

FACTORS AFFECTING QUALITY OF EDUCATION AND FRAMEWORK FOR QUALITY MANAGEMENT AT SECONDARY SCHOOLS

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ABSTRACT

Education is the fundamental need of the society as it is very important for the societal progress and broadening its foundation whereas in the education journey secondary education is considered as the vital element in the growth of an individual. During the learning stages, high quality education is very crucial for the personal growth of the individual, development and progress of school and it also plays an important role in future prospects. This research study was mainly conducted to investigate the factors that affect the quality of education in the secondary schools of south Punjab Pakistan. This study tries to cover all the aspects that can influence the quality of education from a broader point of view. The respondents for this study were 10grade students (1280 male &1280 female), 256 secondary school teachers and 48 headteachers. Data was gathered through a survey which is conducted by using questionnaire method. The quality of education is cross checked through their annual examination of 9th grade. For the investigation of different prospects two tests are applied i.e. ANOVA and standard t test. The finding of this study is very helpful for the policymakers, educators and stakeholders for the development of their policies to improve the quality of education in secondary schools. Secondary schools can improve educational outcomes and provide students with the knowledge, skills, and competencies they need for future success by addressing the factors identified in this research that influence educational quality and implementing a strong quality management framework.

Keywords: Quality of Education, Secondary Schools, Home and Family related Factors, Gender and Academic Achievement.

INTRODUCTION

Education has an intangible but critical function to play in promoting social cohesion and peace. Individuals who have received an education are more likely to be open-minded, tolerant, and accepting of variety, which helps to promote inclusive and peaceful communities (Chepkonga 2017). We provide future generations with the capabilities they need to confront social issues, stimulate innovation, and create a more sustainable and equitable society

via high-quality education (Nazar, Chaudhry et al. 2018). Education encourages critical thinking, creativity, and problem-solving skills, creating the groundwork for advancement in a variety of disciplines and sectors (Asimwe and Hatakka 2017). The concept of educational quality is a dynamic and developing concept impacted by many views that highlight different elements of its relevance. According to the World Bank (2015), a good quality

education goes beyond simply acquiring knowledge; it provides students with the necessary abilities to succeed in an ever-changing world (Bal-Taştan, Davoudi et al. 2018). Quality education fosters a culture of lifelong learning, where individuals continue to seek knowledge and growth throughout their lives. This continuous learning journey ensures that societies remain dynamic, resilient, and prepared to face the challenges of the future (Asiimwe and Hatakka 2017).

In the pursuit of enhancing education quality, a vital aspect lies in capacity development, focusing on empowering teachers and other education stakeholders (Bal-Taştan, Davoudi et al. 2018). Drawing insights from Soleimani's study at the British Standard Institution, we come to understand that quality is a multifaceted concept, encompassing two dimensions. The first dimension involves precise and accurate measurements, while the second dimension centers on meeting the needs of the consumers, ensuring a holistic approach to excellence in education (Anekeya 2015). Indeed, education is a transformative journey for every child, culminating in the completion of secondary education. As an educated individual progresses in life, it raises pertinent questions about the standard of education received. Was it truly a good education, and if not, what contributed to this discrepancy? This study seeks to shed light on the factors affecting secondary education quality. What promotes it and what hinders it (Luo, Liu et al. 2019).

Socioeconomic status (SES) has emerged as a prominent topic of discussion among educational professionals about its impact on students' academic achievement. One prevalent viewpoint contends that a student's socioeconomic status substantially impacts their academic results. Many experts believe that lower socioeconomic status is frequently associated with inferior academic performance due to unmet fundamental necessities, leading to a lack of enthusiasm and engagement in learning (Dolean, Melby-Lervg, et al., 2019). According to a study, a lower socioeconomic status might lead to environmental deficits contributing to pupils' poor self-esteem (Asif, Safdar, et al., 2020). This study specifically aims to identify and analyze the various factors "impacting secondary school students' academic performance.

RELATED LITERATURE

"Review of the literature summarize and evaluate the text of writing of the definite theme, and provide frame work to think about the possible consequence of innovative study" (Ahmad, Rao & Rao, 2023); moreover, its purpose is presenting indications of used source evidently in an organized form (Ahmad, Cheema, & Farhat, 2023). Harmony and social cohesion are highly fostered by the mean of education. Individuals who are educated are tolerant, more acceptable to variations and are open minded contributing to build a society which is peaceful and accepting (Chepkonga 2017). Future generations can be equipped through quality of education to lookup challenges faced by society, bring in innovations and create a more sustainable world (Nazar, Chaudhry et al. 2018). Education flourishes creativity, problem solving techniques and critical thinking that laid a foundation stone for a progressing and successful society (Asiimwe and Hatakka 2017). Quality of education is dynamic and has an evolving perspective. World bank stated in 2015 that a good quality education is not just about a little gain of knowledge but it is an extended parameter which equipped individuals to contribute in a the success of this changing world (Bal-Taştan, Davoudi et al. 2018). Quality education fosters a culture of lifelong learning, where individuals continue to seek knowledge and growth throughout their lives. This continuous learning journey ensures that societies remain dynamic, resilient, and prepared to face the challenges of the future (Asiimwe and Hatakka 2017).

The socioeconomic status of a family determines where it stands in the social hierarchy and, as a result, has a significant impact on a child's academic performance (Luo, Liu et al. 2019). Students' academic achievement is directly impacted by their home environment (Siddiqui 2017). Parents with education can create an atmosphere that best supports their kids' academic achievement. In this regard, parental involvement in education becomes evident as a critical element that significantly impacts students' academic performance and successes in the classroom. This involvement of parents involves a wide range of informal school-related learning and teaching methods that take place in the home (Muller 2018).

Higher educated parents are better able to determine the educational needs and innate skills of their children (Kausar and Shoukat 2020). Family education has always played a significant role in determining students' academic success (Luo, Liu et al. 2019). In the current environment, families with higher educational attainment demonstrate a greater consciousness of their kids' progress both in the classroom and in terms of their overall development (Hill, Witherspoon et al. 2018). It is true that families with parents who have social, economic, and educational advantages help their children achieve at a better level (Hornby and Blackwell 2018).

The academic performance and overall learning outcomes of children benefit when parents are actively involved in their education (Shaikh, Aziz et al. 2016). Parental participation has a significant impact on parent-teacher interactions in addition to having an effect on pupils (Đurišić and Bunijevac 2017). Parents and teachers may get along better if parents take an interest in their children's education (Dolean, Melby-Lervåg et al. 2019). The involvement of parents in their child's education not only benefits students but also positively influences teachers. When parents actively participate, it often leads to increased teacher efficiency and enhanced perceptions of parental efficacy (Muller 2018).

The relationship between gender and students' academic achievement has been a topic of discussion for many years. Research has identified a gap in achievement between boys and girls, with girls often outperforming boys in specific contexts (Dolean, Melby-Lervåg et al. 2019). Factors such as gender, ethnicity, and father's and mother education have been recognized as significant contributors to student achievement (Đurišić and Bunijevac 2017).

Beyond other demographic factors, the influence of socioeconomic status (SES) remains significant at the individual level. SES is a multifaceted construct, often assessed through factors such as parental education, occupation, income, and the resources available to individuals or families (Hill, Witherspoon et al. 2018). Research consistently shows that parental education and family SES are positively correlated with students' academic achievement (Luo, Liu et al. 2019). Students from higher SES backgrounds tend to outperform those from middle-class families, who in turn outperform

students from lower SES backgrounds (Rahman, Munam et al. 2023).

Students' academic achievement is negatively correlated with the low socioeconomic status (SES) of their parents due to limited access to educational resources (Sarkodie, Asare et al. 2020). Low SES significantly impedes students' academic progress, particularly at the post-secondary level (Shaikh, Aziz et al. 2016). Economically disadvantaged parents often struggle to afford the costs of higher education for their children, which can hinder students from reaching their full potential (Wang and Geng 2019).

STATEMENT OF PROBLEM

Numerous factors influence the quality of students' academic performance, and identifying these factors requires consideration of a range of variables (Wang and Geng 2019). Determining the most influential variables in academic performance is a complex and challenging task. Public school students in Pakistan come from diverse demographic backgrounds, reflecting the complexity of Pakistani culture. Against this backdrop, researchers conducted a study of factors affecting quality of education and framework for quality management at secondary school.

RESEARCH OBJECTIVES

1. Identify the factors affecting the quality of education at secondary schools.
2. Identify the effect of home and family related factors affecting quality of education at secondary school.
3. Find out the difference in quality of students' achievement in relation to their gender.

RESEARCH QUESTIONS

1. What are the factors affecting quality of education at secondary schools?
2. Do home and family related factors affect quality of education at secondary school?
3. Does the gender difference effect on quality of student achievement?

RESEARCH METHODOLOGY

“The methodical study of the procedure is called the research method” (Ahmad, Shahid & Farhat, 2023). This descriptive study was conducted by using a survey method. “The population is defined as a set of individuals, data, or items from which a statistical sample is taken” (Younus et al, 2023). The population was the secondary school male and female students, secondary school teachers and head teachers from district Rahimyar khan of division Bahawalpur of south Punjab. The study targeted both male and female students, Rao et al (2023), stated females play important role in every research. Using multistage random sample process choose district Rahim yar khan in south Punjab. Rahimyar Khan, Sadiq Abad, Khan Pur, and Liaqat pur are the four tehsils in this district. In the district Rahim yar khan, there are 327 secondary schools, with 195 male and 132 female school. The study sample, therefore, comprises 48 headteachers and 256 class teachers and 1280 male and 1280 female students of 10th grade making the total sample size. In the initial stage, six public sector secondary schools (three boys and three girls) from four tehsils of district Rahimyar khan were chosen randomly. Subsequently, students from the 10th grade were randomly selected from a science section in each of these schools. The study was delimited to only demographic factors such as students’ gender, parents’ education, parents’ occupation and socio-economic status. The quality of academic performance was measured by their achievement scores of the 9th grade annual examination verified from the Board of Intermediate and Secondary Education, Bahawalpur and school records. Data regarding the variables such as parents’ education, parents’ occupation, SES, urban/ rural belongingness, and students’ gender were collected by using a questionnaire.

SAMPLING PROCEDURE

Multi-stage sampling technique was used for the selection of sample. It combines cluster random sampling with simple random sampling. It is utilized when the cluster sizes are huge and it is impossible to view all of the units inside the clusters (Chih-Pei and Chang 2017).

The researcher adopted above mentioned technique for the selection of division at first stage and then selected the secondary schools at second stage. At

first stage, use cluster random sampling technique to choose district Rahim yar khan in south Punjab. Rahimyar Khan, Sadiq Abad, Khan Pur, and Liaqat pur are the four tehsils in this district. In the district Rahim yar khan, there are 327 secondary schools, with 195 male and 132 female school. The study sample, comprises 48 headteachers and 256 class teachers and 1280 male and 1280 female students of 10th grade making the total sample size. In the initial stage, six public sector secondary schools (three boys and three girls) from four tehsils of district Rahimyar khan were chosen randomly. Subsequently, students from the 10th grade were randomly selected from a science section in each of these school The quality of academic performance was measured by their achievement scores of the 9th grade annual examination verified from the Board of Intermediate and Secondary Education, Bahawalpur and school records.

TOOLS FOR DATA COLLECTION

In this descriptive study, three different sets of questionnaires were carefully created for Head teacher, Senior Teachers and Students. Interview from head teachers and observation sheet were also employed together information from a sample population at different time points. The study focused on students, teachers, and head teachers in secondary schools located in district Rahim yar khan of Bahawalpur division of South Punjab, Pakistan.

DATA ANALYSIS

The analysis of data covers the institute and the interpretation of the collected data ensuring a clear and reliable approach. The dissection of numerical data is involved within various context, highlighting various elements in each scenario. For the analysis of gathered data, a comprehensive and statistical measure was employed for this purpose a t test technique was applied in order to assess the difference between the achievements of male and female students. Analysis of variance (ANOVA) is applied using SPSS software to explore impacts of various factors on students’ achievements. Quantitative data underwent analysis using descriptive statistics, encompassing frequencies, percentages, mean scores, and standard deviations. The Statistical Packages Solution (SPSS) software, version 23.0, was harnessed for in-depth data

analysis. Visual presentation was facilitated through tables, while correlation analysis gauged the strength of relationships between variables. Qualitative data derived from interviews underwent analysis to identify emerging themes. Qualitative information was organized, coded and summarized using SPSS version 23. The findings of this study were

analytically interpreted, presented and analyzed keeping in view with the research questions. This involved a thorough approach which compared the facts and figures with the already existing concepts within this domain.

Table 1: Multiple comparison the effect of home and family related factors on Mathematics, English, physics, chemistry and cumulative achievements

Source of Variation	Sum of Squares	df	Square Mean	F	Sig.
SES & Marks in 9th Grade	3196064.203	2560	1248.950	0.933	0.730
SES & Marks in Math	443548.694	2560	173.329	0.768	0.989
SES & Marks in English	531957.375	2560	207.877	0.830	0.946
SES & Marks in Physics	231513.521	2560	90.470	0.899	0.822
SES & Marks in Chemistry	198353.412	2560	77.512	0.739	0.996
Father Education & Marks in 9th Grade	2437.736	2560	0.953	0.814	0.961
Mother Education & Marks in 9th Grade	1801.746	2560	0.704	1.300	0.022

Table 1 Multiple comparison reveals that home and family-related factors has a significant effect on students' achievement scores. Putting an emphasis on mathematics, English, physics, and chemistry enhances comprehension of these processes. The constant trend of students from affluent socioeconomic backgrounds outperforming their

peers, resulting in higher cumulative performance scores, emphasizes the importance of socioeconomic determinants in educational results. The result shows that pupils from higher socioeconomic backgrounds do better overall in mathematics, English, physics, and chemistry, as well as in cumulative achievement scores, strengthens the coherence of results.

Table No: 2 Comparison of achievement for Male and Female students

Variable	Gender	N	Mean	Std. Deviation	Std. Error	t value
Marks obtained in class 9 th	Male	1280	108.6000	35.24510	0.38147	7.814985
	Female	1280	103.1414	35.23849	0.35073	
Marks in Math	Male	1280	28.9547	13.64773	0.41458	9.535753
	Female	1280	26.4734	12.54799	0.38938	
Marks in English	Male	1280	29.3477	14.83235	0.27347	6.741635
	Female	1280	27.4266	13.93094	0.25718	
Marks In Physics	Male	1280	26.0727	9.78383	0.24250	5.946982
	Female	1280	24.9547	9.20122	0.24971	
Marks in Chemistry	Male	1280	24.2250	8.67587	0.98513	-1.48212
	Female	1280	24.2867	8.93377	0.98495	

Table 2 Shows that the comparison between the achievements of males and females has a great influence on the academic progress. The mean scores indicate that male performed better than females. t-values (7.814985,9.535753,6.741635,5.946982, -148212) indicate that there is a significant difference in the marks of male and female students. It is

concluded from the results that male students perform better than the female (mean values =108.600,1031414,28.9547,26.4734,29.3477,27.4266,26.0727,24.9547,24.2250,24.2867) in the subjects of Mathematics and English physics and chemistry as well as in the overall achievements scores.

Home and family related factors:

Student responses:

Table 3: Analysis of Fathers' education and cumulative achievement

Dependent variable	(I) Father Education	(J) Father Education	Mean difference (I-J)	Std Deviation	std. error	Sig.
Marks obtained in 9th Grade	Illiterate	Primary	-8.125	5.744	0.554	0.0
		Elementary	-8.125	5.744	0.554	0.0
		Secondary	-43.6839	38.444	2.082	0.0
		Intermediary	-43.6839	38.444	2.082	0.0
		Bachelor	-74.6964	53.403	2.021	0.0
		Master	-92.9865	74.741	10.911	0.0
	Primary	Elementary	0	0	0	0.5
		Secondary	-35.5581	25.148	1.363	0.0
		Intermediary	-35.5581	25.148	1.363	0.0
		Bachelor	-66.5706	47.121	1.78	0.0
		Master	-84.8607	60.006	8.749	0.0
	Elementary	Secondary	-35.5581	25.148	1.363	0.0
		Intermediary	-35.5581	25.148	1.363	0.0
		Bachelor	-66.5706	47.121	1.708	0.0
		Master	-84.8607	60.006	8.749	0.0
	Secondary	Intermediary	0	21.945	1.189	0.5
		Bachelor	-31.0125	21.945	0.829	0.0
		Master	-49.3026	34.863	5.088	0.0
	Intermediary	Bachelor	-31.0125	21.945	0.829	0.0
		Master	-49.3026	34.863	5.088	0.0
	Bachelor	Master	-18.2901	12.926	1.883	0.0

Table 3 Shows that fathers with Bachelor's and Master's degrees have a greater impact on students' success than fathers with any other level of education (e.g., illiterate, secondary, intermediary). The influence of fathers' education on educational quality is a significant and varied factor that plays a critical part in molding a child's academic path. The beneficial influence of educated fathers helps greatly to their children's entire educational experience and academic achievement. Educated fathers place a high priority on lifelong learning. They may develop in

their children an attitude of continual education, emphasizing the significance of adjusting to new difficulties and remaining intellectually interested. As indicated in the table, home and family-related characteristics, as well as fathers' education, had significant effects on the child's overall performance as well as Mathematics, English, physics, and chemistry scores in 9th grade. The impacts of socioeconomic status and parental education level on students' academic success were identified.

Table 4 Analysis of Mothers' education and quality of academic performance (Overall marks obtained)

Dependent variable	(I) Mother Education	(J) Mother Education	Mean difference (I-J)	Std Deviation	std. error	Sig.
Marks obtained in Table 9th Grade	Illiterate	Primary	-23.707	22.6657	0.5214	0.0
		Elementary	-23.707	22.6657	0.5214	0.0
		Secondary	-68.3201	21.4218	0.5234	0.0
		Intermediary	-68.3201	21.4218	0.5234	0.0
		Bachelor	-94.505	32.4453	1.0036	0.0
		Master	5.6768	0.2517	0.0079	0.0
	Primary	Elementary	0	0	0	0.5
		Secondary	-44.6131	13.2793	0.3401	0.0
		Intermediary	-44.6131	13.2793	0.3401	0.0
		Bachelor	-70.798	24.6626	0.8279	0.0
		Master	29.3838	1.4113	0.0481	0.0
	Elementary	Secondary	-44.6131	13.2793	0.3401	0.0
		Intermediary	-44.6131	13.2793	0.3401	0.0
		Bachelor	-70.798	24.6626	0.8279	0.0
		Master	29.3838	1.4113	0.0481	0.0
	Secondary	Intermediary	0	0	0	0.5
		Bachelor	-26.1849	13.3789	0.5166	0.0
		Master	73.9969	8.6173	0.3382	0.0
	Intermediary	Bachelor	-26.1849	13.3789	0.5166	0.0
		Master	73.9969	8.6173	0.3382	0.0
	Bachelor	Master	100.1818	141.7247	29.5481	0.0

Table 4 reveal that mothers' education, had a significant effect on students' overall academic achievement as well as on Mathematics, English, physics, chemistry scores in 9th grade at the .05 level

of significance. Mothers with Secondary, Intermediary, and Bachelor degree-education levels have significant effects on the achievement of their children as compared to other education levels.

Table 5 Analysis of Parents' financial status and cumulative achievement

Dependent Variable	Family Income (I)	Family Income (J)	mean difference (I-J)	std. deviation	std. error	sig.
Marks Obtain in Class 9 th	10000	20000	0	0	0	0
		30000	-11.1232	11.1232	0.2863	0
		40000	-22.7239	22.7239	3.4387	0
		50000	-55.0335	55.0335	8.8944	0
		50000+	-1.3192	1.3192	0.7618	0.0865
	20000	30000	-11.1232	11.1232	0.2309	0
		40000	-22.7239	22.7239	2.7778	0
		50000	-55.0335	55.0335	7.1687	0
		50000+	-1.3192	1.3192	0.6155	0.0328

	30000	40000	-11.6007	11.6007	0.3557	0
		50000	-43.9103	43.9103	4.6048	0
		50000+	9.804	9.804	1.6259	0
	40000	50000	-32.3096	32.3096	3.7452	0
		50000+	21.4047	21.4047	5.5519	0.001
	50000	50000+	53.7143	53.7143	30.9776	0.0828

It is evident from table 5 that income level had a significant effect on students’ overall academic achievement. According to the study, low family

socioeconomic background has a detrimental impact on quality education since parents are unable to meet their children's educational demands.

Table 6 Analysis of Types of accommodation and quality of academic performance (Overall marks obtained)

Dependent Variable	Types of Accommodation (I)	Types of Accommodation (J)	mean difference (I-J)	std. deviation	std. error	sig.
Marks obtained in class 9 th	rented home	joint family	3.9198	3.9198	0.1774	0
		own home	11.6831	11.6831	0.8944	0
	joint family	own home	7.7633	7.7633	0.1781	0

Table 6 shows that type of accommodation had a significant effect on students’ overall academic achievement. According to the study, Students who live in stable living arrangements, such as their own houses, may be less affected by changes in

accommodation. Stability can positively impact academic performance. Students living in rented housing may experience financial stress, which can affect their ability to purchase educational materials or concentrate on their academics.

Table 7 Analysis of Parents helps in study and quality of academic performance

Dependent Variable	Help in Study (I)	Help in Study (J)	mean difference (I-J)	std. deviation	std. error	sig.
Marks obtained in class 9 th	Self-Study	Father/Mother	-65.0669	65.0669	1.721	0.00
		Tutor	-59.2895	59.2895	1.56	0.00
	Father/Mother	Tutor	5.7774	5.7774	0.686	0.00

Table 7 shows that the involvement of parents in their children's studies has a significant and positive impact on the quality of education Parents who actively engage in their children's studies create a supportive learning environment at home. According

to the study, Parents, tutor, and siblings support and help in study also had significant effect on academic achievement of students.

Responses of teacher and head teacher about Home and Family Factors:

Table 8 Parents help students in learning activities at home

Item 1	Respondents	Formula	Responses			Total	SD	Mean
			DA	N	A			
Parents help students in learning activities at home.	Head teacher	<i>F</i>	42	2	4	48	0.58	2.21
		%	87.5	4.2	0.156	100%		
	Teachers	<i>F</i>	144	14	82	240	0.94	2.74
		%	60	5.8	34.167	100%		
	Overall	<i>F</i>	186	16	86	288	0.76	2.48
		%	64.583	5.556	29.861	100%		

Table 8 shows the teachers and head teachers opinions regarding Parents help students in learning activities at home. According to the data 30% of respondents agreed on the statement that Parents help students in learning activities at home. And 65% were disagreed while 5% were undecided. It

illustrates that majority of respondents disagreed that Parents help students in learning activities at home. Estimation of Mean was 2.48 indicated liking towards disagree. The value of standard deviation was 0.76.

Table 09 Parents develop sense of responsibility in student to regular school attendance

Item	Respondents	Formula	Responses			Total	SD	Mean
			DA	N	A			
Parents develop sense of responsibility in student to regular school attendance.	Head teacher	<i>F</i>	37	2	9	48	0.79	2.42
		%	77.083	4.2	18.75	100%		
	Teachers	<i>F</i>	121	7	112	240	0.99	2.96
		%	50.417	2.9	46.667	100%		
	Overall	<i>F</i>	158	9	121	288	0.89	2.69
		%	54.861	3.125	42.014	100%		

Table 09 shows the result regarding Parents develop sense of responsibility in student to regular school attendance. According to data 42% of respondents agreed with the statement that Parents develop sense of responsibility in student to regular school

attendance. And 55% were disagreed while 3% were undecided. Overall majority of respondents disagreed that Parents develop sense of responsibility in student to regular school attendance. Estimation of

Mean was 2.69 indicated liking towards disagree.
 The value of standard deviation was 0.89.

Table 10 Parents support students’ educational efforts and achievement

item	Respondents	Formula	Responses			Total	SD	Mean
			DA	N	A			
Parents support students’ educational efforts and achievements.	Head teacher	F	2	2	44	48	0.44	3.88
		%	4.167	4.2	91.667	100%		
	Teachers	F	67	24	149	240	1.04	3.45
		%	27.917	10.0	62.1	100%		
	Overall	F	69	26	193	288	0.74	3.66
		%	23.958	9.028	67.014	100%		

Table 10 shows the result regarding Parents support students’ educational efforts and achievement. According to data 67% of respondents agreed with the statement that Parents support students’ educational efforts and achievement. And 24% were disagreed while 9% were undecided. Overall majority of respondents agreed that Parents support students’ educational efforts and achievement. Estimation of Mean was 3.66 indicated liking towards agree. The value of standard deviation was 0.74.

Table 11 Parents -staff working relationship is good in the school

Item	Respondents	Formula	Responses			Total	SD	Mean
			DA	N	A			
Parent-staff working relationship is good in the school.	Head teacher	F	27	2	19	48	0.97	2.83
		%	56.25	4.2	39.583	100%		
	Teachers	F	126	11	103	240	0.97	2.9
		%	52.5	4.6	42.917	100%		
	Overall	F	153	13	122	288	0.97	2.87
		%	53.125	4.514	42.361	100%		

Table 11 depicts the result regarding Parents -staff working relationship is good in the school. According to data 42% of respondents agreed with the statement that Parents -staff working relationship is good in the school. And 53% were disagreed while

5% were undecided. Overall majority of respondents disagreed that Parents -staff working relationship is good in the school. Estimation of Mean was 2.87 indicated liking towards disagree. The value of standard deviation was 0.97.

Table 12 Parents monthly visit the school to discuss student academic performance with teachers

Item	Respondents	Formula	Responses			Total	SD	Mean
			DA	N	A			
Parents monthly visit the school to discuss student's academic performance with teachers.	Head teacher	<i>f</i>	27	4	17	48	0.94	2.79
		%	56.25	8.3	35.417	100%		
	Teachers	<i>f</i>	143	1	96	240	0.98	2.8
		%	59.583	0.4	40	100%		
	Overall	<i>f</i>	170	5	113	288	0.96	2.80
		%	59.028	1.736	39.236	100%		

Table 12 shows the result regarding Parents monthly visit the school to discuss student academic performance with teachers. According to data 39% of respondents agreed with the statement that Parents monthly visit the school to discuss student academic performance with teachers. And 59% were disagreed while 2% were undecided. Overall majority of respondents disagreed that Parents monthly visit the school to discuss student academic performance with teachers. Estimation of Mean was 2.80 indicated liking towards disagree. The value of standard deviation was 0.96.

CONCLUSIONS AND RECOMMENDATIONS

Numerous factors, both inside and outside of the school environment, impact students' academic performance. This study specifically examined factors related to home and family that influence students' achievement scores. For educators, the primary goal is to effectively educate their students to achieve high academic standards. To accomplish this, educators must gain a better understanding of the factors that contribute to students' academic success.

This study concluded that a higher socioeconomic status (SES) is the most significant indicator contributing to the quality of students' achievement. Family characteristics, such as SES, are important predictors of students' performance in school,

alongside other factors like peer influence and individual characteristics. Higher SES levels are associated with better academic performance, while lower SES levels are linked to poorer performance (Wang and Geng, 2019). Additionally, parental education has a significant impact on students' academic performance, with parental occupation having less influence compared to education. Gender also plays a role, with girls generally performing better in subjects like Mathematics and English, physics, chemistry as well as overall academic achievement (Siddiqui, 2017). Understanding these factors is crucial for comprehensively assessing the factors that contribute to or hinder an individual's academic progress.

Further research is needed to explore the problem on a large sample from more scattered geographical regions including other student factors, school factors and peer factors. Additionally, school collaboration with family and community must be strengthened by involving parents and community members in decision-making. Moreover, accessible scholarships to deserving students would enable talented but impoverished students to complete their studies. Similarly, the government of Pakistan needs to allocate 4% of GDP for education to improve the quality of education and achieve SDG4 targets by 2030.

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