



## The impact of social exclusion on academic delay among school students: A field study

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### Abstract

This study aimed to understand the impact of social exclusion on academic delays among Sociology of Sports students at South Valley University, Qena City, Hurghada Governorate, Egypt, and to investigate any gender-specific effects in this relationship. The study was prompted by the need for further research delineating the impact of social exclusion on academic delays across students from diverse backgrounds and personal circumstances. The study adopted a quantitative descriptive approach, collecting data from a sample of 60 male and female students using a questionnaire focusing on the reasons for social exclusion and its impact on academic delays. The results indicated a moderate effect of social exclusion on academic delays, particularly due to neglect from parents and teachers. Furthermore, the study found no statistically significant differences in this effect based on gender, suggesting that the impact may be similar for male and female students. The study recommends the adoption of educational and social policies that enhance the role of schools as supportive and safe environments for all students.

**Keywords:** *Social exclusion, university students, academic delay, Sociology of Sports.*

### Introduction

Due to the rapid and successive developments experienced by countries in our contemporary era across all commercial, industrial, political, and cultural aspects, significant transformations in societal lifestyles have emerged. These changes have raised numerous inquiries regarding the mechanisms and factors underlying such phenomena and their ensuing implications.

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Consequently, all scientific research and studies have aimed to interpret these phenomena, resulting in a range of terms and findings that aid in understanding and defining them. One such term is social exclusion (Abu Arida, 2020).

Social exclusion is a facet of sociology that analyzes the human lifestyle patterns within the environment or society in which they live. It involves a trend to prevent specific individuals from performing their roles within political, social, and commercial spheres, among others. As a consequence of this marginalization, individuals become incapable of accessing products and goods available in the market, thereby hindering their ability to achieve a decent standard of living and suitable social life. This exclusion occurs due to inequality, lack of justice, and other factors contributing to this phenomenon (Jad Allah, 2020).

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While economic deterioration may be a fundamental factor in the process of marginalization, there are numerous other factors that contribute to exclusion based on gender, ethnicity, religion, as well as economic, cultural, and social status. The primary objective of studying the phenomenon of social exclusion is to address the social, economic, and cultural disparities that hinder individuals from attaining a high quality of life and effective participation in the productive process, thereby becoming active members of society (Radi, 2023).

This marginalization results in various damages across health, economic, and social dimensions. Additionally, it leads to educational delays due to factors such as marginalized environments, widespread unemployment, and deteriorating economic conditions within families. Consequently, educational delays manifest as academic decline and a decrease in students' academic performance due to neglect and truancy aimed at seeking employment. Thus, educational delay refers to the deterioration in a student's academic achievements and grades due to encountering obstacles that prevent them from understanding and grasping the academic content of the curriculum (Talabah, 2020).

## Literature review

Through a review of the literature published in peer-reviewed scientific journals, it became evident that there is a lack of sufficient studies in this field, especially in the local region. Therefore, we found it beneficial to outline the most important related studies on the topic of social exclusion as follows: Radi (2023) investigated the intersection of social exclusion and violence among youth. The study employed a descriptive approach, with a sample of 120 students. The study used a questionnaire consisting of 20 items, and the results indicated an impact of social exclusion on youth violence. Ammara (2023) studied the repercussions of social exclusion on individuals and society. The study also used a descriptive approach and included a sample of 100 students. The study's findings showed a statistically significant impact of social exclusion on deviant behavior among youth, particularly favoring males. On the other hand, Al-Ajili (2021) explored the issues of social exclusion in Baghdad. The researcher adopted a descriptive approach with a sample of 40 students. The results highlighted multiple factors contributing to social exclusion, primarily family circumstances, domestic violence between parents, and neglect of children. Finally, Qurawi (2017) examined social exclusion and the engagement of Tunisian youth in the Salafi movement through a sociological field study. The study utilized a descriptive approach with a sample of 200 students. The results indicated that one of the primary reasons for youth engagement in the Salafi

movement was social exclusion. Furthermore, the study found no statistically significant differences in the impact of social exclusion on youth attributed to gender.

### **Importance of the Study**

The significance of the current study lies in providing a theoretical framework on the variables of social exclusion and academic delay. Moreover, it aims to present findings that could benefit governmental entities and institutions in Egypt and other societies on how to address the phenomenon of social exclusion and its impact on students' academic delays.

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### **Problem Statement**

Social exclusion is a process of exclusion and selection executed by society to choose the best individuals across all social, economic, and educational aspects of life, while avoiding specific groups based on various factors and reasons previously mentioned. This marginalization results in significant damages across health, economic, and social dimensions. Additionally, it leads to educational delays due to factors such as marginalized environments, widespread unemployment, and deteriorating economic conditions within families. Consequently, this results in a decline in academic performance due to neglect and truancy aimed at seeking employment (Al-Ajili, 2021).

Social exclusion resulting from family or school plays a significant role in students' academic delays, as it causes students to neglect their studies and feel uncomfortable in their environment, which reflects on their academic performance and achievements in various subjects (Ammara, 2023).

The students are most affected by the problem of social exclusion, as they are in adolescence with emotional and psychological fluctuations, making them highly susceptible to any problem that significantly impacts them (Qurawi, 2017). Hence, the current study aims to explore the impact of social exclusion on academic delay among a sample of students in at South Valley University, Qena City.

### **Study Objectives**

1. To identify the reasons for social exclusion among university students.
2. To examine the impact of social exclusion on academic delays among university students.
3. To determine if there is a statistically significant effect of social exclusion on academic delays among university students attributable to gender.

### **Study Questions and Hypothesis:**

1. What are the reasons for social exclusion among university students?
2. What is the impact of social exclusion on academic delays among university students?

**H0: Hypothesis:** There is no statistically significant effect of social exclusion on academic delays among university students attributable to gender.

## Theory Framework

### Concept of Social Exclusion

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Social exclusion is one of the aspects of social studies that focuses on analyzing the lifestyle patterns of humans within the environment or society they live in. The spread of social exclusion began in Roni Lunoar's book "The Excluded," published in 1974. Its main purpose was to highlight the economic system's inability to create cohesion between different societal groups, such as those with special needs, despite the economic strength and cohesion. Several studies have clarified this and stated that within every ten individuals in French society, only one enjoys financial and social prosperity (Satici, 2020; Qurawi, bid).

This book succeeded in emphasizing an extremely important topic that was previously neglected. Many opinions have emerged regarding the definition of this topic and how to present and analyze all the important points it encompasses. Among these opinions are the definitions of "non-adaptation" and "non-affiliation" according to Robert Castiel. These discussions have transcended mere research discussions and have been exploited for other political purposes. According to Robert Castiel's perspective, the social dimensions of this topic have changed into purely political dimensions, with the primary purpose being to improve the economic situation of people suffering from economic hardship (Thies et al., Mahmoudine, 2020).

Researchers have been unable to agree on a definition that includes and explains this condition. Nevertheless, attempts to explain this phenomenon have revealed several results, the most important of which is the division of society into two completely different categories. One category enjoys all financial and social advantages, as well as all opportunities and a high quality of life, compared to the second category, which suffers from poor living conditions, lack of job opportunities, and an increase in non-workers (Nahid, 2020).

Unlike the diversity of opinions and proposals in defining the content of social exclusion, which has led to its inclusion of many marginalized aspects, social exclusion encompasses many aspects such as poor family financial conditions, differences between social classes, inability of a specific class or individual to integrate into society, some aspects related to the rights and duties of individuals towards the state. It is also linked to homeless individuals, isolated or unorganized areas, the unemployed, people with special needs, and others (Abu Arida, ibid).

When focusing on the concept of social exclusion and explaining and analyzing the aspects falling under this concept, the most common factor among all these aspects is the economic and financial situation. For example, individual financial deterioration, lack of a stable income source for individuals, few job opportunities, an increase in non-workers, poor living standards, and health issues, all these matters are related to the economic aspect (Jad Allah, ibid).

Subsequently, the term "social exclusion" was used as an alternative definition for the term "poverty" in the late 1970s to define groups that had been affected by the deteriorating financial

conditions globally. This category included employees who were excluded from their jobs due to the huge leaps in industry and technology, industrialists and entrepreneurs, handicraftsmen, and others who faced difficulty integrating into these new challenges. Specifically, women found it difficult to find available jobs, and some of them had already been laid off from their jobs (Radi, 2023, *ibid*).

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Due to the obstacles faced in defining social exclusion and the inability to establish a definition that includes all aspects of social exclusion, scientists turned to using methods and strategies used to define poverty, believing in a significant similarity and convergence between them. There are many inquiries into why social exclusion is described and linked to the social aspect despite its economic connection, making it economic rather than social. This makes it deviate from the sociological characteristic, so we will clarify the reason for linking social exclusion to the economic and social aspects (Yarar & Karakaşoğlu; Al-Ajili, 2021, *ibid*).

### **Economic Determinants of Social Exclusion**

Social sciences are purely Western sciences, so they are comprehensive in their approach to all aspects and ideas of those societies by integrating prevailing ideas and values within that society, and its political orientations. It is capable of confronting and finding solutions to the obstacles and challenges imposed by the political situation of society, resulting in a number of terms explaining the prevailing situation within the society and how to deal with it. Consequently, the Western thought and foundation of social exclusion are entrusted with the economic aspects of the concept. This is because most of the problems and issues related to exclusion within this society are related to the financial aspects of individuals, where this society is considered a productive society. Individuals are divided into specific categories based on the financial value of the individual against the job or property they own, and those properties determine the level and class to which the individual belongs (Arslan, 2018; Gasser et al., 2017; Abu Arida, *ibid*).

Global trade markets are one of the most important aspects of the economic system for the sale and purchase of products and services. Among the most important of these offerings are the available jobs, through which individuals can obtain a wage for their work that allows them to improve their living standards in a manner consistent with their income level and the value of the product they provide. On the other hand, the industrial or commercial enterprise owner has the ability to attract labor and employees to develop and improve the production process for a specified wage. They can thereby obtain substantial financial returns and profits that place them in a higher social class (Al-Ajili, *ibid*). The trading market is not limited to the purchase and sale of products and services within the community but extends its impact to other neighboring communities. It is a global market whose main purpose is to transform individuals from producers into consumers by exploiting individuals' desires and attempting to direct them toward only consumerist thinking. It is the only way to prosperity and higher social status among others through extravagance in consuming products, thus establishing bourgeois ideas. Therefore, all ideas following the bourgeois approach related to consumeristic pleasure are based on the appearance of justice among individuals only, but there are no actual steps to achieve that justice. Therefore, democracy is limited in its role in achieving actual justice in all aspects. It allows the provision of jobs and the provision of education and other basic needs to justice in a set of non-essential luxuries related

only to the consumer process and improving the social situation, such as buying a television or car, and so on. That democracy is not real (Ammara, *ibid*).

As a result, the purchasing process has become not only for achieving necessary desires and goals, but has become a goal to reach a higher and better social status among society. The service provider exploits professional marketing methods to consolidate a group of ideas within the minds of consumers about their distinctiveness and differences from their peers when they obtain that product. Consequently, consumeristic thinking becomes distinctive for social classes as in the situation in educational institutions. They contain all the reasons that consolidate the idea of class and non-achievement of justice in providing jobs, education, and social services, and from here, consumeristic life becomes a source of competitiveness among society's classes (Jad Allah, *ibid*).

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The economic life within Western societies has become unrelated to consumption, welfare, or belonging to a certain class. Instead, the continuity of production and work has become a necessary requirement for achieving stability and economic security for the state. Any disruption in the economic system causes economic deterioration and instability for the country. It is a danger facing the state. Hence, the reasons related to linking the economic aspect to social exclusion are clarified. Unlike many differences between the classes facing the phenomenon of exclusion, they have agreed on one characteristic that includes them, namely, those categories cannot combine both production and consumption processes (Mahmoudine, *ibid*).

## **Social Determinants of Social Exclusion and Their Relationship to Academic Delay**

### ***Disrupted Social Relations***

Deterioration within families and low interpersonal treatment among individuals, as well as poor economic and financial conditions and low wages, lead to instability within the family due to pressures and difficult situations that affect individuals. These difficulties do not appear to individuals at an early age but become apparent over time (Ammara, *ibid*).

### ***Divorce***

The divorce rate has increased due to poor economic conditions and low wages. Divorce is one of the main factors in the instability of the family. As a result, children cannot obtain many important basics such as love

## **Methodology**

The current study adopted a descriptive approach, which provides a detailed description of the phenomenon under study and offers a substantial amount of information.

## **Population**

The study population consists of all students majoring in Sports Sociology at South Valley University, Qena City, Red Sea Governorate, Arab Republic of Egypt, enrolled in the second semester of the academic year 2023-2024, totaling 150 students.

Sample A simple random sample of 60 male and female students was selected from the population of Sports Sociology department for the academic year 2023/2024.

**Table 1**

*Distribution of study sample according to personal variables*

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Variable		Frequency	Percent	Valid Percent
Gender	Female	30	50%	50%
	Male	30	50%	50%
	Total	60	100%	100%
Education of mother	illiterate	6	10%	10%
	Secondary school	34	56.7%	56.7%
	undergraduate	12	20%	20%
	postgraduates	8	13.7%	13.7%
	Total	60	100%	100%
Education of father	illiterate	12	20%	20%
	Secondary school	38	63.3%	63.3%
	undergraduate	8	13.3%	13.3%
	postgraduates	2	1%	1%
	Total	60	100%	100%
Family size	Less than 4	6	10%	10%
	5-12	34	56.7%	56.7%
	More than 12	8	13.3%	13.3%
	Total	100	100%	100%

Table (1) shows that the study sample consisted of 50% males, while 50% were females. Additionally, the highest percentage for the distribution of the sample according to the educational level of the father was approximately 63.3% for those with secondary education, whereas the lowest percentage was about 1% for postgraduates. Similarly, the highest percentage for the distribution of the sample according to the educational level of the mother was around 56.7% for those with secondary education, while the lowest percentage was about 10% for illiterate mothers. Furthermore, the highest percentage for the distribution of the sample according to family size (56.7%) was for families with 5-8 members, while the lowest percentage was 10% for families with less than 4 members.

## Study Tool

To achieve the objectives of the current study, a questionnaire was developed, consisting of two parts: the first part included personal data of the study sample (gender, father's education level, mother's education level, family size), and the second part included questionnaire items (10 items) distributed across two axes:

1. Axis One: Causes of social exclusion including (5) items: harsh treatment from parents and teachers, indifference from parents and teachers, living in a tense family atmosphere, experiencing a dysfunctional family, and parental violence.
2. Axis Two: The impact of social exclusion on academic delay, including (5) items: harsh treatment from parents and teachers leading to neglect of studies, neglect from parents and

teachers resulting in lack of interest in studies, parental conflict affecting concentration in studies, family dysfunction affecting comprehension of academic subjects, and family tension affecting exam performance.

**Validity of the Study Tool:** To verify the validity of the study tool, it was initially presented in its draft form to the supervisor for feedback regarding linguistic formulation and suitability of items for each domain. Adjustments were made accordingly, and the study tool was finalized as Appendix (1).

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**Reliability of the Study Tool:** The reliability of the study tool was verified using the internal consistency method (Cronbach's alpha) for each axis of the questionnaire.

**Table 2**

*Cronbach's Alpha of the Reliability of the Questionnaire*

Reliability Statistics	
Cronbach's Alpha	N of Items
0.80	10

The responses to the items of my current study tool were distributed according to a five-point Likert scale, where respondents receive 5 points when they answer (Strongly Agree), 4 points for (Agree), 3 points for (Neutral), 2 points for (Disagree), and 1 point for (Strongly Disagree). And After assigning numerical values representing weights for the sample respondents' directions ranging from (5-1), the range was calculated by subtracting the lowest value (1) from the highest value (5), which equals 4, known as the range. Then, the range was divided into three categories.

**Table 3**

*Categories of Study Tools*

Category	Mean	Degree
First	1.00-2.33	Low
Second	2.34-3.67	Average
Third	3.68-5.00	High

## Finding

The data related to the first question "What are the causes of social exclusion?" were presented. To answer this question, arithmetic means and standard deviations of the causes of social exclusion were extracted.

**Table 4**

*Statements related to the causes of social exclusion*



Item	Mean	Standard deviation
My father practices violence against me and some others	4.20	0.83
My father and teachers treat me with indifference	4.19	0.91
My father and teachers treat me harshly	3.63	1.41
I live in a tense family atmosphere	3.47	1.32
I suffer from a broken family	3.34	1.11
Total	3.68	.941

From Table (4), it is evident that the arithmetic mean for the causes of social exclusion as a whole is 3.68, indicating a high level of agreement. The arithmetic means of the study sample's estimates ranged between 3.34 and 4.20. The table also shows that two statements received high agreement scores: Statement (5) "My parents use violence against me and each other," with an arithmetic mean of 4.20 and a high agreement score. On the other hand, the remaining statements received moderate agreement scores, with arithmetic means ranging between 3.34 and 3.63. Statement (1) "My parents and teachers treat me harshly" had the highest arithmetic mean of 3.63, while Statement (4) "I come from a broken family" had the lowest arithmetic mean of 3.34.

### **Presenting the data related to the second question: What is the impact of social exclusion on academic delay?**

To answer this question, arithmetic means and standard deviations were extracted for the impact of social exclusion on academic delay.

**Table 5**

*Statements related to the impact of social exclusion on academic delay*

<i>Item</i>	<i>Mean</i>	<i>Standard deviation</i>
Family tension affects my exam performance.	4.32	0.86
Violence between my parents affects my concentration on studying.	4.23	1.16
My father and teachers neglect me, so I don't care about studying.	3.43	1.25
Harsh treatment from parents and teachers makes me neglect my lessons.	3.30	1.20

Family breakdown affects my understanding of the study material.	3.12	1.14
Total grade	3.60	.968

From Table (5), it is evident that the arithmetic mean for statements related to the impact of social exclusion on academic delay as a whole is 3.60, indicating a moderate level of agreement. The table shows that two statements received a high degree of agreement. These are statement (5), which states: "My parents and teachers neglect me, so I do not care about studying," with an arithmetic mean of 4.32 and a high degree of agreement. The remaining statements received a moderate level of agreement, with arithmetic means ranging between 3.12 and 3.43. The highest arithmetic mean was for statement (2), which states: "My parents and teachers neglect me, so I do not care about studying," with an arithmetic mean of 3.43. The lowest arithmetic mean was for statement (4), which states: "Family disintegration affects my comprehension of academic subjects," with an arithmetic mean of 3.12.

**Presentation of the results related to the study hypothesis:** There is no statistically significant effect of social exclusion on academic delays among university students attributable to gender.

To test the hypothesis, the researcher used Analysis of Variance (ANOVA), and Table (5) illustrates the results.

**Table 6**

*Results of one-way ANOVA for the significance of differences regarding the effect of social exclusion on academic*

Variable	source of variation	sum of squares of deviations	mean square	F Value	Sig
	Between groups	0.572		1.703	.078
	Inside groups	79.40	329		
	Total	98.81			

Results of one-From table 6, it is evident that the p-value ( $0.078 = \text{sig}$ ) is greater than the significance level ( $\alpha = 0.05$ ). Therefore, there is no statistically significant effect of social exclusion on academic university students attributed to gender.

## Discussion

***Discussion of results related to the first question: What are the causes of social exclusion?***

The results showed that the mean scores for the causes of social exclusion were high. It also revealed that two items received high agreement scores: Item (5) which states, "My parents use

violence against me and each other," with a mean score of (4.20) indicating high agreement. On the other hand, the remaining items received moderate agreement scores, with the highest being for Item (1) which states, "My parents and teachers treat me harshly," with a mean score of (3.63). The lowest mean score was for Item (4) which states, "I come from a broken family," with a mean score of (3.34).

These results reflect the presence of various factors contributing to social exclusion, such as parental violence towards children and each other. These findings align with the study by Al-Ajili (2021), which also identified multiple factors contributing to social exclusion, primarily stemming from family conditions, domestic violence between parents, and neglect of children.

***Presentation of results related to the second question: What is the impact of social exclusion on academic delay?***

The results indicated that the mean scores for items related to the impact of social exclusion on academic delay were moderately agreed upon. It was also found that two items received high agreement scores: Item (5) which states, "My parents and teachers neglect me, so I do not care about studying," with a mean score of (4.32). Conversely, the remaining items received moderate agreement scores, with the highest being for Item (2) which states, "My parents and teachers neglect me, so I do not care about studying," with a mean score of (3.43). The lowest mean score was for Item (4) which states, "Family breakdown affects my understanding of study materials," with a mean score of (3.12).

These results indicate the presence of several effects resulting from social exclusion that impact student academic delays. These findings are consistent with the results of studies by Ammara (2023) and Radi (2023).

Presentation of results related to the study hypothesis: There is no statistically significant effect of social exclusion on academic delays among university students attributable to gender.

The results show that the p-value ( $0.078 = \text{sig}$ ) is greater than the significance level ( $\alpha = 0.05$ ). Therefore, there is no statistically significant effect of social exclusion on academic delay among university students attributed to gender.

These results indicate that male and female students experience similar challenges regarding this issue. This finding is consistent with the study by Qurawi (2017), which similarly found no statistically significant gender differences in the impact of social exclusion on youth.

## **Conclusion**

Based on the findings of this study, it is evident that social exclusion significantly impacts both the reasons behind exclusion and academic delays among students. The analysis revealed that factors such as domestic violence and neglect play crucial roles in contributing to social exclusion. These findings underscore the complex interaction between social challenges and academic outcomes. Regarding the influence of social exclusion on academic delays, the results indicate a moderate effect, particularly attributable to parental and teacher neglect. This highlights the

importance of addressing social dynamics within educational settings to support academic achievement. Furthermore, the study found no statistically significant gender-based differences in the impact of social exclusion on academic delays, emphasizing the universal nature of these challenges across genders. In conclusion, social exclusion emerges as a pervasive issue affecting students to varying degrees. Efforts to enhance school environments as safe and supportive spaces for all students, irrespective of their personal backgrounds, are crucial in addressing these challenges effectively.

The study's challenges encompass several aspects that need to be considered to achieve result accuracy and proper interpretation. Firstly, the limited research sample could be a significant obstacle as it may not fully reflect the diversity of the general population, thus potentially limiting the generalizability of the findings to broader contexts. Secondly, challenges in data collection and the use of appropriate statistical methods could pose additional hurdles affecting the accuracy and reliability of data analysis.

On the other hand, study recommendations include several measures that could contribute to improving the situation. Firstly, there is a necessity to increase awareness and education about the issue of social exclusion and its impact on students, which could lead to greater and more effective interaction in educational and social solutions. Secondly, it is crucial to enhance educational and social policies that transform schools into supportive and safe environments for all students, regardless of their personal circumstances or backgrounds.

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**Ethics statement:** This research uses primary data collected from participants with a commitment to confidentiality and anonymity, so the authors sought to respect the preliminary findings of the included articles and the participants involved. And Ethical approval was not required for the studies involving humans because the data were properly anonymized and informed consents were enough. The studies were conducted in accordance with the local legislation and institutional requirements. The participants provided their written informed consent to participate in this study.

**Data availability statement:** Data will be made available on request.

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