has highlighted that the social, economic, and cultural transformations experienced by Omani society have had a profound impact, particularly on the roles and functions of Omani families. These changes have resulted in notable shifts in the circumstances, positions, and diverse aspirations of individuals, along with presenting numerous challenges and igniting their ambitions, self-aspirations, and desires for social and economic progress. It seems that these transformations have played a role in reducing the traditional role of the family as the primary social regulator, while emphasizing the increasing significance of other institutions like schools and universities. These institutions have assumed a pivotal role in individuals' lives, particularly in shaping their desired socialization process, influencing their personalities, and shaping their social, economic, and cultural trajectories (Al-Muharraqiya & Karadsha, 2017, p. 159).

Furthermore, the issue of students being placed on academic probation serves as a noteworthy indicator that reveals a functional flaw within the educational institution's framework and a deficiency in its inputs. It also signifies the students' inability to meet the expectations of their roles (Lotfi, 2001).

Given this premise and the available information, the objective of the present study is to examine and investigate the role of the family environment in predicting academic probation among students at Sultan Qaboos University. This research carries implications for the practice of family social work, aiming to enhance our understanding of this topic.

LITERATURE REVIEW

The study carried out by **Hamada and Al-Sawi (2004)** aimed to identify the fundamental factors leading to academic probation among students at Kuwait University. The findings of this study indicated that the challenges experienced by probationary students can be classified into three domains: academic, social, and personal.

The research conducted by **Ahmed (2019)** shed light on the factors contributing to academic underachievement and the occurrence of academic probation among students at Prince Sattam bin Abdulaziz University in Wadi Al Dawasir. This study elucidated that these factors encompass a range of social, economic, familial, instructional, and educational aspects.

The study conducted by **Al-Mousa and Ibrahim (2008)** sought to uncover the factors contributing to academic probation among students at Sultan Qaboos University. The findings of the study indicated that these factors encompassed the students' struggles in acclimating to the university's culture of freedom, high rates of absenteeism, ineffective study habits, and a deficiency in time management skills. Furthermore, it was observed that these students lacked the necessary upbringing and guidance within their familial environment to foster independence and self-reliance.

The study conducted by **Waseem and Suleiman (2013)** sought to explore the correlation between academic achievement and academic self-efficacy, metacognitive skills, and family support. Additionally, the study aimed to investigate the extent to which academic achievement can be predicted based on these variables. Furthermore, the researchers aimed to identify any variations in the responses of the study participants based on factors such as academic specialization and gender. The findings of the study revealed that there was no significant correlation between academic achievement and both academic self-efficacy and family support. However, a significant relationship was observed between academic achievement and metacognitive skills. Moreover, noteworthy gender differences were identified in terms of academic self-efficacy and family support, with males tending to exhibit higher levels of these factors.

Additionally, the study conducted by **Karadsha and Raday (2020)** aimed to examine the demographic, social, economic, and academic characteristics of students placed on academic probation at Sultan Qaboos University, specifically in the Colleges of Engineering, Science, and Economics and Political Science. The findings of the study revealed that a majority of the enrolled students resided in off-campus housing, either in private accommodations or shared residences. Among those living in university dormitories, there was a notable dissatisfaction with the quality of housing provided. Most of the students belonged to families with an average to low monthly income, and a small percentage of them were economically active or currently employed. Moreover, their monthly income was found to be inadequate to cover their expenses and cost of living.

The study conducted by **Al-Muharraqiya and Karadsha (2017)** aimed to examine the conditions and factors associated with the type and quality of housing and transportation, and their impact on students' placement on academic probation. The findings of the study

indicated that most of the students came from the North Al Batinah Governorate and Muscat Governorate, and they either lived in private residences or shared apartments with other students. These students expressed discontentment with their living conditions and encountered difficulties due to the absence of university transportation services.

Additionally, the study conducted by **Ahmed, Jashim et al. (2014)**, which investigated the factors contributing to academic probation among students in private universities in Bangladesh, revealed that both academic and familial factors play a role in academic probation. The findings indicated that students placed on academic probation were prone to experiencing study discontinuity, yet they displayed a greater inclination to resume their academic journey when offered suitable academic support.

THEORETICAL FRAMEWORK

1. The Concept of Academic Probation

According to Al-Muharraqiya and Karadsha (2016), academic probation is “a system that applies to students when their academic performance falls below the specified standards for both the semester and cumulative GPA, specifically with a GPA below (2)”

(Al-Muharraqiya and Karadsha, 2016, 42)

Academic probation is a mechanism implemented to monitor students when their cumulative GPA drops below 2.0. It is also enforced when the cumulative GPA is 2.0 or above, but the GPA for the current semester is less than 1.0. Furthermore, if the cumulative GPA is 2.0 or higher, yet the semester GPA remains below 2.0 for two consecutive semesters, students are placed on academic probation.

(Admission and Registration Department, Academic Regulations of Sultan Qaboos University, 2017)

Academic probation is also indicated by Tovar and Simon (2006), students who are placed on academic probation are those who face disciplinary measures due to insufficient academic progress. The primary objective of this disciplinary action is to communicate to them the gravity of their academic situation and to motivate them to enhance their academic performance.

Based on the academic regulations set forth by the Admission and Registration Department at Sultan Qaboos University, academic probation is implemented when students fail to meet the prescribed academic standards for both their semester and cumulative GPAs. The criteria for placing students on academic probation are as follows:

- If the cumulative GPA drops below 2.0.
- If the cumulative GPA is 2.0 or higher, but the current semester GPA falls below 1.0.
- If the cumulative GPA is 2.0 or higher, but the semester GPA remains below 2.0 for two consecutive semesters.

2. The Concept of Family Environment

Al-Bustwaisy and Jabril (2022) highlighted the family environment as encompassing all the factors and stimuli that surround an individual within the family and influence their effectiveness. This environment includes the material, economic, social, and cultural aspects of the family, which serve as a significant force in shaping behavior, forming one's personality, and developing one's potentials. Its dimensions involve organization, regulation, cohesion, conflict management, expressive ability, solidarity, independence, and value orientation. (P.82)

The family environment is defined as “the physical and social space in which family members live, and it is associated with several dimensions or conditions that make it a suitable environment for the growth of the family as a cohesive unit, aiming to sustain itself and serve its community”. (Abdulghani, and Hassan, P.273)

Khalil (2000) indicated that the family environment is “the overall nature of family life, encompassing aspects such as security, sacrifice, role definition, responsibility, and the manner of meeting needs”. (P.31)

Shafik (2009) believes that the family environment is “the climate through which individuals satisfy their psychological needs and influences their psychological development, instilling in them habits, traditions, and personal values”. (P.55).

In this study, the term "family environment" refers to the physical and social context that exists among students at Sultan Qaboos University in the Sultanate of Oman. It encompasses the psychological climate, physical environment, family awareness, family security, and social atmosphere.

PURPOSE OF THE STUDY

This descriptive-analytical study attempts to investigate the Role of family environment in predicting academic probation among Sultan Qaboos University Students. The study also investigates the relationship between some demographic data and family-related factors associated with academic probation among a sample of students at Sultan Qaboos University.

STUDY HYPOTHESES

This study attempts to test the following hypotheses.

1. The first hypothesis states that there is an elevation in the level of family-related factors associated with academic probation among a sample of students at Sultan Qaboos University who are at risk of academic probation.
2. The second hypothesis suggests that there is a statistically significant relationship between certain demographic variables (age, gender, place of residence, family socioeconomic status) and family-related factors associated with academic probation among a sample of students at Sultan Qaboos University who are at risk of academic probation.

METHOD

Study Design:

This study is a part of a cross-sectional study aimed at investigating the role of family environment in predicting academic probation among Sultan Qaboos University Students.

Study Sample:

The sample for the present study consists of 89 students who are under academic observation at Sultan Qaboos University in the Sultanate of Oman, selected based on the academic regulations governing academic probation at the university. These students were purposively chosen and identified through official records from the Student Affairs Department at Sultan Qaboos University.

Data Collection Procedure and Ethical Considerations:

This study utilized an electronically designed questionnaire using Google Forms to collect the data. The questionnaire link was sent to the students after obtaining approval from the administration of the College of Arts and Social Sciences at Sultan Qaboos University. The students of the study sample were also informed about the purpose of the questionnaire and assured of the confidentiality of the information they provided while filling out the form. The data collection process lasted for 40 days.

MEASUREMENT INSTRUMENT:

The author utilized a single data collection method to analyze the subject of the study.

The family environment in predicting academic probation:

is a questionnaire prepared by the author, the scale questionnaire of (47) items divided into three main dimensions: Demographic information, along with family factors related to

students being placed on academic probation, as well as questions regarding the factors contributing to academic probation, and the factors that lead to exiting academic probation from the students' perspective. Moreover, the measurement elements and dimensions of the family environment in this study consist of five main dimensions: psychological climate, physical environment, family awareness, family security, and social atmosphere. The questionnaire was rated on a Likert scale on five responses: 5= Strongly Agree, 4= Agree, 3= Neutral, 2=Disagree, 1=Strongly Disagree. The final instrument was reviewed for accuracy by seven professors from the Department of Social Work at Sultan Qaboos University. The researcher tested the reliability and validity of the study instrument, and the accuracy of the instrument was confirmed after conducting the necessary statistical procedures for reliability and validity assessment.

STATISTICAL METHODS: the author used the Statistical Analysis Program (SPSS V 26.0) and applied the following few statistics: Mean, Standard deviation, Cronbach's Alpha, Pearson Correlation Coefficient, Spearman Brown Coefficient, T-Test

STUDY RESULTS:

Table (1) Distribution of the study sample according to Gender (n = 89)

Gender		No	%
1	Male	50	56.2
2	Female	39	43.8
Total		89	100

Table (2) Distribution of the study sample according to age (n = 89)

Age		No	%
1	18 - 20	11	12.4
2	20 - 22	42	47.2
3	22 - 24	32	36.0
4	24 -	4	4.5
Mean		21.15	

Table (3) Distribution of the sample according to Place of residence (n = 89)

Place of residence		No	%
1	Rural area	31	34.8
2	Urban area	58	65.2
Total		89	100

Table (4) Distribution of the study sample according to Marital status of the student (n = 89)

Marital status of the student:		No	%
1	Single	87	97.8
2	Married	2	2.2
3	Divorced	-	-
4	Widowed	-	-
Total		89	100

Table (5) Distribution of the study sample according to Governorate (n = 89)

Governorate		No	%
1	Al-Buraimi	1	1.1
2	Al-Dakhiliyah	6	6.7
3	Al-Dhahirah	9	10.1
4	South Al-Batinah	11	12.4
5	North Al-Batinah	21	23.6
6	South Al-Sharqiyah	8	9.0
7	North Al-Sharqiyah	5	5.6
8	Al-Wusta	-	-
9	Dhofar	4	4.5
10	Muscat	24	27.0
11	Musandam	-	-
Total		89	100

Table (6) Distribution of the study sample according to colleges (n = 89)

Colleges		No	%
1	College of Arts and Social Sciences	55	61.8
2	College of Education	4	4.5
3	College of Economics and Political Science	10	11.2
4	College of Science	11	12.4
5	College of Commerce	2	2.2
6	College of Agricultural Sciences	2	2.2
7	College of Medicine	1	1.1
8	College of law	1	1.1
9	College of Engineering	2	2.2
10	CEPS	1	1.1
Total		89	100

Table (7) Distribution of the study sample according to Academic status of the student (n = 89)

Academic status of the student:		No	%
1	First academic observation	25	28.1
2	Second academic observation	32	36.0
3	Third academic observation	3	3.4
4	At risk	11	12.4
5	Exited academic probation	18	20.2
Total		89	100

Table (8) Distribution of the study sample according to Place of care and accommodation (n = 89)

Place of care and accommodation:		No	%
1	Residing with my family	75	84.3
2	Residing with my mother as my father is not present	8	9.0
3	Residing with my father as my mother is not present	2	2.2
4	Residing with uncle, aunt, or step-parent	3	3.4
5	Living with my grandparents	-	-
6	Living alone	1	1.1
Total		89	100

Table (9) Distribution of the study sample according to Father's educational level (n = 89)

Father's educational level		No	%
1	Illiterate	8	9.0
2	Completed preparatory education	24	27.0
3	High school diploma	25	28.1
4	Bachelor's degree	31	34.8
5	Reads and writes	1	1.1
Total		89	100

Table (10) Distribution of the study sample according to Mother's educational level (n = 89)

Mother's educational level		No	%
1	Illiterate	14	15.7
2	Completed preparatory education	26	29.2
3	High school diploma	18	20.2
4	Bachelor's degree	28	31.5
5	Reads and writes	3	3.4
Total		89	100

Table (11) Distribution of the study sample according to Family economic level (n = 89)

Family economic level		No	%
1	Low	21	23.6
2	Medium	60	67.4
3	High	8	9.0
Total		89	100

Table (12) Distribution of the study sample according to Number of siblings (n = 89)

Number of siblings		No	%
1	No siblings	-	-
2	Less than 5 siblings	27	30.3
3	5 or more siblings	62	69.7
Total		89	100

Table (13) Distribution of the study sample according to Father's occupation (n = 89)

Father's occupation:		No	%
1	Government sector	48	53.9
2	Private sector	6	6.7
3	Self-employed	9	10.1
4	Unemployed	26	29.2
Total		89	100

Table (14) Distribution of the study sample according to Mother's Occupation (n = 89)

Mother's Occupation:		No	%
1	Government sector	18	20.2
2	Private sector	2	2.2
3	Self-employed	3	3.4
4	Unemployed	66	74.2
Total		89	100

Table (15) Distribution of the study sample according to Average monthly income of the family (n = 89)

Average monthly income of the family:		No	%
1	Less than 500 O.M	27	30.3
2	Between 500 and 1000 O.M	35	39.3
3	Between 1000 and less than 2000 O.M	20	22.5
4	More than 2000 O.M	7	7.9
Total		89	100

The previous tables illustrate the variables related to the characteristics of the study population:

- ❖ **Regarding the gender variable:** The percentage of males among students at risk of academic probation was found to be 56.2%, while females accounted for 43.8%.
- ❖ **Concerning the age variable:** The average age of the study population, including faculty members, was 21.15. The largest proportion of students fell within the age group of 20-22, accounting for 47.2%.
- ❖ **Regarding the place of residence variable:** The percentage of students living in urban areas who were at risk of academic probation was 56.2%, compared to 34.8% for those living in rural areas.

The second results: Verification of the study hypotheses:

Verifying the first hypothesis of the study, which states: There are statistically significant differences between gender (males - females) and family-related factors associated with academic difficulties among a sample of students at Sultan Qaboos University who are at risk of academic probation (study sample).

Table (16) illustrates the differences in students' grade averages based on the gender variable (males - females) and family-related factors associated with academic difficulties among a sample of students at Sultan Qaboos University who are at risk of academic probation (study sample).

Family Environment	Group	Mean	Std.	df	T	Sig.
Psychological climate	Male	10.86	4.982	87	9.094	0.01
	Female	22.67	7.249			
Physical environment	Male	11.16	4.934	87	7.267	0.01
	Female	21.10	7.907			
Family awareness	Male	11.00	5.111	87	8.580	0.01
	Female	21.56	6.508			
Family security	Male	10.42	5.323	87	9.080	0.01
	Female	22.79	7.526			
Social climate	Male	10.86	4.870	87	9.118	0.01
	Female	22.49	7.141			
Total	Male	54.30	23.239	87	9.209	0.01
	Female	110.62	34.343			

The data in the previous table reveals the mean scores of students based on the gender variable (males - females) and family factors associated with academic underachievement among a sample of students at Sultan Qaboos University ("study sample"). The results are as follows:

- ❖ **Regarding the first dimension**, which refers to the psychological climate, the average scores of female students were 22.67 with a standard deviation of 7.249, compared to the average scores of male students, which were 10.86 with a standard deviation of 4.982. The calculated t-value was 9.094, indicating that the calculated t-value is greater than the tabulated t-value, indicating statistically significant differences between the mean scores of male and female students regarding the psychological climate as one of the family factors associated with academic underachievement, in favor of females.
- ❖ **Regarding the second dimension**, which refers to the physical environment, the average scores of female students were 21.10 with a standard deviation of 7.907, compared to the average scores of male students, which were 11.16 with a standard deviation of 4.934. The calculated t-value was 7.267, indicating that the calculated t-value is greater than the tabulated t-value, indicating statistically significant differences between the mean scores of male and female students regarding the physical environment as one of the family factors associated with academic underachievement, in favor of females.
- ❖ **Regarding the third dimension**, which refers to family awareness, the average scores of female students were 21.56 with a standard deviation of 6.508, compared to the average scores of male students, which were 11.00 with a standard deviation of 5.111. The calculated t-value was 8.580, indicating that the calculated t-value is greater than the tabulated t-value, indicating statistically significant differences between the mean scores of male and female students regarding family awareness as one of the family factors associated with academic underachievement, in favor of females.
- ❖ **Regarding the fourth dimension**, which refers to family security, the average scores of female students were 22.79 with a standard deviation of 7.526, compared to the average scores of male students, which were 10.42 with a standard deviation of 5.323. The calculated t-value was 9.080, indicating that the calculated t-

value is greater than the tabulated t-value, indicating statistically significant differences between the mean scores of male and female students regarding family security as one of the family factors associated with academic underachievement, in favor of females.

- ❖ **Regarding the fifth dimension**, which refers to the social climate, the average scores of female students were 22.49 with a standard deviation of 7.141, compared to the average scores of male students, which were 10.86 with a standard deviation of 4.870. The calculated t-value was 9.118, indicating that the calculated t-value is greater than the tabulated t-value, indicating statistically significant differences between the mean scores of male and female students regarding the social climate as one of the family factors associated with academic underachievement, in favor of females.
- ❖ **Regarding the total of family factors** associated with academic underachievement, the average scores of female students were 110.62 with a standard deviation of 34.343, compared to the average scores of male students, which were 54.30 with a standard deviation of 23.239. The calculated t-value was 9.209, indicating that the calculated t-value is greater than the tabulated t-value, indicating statistically significant differences between the mean scores of male and female students regarding the family factors associated with academic underachievement, in favor of females.

Verification of the second hypothesis of the study, which states: There are statistically significant differences between the place of residence (rural - urban) and the family factors associated with academic underachievement among a sample of students at risk of academic failure at Sultan Qaboos University, "the study sample."

Table (17) illustrates the differences in the mean scores of students according to the variable of place of residence (rural - urban) and the family factors associated with academic underachievement among a sample of students at risk of academic failure at Sultan Qaboos University, "the study sample."

Family Environment	Group	Mean	Std.	df	T	Sig.
Psychological climate	Rural	11.48	6.313	87	4.027	0.01
	Urban	18.47	8.467			
Physical environment	Rural	9.65	4.239	87	5.903	0.01
	Urban	18.66	7.897			

Family Environment	Group	Mean	Std.	df	T	Sig.
Family awareness	Rural	12.39	7.579	87	2.976	0.01
	Urban	17.36	7.388			
Family security	Rural	11.84	7.147	87	3.289	0.01
	Urban	17.98	8.984			
Social climate	Rural	12.16	6.972	87	3.328	0.01
	Urban	17.98	8.292			
Total	Rural	57.52	30.283	87	4.005	0.01
	Urban	90.45	40.032			

The data from the previous table reveals the mean scores of students according to the variable of place of residence (rural - urban) and the family factors associated with academic underachievement among a sample of students at risk of academic failure at Sultan Qaboos University, "the study sample." They are as follows:

- ❖ **Regarding the first dimension**, which refers to the psychological climate, the average scores of students living in the (urban) area were (18.47) with a standard deviation of (8.467), compared to the average scores of students living in the (rural) area, which were (11.48) with a standard deviation of (6.313). The calculated (t) value was (4.027), indicating that the calculated (t) value is greater than the tabulated (t) value, suggesting the presence of statistically significant differences between the mean scores of male and female students regarding the psychological climate as one of the family factors associated with academic underachievement in favor of students living in the (urban) area.
- ❖ **Regarding the second dimension**, which refers to the physical environment, the average scores of students living in the (urban) area were (18.66) with a standard deviation of (7.897), compared to the average scores of students living in the (rural) area, which were (9.65) with a standard deviation of (4.239). The calculated (t) value was (5.903), indicating that the calculated (t) value is greater than the tabulated (t) value, suggesting the presence of statistically significant differences between the mean scores of male and female students regarding the physical environment as one of the family factors associated with academic underachievement in favor of students living in the (urban) area.
- ❖ **Regarding the third dimension**, which refers to family awareness, the average scores of students living in the (urban) area were (17.36) with a standard deviation of (7.388), compared to the

average scores of students living in the (rural) area, which were (12.39) with a standard deviation of (7.579). The calculated (t) value was (2.976), indicating that the calculated (t) value is greater than the tabulated (t) value, suggesting the presence of statistically significant differences between the mean scores of male and female students regarding family awareness as one of the family factors associated with academic underachievement in favor of students living in the (urban) area.

- ❖ **Regarding the fourth dimension**, which refers to family security, the average scores of students living in the (urban) area were (17.98) with a standard deviation of (8.984), compared to the average scores of students living in the (rural) area, which were (11.84) with a standard deviation of (7.147). The calculated (t) value was (3.289), indicating that the calculated (t) value is greater than the tabulated (t) value, suggesting the presence of statistically significant differences between the mean scores of male and female students regarding family security as one of the family factors associated with academic underachievement in favor of students living in the (urban) area.
- ❖ **Regarding the fifth dimension**, which refers to social climate, the average scores of students living in the (urban) area were (17.98) with a standard deviation of (8.292), compared to the average scores of students living in the (rural) area, which were (12.16) with a standard deviation of (6.972). The calculated (t) value was (3.328), indicating that the calculated (t) value is greater than the tabulated (t) value, suggesting the presence of statistically significant differences between the mean scores of male and female students regarding the social climate as one of the family factors associated with academic underachievement in favor of students living in the (urban) area.
- ❖ **Regarding the total of family factors** associated with academic underachievement, the average scores of students living in the (urban) area were (90.45) with a standard deviation of (40.032), compared to the average scores of students living in the (rural) area, which were (57.52) with a standard deviation of (30.283). The calculated (t) value was (4.005), indicating that the calculated (t) value is greater than the tabulated (t) value, suggesting the presence of statistically significant differences between the mean scores of male and female students regarding the family factors associated with academic underachievement in favor of females.

The results pertaining to the impact of the family environment on the occurrence of academic probation among students at Sultan Qaboos University:

When students were asked about how the family environment influenced their occurrence of academic probation, the responses indicated weak parental supervision regarding their academic situation, frequent family gatherings, parents forcing students to pursue a specific major, excessive household responsibilities/lack of sufficient family supervision, occurrence of discrimination within the family regarding education, and some students experiencing psychological harm from their parents. All of these responses illustrate how the family environment impacted the occurrence of academic probation among a sample of students at Sultan Qaboos University.

The findings of the current study align with several previous studies. For instance, Riss (2019) indicated that the frequency of family interactions, as a component of the family environment, contributed to academic underachievement among students at Prince Sattam bin Abdulaziz University in Wadi Aldawaser, Saudi Arabia.

Similarly, Saddakhan (2009) emphasized the importance of parental involvement in monitoring their daughters' academic progress, meeting their educational needs, understanding their problems, encouraging participation in school trips, and fostering positive social relationships within the family to enhance academic achievement among female students.

Additionally, Hhaj (2013) found significant differences between students who experienced positive parental treatment and those who experienced negative parenting in terms of self-esteem, academic achievement, and academic adjustment, with the former group showing more positive outcomes.

Furthermore, Al-Dweikat (2022) highlighted a statistically significant positive relationship between life satisfaction and aspects such as cohesion, expression, cultural and intellectual orientation, and recreational activities and organization within the family.

Finally, Al-Za'abi (2022) revealed a statistically significant negative relationship between self-concealment and dimensions such as cohesion, expression, and organization within the family, indicating that these three dimensions contribute to self-concealment, along with expression of conflict and recreational activity orientation.

STUDY LIMITATIONS

There are some limitations to this study. Firstly, the study was conducted on a sample consisting of 89 students from the academic Probation at Sultan Qaboos University in Oman. It is possible that different results could be obtained if a larger sample size was taken. Additionally, since the study was conducted specifically on students from Sultan Qaboos University in Oman, it is also possible to obtain different results if the study is conducted in a different community or at a different university.

IMPLICATIONS FOR FAMILY SOCIAL WORK PRACTICE

1. Inclusion of academic probation skills in social work education and training programs in the Arab environment.
2. conducting research related academic probation in Arab society.
3. Academic advisors should prioritize understanding the factors contributing to students being placed under family observation and their association with the family environment. They should collaborate with university professors, student counseling centers, and social and family therapy centers to develop strategies for effectively managing and overcoming these challenges. This collective effort aims to assist students in successfully navigating their academic journey and getting back on track within Arab universities.

Conclusion

This study aimed to examine the role of the family environment in students' academic observation. The initial assumption of the study, supported by analyzing a sample of 89 students from the academic observation program at Sultan Qaboos University in Oman, suggested a higher level of family-related factors associated with academic struggles. The study's findings confirmed the significant impact of family-related factors on students' academic observation. Furthermore, it emphasized the need for further research on academic observation in universities and its influence on students' personalities and environments.

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