

A Study of Socio-Economic Factors Affecting Performance of Elementary-Level Students: A Quantitative Study

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ABSTRACT: Socioeconomic status is defined as economic safety, educational accomplishment, and personal views of social status and social class. Socioeconomic status includes different features of a person's personal lifestyle, different opportunities and potentials, and freedoms and autonomy that make them valuable in society for spending a good life with a smooth lifestyle. In particular, there are so many factors that affect children's lifestyles, like poverty; poverty is a type of psychological and physical pressure that directly affects the human lifestyle. Socioeconomic status directly influences the child's behavior, which is the result of students' dropout rate and students' performance. Socioeconomic status that give use the output of outcomes, including the physical and mental well-being of the students. Socioeconomic status is relevant to all areas of students' personal and professional lifestyle. This research was conducted in District Lahore. The target population of the study was all elementary school of city Lahore. The simple random sampling technique was used for the study. Through simple random sampling, the 5 schools were selected, and 150 students were selected for the study. Data were collected personally with the help of teachers. It was observed that the majority of students' performance was not good due to socio-economic status like, homeless, poverty, mother was working women. The results clearly indicate that factors such as poverty, low income, poor living conditions, lack of education and awareness, and inaccessible basic living styles directly effects on student's socio-economic status.

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Introduction

Socio-economic status is an important aspect of human life; it includes a person's mental and physical well-being in society. Society is eventually impacted by low socio-economic status and its implications, which include ill health, poverty, and reduced educational attainment. Different research says that in the US and around the world, differences and inequalities in the distribution of educational resources and many other facilities, health, and quality of life are getting worse (Morgan, 2019). A greater emphasis on the causes of socioeconomic disparities and initiatives to close the wide disparities in socioeconomic status both domestically and internationally are beneficial to society (Chetty et al., 2021).

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Contextual Study

Education generally acknowledged as a vital instrument for both social advancement and personal growth. Education lays the groundwork for kids' future academic progress, cognitive development, and academic success at the elementary school level (Buckingham et al., 2023). However, a variety of socioeconomic elements that are present in their family and community surroundings frequently have an impact on kids' educational outcomes and learning experiences (Bradley et al., 2021).

Family income, parents' educational attainment, occupation, housing conditions, and access to educational resources are all considered aspects of socioeconomic status (SES) (Blustein et al., 2023). These characteristics are effects on students' educational and academic achievement (Brown et al., 2021).

Socioeconomic is arising now some days at every stage of students' lives in Pakistani communities (Clotfelter et al., 2026). These days, the majority of students face problems like poverty, less parental support of parents related to study support, insufficient facilities related to education, and insufficient learning resources in classrooms. Poor condition of home, no separate place for study in home (Bergen et al., 2021).

Statement of the Problem

There are so many challenges in early education in Pakistan. The main problem of elementary students is drop out date in District Lahore. The main purpose and rationale of this study should be dropout, but the what the reasons behind that dropout rate should be understood. The majority of students left their school due to no uniform dress code, no books, no educational resources, and even no fees for the school. All these challenges are addressed at the elementary level. So there is a need to know the socio-economic status of the students that directly affects students' performance and all these challenges.

The majority of previous studies address that socio-economic status has directly effects students' performance and dropout rate. So there is a need to check and find the relationship between socioeconomic status and the performance of students. The main purpose of the study is to find the factors of socio-economic status that are affecting the students' performance and achievement. It is very necessary to check the elementary level student's environment, conditions, results, grades, dropout rate, late coming to school, less facilities of education and zero interaction between parents and teachers (Pribesh et al, 2019).

Objectives of the Study

1. To examine socio-economic factors of elementary-grade students.
2. To find the relationship between parents' income and students' academic performance.
3. To examine the effects of parents' educational level on student performance.
4. To compare the educational outcomes of students from different socio-economic backgrounds
5. To assess the impact of home learning resources and educational facilities on students' academic performance.

Research Questions

1. What are the socio-economic factors affecting elementary-level students?
2. Find out the relationship between family income and students' academic performance?
3. Find the effects of parents' educational level on student performance?

4. Find the comparison of the educational outcomes of students from different socio-economic backgrounds?
5. What is the impact of home learning resources and educational facilities on students' academic performance?

Significance of the Study

Because it aims to investigate the socioeconomic factors influencing primary school children and their educational outcomes, this study is important. The study's conclusions will advance educational research and have useful ramifications for a range of stakeholders. Researchers interested in examining socioeconomic determinants and educational outcomes will find the study to be a useful source of literature and reference. It might also serve as a starting point for additional research in related settings. This research will advance knowledge of how socioeconomic issues affect the education of elementary school pupils. The results could aid stakeholders in creating plans to reduce educational inequalities and advance fair learning opportunities, which would ultimately raise the standard of elementary education.

Delimitations of the Study

The study was limited to:

1. Public elementary schools in District Lahore.
2. Elementary school students
3. Only male and female teachers of 3,4,5 grade students
4. Data collected during the academic year 2025–2026.

Literature Review

According to research, family traits have less of an impact on SES variations in learning rates than school settings (Aikens & Barbarin, 2008). According to researchers, the classroom environment has a significant impact on results. SES is a multifaceted concept that uses economic, social, and cultural indices to identify a person's or group's place in society. It affects a variety of areas, including people's access to educational possibilities, occupational positions, income levels, and social status. It is regarded as a crucial indicator for comprehending social injustices and people's living conditions (Gimbert et al, 2017). This idea stands out as a determining element in many domains, including education, work, health, and living standards. It affects a person's mobility within social institutions as well as their personal growth (Diemer et al., 2019).

Socioeconomic dimensions and factors have a wide range that affects the students' social and educational life as well as the students' academic life. According to Davis, (Davis et al., 2025), teachers, parents, and school administration all play a wide role of student's life because students spend 6 to 7 hours in school, their maximum time in school Bradley and Corwyn, 2022). If the social condition is not good, the school and teachers can't do anything. These types of challenges are addressed in previous studies, and literature said that if these factors and problem solved, then the performance of the students is enhanced (Doerschuk et al., 2026).

According to research, family support and home learning environment also enhance students output and less home educational facilities are the reason to drop out rate.), parental involvement in studies, asking about the students' results and their performance are, also play a great role.

Overall, according to Muijs et al. (2019), the research analysis demonstrates that socioeconomic factors significantly affect elementary school students' academic achievement and educational experiences (Houle et al., 2024). A number of factors, including home learning environments, parental education, occupation, and family income, have a significant impact on students' academic performance (Mistry et al., 2029). These researches provide

a strong theoretical foundation for the investigation of socioeconomic factors affecting elementary-level students in the current study. Knowledge of how socioeconomic problems affect people (Morgan et al, 2019).

Research Methodology

Research Design

The researcher used the quantitative research design for the current study. It was an exploratory research design that the researcher used for this study. It dealt with the study of examining the socio-economic status of the elementary level children's located in the city of Lahore.

Population

The population will consist of all elementary school were the target population that were located in District Lahore. The population of the study was only 5 schools were selected and 120 male and female students were selected that was located in District Lahore.

Sample

A sample of 5 elementary schools was selected through simple random sampling. Only 65 male and 55 female teachers were selected from elementary schools that are located in District Lahore.

Research Instrument

A self –developed questionnaire that was based on the objectives of the study, and it was a five-point Likert scale used to collect data from respondents.

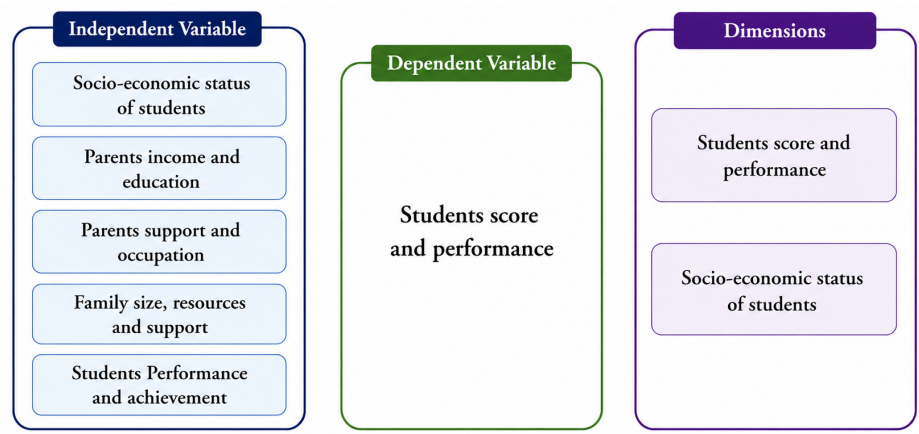
Data Collection Procedure

Permission was obtained from relevant educational authorities and school students with the help of class teachers, teachers, time table incharge and coordinators. Questionnaires were distributed personally and collected after completion.

Data Analysis

Frequency, Percentage, Mean and Standard Deviation
Independent Sample t-test, ANOVA and correlation

Figure 1
Conceptual Framework



Data Analysis and Interpretation

After the data collection, descriptive and inferential techniques were used to analyze the data.

Descriptive Analysis

Table 1

Socio-economic Factors

	Dimension	N	Mean	SD
A	Parents income and education	150	5.1	0.23
1	Parents no education	150	5	0.53
2	Parents' education: matric, FA	150	4.3	0.72
3	BA, MA and above	150	3.2	0.98
4	Less than 25,000	150	5	0.34
5	Income 50,000-75,000	150	1	0.62
6	Income 75,000-100,000	150	4.3	0.61
7	Above income100,000	150	2.2	0.52

The above table shows that the mean of the parents' no education factor is high, so the results indicate that the majority of students' parents have no education; that is why their performance is not satisfactory. The mean score of the income factor, less than 25k salary, has the largest mean; it also shows that due to less income, their performance is not satisfactory.

Table 2

Socio-economic Factors

	Dimension	N	Mean	SD
A	Parents' support and occupation	150	5.1	0.12
1	Poor home environment	150	5	0.32
2	Parents less support	150	2.3	0.01
3	Poor home condition	150	4.2	0.52
4	Poverty	150	5	0.32
5	No occupation	150	1.3	0.52
6	Laborer	150	1.3	0.21
7	Employee	150	3.2	0.23

The above table shows that the mean of the poor house condition factor is high; parents have less support with children at home, and poor home condition also affects students' performance, so the results indicate that the majority of students' home condition is not well, having no education; that is why their performance is not satisfactory. The mean score of parents' occupation is also high, which indicates that due to parents' occupation, poverty, no occupation, and their parents' status are laborer so, their mean score is high. Due to poverty and their parents' lower occupation, their performance is not satisfactory.

Table 3*Socio-economic Factors*

	Dimension	N	Mean	SD
A	Family size, resources and support	150	5.1	0.12
1	Large family	150	5	0.32
2	Small family	150	2.1	0.01
3	Family provides resources for study	150	1.3	0.52
4	Family cannot afford educational expenses	150	5	0.32
5	Parents do not monitor my homework	150	1.3	0.52
6	parents not communicate with teachers	150	1.3	0.21
7	No place for study in my house	150	3.2	0.23

The above table shows that the mean of factor family size is high, large family size, family has not provide the educational resources to children, family has not afford the educational expenditures, family has not monitor the children daily work task, family has not communicate with teachers, children has not place at home for study due to these factors children's their performance is not satisfactory.

Table 4*Socio-economic Factors*

	Dimension	N	Mean	SD
A	Students Performance and Score	150	5.1	0.12
1	Below 33%	150	5	0.32
2	33-40%	150	2.1	0.01
3	40-50 %	150	1.3	0.52
4	50-60%	150	5	0.32
5	60-70%	150	1.3	0.52
6	70-80%	150	1.3	0.21
7	80-90 and above	150	3.2	0.23

The above table shows that the mean of the factor students' performance is not good; 133 students out of 150 students score was Below 33%. Some scores were 33-40%, 40-50 %. Even 0% score of 51-90 and above. So these results show that the performance was not satisfactory. The majority of students dropped in the previous grade, and they are repeating the class.

Part II: Inferential Statistics: Analysis of T-test**Table 5***Analysis of T-test: Gender*

Gender	N	Mean	SD	t-value	Sig.
Male	150	3.1	0.23	1.43	.504
Female	150	.1	0.52		

Level of significance ($\alpha = 0.05$)

The above table shows that the mean of gender is the same, and there is no statistically significant difference between the opinions of male and female children about the socio-economic factors. But the mean value of female students is high that indicates the socio-economic status of female children is very low as compared to male children, so the result indicates that factors reason their performance is not satisfactory.

Table 6*Analysis of T-test: Area*

Area	N	Mean	SD	t-value	Sig.
Urban	150	5.1	0.73	1.43	.004
Rural	150	3.4	0.42		

Level of significance ($\alpha = 0.05$)

The above table shows that the mean of urban children is not the same, and there is a statistically significant difference between the opinions of urban and rural children about the socio-economic factors. But the mean value of urban students is high that indicates the socio-economic status of urban children is satisfactory as compared to rural area children, so the result indicates that the reason their performance is not satisfactory of rural area children.

H₀₁: There is no significant relationship among parents' income and education, parents' support and occupation, Family size, resources and support, and Students' Performance and achievement.

Table 7*Relationship of Socio-economic factors*

Variables	N	R	P
1 Parents income and education	150	.786*	.000
2 Parents' support and occupation	150	.867*	.000
3 Family size, resources and support	150	.986*	.000
4 Students' Performance and achievement	150	.879*	.000

Level of significance ($\alpha = 0.05$)

The above table shows the correlation among the four variables. The result shows that there is a strong correlation among parents' income and education, parents' support and occupation, family size, resources and support, and students' performance and achievement. Thus, the hypothesis "There is no significant relationship among parents' income and education, parents' support and occupation, Family size, resources and support, and Students' Performance and achievement" was rejected. There is significant relationship among There is no significant relationship among Parents' income and education, Parents' support and occupation, Family size, resources and support, and Students' Performance and achievement.

Findings

1. The mean of the parents no education factor is high, so the results indicate that the majority of students' parents have no education; that is why their performance is not satisfactory. The mean score of income factors the less than 25k salary is the largest; it also shows that due to less income, their performance is not satisfactory.
2. The mean of the poor house condition factor is high; parents have less support with children at home, and poor home condition also affects students' performance, so the results indicate that the majority of students' home condition is not well, having no education, which is why their performance is not satisfactory. The mean score of parents' occupation is also high, which indicates that due to parents' occupation, poverty, no occupation, and their parents' status are laborer so, their mean score is high. Due to poverty and their parents having less occupation, their performance is not satisfactory.

3. The mean of the factor family size is high. In a large family size, the family has not provided educational resources to children, the family has not afforded educational expenditures, the family has not monitored the children's daily work task, the family has not communicate with teachers, and children has not place at home for study due to these factors children's their performance is not satisfactory.
4. The mean of the factor students' performance is not good; 133 students out of 150 students score was Below 33%. Some scores were 33-40%, 40-50 %. Even 0% score of 51-90 and above. So these results show that the performance was not satisfactory. The majority of students dropped in the previous grade, and they are repeating the class.
5. The mean of gender is the same, and there is no statistical difference between the opinion of male and female children about the socio-economic factors. But the mean value of female students is high that indicates the socio-economic status of female children is very low as compared to male children, so the result indicates that factors reason their performance is not satisfactory.
6. The mean of urban children is not the same, and the there is statistically difference between the opinion of urban and rural area of children about the socio-economic factors. But the mean value of urban students is high that indicates the socio-economic status of urban children is satisfactory as compared to rural area children, so the result indicates that the reason their performance is not satisfactory of rural area children.
7. The correlation among four variables. The result shows that there is a strong correlation among parents' income and education, parents' support and occupation, family size, resources and support, and students' performance and achievement. Thus, the hypothesis "There is no significant relationship among parents' income and education, parents' support and occupation, Family size, resources and support, and Students' Performance and achievement" was rejected. There is significant relationship among There is no significant relationship among Parents' income and education, Parents' support and occupation, Family size, resources and support, and Students' Performance and achievement.

Conclusion

The study concluded that socioeconomic factors significantly affect primary school kids' academic performance. The results showed that the majority of pupils were from households with low incomes, low levels of education, subpar housing, and little parental support. These elements had a detrimental impact on pupils' academic performance and learning. The findings also showed that poor student performance was linked to parents' low educational level and monthly income of less than PKR 25,000. In a similar vein, poor family settings, unemployment or low-status jobs, poverty, and insufficient parental support all contributed to pupils' subpar academic results.

The study also discovered that pupils' performance was negatively impacted by large families, a lack of educational resources, an inability to pay for schooling, a lack of oversight of children's academic activities, and poor parent-teacher communication. Poor academic accomplishment and a high rate of grade repetition were indicated by the majority of students' extremely low exam results, with the majority scoring below 33%.

Although female students seemed to endure somewhat weaker socioeconomic situations, the gender comparison revealed no statistically significant difference in opinion of male and female students in terms of socioeconomic factors. Urban and rural pupils, on the other hand, were found to differ significantly, with rural students facing more socioeconomic difficulties and performing worse academically.

Additionally, the correlation study showed a strong positive association between students' academic achievement, family size, resources and support, parents' occupation and support, and parents' income and education. As a result, the null hypothesis, which claimed that these factors had no meaningful association, was disproved. It was

determined that children's academic success at the elementary school level is significantly influenced by socioeconomic circumstances.

Recommendations

1. It is the duty of parents to monitor children's education by keeping an eye on homework, offering academic support, and keeping in touch with teachers on a frequent basis. For students from low-income households, the government and educational authorities should implement financial aid programs, scholarships, and educational support schemes. May be inform parents about the value of education and their part in raising their children's academic achievement; schools should host parental awareness campaigns.
2. For pupils from underprivileged socioeconomic situations, special academic support programs like remedial classes and tutoring services should be set up. For pupils from large families and low-income households in particular, efforts should be made to upgrade educational facilities and learning materials both at home and in schools. Local governments and community organizations should work with schools to give underprivileged pupils access to technology, literature, uniforms, and educational materials. To close the educational divide between urban and rural children, more funding and assistance should be provided to rural schools. Instructors may evaluate their students' academic progress on a regular basis and offer tailored assistance to those who might perform poorly.
3. To improve students' learning results, schools can improve parent-teacher partnerships through frequent meetings, progress reports, and awareness campaigns. May be further investigate the influence of socioeconomic factors on kids' academic ability; they should carry out comparable studies utilizing larger samples in other districts and educational levels.

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