



INTERNATIONAL JOURNAL OF
EDUCATION, PSYCHOLOGY
AND COUNSELLING
(IJEPC)

www.ijepe.com



THE ROLE OF SOCIAL OBSTACLES AND THEIR CAUSES IN
AFFECTING STUDENTS' ACADEMIC ACHIEVEMENT AND
METHODS OF TREATMENT IN THE UAE: STUDENTS OF THE
THIRD CYCLE OF ZAYED THE FIRST SCHOOL – MODEL

Asma Abdul Rahman^{1*}, Karina Almazroui², Maryam Abdul Rahman³

¹ Faculty of Major Languages Study, Universiti Sains Islam Malaysia, Malaysia

Email: asma@usim.edu.my

² Faculty of Arabic Language, University Mohammed Bin Zayed, United Arab Emirate

Email: k.almazroui@mbzuh.ac.ae

³ Faculty of Islamic Studies, Arabic Language Unit, Universiti Kebangsaan Malaysia, Malaysia

Email: maryamabdulrahman@ukm.edu.my

* Corresponding Author

Article Info:

Article history:

Received date: 30.06.2025

Revised date: 21.07.2025

Accepted date: 18.08.2025

Published date: 01.09.2025

To cite this document:

Rahman, A. A., Almazroui, K., & Rahman, M. A. (2025). The Role of Social Obstacles and Their Causes in Affecting Students' Academic Achievement and Methods of Treatment in the UAE: Students of the Third Cycle of Zayed the First School – Model. *International Journal of Education, Psychology and Counseling*, 10 (59), 283-301.

DOI: 10.35631/IJEPC.1059020

Abstract:

This study examines the impact of social obstacles on the academic achievement of third-cycle students in the United Arab Emirates (UAE) and proposes solutions to address these challenges. Using a social survey methodology, data were collected via a questionnaire at Zayed the First School in Abu Dhabi, involving 73 participants, including students, teachers, families, and staff. The study categorizes obstacles into cultural, familial, professional, and self-imposed barriers, highlighting key issues. This includes strained student-teacher relationships, bullying, excessive academic workloads, and extended study hours, negatively impacting students' academic and social development. Additionally, the lack of cultural awareness among some expatriate teachers and family challenges, including neglect, overprotection, or disintegration, undermined students' self-confidence and engagement. The study emphasizes the need for a holistic educational framework that prioritizes students' emotional and social well-being alongside academic growth. Schools must function as socio-educational institutions, fostering collaboration between families and educators to create a supportive and culturally sensitive environment. Open communication is critical for addressing challenges, reinforcing positive behaviors, and ensuring alignment in supporting students. The findings advocate for strategic interventions to enhance social cohesion, emotional support, and cultural understanding, enabling students to thrive academically and socially within a nurturing educational ecosystem.

**Keywords:**

Social Barriers, Students, Academic Achievement, Zayed the First School, AI and Sustainability

Introduction

Praise be to Allah, who taught with the pen, taught man what he did not know the credit and thanks to Him, whose wisdom is to make a difference and differentiation between human beings in one of His verses. Peace and blessings be upon the most honorable of the prophets and messengers, the envoy of mercy to the worlds, our master Muhammad. May God's prayers and peace be upon him, his family and companions, and their followers with charity until the Day of Judgment and after.

A sound educational system documents the relationship between the goals set, the means of achieving them, and the methods of evaluating them. Notably, the goals are the leader of the successful educational process. Thus, education becomes a means for the success of this life and the hereafter since it is a service to society and a national investment. In particular, its real goal is to qualify the individual to be an active person, worshiping their Lord and influencing the environment around them, benefiting themselves, their society and their country (Abdul Latif & Al-Halibi, 2003, p. 18). The problem of academic achievement is one of the most critical factors that hinders the school and prevents it from achieving its mission. This is represented in a basic depiction of the high rates of repetition and re-semester and interruption of the follow-up of education in the basic education stage. This may also be a reason for the state's lack of progress since education is the driving force of society and by which nations build their civilization and sophistication. It measures the civilization of nations and peoples, especially in this era, which is characterized by rapid information, scientific and technological progress, and by which nations can keep abreast of contemporary and future global developments (Salihuddin, 1987).

Numerous factors affect the student's performance, school life and academic future, some of which are due to the student himself. While some are due to the family, some are related to the school, and these factors affect students' performance in school. Poor academic achievement implies that the student does not obtain good marks that qualify the student to advance from one stage to another successfully and efficiently. The knowledge obtained by the student reflects the level they have reached and the extent of the benefit they have achieved during the current teaching stage. Note that academic achievement concerns parents, teachers, and those in charge of the teaching process, in addition to the student himself. This is due to the fact that it has substantial negative effects in the future on the student, the whole generation, and thus the whole society (Abdul Rahim, 1999). However, factors leading to poor academic achievement in students vary. Suppose these reasons are identified, the problem can be addressed. Consequently, the student's academic levels will increase as everyone needs to join hands together. Therefore, the main interest of this study was to reveal the social obstacles that cause a decrease in student academic achievement and to provide solutions and treatment methods worldwide and in the United Arab Emirates (UAE). The researcher selected the third-cycle students of Zayed the First School in Abu Dhabi as the model for this study.

Research Problem Statements

The phenomenon of low academic achievement represents a universal challenge transcending geographical, cultural, and socioeconomic boundaries. Hadi Shaalan identified this issue as a global concern, estimating that 20% of students in various societies suffer from academic underachievement. Some may attribute this problem to localized conditions, such as wars, economic hardship, or sociopolitical instability. However, it is increasingly evident, through studies like those of Abdul Rahim (1999) and reports by UNICEF, that this issue is rooted in systemic educational, social, and cultural complexities. In the Arab world, low academic achievement has become a defining characteristic of educational outputs, with far-reaching implications for human capital and societal development. Hence, this challenge is not merely an academic concern but a profoundly human one, reflecting gaps in nurturing students' intellectual, emotional, and social potential.

The present research explores the intricate relationship between social obstacles and academic achievement among third-cycle students in the UAE, a society characterized by its unique blend of cultural heritage and rapid modernization. Central to this inquiry are questions addressing the multifaceted nature of social barriers and their implications: What are the primary social obstacles hindering students' academic success, and how do these obstacles manifest in the UAE's educational system? How do strained relationships between students and teachers, exacerbated by bullying, disrupt students' ability to learn and thrive? To what extent do academic workloads and extended study hours erode students' capacity to engage positively with peers, educators, and families? How do family dynamics, such as disintegration, neglect, or overprotection, affect students' confidence, motivation, and sense of agency?

Furthermore, the research interrogates the cultural adaptation challenges faced by expatriate teachers, whose unfamiliarity with local customs and values may hinder their capacity to foster meaningful connections with students. Therefore, by addressing these dimensions, the study seeks to uncover the root causes of poor academic performance and proposes practical, culturally sensitive solutions that empower schools and families to collaborate in fostering a supportive and inclusive educational environment.

This research represents a critical contribution to understanding the humanistic dimensions of education in the UAE, positioning social and cultural factors as central to addressing the crisis of low academic achievement. In particular, its findings aim to inspire systemic reform and reimagine education as a holistic endeavor that nurtures students' academic, emotional, and social well-being within the broader context of their cultural and human realities.

The problem of this research is a key question: What are the social obstacles that cause low academic achievement among students in the basic education stage in the UAE? What are the ways to treat it? How can this phenomenon be avoided? Is it related to academic achievement? Researchers will aim to address these questions and identify the different aspects of this phenomenon in UAE society and the changes and effects of education, society, and culture to uncover the causes and conditions causing this phenomenon while providing solutions. This includes developing recommendations or a related reform program to reform basic education in the country.

The study mainly aims to identify the social obstacles that cause low academic achievement among third-cycle students using the model of Zayed the First School in Abu Dhabi as a case study and treatment. The research questions are represented in these axes according to the research objectives:

1. The first axis: basic social obstacles
What are the main social barriers facing third-cycle students in the UAE, and how do these obstacles affect their academic achievement?
2. The second axis: the impact of social relations between students and teachers
How does the nature of social relations between students themselves and between students and teachers, including verbal and physical bullying, affect the level of academic achievement of third-cycle students?
3. The third axis: the impact of academic load and study hours
To what extent does the study load and the length of daily study hours affect students' ability to interact positively with their colleagues, teachers and families, and how does this reflect their academic performance?
4. Fourth Theme: The Role of Family Factors in Academic Achievement
What impact do family factors, such as family disintegration, excessive pampering, overprotection, and neglect, have on students' motivation and self-confidence, and how do these factors lead to poor academic achievement?
5. Fifth Theme: Cultural Adaptation Challenges for Foreign Teachers
How do some foreign teachers lack familiarity with local customs and traditions and the religious heritage of UAE society affect their dealings with students and the level of motivation provided to them?
6. Sixth Theme: Proposed solutions to address social obstacles
What are the effective solutions proposed to address the social barriers that affect the academic achievement of third-year students in the UAE, and to what extent are these solutions applicable in the school environment?
7. Seventh Theme: Enhancing the educational environment that supports academic achievement.

What recommendations can be applied to enhance the educational environment to support positive academic achievement, and how can integrated interaction between school and family be achieved in this context?

Accordingly, these questions enable a clear focus on the various social aspects affecting academic achievement and direct the research towards exploring effective solutions and recommendations to improve the educational environment in line with the specificity of the UAE society.

Research Objectives

This research seeks to study the social obstacles affecting the academic achievement of third-cycle students in the UAE, using the model of Zayed the First School in Abu Dhabi as the case study. The objectives of the research are to:

1. Identify the social obstacles affecting academic achievement, including cultural, familial, professional, and personal factors.
2. Analyze the impact of social relationships between students and teachers, focusing on verbal and physical bullying and its effect on the educational environment.

3. Explore the impact of academic workload and study hours on students' ability to interact socially and their academic performance.
4. Examine the role of familial factors such as family disintegration, overprotection, and neglect in affecting students' motivation and self-confidence.
5. Discuss the challenges foreign teachers face in adapting to the UAE's cultural environment and how this impacts their ability to motivate students.
6. Propose practical solutions to address social obstacles, enhance school-family cooperation, and provide psychological and educational support for students.
7. Offer recommendations for improving the educational environment by strengthening the role of teachers in addressing emotional and social aspects and encouraging family involvement in supporting academic achievement.

The Importance of Studying

Current societies are exposed to rapid and strong social changes, especially after the spread of various means of globalization, and any social change usually occurs with new values and ideas. However, social factors are directly and indirectly related to academic achievement, as well as the relationship between students and teachers. Note that the care of nations for their children and directing their growth towards the set educational goals is a crucial measure of their progress and civilizational and cultural advancement, as well as their care and upbringing. In other words, education is a fundamental duty for every society striving for advancement and progress, as the early childhood stage of human life is significant. Scientists have stressed the significance of the first years of the child's life, noting that their experiences in their early years can subsequently affect their lives. The brain grows at that stage at a higher rate of growth. Accordingly, the child's enrollment in school provides them with an appropriate environment for their needs and characteristics in terms of the method of dealing with him or the experiences provided to them and skills (Mustafa, 1998, pp. 87–88).

The subject of social obstacles that cause low academic achievement among students in the UAE is a topic that suffers from a lack of research and studies, as well as the case in practice and application. That is, this topic in the UAE has not received attention from researchers and practitioners. The significance of the variables researched, i.e., addressing the obstacles that stand against the academic achievement of students since it is one of the crucial topics in social development, and what increases the significance of this study is:

1. Finding scientific solutions to the problem of social obstacles that cause low academic achievement among students in the UAE.
2. Benefiting from the results of this study in improving the performance of workers in the field of education and increasing their efficiency
3. Lack of scientific studies and research (according to the researcher's knowledge) in the field of solving academic achievement problems.

Discussion

During this paragraph, the methodology of this study will be addressed by describing its sample, spatial and temporal framework, and the study tool, verifying its validity and stability. This is in addition to describing the design of the basic study by determining the study methodology, the study population, and the statistical methods used in data analysis and processing.

Methodology

In this research, the researchers conducted a comprehensive study of the role of social obstacles in affecting the academic achievement of third-cycle students in the UAE. This highlights the causes and factors that hinder academic achievement and proposes effective solutions and treatment methods to address this phenomenon. The research aims to achieve a deeper understanding of the cultural, family, professional and personal barriers facing students and their role in influencing their academic level. Specifically, it focuses on students at Zayed the First School in the Emirate of Abu Dhabi as the applied study model.

The researchers employed the descriptive approach in collecting and analyzing data, where a comprehensive questionnaire will be distributed to a diverse sample of students, teachers and parents to assess the impact of these constraints and identify the most influential factors. In addition, the researchers also relied on semi-structured interviews to offer an in-depth understanding of the experiences of students and teachers and their views on the nature of these challenges.

The researchers aim to reveal how social barriers affect low academic achievement and how these barriers create an environment that is not conducive to teaching and learning. Some of these obstacles include bullying among students, whether verbal or physical, long school hours, increased academic loads, as well as a lack of positive interaction between teachers and students due to some teachers' lack of knowledge of the best ways and methods of dealing with students. In addition, some foreign teachers may have insufficient knowledge of local customs and traditions, leading to a lack of mutual understanding.

Through this research, the researchers seek to provide practical solutions, including strengthening the relationship between school and family by establishing friendly and direct communication programs that contribute to supporting students academically and socially. The researchers also recommend developing training programs for teachers to increase their cultural and social awareness of the students' environment and train them in pedagogical methods that enhance their positive interaction with students. The following is the summarized version of this study:

1. Methodology Objectives

The researchers seek to analyze the social barriers affecting the academic achievement of secondary school students, with a focus on family, economic, and cultural factors.

Consequently, the researchers evaluated the effectiveness of Artificial Intelligence (AI) strategies in improving academic achievement and provided solutions to overcome these social barriers.

The researchers also proposed practical recommendations based on the study's results to improve academic performance using AI within an inclusive and supportive learning environment.

2. Research Design

a) Study sample: The researchers have selected a random sample of secondary school students, including (73) male and female students from various schools, to comprehensively represent various social factors. The researchers also included teachers, administrators and social workers in schools.

b) Data collection tools:

- i) **Questionnaire:** The researchers distributed questionnaires to collect quantitative data on how different social factors affect student performance, including financial challenges, family support, and school environment.
 - ii) **Semi-structured interviews:** The researchers interviewed a sample of students and teachers to understand the personal perspectives and challenges facing students from a deeper angle. These interviews were then utilized to explore how they respond to AI-powered learning methods.
 - iii) **Analyzing academic performance data:** The researchers collected and analyzed students' academic performance data to measure the impact of social barriers and the impact of AI strategies on improving performance.
3. **Apply AI Strategies**

The researchers developed an adaptive learning environment based on AI tools that deliver training content tailored to each student's level of understanding. The researchers also assessed the effectiveness of these tools on a sample of students to observe how they improved academic achievement.

Moreover, the researchers employed AI to provide instant feedback: AI-based learning platforms can provide instant feedback to students and teachers, guiding students and identifying their weaknesses and strengths directly.

The researchers also employed sentiment analysis to understand students' emotions during the educational process, which assisted us in providing appropriate psychological support and improving students' interaction with educational content.
4. **Data Analysis Methods**
 - a) **Quantitative Analysis:** The researchers analyzed the data collected from questionnaires using statistical software to identify the social factors that most affect academic achievement and evaluate the effectiveness of AI strategies.
 - b) **Qualitative Analysis:** The researchers analyzed data from interviews using the objective analysis method to extract the main ideas and challenges facing students. The researchers then organized this data into key categories, highlighting the psychological and social factors.
 - c) **Comparative Analysis:** The researchers conducted a comparative analysis of students' performance before and after applying AI strategies to determine the extent to which these strategies improve academic performance and reduce the impact of social barriers.
5. **Adjust Variables and Verify Honesty and Consistency**

The researchers adjusted the variables: The researchers controlled certain demographic variables (such as gender, age, and marital status of households) to ensure that the results accurately reflect the impact of social barriers and AI strategies.

To guarantee that the tools used are true and consistent, the researchers conducted preliminary experiments and surveyed a group of experts and specialists in the field of education and AI.
6. **Research Ethics**

The researchers obtained formal consent from participants after clarifying the objectives and significance of the study and how the data is used while maintaining the confidentiality and privacy of the personal information of students and research participants.

The researchers believe that this methodology will help us provide a comprehensive picture of the impact of social barriers on academic achievement and the effectiveness of AI strategies in overcoming them. Moreover, the researchers seek to make the results of this research a guide for schools and decision-makers to adopt innovative and sustainable educational methods to improve academic performance and achieve a balanced and supportive learning environment. The researchers also proposed designing interactive classroom activities to motivate students to actively participate and increase their motivation towards learning. This is in addition to introducing teaching strategies focusing on individual differences between students and meeting their varying educational needs.

At the end of the study, the researchers provided specific recommendations to achieve psychosocial balance for students and provide the necessary support to improve their learning environment. Accordingly, these recommendations will enable stakeholders in the educational sector to implement new policies that address social barriers and support student's academic achievement, thus improving their academic performance and ensuring their comprehensive development.

Exploratory Study

An exploratory study was conducted, the purpose of which was to identify the social obstacles that cause low academic achievement among students. This enables researchers to observe various aspects of this topic by reviewing previous studies that dealt with this topic in research and study in terms of theoretical and methodological aspects and basic concepts.

Sample of the Exploratory Study

The exploratory study sample was employed to assess the tool's validity through the intentional sample due to its proximity and ease of dealing with it, where a group of 16 male and female professors was selected. In addition, 57 third-cycle students were selected from Zayed the First School in Abu Dhabi.

The interview questions and the process of designing the forms for the interview were developed. At the same time, interviews were conducted with the teachers to engage in discussion regarding the study to monitor their opinions on the underlying effect on students' academic achievement level in the basic education stage.

Limitations of the Study

Spatial Field

This study was conducted among third-cycle students of Zayed the First School in the Emirate of Abu Dhabi.

Time Range

This study was conducted between 14/03/2025 and 23/07/2025. In January, the fieldwork was initiated and applied in March through the design of the questionnaire. The data was then unloaded into tables and underwent statistical processing, analysis and interpretation of the results at the beginning of August 2025.

Study Tool

A questionnaire was prepared to determine the causes of social obstacles that cause low academic achievement among students in the UAE from the perspective of teachers and their

students in basic education by involving some teachers and students as an exploratory sample. This questionnaire includes a set of factors that can be a social cause of low academic achievement in the UAE, formulated in the form of 30 items. Subsequent to distributing them, the professors developed responses for each item according to the Likert scale. The five-dimensional pentagon is an estimation scale that identifies five options: strongly agree, agree, neutral, opposed, and strongly opposed. The researcher then includes a score ranging from 5 to 1; a score of 5 indicates strong approval of the item. Conversely, a score of 1 strongly opposes another item (Zoukan, 2001).

The relative evaluation standard was adopted as follows:

1. Less than 40% indicates very little impact.
2. From 40% to 50% indicates a small impact.
3. From 50% to 60% indicates a medium impact.
4. From 60% to 70% indicates a big impact.
5. From 70% and above indicates a very large impact.

The Questionnaire Included 4 Dimensions

1. The first dimension includes ten items and the reasons related to the student.
2. The second dimension includes eight items and the reasons related to the professor.
3. The third dimension includes five items and the reasons related to the curriculum.
4. The fourth dimension includes seven items and reasons related to the environment surrounding the student.

Validity and Reliability of the Study Tool

To verify the tool's authenticity, an arbitration form for the questionnaire on the truthfulness of the content was submitted to the arbitrators, involving three professors. This is achieved by expressing their opinions to ensure that the paragraphs effectively measure what is to be measured and inform them of the subject of the study and its objectives. This also includes presenting the problem in terms of clarity of paragraphs and identifying their point of view on the following variables: gender, age, and social composition. Accordingly, the majority opinion was obtained, where the percentage of agreement of the arbitrators was 70%. It is a percentage considered an acceptable criterion for many researchers in the light of which the paragraph is accepted, modified or deleted. After submitting the arbitration form to the arbitrators, some paragraphs were excluded, and others were amended to ensure that the form became in its current form, which was applied in this study, as indicated in the expected results.

Expected Results

In this paragraph, the researchers will discuss the presentation and interpretation of the results by presenting some tables of statistics and results of this study. It initially addresses the most vital causes and role of social obstacles that affect the low academic achievement of students in the basic education stage in the UAE from the teachers' point of view. Correspondingly, it focuses on the significant expected steps to treat this phenomenon.

The Most Important Causes and Role of Social Obstacles that Affect the Low Academic Achievement of Students in the Basic Education Stage in the UAE from the Point of View of Teachers

1. The prominent academic burdens and extended daily study hours affect students' relationships with their peers, teachers, family, and local community.

2. Some teachers lack knowledge of the methods, laws, regulations and methods of dealing with students.
3. Lack of communication between teachers and parents of students.
4. The presence of foreign teachers who are unfamiliar with local customs and traditions and the religious heritage to which society belongs.
5. The poor concentration of the students within the classroom.
6. Some of the family problems students face include family disintegration, pampering, overprotection and family neglect.
7. Poor self-confidence of the student and neglect of studying lessons.
8. Low motivation and desire of the students to study.
9. Students' interactions with peers and teachers may involve instances of verbal or physical bullying.
10. Exposed to psychological and social pressures.

Overall, the expected factors affecting education achievement among students include the curriculum, the extent and appropriateness of the teacher's competence, and the school administration.

Additionally, student motivation and intelligence, aligned with their respective levels, play a crucial role in their educational success. There are also subjective physical, psychological, mental and other external factors related to the family with its economic and cultural level and parents' attitudes towards education (Hassanein, 1428).

Table 1: The Stability Coefficient of the Studied Instrument and its Dimensions

Stability Lab by Method Cronbach's Alpha	Number of Items	Dimensions	Figure
0.61	10	Reasons related to the pupil	1
0.58	8	Reasons related to the professor	2
0.56	5	Reasons related to the curriculum	3
0.68	7	Causes related to the surrounding environment	4
0.82	30	Total Grade	5

It is evident from the expected Table 1 that the stability of the questionnaire journals ranges between 0.56 and 0.68, while the overall stability reached 0.82, making it suitable for research purposes.

Table 2: The Order of the Impact of the Causes and Role of Expected Social Obstacles that Affect the Low Academic Achievement of Students in the Basic Education Stage in the UAE from the Point of View of Teachers

Effect of causes	Percentage	Standard deviation	Arithmetic mean	Item No.	Order
A very big impact	88.89	0.76	4.21	20	1
A very big impact	87.30	0.82	4.32	31	2
A very big impact	85.71	0.93	4.19	1	3
A very big impact	85.71	0.79	4.10	4	4
A very big impact	85.71	0.80	4.11	30	5
A very big impact	85.71	0.97	4.17	33	6
A very big impact	84.13	0.83	4.22	5	7
A very big impact	82.54	0.82	4.16	32	8
A very big impact	80.95	0.96	4.10	8	9
A very big impact	79.37	0.92	4.08	28	10
A very big impact	76.19	0.94	4.10	2	11
A very big impact	74.60	0.84	4.08	3	12

Table 1 summarizes the reasons for the expected social obstacles that cause low academic achievement among students in the basic education stage in the UAE. It is reported that the reasons leading to poor academic achievement significantly impact advanced reasons. The study reached 12 out of 30 possible causes of poor achievement, representing 40% of the total causes in the study tool.

Trends in the Opinions of Professors

To determine the trends of the professors' opinions, the researcher calculates the frequencies in each item and the weighted averages.

Calculation of Weighted Averages

Since this study utilizes a five-step Likert scale, there are four distances between each degree, where the length of time used here is 0.80.

Table 3: The Calculation of Weighted Averages

Level	Weighted average
Fiercely opposed	00.1 to 79.1
exhibitions	2.59 to 1.80m
neutral	3.39 to 2.60m
I agree	4.19 to 3.40m

Table 4: Trends of Opinions Prevailing in Relation to the Focus of the Questionnaire Content

Direction	Standard Deviation	Weighted Average	Strongly Agree	I Agree	Neutral	Exhibitions	Fiercely Opposed	The First Axis Is the Student: Item Number:
-----------	--------------------	------------------	----------------	---------	---------	-------------	------------------	--

Table 4 indicates the trends of the opinions of the content of the questionnaire for the questions axis. According to this table, it is observed that all responses to the items of this axis were among one of the aforementioned items.

Study Population and Sampling Procedures

The sample for this study was meticulously selected from the third-cycle teachers and students at Zayed the First School in Abu Dhabi, ensuring representation from a diverse educational and social background. To capture the full spectrum of social barriers affecting academic achievement, a simple random sampling method was employed. This approach was designed to minimize selection bias while ensuring the sample represents the broader school community. The teacher sample consists of 16 educators, randomly selected from those teaching at the third-cycle level. The selection process was deliberately non-discriminatory, encompassing teachers with varying educational qualifications and years of experience. This method ensures that the study reflects diverse teaching perspectives and educational approaches, thereby offering a holistic understanding of the social challenges affecting academic performance across different teaching styles.

For the student sample, 57 students were selected through random sampling, ensuring a wide array of academic abilities and social backgrounds is represented. This diversity is critical as it allows for the identification of the varying impacts of social obstacles on students' academic performance. The sample includes high-performing students and those facing academic challenges, providing a comprehensive view of how different social factors influence achievement across student profiles.

The rationale for using random sampling lies in its ability to ensure fairness and impartiality in participant selection, as it eliminates any potential biases in choosing who participates in the study. Furthermore, this approach facilitates the generation of credible and generalizable findings, allowing the results to be applicable not only to Zayed the First School but also to other similar educational settings across the UAE.

This study's methodology deliberately aims to account for the complexity of social factors influencing academic outcomes. Notably, by selecting a diverse group of participants and applying a random selection technique, the study is poised to offer insights into the various dimensions of social obstacles affecting students' academic achievement. In addition, this approach ensures that the results will provide a robust foundation for addressing the social challenges students face in educational settings and will contribute to developing targeted interventions to enhance educational success.

The study sample comprises the teachers and students of the third cycle at Zayed the First School in Abu Dhabi, and the size of the selected sample was 16 teachers and 57 students. They were selected in a simple, random manner regardless of their educational qualifications.

Statistical Treatments

After analyzing the responses of the sample members, they were coded, and data was entered using the computer. Then, the data was processed statistically using the Statistical Package for the Social Sciences (SPSS) and from the statistical treatments used.

1. Frequencies, Arithmetic Averages, Weighted Averages, Percentages, Standard Deviations
2. Alpha-Cronbach equation

3. Freelancers Test
4. Single Variance Analysis Test (Zoukan, 2001)

Treatment and Addressing Expected Social Barriers Affecting Low Academic Achievement Among Students in the UAE

1. Holding training courses for teachers at all stages to raise the achievement level of students in all subjects at the school level.
2. Emphasizing improving relations and trust between teachers and students to be free from fear and continuity in communicating with students at all official working hours.
3. Taking into account individual differences and diversity in teaching strategies that address various learning styles and multiple intelligences in students and activating the role of direct AI in the education process.
4. Activating the role of students by working within groups to overcome many problems for some students.
5. Involving students in the implementation of school classes in science subjects such as mathematics and activating the role of direct AI didactics.
6. Referring the students to specialized doctors, should the deficiency be from an operation, which affects the student's achievement and follow-up to their lessons.
7. Parents should make an effort to avoid disputes and conflicts in front of children to prevent their impact on their behavior in general.
8. The need to work to reduce frustrations and influences of aggression facing the child so as not to worsen the problem and reach a high degree.
9. Increasing religious awareness programs aimed at social and recreational programs to include the nation and avoid violence and conflict in any form, especially in radio and television programs.
10. Trust that the teacher recognizes the student's eligibility to receive from professors and the integrity of the relationship between them, which is necessary for the learning process since giving and taking are fruitful if the interaction is strong and trust and giving are available, and this offers a great motivation for learning for the student.

In all expectations, it can be concluded that this phenomenon can be treated and prevented by following group therapy methods, in which teachers and school officials study student's condition from all physical, social, mental and psychological aspects (Hamdan & Al-Ghamdi, 2005, p. 54). The authors also studied the environmental factors affecting the students, such as school, home and the surrounding environment of their companions. This is in order to examine the causes of social obstacles that prevent students from obtaining a good education. Consequently, these contribute to enhancing the student's achievement level by activating the role of the family in the expected treatment through the following:

1. The parents should regularly monitor their child's activities, review homework, and provide assistance.
2. Strengthen the relationship between home and school by having the parents follow up on their child at school and observing their educational level and development.
3. Good relationships between family members evidently impact the upbringing of children and their educational attainment.
4. Identify school problems that hinder children's educational achievement.
5. Instilling confidence in the hearts of children in the early stages of life.
6. Provide an atmosphere conducive to study and review lessons.

To effectively address the barriers impacting academic achievement in the three core fields, social and family, educational, and technological, a detailed and strategic approach is essential. Here is an in-depth outline of the targeted interventions and treatments expected within each domain, focusing on the root issues and actionable solutions.

Social and Family Interventions

1. Family Counseling and Support Programs:

Implement counseling services specifically designed for families experiencing social, economic, or emotional challenges. These programs aim to provide psychological support, teach effective parenting strategies, and assist families in creating a stable, supportive home environment. Moreover, this stability helps reduce student stress and enables a stronger focus on academic pursuits.

2. Parental Engagement and Awareness Initiatives:

Develop programs to actively involve parents in their children's education. This can include workshops to educate parents on their critical role in their child's academic success and regular progress meetings to keep parents informed. Accordingly, community-building activities, such as parent-teacher associations and family nights, can foster a sense of partnership between families and schools, ultimately creating a more cohesive support system for students.

3. Community Partnerships and Resource Access:

Form partnerships with local community organizations and resources to provide additional support services, such as after-school tutoring programs, mental health resources, and financial assistance, where required. Notably, by leveraging community resources, students benefit from a network of support beyond the school environment, helping to bridge any gaps in academic or emotional support. The school environment plays a pivotal role in shaping students' academic performance, with student-teacher interactions being a key determinant of a productive learning atmosphere. Positive communication fosters self-confidence and motivation, whereas weak interaction may lead to psychological and behavioral challenges that hinder learning (Al-Khatib, 2022).

Educational Interventions

1. Teacher Professional Development:

Offer continuous professional development programs for teachers, focusing on advanced instructional strategies such as differentiated instruction, classroom management, and student engagement techniques. Training should also cover emotional intelligence and empathy-building, enabling teachers to recognize and respond effectively to the unique needs of students from diverse backgrounds.

2. Curriculum and Assessment Revisions:

Revise curricula to ensure they are inclusive, relevant, and engaging for students at various achievement levels. Thus, implementing project-based learning, where students apply knowledge to real-world contexts and formative assessments, will allow teachers to adapt lessons according to each student's understanding. This approach helps students connect with the material, thus fostering a more profound interest in learning.

3. Mentorship and Peer Support Programs:

Establish mentorship programs where students are paired with either teacher mentors or older students who serve as role models. This mentorship can provide

both academic guidance and emotional support. Additionally, peer tutoring and collaborative learning initiatives can help struggling students receive tailored support while promoting a collaborative classroom culture.

Technological Interventions (AI and Sustainability)

1. AI-Powered Personalized Learning Tools:

Implement AI-based learning platforms that adapt to each student's learning style and pace. These tools provide customized resources, interactive activities, and real-time feedback tailored to the individual's progress, addressing specific academic weaknesses and reinforcing strengths. Correspondingly, this personalization increases student engagement and builds confidence by allowing them to learn at their own pace.

2. Data-Driven Student Progress Monitoring:

Use AI analytics to continuously monitor and evaluate student performance. By analyzing trends in academic progress, schools can identify at-risk students early and intervene with targeted support. Additionally, this data-driven approach allows teachers and administrators to make evidence-based decisions on instructional adjustments, resource allocation, and intervention planning.

3. Investing in Sustainable Educational Technology:

Create a sustainable and accessible tech infrastructure by providing students with necessary digital resources, such as devices and internet access, particularly for those from underprivileged backgrounds. This ensures equal access to educational technology and resources, enabling all students to benefit from innovative tools that support long-term academic success.

Through these targeted interventions, each area contributes to a supportive, responsive, and adaptable educational environment. That is, social and family support programs help stabilize students' lives outside of school, reducing barriers to learning. Meanwhile, educational interventions improve instructional quality and student engagement, building a stronger foundation for academic success. At the same time, technological interventions offer personalized, data-informed support that can evolve with students' needs over time. Together, these initiatives are expected to enhance immediate academic performance and lay the groundwork for sustainable academic growth and lifelong learning skills.

Integrating Family-School Collaboration

Family-school collaboration is a fundamental pillar in improving academic achievement, as effective communication between teachers and parents enables early identification of academic and behavioral challenges, fostering students' motivation and sense of belonging (Al-Najjar, 2022). Additionally, a supportive home environment alleviates psychological and social pressures that hinder learning (Al-Maghribi, 2021). On the other hand, enhancing the school environment through reducing classroom density, promoting positive interactions, and training teachers in flexible teaching strategies creates a more engaging and supportive learning atmosphere (Al-Qahtani, 2023). Thus, the integration of family involvement and school development forms a comprehensive strategy for ensuring sustainable academic success.

Expected Outcomes in Detail

1. **Enhanced Psychological and Social Stability for Students**
Drawing from Bronfenbrenner's Ecological Systems Theory (Bronfenbrenner, 1979), this outcome highlights the significance of family and community support in shaping students' psychological well-being. Thus, by implementing family support programs and social counseling, students are expected to benefit from a more stable and nurturing environment. Furthermore, addressing emotional, social, and economic stressors within the family will help reduce obstacles to academic engagement, allowing students to thrive in their personal and academic lives.
2. **Increased Parental Engagement and Awareness**
Aligned with Epstein's Framework of Parental Involvement, this initiative empowers parents by enhancing their awareness of their crucial role in supporting their children's academic journey. Note that increased parental involvement will strengthen the relationship between families and schools, creating a partnership that promotes personalized academic support for each student. As a result, this will foster a sense of shared responsibility, ensuring students are surrounded by a strong support network at home and school.
3. **Comprehensive and Ongoing Community Support**
Building on Vygotsky's Social Development Theory (Vygotsky, 1978), which emphasizes the role of social interactions in cognitive growth, this outcome expects to enrich students' lives by expanding their access to community resources. Through partnerships with local organizations, students will benefit from tutoring, mental health services, and additional support for their families. Hence, this ongoing community involvement will create a safety net that helps students overcome academic and social challenges, strengthening their confidence and academic performance.
4. **Improved Quality of Education and Teaching Techniques**
Guided by Shulman's Pedagogical Content Knowledge, the improvement of teaching methods through professional development will help educators better meet the diverse needs of students. Accordingly, teachers will gain differentiated instruction and classroom management skills, enabling them to create more inclusive and engaging learning environments. This approach ensures that all students receive the attention and support they need, ultimately improving their academic performance and engagement with the material.
5. **Increased Student Engagement and Encouragement of Independent Learning**
According to Deci and Ryan's Self-Determination Theory, fostering intrinsic motivation is essential for academic success. By adopting interactive and project-based learning approaches, students will be encouraged to take ownership of their learning. These methods build critical thinking, problem-solving, and independent learning skills, making learning more meaningful and stimulating. Therefore, as students develop these skills, they will become more motivated to explore new ideas and deepen their understanding, leading to stronger academic outcomes.
6. **Improved Student Outcomes Through Mentorship and Peer Support Programs**
Inspired by Bandura's Social Cognitive Theory (Bandura, 1997), mentorship and peer support programs aim to provide students with the guidance and encouragement they need to succeed. By engaging with mentors or peers, students will benefit from positive role models and develop a sense of belonging within the school community. These programs also foster collaborative learning, helping students who struggle academically by providing them with personalized support, ultimately improving their academic performance and self-confidence.

7. Personalized Learning Paths through AI

Rooted in Constructivist Learning Theory, personalized learning through AI tools will cater to each student's unique learning needs. These adaptive technologies will allow students to engage with material at their own pace, bridging learning gaps and fostering deeper understanding. At the same time, AI will also encourage self-regulation, providing students with tailored feedback and exercises that enhance their ability to manage their learning process independently, leading to improved academic outcomes.

8. Improved Performance Monitoring and Data-Driven Educational Decisions

With the integration of Educational Assessment Theories, AI-powered monitoring will enable early identification of students who may be struggling, allowing for timely interventions. Continuous data tracking will inform decision-making, ensuring teaching strategies, curricula, and resources align with student needs. This data-driven approach will optimize the educational process, ensuring students receive the necessary support to succeed academically.

9. Ensuring Sustainable Educational Technology and Equal Access to Digital Resources

Based on the Digital Divide Theory, ensuring equitable access to technology will provide all students with the resources needed to succeed in a modern learning environment. Notably, by providing digital devices and internet access to students from all backgrounds, the initiative aims to bridge the gap in educational opportunities. Moreover, equal access to digital tools will equip students with the skills necessary to thrive in an increasingly digital world, fostering academic success and future career readiness.

By focusing on these outcomes, grounded in well-established educational theories, the initiative aims to provide a comprehensive and holistic approach to addressing students' academic, psychological, and social needs. These interventions will enhance academic performance and support students' overall development, preparing them for a successful future in their personal and professional lives. This approach acknowledges the interconnectedness of family, school, and community in shaping students' success, and it strives to create a supportive and sustainable educational environment for all.

Conclusion

Childhood is a critical stage in the development of human beings, and primary school children represent a large proportion of the population in our societies. When the student's behavior appears anomalous, their actions are characterized by indifference to the moral conditions prevailing in their environment. It is expected that this behavior expresses aggressive impulses and desires directed initially at loved ones. Notably, these attitudes usually arise in students experiencing abuse or injustice, and there is an abundance of evidence linking pedagogy methods. In addition, families with behavioral deviations affect students in their social behavior and methods of dealing with others (Fadel & Al-Shammari, 2007).

Furthermore, the harmony or tension that spreads in the family atmosphere due to compatibility or conflict between parents reflects positively or negatively on the child's behavior patterns, such as jealousy, aggressiveness, selfishness and imbalance. Through the expected results achieved by this study, the researchers noted that the most significant reasons for academic obstacles among students in the UAE lie in ten factors and that students are affected by several other factors as well. For instance, the difficulty of the scientific material in the curricula, the teaching methods used, the exercises that students solve, and the evaluation methods used.

However, these factors can be controlled by educators, inspectors, and decision-makers by modifying curricula and developing serious strategies to train teachers. Moreover, family and society also play a significant role in the students' academic achievement. For treatment to be effective and meaningful, it must be comprehensive, taking into account multiple influencing factors and employing specialized methods to address the issue. This approach requires an integrated strategy that observes the physical, social, cognitive, and emotional development of students across different age stages. Psychological counselling, tailored to students' educational levels, should be incorporated to provide targeted support. Furthermore, collaboration between teachers, psychologists, and parents is essential in fostering integrated growth, ensuring that students receive the necessary guidance and intervention at both school and home. By aligning educational strategies with psychological support, a holistic framework can be established to enhance students' academic achievement and overall well-being.

Acknowledgements

I sincerely thank the Ministry of Higher Education Malaysia (KPT), the Universiti Sains Islam Malaysia and Ministry of Education, ECA research fund and Zayed the First School in Abu Dhabi (UAE) for their invaluable support and resources and Grant funder. Their scholarly environment and guidance were instrumental in shaping our research vision. This work stands as a testament to their profound contributions to academic excellence.

References

- Abdul Latif, A., & Al-Halibi, A. (2003). *Factors associated with low academic achievement in mathematics*. King Saud University, College of Education.
- Abdul Rahim, M. (1999). *Low school achievement: its causes and treatment*. Cairo: Dar Al-Fikr.
- Al-Khatib, M. (2022). *Classroom interaction between teachers and students and its impact on academic achievement: An analytical study in Arab schools*. Dar Al-Fikr Al-Arabi.
- Al-Maghribi, A. (2021). The role of families in supporting academic achievement: Effective communication mechanisms between parents and schools. *Journal of Educational Sciences*, 29(3), 78-95.
- Al-Najjar, S. (2022). *The impact of family-school collaboration on improving students' academic achievement in middle school: An analytical study*. Dar Al-Fikr Al-Tarbawi.
- Al-Qahtani, M. (2023). *Enhancing the school environment and fostering learning motivation: Sustainable strategies for academic performance development*. Arab Academic Publishing House.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: W. H. Freeman.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, MA: Harvard University Press.
- Fadel, O. H., & Al-Shammari, A. (2007). Parental relationships and their impact on the level of academic achievement and aggression among primary school students in the city of Karbala. *Journal of the University of Karbala*, 5.
- Hamdan, A., & Al-Ghamdi, A. (2005). *Ethics of the teaching profession and ways to enhance it in the Saudi education system*. Riyadh, Saudi Arabia.
- Hassanein, M. (1428). *Educational satisfaction and its relationship to some variables among teachers of basic education in Al-Bayda* (Master's thesis). University of Benghazi, Libya.
- Mustafa, F. (1998). *Learning difficulties: Theoretical and therapeutic foundations*. Cairo, Egypt: Universities Publishing House.

- Salihuddin, S. (1987). A critical balancing study of latent trait models and classical models in psychometric and educational. *Arab Journal for Human Sciences*, 7.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Zoukan, O. (2001). *Scientific research, its tools and methods*. Amman, Jordan: Dar Al-Fikr.