

SOCIO: ECONOMIC FACTORS AFFECTING THE LEARNING OF CHILDREN: A CASE STUDY OF PRIVATE SCHOOLS IN HAYATABAD, PESHAWAR

¹**Muhammad Ali** (PhD Scholar-Pakistan Study Centre)

University of Peshawar, Khyber Pakhtunkhwa (Pakistan)

ORCID <https://orcid.org/0000-0003-3492-2962>, Email: aliiui2015@gmail.com

² (PhD Supervisor): **Prof. Dr. Zahid Anwar Khan** (Ex-Pro VC & Dean, Social Sciences)

University of Peshawar, Khyber Pakhtunkhwa (Pakistan)

ORCID <https://orcid.org/0000-0002-2623-4177>, Email: Zahid_anwar@uop.edu.pk

³**Samreen Haider Naqvi**, Lecturer - Pakistan Studies,

University of Wah (Rawalpindi), Pakistan. Email: samreen.haider@uow.edu.pk

⁴**Syed Shabir Hussain**, Professor - Pakistan Studies,

Government Post Graduate College, Swabi (Khyber Pakhtunkhwa) Pakistan.

Email: shabirhussain303@gmail.com

⁵**Arsalan Mehmood**, MS – Scholar

(Pakistan Study Centre, University of Peshawar) Khyber Pakhtunkhwa, Pakistan.

Email: arsalanktk918@gmail.com

Received: 10/10/2025

Accepted: 15/04/2026

Published: 24/08/2026

Abstract:

The purpose of this research paper is to find out the socio: economic factors that affect the learning performances of the children. The factors taken into consideration in this research are the income, health, the use of technology, the parental involvement with the children and the size of the family. As nowadays these factors have a direct impact on the learning of the children. So, the purpose is to find the relation between the performance and the factors. A questionnaire is prepared which contained all the general information that related to the academic performance. And the data was collected from a group of 40 different students studying from class fourth to class seventh in private schools. The data collected was organized, tabulated and analyzed in a proper way and the use of statistical Chi Square and charts was used.

The results showed an impact of the variables on the student learning performances as the income of the parent has a positive impact on the performance of the student, also the health and the size of the family has a positive effect on the performance of the student. The use of technology had an adverse effect on the performance of the student while the involvement of parent has a positive outcome on the students' academic results.

Keywords: Socio: economic Factors, Income of Parents, Technology, Health and Family Size

1. Introduction:

1.1 Background of the Study:

This study is based on the socio: economic factors that effects the learning of the children, as common nowadays children are getting away from education and are giving less importance to the education, there can be many reasons behind it, it may be socio factors i.e. parental involvement, teachers care, or economic factors such as earnings of the parents. These factors can have a direct effect on the engagement of the children in the studies. Different studies tells us; about the role of the parental contribution in education of the children and their effects on the children give a positive results of parental association, it means that the parents have an important role in learning performance of the children (Hashmi and Khalid, 2014) While, someone else says that; the participation of parents in their children's education increases the success of their children (Mehnaz, 2015).

There can be a role of technology too in the educational performance of their children. It is good for the learning ability and improvement in the quality (Nisa and Fatima, 2013). On the other side, the negative use of technology can be harmful for the youth. Another factor is returns of the parents, because parent's income has a direct effect on performance of the children (Zaheer, 2018). It is also understood that a parent who earn, his child will have a less interest in the study and vice versa (Eamon, 2005 and Jeynes, 2002). Whereas, socio: economic position is a certain background variable that represents a story of the social structure in society (Oakes and Rossi, 2003).

So, those children whose socio: economic position was strong show improved academic performance and those with poor socio-economic status indicated poor and below average educational performance. The socio: economic factors discussed here are size of the family, parental contributions in children academic activities, size of the family, health status and the technological apparatuses use etc. (Suleiman et al., 2012). While, for a size of the family literature tells that; according to a resource reduction hypothesis, an additional child decreases amount of a time and economic means that parents can allocate per each child (Blake & Downey, 2001).

Each child's educational opportunities are more restricted and parental resources are diluted in larger families. Therefore, when deciding how big to have a family, parents must weigh the benefits and drawbacks of having more children in terms of their education (Becker and Lewis, 1973; Becker and Tomes, 1976). The overwhelming majority of research conducted in industrialized nations demonstrates a negative correlation between the number of siblings and academic success (Heer, 1985 & Steelman, 2002).

Academic achievement and student health have a complicated relationship. Youngsters who undergo medical discomfort are more likely to struggle academically (Spernak et al., 2006). Furthermore, being ill makes it difficult to participate in regular school activities (Hanson et al., 2004). The ability of students to participate in the educational process is limited by a number of circumstances, including frequent absences, pain or discomfort, limitations on movement, drowsiness, and the physical and psychological side effects of medications taken. As a result, there

is a relationship between the two variables, and children's academic competency may be directly impacted by health (Fowler et al., 1992).

1.2 Statement of the Problem:

The topic is needed to be studied in order to know about the reasons and the factors behind the less performance of children in the education. The factors are health, technology, parental involvement, and family income. It is further needed for better understanding of the problems and the possible solutions to the problem.

1.3 Research Questions:

- How performance of the children in Education is affected by the Parental involvement?
- How performance of the children in Education is affected by the technology?
- How performance of the children in Education is affected by the health?
- How performance of the children in Education is affected by the parental income?
- Does size of family have an effect on a child education performance?

1.4 Objectives of the Study:

Objectives of the study are as follows;

- ❖ To know about the affiliation between performance of the children in education with Parental involvement.
- ❖ To find out effects of the technology on children performance in education.
- ❖ To know about the relation between children health and child performance in education.
- ❖ To know the relationship between parent's income with that of the children performance.
- ❖ To find out that size of the family have an effect on a child's education performance.

1.5 Hypothesis:

Hypothesis of the study are as;

H₀: Involvement of parents in education does not affect education performance of the children.

H_a : Involvement of parents in education effect education performance of the children.

H₀ : Technology has no effect on the educational performance of children in schools.

H_a : Technology has an effect on the educational performance of children in schools.

H₀ : Income of the parents has no direct effect on educational performance of the children.

H_a : Income of the parents has a direct effect on educational performance of the children.

H₀: The performance of Children In school is not determined by health.

H_a: The performance of Children in school is determined by health.

H₀: Size of the family has no effect on the children educational performance.

H_a: Size of the family has direct effect on the children educational performance.

1.6 Significance of the study:

The study touches an important aspect of the society i.e. education. as education is important for the growth and development of the country, so it is important for us to know about it in every aspect. The main focus here in this paper is on Children that are studying in primary institutions.

So, by collecting the data and then studying it, we can learn about many hurdles in the way of the children education and then take future steps to improve that.

1.7 Literature Review:

The study, “lack of education and its effects on the earning” states that; policies can encourage & increased human capital investments in the most effective way, using estimated benefits and costs as a guide. It also reviews stylized facts about the distribution of human capital investments and the returns on those investments in developing countries. It shows the relation between schooling and earning, the result concluded is positive, the work also shows the enrollment rate in urban and rural population which is much lower in case of girl’s education, the government provision of schools effects the education rate, and improving the quality, management and courses will be helpful (Orazmen, 2006).

While, some other study examined the role of quality education for economic growth. The paper presents the role of education in promoting economic well-being, with a particular focus on the role of educational quality. It concludes that there is strong evidence that cognitive skills of the population rather than mere school attainment are powerfully related to individual earnings, to the distribution of income, and to economic growth. It uniformly shows that more schooling is associated with higher individual earnings. Education quality is also important on individual incomes; it is shown that a person with good quality of education would more likely to learn more income than an average schooled. And the study concludes that education quality has a role in earning economic growth, it also concludes that just providing the resources is not enough, improving the quality of education should be made for growth (Eric et al., 2007).

Similarly, the Causes of decline of education in Pakistan and it remedies analyzed the education system, tumbling of education and possible solutions for the declining, the methodology used in history-based papers, literature, articles, students and teachers. The study was delimited to documents of Pakistan education commission, and economic survey of UNESCO. After reviewing of the literature, the findings for the major downfall was observed as the low enrollment i.e. the number of children enrolled in the schools are low, the low budget allocation. Government allocates less amount to the education sector and the low or poor quality of the curricula. The not well-trained teachers were also. The major growth in population was also seen to affect the literacy rate. The possible solutions that were given were to decrease the dropout, to educate teachers, to increase education budget and to improve the education curricula. The need for the establishment of education commission was also discussed (Ghazi et al., 2010).

Higher Education and Economic Growth: A Case Study of Pakistan investigates the relationship between rising levels of education and economic growth, as well as to determine if government policy should prioritize higher education development. In the presence of the employment variable, trivariate associations between economic development and higher education were examined using an annual data set spanning from 1982 to 2007 (Tariq and Muhammad, 2010). The growth model has been tested using the annual data. The findings suggest that there is a long-

term association between the two, and the growth model examined here has demonstrated the beneficial effects of fixed capital investment on economic growth (Mankiv et al., 1992).

The impact of educational technology use in Karachi's private secondary schools illustrates the consequences of educational technology use in Karachi's private secondary schools. One hundred respondents, comprising thirty teachers and seventy pupils, were chosen at random for this survey-based study. The 24 items of the questionnaire are utilized as a research tool. The gathered data was analyzed using simple mean and simple percentage approaches. The goal is to draw attention to how important educational technology is? To investigate the benefits of utilizing instructional technology, particularly at the secondary level, across all educational levels, results of the poll indicate that teachers and students are interested in employing instructional technology at the secondary level (Nisa and Fatima, 2013).

Following the conclusion of the findings, it was suggested that government and private institutions host workshops and seminars to educate students on the value of educational technology and that some introductory courses be offered to teachers to familiarize them with the subject.

Likewise, the critical examination of the problems of education in Pakistan and its probable solutions. In the paper the researchers examine the problems of education system and their possible solutions. The problems that was faced by education system were the lack of the uniformity in the education, education without direction, the outdated curricula, the lack of development of teachers, the policy implementation, the lack of resources, the corruption in the education sector. And the suggested remedies include adequate national GDP budgetary allocation for education and top-notch establishments for teachers' professional development at all grade levels. System of accountability must be strengthened, Curriculum should be evaluated on annual basis, less political interference, the culture of inquiry should be encouraged in educational institutions, and the examination system should be freed from the mafia of unethical tactics, corruption, and illicit rewards (Ahmed et al., 2014).

The study of Parental reinforcement in schooling of Pakistani children and its impact on their achievement at Elementary level examined the role of parental involvement in children education, the writer conducted a survey and data was collected from parents and students of class 8th. Regression and the independent samples t-test were used to evaluate the null hypotheses. Regardless of the type of school, the results demonstrate the high level of parental involvement in their kids' education, and there is a favourable correlation between parental involvement and kids' academic success (Shoaib, et al., 2014).

Parents involvement in their Children academic achievement, examines the role of parents in their children academic achievement. The study is descriptive in nature and the survey is conducted in Lahore, Pakistan. About 200 questions are asked from parents, the results shows that most of the parents take care of their children school related activities which indicate increase in the achievement of their children success. So, children need a lot of care from their parents during academic activities (Mehnaz, 2015).

A study, technology in primary schools; teachers perspective towards the use of mobile technology in children education conducted a survey from the teachers of 12 different primary institutions to investigate the attitude of teachers towards the use of mobile phones in schools. Out of the 104 teachers, 63 said there should be a use of technology in the schools, while 41 teachers said there is no need of technology. Hence, the analysis shows that the teachers in private schools said there is a use of technology in the primary schools, while the teachers teaching at public schools said there is no need of technology at primary schools (Tahir and Arif, 2016).

As a result, the survey's findings indicate that; Pakistani public schools do not offer technology to its elementary school students, but private schools do offer some form of technology. The report concludes that the government should facilitate public schools' access to technology and that teachers should use it as a valuable instructional tool to help students learn more effectively.

School administrators play a critical role in ensuring that technology integration in the classroom is successful. They ought to offer a customized, well-defined training and implementation approach. It is crucial that educators are knowledgeable about the variety of kid-friendly technology that is out now. Since it is their duty as educators to help kids use technology in safe and instructive ways, in their 2017 study, Kayani examined the socio: economic advantages of schooling in developing nations (Kayani, 2017)

Using Pakistan as an example, the study examines the social and economic advantages of education in developing nations generally and in Pakistan specifically. The study's primary methodology is secondary data collection, and it looks at the many financial and non-financial advantages of education to society, including employment, income, reducing poverty, and export rates. On the social front, there is political knowledge, health care, social responsibility, etc. on the economic front. The study aims to investigate and evaluate the socio-economic advantages of education in developing nations (Zaheer, 2018).

Furthermore, the study reveals that; education has a beneficial long-term impact on children, while having a negative short-term impact. A family's income will increase in direct proportion to the level of education. People who receive an education tend to behave in a more liberal manner, and education also broadens one's perspective and raises awareness, which are societal benefits of education. He looked at new media technologies and young people in Pakistan. He also assessed the negative consequences of new media on young people in Pakistan. Pakistan has witnessed an unparalleled surge in Internet usage, particularly on social media networking sites, in the past year (Groupin.pk, 2011).

They use modern media for three things: entertainment, information, and most importantly, connection. On the one hand, new media technologies have given young people a platform to build peer cultures, but they have also undermined family cultures. Nowadays, young people would rather spend a lot of time with their virtual friends. They always have their online pals with them, even when they are spending time with their families. The same is true for young people in Pakistan, who would rather use virtual accounts to access the internet. The argument that too many internet interactions are separating people from their families and in-person relationships is one

that is frequently made. Positive media use is seen to be able to educate young people. However, the improper use of new media technology has grown to be a significant issue, having negative impacts on adolescents and society as a whole (Kaare et al., 2007).

A research on the influence of contemporary technology on education and examined how technology affects learning. They also came to the conclusion that technology has both positive and negative consequences. On the plus side, technology has improved teaching and learning and removed obstacles to global information access. Loss of attention, increase in cheating, and a decrease in the application of writing abilities are the harmful impacts. While, there are some benefits and as well as drawbacks of technology for students in education. Instructors and students should make the most of this and remove the obstacles preventing many students and institutions from reaching their full potential. Therefore, it is imperative for all nations to implement a more technologically advanced education system for their future endeavors (Raja and Naga subra mani, 2018).

A research on the impact of parents' attitudes on the academic performance of secondary school students in Pakistan aimed to investigate the influence of parents' attitudes on students' academic performance as well as the effects of parental attitudes on child performance. Parents and instructors in three districts of Punjab, Pakistan's public and private schools are given questions in this descriptive study. The study also found that parents who talk to their children about their educational issues have a positive effect on their academic performance, while parents who don't talk to their children about school issues have a negative effect on their academic performance. Parents who are positive in their approach also have an impact on their children's academic performance. It was also determined that children who received financial, moral, and physical support from their parents performed better academically than those whose parents did not provide such support (Qamar et al., 2019).

Using current PIHS data (1995–1996), investigated the effects of education, technical training, school quality, and literacy and numeracy abilities on the wages of wage earners and salaried individuals in Pakistan. According to the data, education has a favourable impact on wage earners, with each year of school yielding returns of about 7%. Furthermore, a big and significant effect of literacy and numeracy skills is revealed. Those with all three skills see returns that are fifteen percent higher than those without any of these abilities. Private education and technical training are determined to have a favourable and significant impact

This article makes three primary policy recommendations. First, the importance of fundamental learning abilities that result in higher salaries in the labour market is highlighted by the substantial and significant influence of literacy and numeracy skills. Second, there is an urgent need for such institutions that can train people on modern lines so they can deal with the quickly changing technology, as seen by the positive and strong co-relation between incomes and greater levels of technical training. Third, a sizable and noteworthy co-efficient of private schools emphasizes the significance of educational quality (Mubeen and Nazli, 2019).

1.8 Summary of the Literature:

The above literature studies showed us the variables that affected the learning of the children as talking about the involvement of parents, the helping of parents in their child education has an positive impact on the learning of the children, and it leads to a good grade of their child, so the engagement of the parents is necessary for their children good results , and the other factor is income , Parents having a good income will lead to have a good impact on their children learning, as they will provide more facilities and resources to their kids . Students belonging to a rich background can also take more advantages by doing private tuition and having access to different books that are curricular and general, so it has a good impact .The use of technology is nowadays increasing in the students, hence having a direct effect on the children education, students spending more time online will tend to have low interest in study as compared to students using less time online.

1.9 Theoretical Background and Econometric Methodology:

Research methods and techniques are important that can be employed in the analysis, an appropriate framework is analyzed to discuss the socio-economic effect of the technology on the children. As our study is based on the socio-economic factors that effects the learning performances of children, like income, health, education of parents, access to the mobile, parental involvement and internet etc. The data is collected through primary sources, i.e. questionnaire survey by distributing in the study area, which is filled by the children studying in primary schools. This study is done in Hayatabad Area, which is a town in Peshawar, KP (Pakistan).

Education has an important role in grooming and well-being of the children, education has a role in the future of the child and the nation, through proper education of its citizens a nation can achieve prosperity. The research discusses the socio-economic factors that can affect the learning of children. The research can be proved helpful in future by proper understanding of the education system.

There are differing outcomes from technological integration. They added on to say that while a number of studies have come to the conclusion that technology can enhance student learning and school administration in a variety of ways, a large number of studies have made the opposite claim. It's unknown how the results of contemporary technology-assisted instruction differ from those of conventional teaching approaches. Numerous American studies show that despite a significant rise in the availability of computers in schools, there has been little usage of computers for learning (Zhao et al., 2002).

A significant contributing factor to students' academic performance becoming apparent is their parents' social standing. This study looked into how high school pupils in Pakistan's Karak District (Khyber Pakhtunkhwa) achieved academically in relation to their parents' social level. According to the study's findings, kids from strong, affluent backgrounds did exceptionally well on the yearly exams given by the Board of Intermediate & Secondary Education, Kohat. It also became clear that parental education, work status, and income all had a direct impact on how well their children

learned. For this reason, it is true to state that, a parent's high socio-economic position has a significant and direct impact on how well their child does in school (Qaiser, 2012).

Economic productivity, quality of life, and educational attainment are all strongly correlated with health. Children can be empowered to seek a healthy life and act as change agents for their communities' health by gaining knowledge, beliefs, skills, and behaviors connected to health. (WHO, 1997)

One major factor influencing the quality of education is health education. This research program has shown us that the health-promoting school and the child-to-child method foster an environment that helps teachers educate more effectively and encourages children to participate more, which improves the children's understanding of health and self-worth. It is crucial that the entire school participate in the program, not just the designated target classes. During primary school, children go through significant developmental changes related to environment, adaptation, and logical reasoning. Children build their social awareness from the ground up by integrating what they learn about their interactions with peers, teachers, and families (Wolos et al., 2007).

While, according to some researchers, parents want to be involved in their children's education and want to be engaged in their schools. Research indicates that when parents provide positive reinforcement for their child's performance, the child will take pride in his job and strive to avoid embarrassing himself in front of his parents (Richardson, 2009; Epstein, 1995; Keith & Keith, 1993).

A renowned researcher examines that; parental involvement in their children's education is influenced by three main elements, i.e. "Parents' Awareness" about their time, energy, knowledge, and skills can help their child at school; "Parents' Conviction" that they are invited by their children and teachers; "regular school invitations, friendly environment, and special invitations", "Parents' Comprehension" that their involvement will make a difference (Hoover Dempsey et al., 2005).

1.10 Research Instrumentation:

As the study was descriptive and survey type in nature. Therefore, the researchers decided to design a self-developed questionnaire for the collection of data.

Participants:

Table 1. Class Wise Data Collection:		
Class	Gender	Total
4	Male	10
5	Male	10
6	Male	10
7	Male	10
Sub Total:		40

Source: Field Survey

1.11 Econometric Model:

We take variables one is independent variables and the other is dependent variables, the dependent variable taken here is the learning of the children, while the factors such as the income of parents, involvement of parents, technology use, healthcare are independent factors.

SLP = Learning performance

Y = Income of Parents

D = Number of devices

HC = health care

P = Parental involvement

S = Size of family

Student learning performance is the function of the following variables;

$SLP = F(Y, H, TC, P, S)$

Table 2. Econometric Representation:

Variables	Description of Variables
Dependent Variable SLP	=1 learning performance is good =0 Learning performance isn't good
Independent Variable	
Y	Income of parents
D	Number of devices
HC	Healthcare
P	Parental involvement
S	Size of family

Estimated equation will be as follows;

$$SLP = \beta_0 + \beta_1 Y + \beta_2 D + \beta_3 S + \beta_4 H + \beta_5 P$$

1.12 Explanation of Variables:

- **Income of Parents:** Income of parents, means that that how much money the parents earn per month.
- **Number of Devices:** Number of devices refers to the total number of gadgets present at home and also use of electronic gadgets used by children in a day.
- **Healthcare Routine:** Healthcare routine refers to the healthcare of children which can be done every month, or after every 2 months. It has a positive impact on the performance of children.
- **Parental Involvement:** Parental involvement means that does the parents help their children in homework or other academic activities.
- **Size of Family:** Means the total number of people in a family

1.13 Statistical Analysis of Data:

After data collection, the data was structured, arranged and then evaluated. After that the data was put into SPSS Software and the multiple regression model was run to get the results.

1.14 Standards / Scales for the Verification of Hypothesis:

Following scales were used for the verification of hypothesis;

- 1) Parent's income was categorized into three groups i.e. "Upper Income, Middle Income and Low Income groups.
Upper Income Group = more than 100000
Middle Income Group = ranging from 50000 to 100000
Lower Income Group = less than 40000
- 2) Father's & Mother's education were classified into three classes i.e. "S.S.C "Intermediate" and "Graduation & Above"
- 3) The number of devices e.g. mobile phones laptops were shown.
- 4) The students were categorized into three groups i.e., High Achievement, Normal and Low Achievement students in the last given exam.
High achievement = 80 %
Normal achievement = 70 %
Low achievement = 60 %
- 5) Size of the family was also divided into 03 categories, i.e. large family, medium family, small family
Large family = having more than 6 members
Medium family = less than 6
Small family = less than 4 members
- 6) Father and mothers' job were classified into three categories i.e. own business, government employee, other, housewife (mother) etc.
- 7) The variable health is measured by making a healthcare checkup routine in the questionnaire and then dividing it into 04 categories, i.e. regular health checkup, health checkup once a month, health checkup after every two months, and no health checkup.

1.15 Data Source:

The present study is based on primary data, that is collected by the research through a field survey during 2020. Responders are given questionnaire are the data is collected through the questionnaire and the township Hayatabad, Peshawar is taken as a research area, which is the most developed township in the district and has a literacy rate higher than any other part of the district. The capital of Pakistan's Khyber Pakhtunkhwa province, Peshawar, is located on the western edge of the affluent suburb of Hayatabad. It lies near Torkham, the main crossing point between Pakistan and Afghanistan, and borders the now-defunct Tribal Areas. Several of Peshawar's medical and educational facilities are located in the area. To assist residents of every industry in Hayatabad, a multitude of public, private, and specialized educational institutions are accessible.

1.16 Technique:

The data collected is organized then tabulated and then analyzed by comparing the variables by multiple regression and the spss software is used and the results are also shown by histogram.

Table 3. Variables Entered / Removed:

Model	Variables Entered	Variables Removed	Method
1	Size of family, Family Income, Homework help, checkup, time spent on mobile per day		Enter

a. Dependent Variable: marks

b. All requested variables entered.

1.17 Results & Discussion:

A self-developed questionnaire was created to investigate the impact of parental socio-economic position on secondary school pupils' academic achievement. The questionnaires were designed to inquire about the parents' socio-economic standing, level of education, income, occupation, and as well as their marks in the most recent exam. Personal visits were used to collect the data. Following data collection, organization and tabulation, the data was entered into SPSS Software for analysis and interpretation. While, multiple regression model was used to determine the results.

Multiple Regression:**Regression Equation:**

$$SLP = \beta_0 + \beta_1 Y + \beta_2 S + \beta_3 H + \beta_4 P$$

We take the marks or previous record of students as a dependent variable, while we take size of the family, income of the parents and participation of the parents in children learning and the use of technology are taken as independent variables. Other method used is that of the multiple regression run by SPSS from which the following results are interpreted. On the basis of which null and alternate hypothesis have been illustrated effectively.

1.18 Summary of the Model:**Table 4. Model Summary:**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Sig. F Change	Durbin-Watson
					R Square Change	F Change	df1	df2		
1	.206 ^a	.042	-.098	.77092	.042	.301	5	34	.909	1.722

a. Predictors: (Constant), Size of family, Family Income, Homework help, checkup, time spent on mobile per day

b. Dependent Variable: marks

The above table is a whole summary of the regression model being run.

1.19 Anova Model:

Table 5. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.893	5	.179	.301	.909 ^b
	Residual	20.207	34	.594		
	Total	21.100	39			

a. Dependent Variable: marks

b. Predictors: (Constant), Size of family, Family Income, Homework help, checkup, time spent on mobile per day.

Here, p value is associated with the f value which is small and as we are asking that does the independent variables has an effect on the dependent variables, which is yes so, we can say that all the variables i.e. family size, income, health, technology, effects marks of the students studying at the primary school level.

The Durbin Watson test yields a result of 1.722, indicating a strong fit for the model, and a significance level of 0.09, indicating the ability to reject the null hypothesis and accept the alternative. The dependent variables are therefore influenced by the independent factors.

We had the hypothesis for the five variables that we took and now after seeing the results we can interpret the variables relation with each other as follows. To find the relation of marks with the size, income, health, technology, parental involvement, we run the regression model and with the help of the significance value we can interpret it accordingly.

1.20 Parameter Estimates and Regression Co-efficient:

Table 6. Co-efficients:

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	1.018	.876		1.163	.253	-.761	2.798
	Family Income	-9.461E-7	.000	-.037	-.193	.848	.000	.000
	Homework help	.089	.122	.128	.732	.469	-.158	.337

time spent on mobile per day	.034	.073	.086	.469	.642	-.114	.183
checkup	-.081	.122	-.118	-.659	.515	-.329	.168
Sizeoffamily	.050	.091	.098	.557	.581	-.134	.234

a. Dependent Variable: marks

This table shows the variables that are taken as independent variables, the first variable is constant. The column B tells us about the correlation between the dependent and independent variables, i.e. an increase in the independent variable having an effect on the dependent variable. So, if the family income is increased by 01 unit, marks of the student tend to increase as shown. The parental contribution in learning of the children increases performance of the students. The size of family increased by 1 unit has also affect on the performance of the children. The increase or decrease in the technology has an indirect effect on the performance of the student.

Here, we reject the null hypothesis and accept the alternative in income vs. marks example and discussing student performance as well as size of the household. In this case, we accept the alternative hypothesis and reject the null hypothesis. When it comes to the pupils' health, we embrace the alternative theory and reject the null hypothesis. Regarding students' usage of technology and their academic achievement, we accept the alternative hypothesis and reject the null hypothesis.

1.21 Residual Statistics:

Table 7. Residual Statistics:

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	.9788	1.6600	1.3500	.15134	40
Residual	-1.45943	1.63972	.00000	.71981	40
Std. Predicted Value	-2.453	2.048	.000	1.000	40
Std. Residual	-1.893	2.127	.000	.934	40

a. Dependent Variable: marks

1.22 Checking of Hypothesis for Variables after Regression:

❖ Hypothesis for Income:

H_0 = Income has no outcome on academic performance of the children

H_a = Income has an effect on academic performance of the children

The significance value at table 4.5 of income illustrates that the value is 0.08 which means null hypothesis is rejected and the alternate is accepted.

❖ Hypothesis for Technology Use:

H_0 = There is no influence of the use of technology on academic performance of the children.

H_a = There is an effect of the technological use on academic performance of the children.

The result shows a significance value of 0.02, which is very low. It means that the null hypothesis is rejected and the alternate is accepted.

❖ **Hypothesis for Parental Involvement:**

H_0 = There is no effect of parental involvement on academic performance of the children.

H_a = There is an effect of parental involvement on educational performance of the children.

The result shows a significance value of 0.09, which is very low. It means that the null hypothesis is rejected and the alternate is accepted.

❖ **Hypothesis for Size of the Family:**

H_0 = There is no effect of size of the family on educational performance of the children.

H_a = There is an effect of size of the family on academic performance of the children.

The result shows a significance value of 0.05, which is very low. It means that the null hypothesis is rejected and the alternate is accepted.

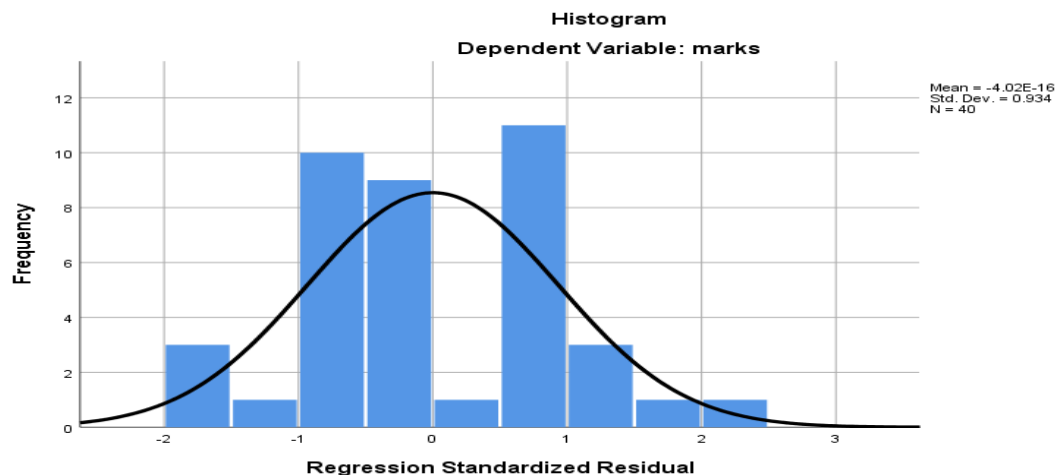
❖ **Hypothesis for Health Status:**

H_0 = There is no effect of health on academic performance of the children.

H_a = There is an effect of health status on educational performance of the children.

Significance level shows a value of 0.05, which means we can reject the null hypothesis and accept alternate hypothesis.

Graph 1. Histogram showing family income versus marks:

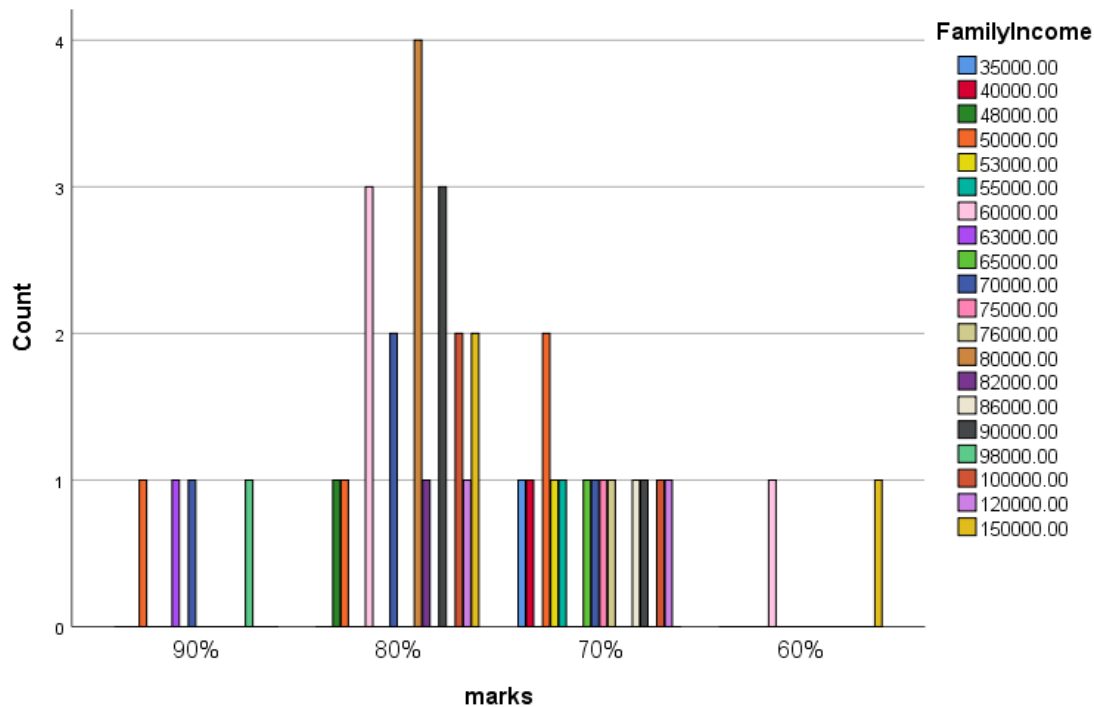


1.23 Histogram View and Discussion:

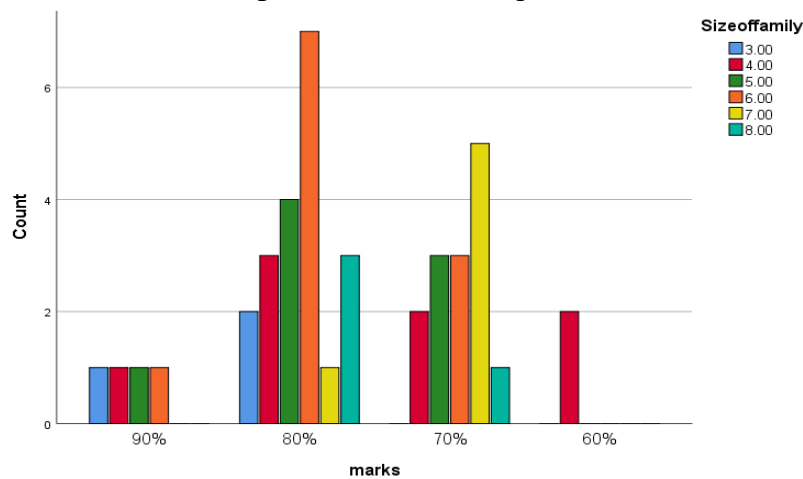
The data is now shown in histogram separately one by one which are as follows;

Discussion:

The above graph shows that; the students who tend to get high score in their examination, their parents had an income higher than the students who couldn't score high. So, we can conclude that the marks and the financial position of the student's parent are interrelated and with an increase in one the other also increases. The graph also shows that; the majority of students fall in the category that has been named as high academic performance and because of their high performance the relation has been shown that their parental income was also recorded to be more, so the hypothesis for the income vs. marks is that there is a relation between the both of the variables. As the significance level in the multiple regression was shown to be 0.08 which is less than 0.05.

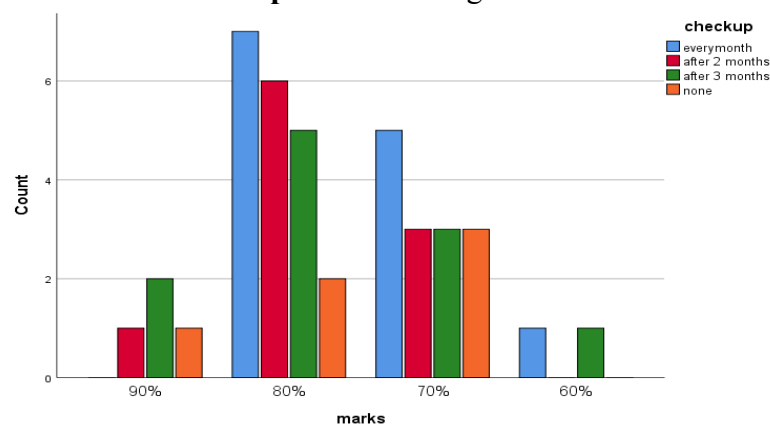
Graph 2. Size of the family versus marks:**Discussion:**

The next variable are; size of the family and its effects on the marks count. So, after the study and interpretation it was shown that size of the family has an effect on marks count of the students. Students having small family have shown a good performance in study as compared to the students having low marks. So, they both are inter-related. The resource dilution concept states that children raised in large families receive more parental assistance than children raised in small households. The resource dilution hypothesis states that having more children reduces the amount of time and money parents can spend on each child. Each child's educational opportunities are more restricted and parental resources are diluted in larger families. As a result, when deciding how big to grow their family, parents must weigh the benefits and drawbacks of having more children in terms of their education. Numerous research conducted in industrialized nations have confirmed that having more siblings has a negative impact on educational achievements.

Graph 3. Health checkup versus marks:**Discussion:**

The effect of student's educational performance also depends on health status of the students; the student having a good health condition tends to have a good educational performance and is a good achiever as compared to the student having no proper health routine. Youngsters who are sick are more likely to experience issues in school than those who are well. There is a greater likelihood of academic failure, grade retention, and dropout for students who are ill. Academic achievement and student health have a complicated relationship. Low academic attainment is a risk factor for children experiencing medical distress.

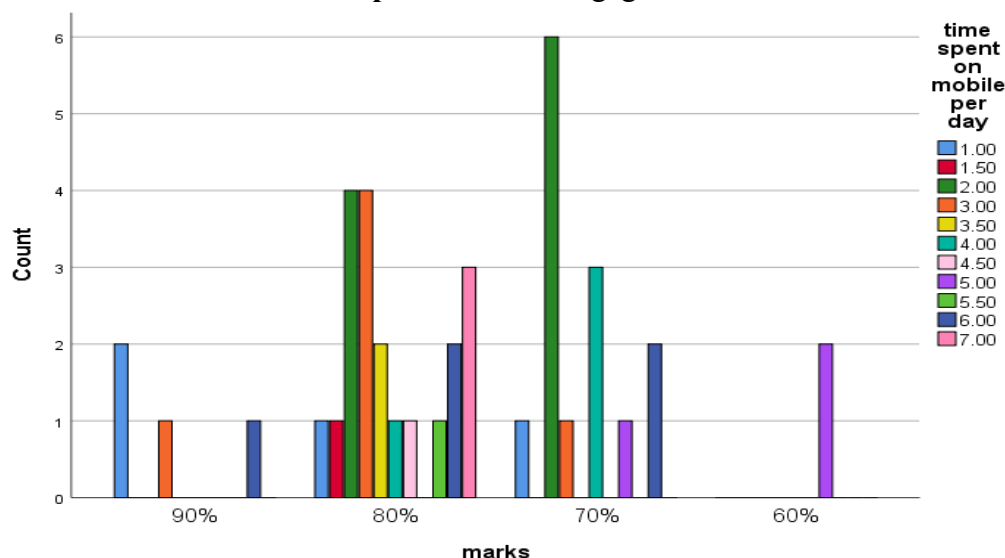
Furthermore, being ill makes it difficult to participate in regular school activities. Students' capacity to participate in the educational process is limited by a variety of variables, including frequent absences, pain or discomfort, limitations on movement, drowsiness, and the physical and psychological side effects of drugs. As a result, there is a relationship between the two variables, and children's academic competency may be directly impacted by health.

Graph 4. Technological use versus marks:

Discussion:

The use of technology is increasing day to day by the students, which has an effect on their school learning and their performance. The students which were asked about their use of technology and those who answered that they used more tends to have a low mark in their previous reports as compared to the students who didn't used or used technology gadgets less. One of the most significant variable that can either positively or negatively affect students' academic performance is their use of technology, such as Internet. According to Shah et al., (2001), the influence of internet use on students varies depending upon the kind of usage.

While, use of the internet for amusement has a significant negative influence on them, on the other hand for information purpose its use has a favorable effect. Furthermore, Oskouei, (2010) suggested that when it is used as a tool for information, development and distribution, it can benefit both the teachers and students. With the technological revolution, a growing number of gadgets and an easy access to the internet, it has made easy for the students to easily access and uses the internet. But the use should be made limited and under a proper supervision of the parents as it can also lead to wastage of time and access to irrelevant material.

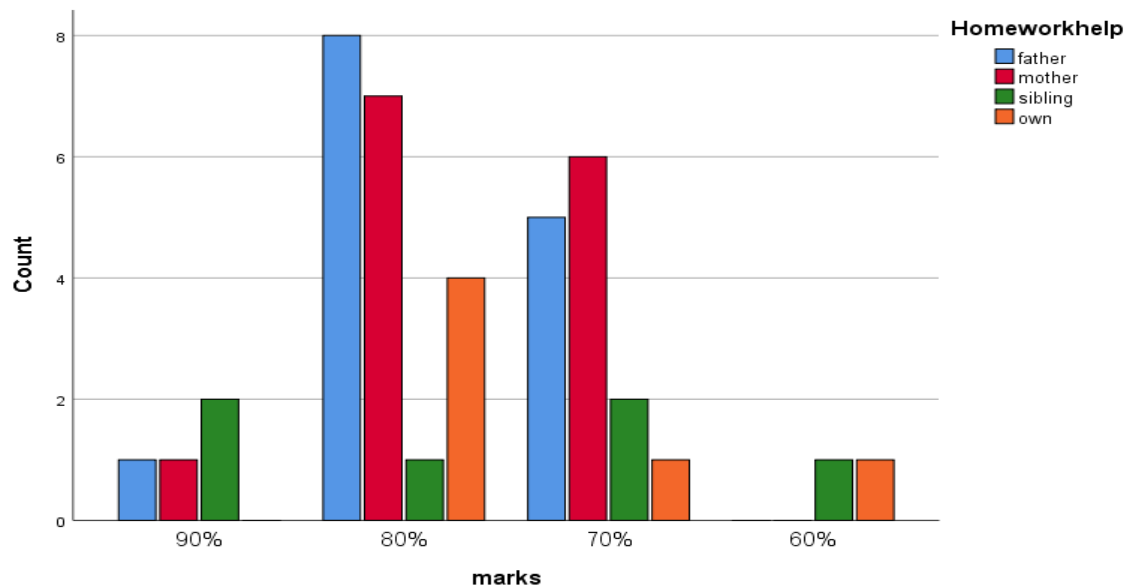
Graph 5. Parental engagement versus marks:**Discussion:**

Parental participation has a positive effect on their children school performance as collected by the students, the high scorer were the students whose parents also showed interest or help their children. According to the published research, economic, environmental, and parental engagement in a child's education can have a very positive impact on the cognitive, linguistic, and social skills of the kid. Several researches in this field have shown how crucial family engagement and contact is in the years before starting school.

Studies have also demonstrated that parental participation can enhance a child's academic performance if it is maintained throughout the child's schooling. Negative effects like substance

misuse, criminality, emotional and behavioral issues have been connected to academic failure and risky behaviours.

Graph 6. Homework versus academic achievements:



Discussion:

The graph illustrates a distinct connection between assistance with homework and students' academic achievements. The majority of students who score 80% receive help from their parents, particularly from both fathers and mothers, indicating that parental engagement is closely linked to enhanced academic results. Students with scores of 70% also gain significant benefits from parental support, with mothers being slightly more engaged than fathers. Only a small number of students attain a score of (90 %), where support from siblings seems to play a larger role, while those with lower scores (60 %) are primarily reliant on self-study or help from siblings and show minimal parental involvement. In general, the graph indicates that active parental support during homework plays a beneficial role in boosting student performance.

1.24 Conclusion and Recommendations:

Conclusion:

After all the analysis of data the author came to the conclusion that there is a significant effect of parental income in educational performance of the student. More is the income of Parents, better will be the performance of children in their studies. And the students having low economic status has a weak study routine and lower academic performance.

There is also a direct effect of the parent's involvement in the learning performance of the children, parents who tend to work with their children in their school work, their children grades were higher as compared to the children whose parents couldn't help their children in the study. The use of

smartphones, and the closeness to the technology also has a direct impact on their educational performance, the students who spent most of their time on the social media, mobile phones laptops, had academic performances little lower than that of the students who used it a little bit.

The health condition of the students has an effect on the learning of the students, students having proper health care and a regular checkup by doctors, enjoyed a good result in their academic as compare to the students whom didn't had a proper health care. Size of the family affects the study performance of students, the students who had little to moderate family, their educational performance was good, as their parents could concentrate on their kids more often and could help them in their studies.

Recommendations:

- ✚ As we saw that the learning of the children was affected by the income of their parents, so the children of the poor families couldn't secure good grades, so it is recommended that the poor parents should be given incentives such as jobs, work, s etc. so that their children couldn't have any un fulfilled needs, and also the poor students should be given free education, with addition to scholarships and free cloths and stationary in order to make their performance good.
- ✚ The learning of the children was also affected by the involvement of the parents, so the parents who helped their children they secured good marks as compared to those whom parents didn't helped. So, it is recommended that the parents should be educated through media, papers and seminars that their children need their proper care and their support in order to become successful. Parental appreciation is vital for the wellbeing and success of their children.
- ✚ It was seen that the student's marks were affected by the use of technological devices such as smart phones, tablets and computer. So, it is the duty of the government to educate the parents about the controlling the usage of the internet and devices by their children. The government should also try to ban the irrelevant and useless applications that are consuming precious time of the young generation.
- ✚ Talking about the health care factor, the health is the most important feature affecting the performance of the student, as we saw that healthy students were successful and had good grades. So, it is the utmost responsibility of the government to make a proper health care package for the poor students and provide them with free healthcare, safety and precautionary measure education.
- ✚ The size of the family was seen as an uplift in the performance of the students , students with a family larger ,had low marks than that having less family size , so the government should educate the nation about the family planning and the upcoming threats of the overpopulation , as it is risk to the whole planet.

1.25 References:

- Ahmed, S., Khan, R., & Iqbal, T. (2014). *Critical examination of the problems of education in Pakistan and its probable solutions. Pakistan Journal of Educational Research*, 17(2), 23–45.
- Becker, G. S., & Lewis, H. G. (1973). *On the interaction between the quantity and quality of children. Journal of Political Economy*, 81(2), S279–S288.
- Becker, G. S., & Tomes, N. (1976). *Child endowments and the quantity and quality of children. Journal of Political Economy*, 84(4, Part 2), S143–S162.
- Blake, J., & Downey, D. B. (2001). *Number of siblings and educational attainment. American Sociological Review*, 66(3), 455–471.
- Epstein, J. L. (1995). *School/family/community partnerships: Caring for the children we share. Phi Delta Kappan*, 76(9), 701–712.
- Eamon, M. K. (2005). *Social-demographic, school, neighborhood, and parenting influences on academic achievement of Latino young adolescents. Journal of Youth and Adolescence*, 34(2), 163–174.
- Eric, A., Hanushek, E. A., & Woessmann, L. (2007). *The role of education quality in economic growth. World Bank Economic Review*, 21(2), 153–179.
- Fowler, F. J., Rodgers, W. L., & Fieler, V. (1992). *Health and school performance: An analysis of the impact of illness on academic outcomes. Journal of School Health*, 62(4), 157–162.
- Ghazi, S., Khan, R., & Ahmed, T. (2010). *Causes of decline of education in Pakistan and its remedies. Pakistan Journal of Educational Research*, 15(2), 45–62.
- Groupin.pk. (2011). *Internet usage trends in Pakistan: Focus on youth and social media*. Retrieved from <<https://www.groupin.pk>>
- Heer, D. M. (1985). *Family size and educational attainment in industrialized societies. Sociology of Education*, 58(3), 145–157.
- Hanson, M. J., Zientek, L. R., & Stevenson, K. (2004). *Health-related barriers to school participation and academic performance in children. Journal of School Health*, 74(7), 251–257.
- Hoover-Dempsey, K. V., Bassler, O. C., & Burow, R. (2005). *Parental involvement: Model and impact on student learning*. In H. J. Walberg & R. M. Haertel (Eds.), *Advances in educational productivity* (pp. 161–184). Greenwich, CT: Information Age Publishing.
- Hashmi, A., Khalid, M. (2014). *Parental encouragement in schooling of Pakistani children and its impact on their achievement at elementary level, International Conference on social science and humanities* 8:107-110.
- Jeynes, W. H. (2002). *Examining the effects of parental absence on the academic achievement of adolescents. Journal of Family and Economic Issues*, 23(2), 103–122.
- Keith, T. Z., & Keith, P. B. (1993). *Parental involvement and student achievement: A meta-analysis. Educational Psychology Review*, 5(1), 1–22.
- Kaare, B., Sorensen, M., & Rasmussen, L. (2007). *New media use among adolescents: Implications for social and family interactions. Journal of Youth Studies*, 10(4), 451–468.

- Kayani, M. (2017). *Socioeconomic advantages of schooling in developing countries: Implications for educational technology integration*. *Journal of Education and Development*, 7(1), 22–38.
- Mankiw, N. G., Romer, D., & Weil, D. N. (1992). *A contribution to the empirics of economic growth*. *Quarterly Journal of Economics*, 107(2), 407–437.
- Mehnaz, A. (2015). *Parental participation in children's education and its impact on academic success*. *Journal of Educational Research*, 8(2), 123–135.
- Mubeen, F., & Nazli, H. (2019). *The impact of education, technical training, and skills on wages in Pakistan: Evidence from PIHS data*. *Pakistan Journal of Social and Economic Studies*, 39(2), 101–123.
- Nisa, A., & Fatima, B. (2013). *Role of technology in enhancing students' learning performance*. *Journal of Educational Research*, 6(1), 45–58.
- Oakes, J. M., & Rossi, P. H. (2003). *The measurement of SES in health research: Current practice and steps toward a new approach*. *Social Science & Medicine*, 56(4), 769–784.
- Orazmen, A. (2006). *Lack of education and its effects on earnings*. *Journal of Development Economics*, 12(3), 45–67.
- Qaiser, S. (2012). *Parental socio-economic status and its impact on students' academic performance: A study of high school pupils in Karak District, Pakistan*. *Journal of Educational Research*, 15(2), 77–91.
- Qamar, S., Khan, R., & Ahmed, T. (2019). *Impact of parents' attitudes on the academic performance of secondary school students in Pakistan*. *Pakistan Journal of Educational Research*, 22(1), 45–60.
- Richardson, P. (2009). *Parental involvement and student achievement: Exploring the dynamics of support and motivation*. *Journal of Educational Psychology*, 101(2), 223–234.
- Raja, R., & Naga Subra Mani, K. (2018). *The influence of contemporary technology on education: Opportunities and challenges*. *International Journal of Educational Technology*, 9(2), 23–37.
- Steelman, L. C. (2002). *Sibling size and educational outcomes: Evidence from industrialized nations*. *Social Science Research*, 31(2), 193–218.
- Spernak, S. A., Koontz, K. L., & Meyer, L. H. (2006). *The relationship between children's health status and academic performance: Evidence from elementary schools*. *Journal of School Health*, 76(6), 231–238.
- Suleiman, A., Ahmad, B., & Khan, C. (2012). *Socioeconomic factors influencing students' academic performance*. *International Journal of Educational Research*, 5(1), 67–79.
- Shoaib, A., Khan, R., & Ahmed, S. (2014). *Parental reinforcement in schooling of Pakistani children and its impact on their achievement at elementary level*. *Journal of Educational Research and Practice*, 4(1), 55–70.
- Tariq, S., & Muhammad, A. (2010). *Higher education and economic growth: A case study of Pakistan*. *Pakistan Journal of Applied Economics*, 20(1), 45–62.

Tahir, M., & Arif, S. (2016). *Technology in primary schools: Teachers' perspectives towards the use of mobile technology in children's education*. *Journal of Educational Technology and Innovation*, 3(2), 34–48.

World Health Organization. (1997). *Health and development: The role of education in promoting health*. Report by WHO Director-General Dr. Hiroshi Nakajima. Geneva: World Health Organization.

Wolos, C., Smith, L., & Brown, J. (2007). *Health-promoting schools and the child-to-child approach: Enhancing learning and social awareness in primary education*. *International Journal of Health Education*, 44(3), 157–168.

Zhao, Y., Pugh, K., Sheldon, S., & Byers, J. L. (2002). *Conditions for classroom technology innovations*. *Teachers College Record*, 104(3), 482–515.

Zaheer, M. (2018). *Impact of parental income on children's academic performance*. *Journal of Social Sciences*, 12(3), 89–102.

Zaheer, M. (2018). *Socio-economic advantages of education in developing countries: Evidence from Pakistan*. *Journal of Development Studies*, 14(2), 55–72.