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KEYWORDS	ABSTRACT
Parental Status, Parental Competence, Academic Achievement, Secondary Education, Quetta District	This paper examined how parents affected the academic achievement of secondary-school learners in Quetta District of Balochistan through their different dimensions such as the socioeconomic status, religious orientation, affective well-being and social, moral as well as academic competence. The researcher used a purposive, non-probability design sampling 686 students who were selected with the quantitative research methodology. The survey resulted into 670 completed responses, which is equivalent to 97.7 per cent response. The results show that quality of parental economic conditions, the religious beliefs, superior emotional health, and better social & moral skills are positively linked with better academic performance. Though, parental academic competence has the lowest correlation, but it still is a statistically significant predictor of student success. The overall analysis shows that the factors of parents studied are all interconnected with the results of students, but the social and moral competencies have the largest influence. An initial inferential test showed that there are clear performance gradients in all the parental indicators. The findings conclude that it is essential to incorporate multifactorial parental involvement in refining performance of secondary-school students.
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INTRODUCTION

Academic achievement is a fundamental issue to educational stakeholders across the global arena, which serves as a key predictor of future achievement and societal development (Edgerton, Roberts & Below, 2011; Roy & García, 2018; Zhang, F., & Peng, W. (2025)). Sustainable Development Goal-4 adoption has increased the concern about quality education worldwide, which now encourages

significant changes in education to create an active learning environment and provide students with the necessary cognitive skills (Mumina, 2022). In this environment, role of parents has become a relevant aspect that determines the academic career of students. Parental variables are directly connected with the student outcomes, and complex nature of this relationship has drawn significant academic attention. There is always empirical data that proves that the students whose parents are actively involved in their schooling achieve better academic results as compared to those whose caregivers are not involved (Fan & Chen, 2001). Parental involvement implies a wide spectrum of activities and attitudes according to which parents are involved in the upbringing, education, and general health of their children (Hornby 2011). Therefore, parents are influential in encouraging the children to develop mentally, socially, as well as emotionally during early childhood up to the adolescence stage.

Similar to most developing countries, Pakistan is faced with unique educational issues in which parental support and financial issues significantly affect school outcomes. The socioeconomic status is a very powerful predictor of the parental participation rates; children living in the less privileged backgrounds have lower academic outcomes because of lack of parental resources (Yang, Zhang & Chen, 2023). However, nexus of parental engagement and academic success is still not simple, and work shows that different types of engagement have heterogeneous impact (Segener, 2006). The Quetta region presents the highly specific educational setting with the unusual topography, demographic, and socioeconomic features. Though much literature has been done on the parental participation in urban and developed environments (Thomas, Muls, Backer & Lombaerts, 2020; Amholt, Dammeyer Carter & Niclasen, 2020), little focus has been given to parental influence in this area. Current literature refers to lack of region-specific studies, highlights necessity to develop evidence-based interventions to meet broad range of parental variables which influence academic achievement of students. The identified gap supports the need of a study to be based on the unique setting of Quetta in order to inform the formulation of comprehensive approaches to support the student achievement.

Problem Statement

Quetta District is prone to multidimensional issues that threaten the academic performance of students in secondary schools. The main issue is to identify complicated interventions of parental factors in Balochistan socio-cultural environment. The parental status (emotional, religious, and economic), and parental competence (social, moral & academic) are the variables that might have effects on performance of secondary-school students (Tan, Lyu & Peng, 2020; Wilder, 2023). The existing literature mostly focuses on individual influences of parents, thus overlooking a complete examination of logistic relationships between different parental influences in the establishment of academic success (Deng, Cherian, Khan, Kumari, Gavurova & Popp, 2022; Barger, Kim, Kuncel & Pomerantz, 2019).

Research Objectives

1. To assess correlation amid parental economic status and academic performance of students in Quetta District secondary schools.

2. To examine connection amid parental social and moral competency and academic students' performance of in Quetta District.

Research Questions

1. To what degree does the economic parental status of students relate to their academic performances in the Quetta District?
2. Is there a significant relationship amid students' social competency and moral competency in secondary schools in Quetta District?

Research Hypotheses

- H₀: There is no significant correlation between students' economic parental status and their academic achievements in Quetta District.
- H₀: There is no significant correlation amid students' social competency and moral competency in secondary schools in Quetta District.

LITERATURE REVIEW

The parental involvement is multidimensional construct, which is empirically related to academic performance of students (Segener, 2006). The research carried out empirically proves that parental involvement at home level when coupled with school-based teaching helps to achieve educational results (Sad & Gurbuzturk, 2013). The benefits of these gains are not limited to the outcomes of the standardized tests but include the improvement in the levels of motivation, self-esteem, greater autonomy, and the decrease of behavioral disturbances. Bower and Griffin (2011), acclaimed poor academic performance and engagement among students is associated with inadequate parental engagement. In this connection, the Epstein has identified six types of parental involvement such as parenting, communication, volunteering, at-home learning, decision-making along with collective community engagement by showing the importance of mutually supportive educational milieu between schools and parents. Therefore, the competent parents tend to show consistent monitoring of academic progress, maintain effective discipline, encourage goal-setting, and support intrinsic motivation. Based on Ingram, Wolfe and Lieberman (2007), parenting and at-home learning are the most common types of engagement within high-performing schools in the lower socioeconomic statuses of students.

The social class and background have a strong effect on the parental involvement magnitude and nature. The parents with high socioeconomic status tend to have stronger employment as well as availability of resources in the form of time, finances and education level which enables them to be more involved in school activities of their children (Coleman, 1966). Duncan and Magnuson (2013) argue that students who have a privilege social economic background have a higher belief in their academic achievements, and the mediation of educational material provision. On the other hand, low socioeconomic parents are facing limitations that restrict their engagement such as lack of resources, time, and even less education (Stan, 2011). As it is demonstrated by Reardon (2011), the achievement gap continues to be maintained by the unequal distribution of the resources between socioeconomic groups. Thus, in contrast, parents who lack awareness of educational demands, fail to provide guidance, or demonstrate inconsistent involvement often leave the students without the

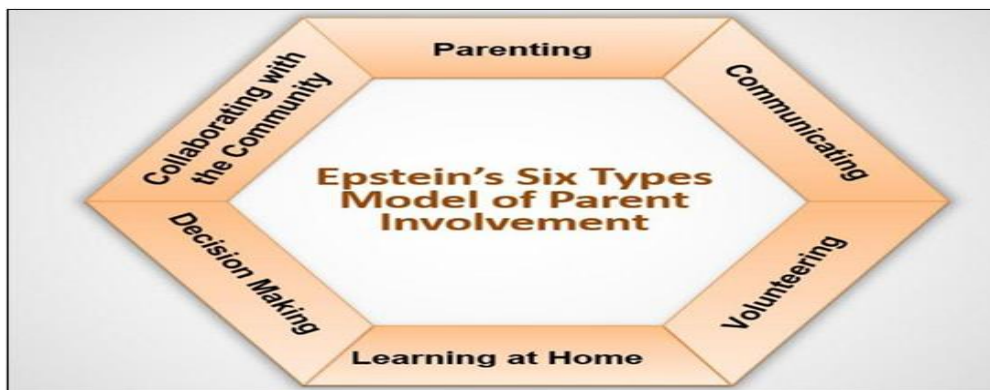
structure or emotional reinforcement needed for sustained academic effort. The parental Social and Moral Competency. There is a significant amount of scholarly evidence that proves the beneficial relationship between parental involvement in the children education and academic performance (Erdem & Kaya, 2020).

The social capital theory highlights the important role of parent involvement in the development of the learning behavior and academic outcomes of students (Roy & Garcia, 2018). Parents who have a large social network capital are likely to interact better with educators, thus improving their academic achievement among their children (Li & Qiu, 2018). The morality capabilities of parents have a strong impact on the academic success of students (Lateef et al., 2023). The positive and accommodating parental attitude is especially beneficial to the academic performance of children with disabilities (Emmanuel et al., 2017). The students from families with lower socioeconomic status encounter barriers such as limited educational resources, financial stress, and reduced exposure to enriching experiences, all of which can influence their academic outcomes. Overall, the academic performance of secondary school students is shaped by the combined effects of parental status and competence, influencing not only access to learning opportunities but also the development of positive attitudes, motivation, and self-regulation. In this linking, parental involvement is a priority of the Ministry of education because the experience shows that the mentioned involvement can lead to significant results concerning the academic development of the children (Brian, Gettinger & Stoiber, 2013).

Theoretical Framework

This discussion has been based upon the model of parental involvement by Epstein (1997) and the Overlapping Spheres of Influence. According to Epstein, there are six fundamental categories of parental involvement in the school-home partnerships that include home, school, and community spheres (Epstein, 1995; Epstein, 2011). The model also underlines the need to create relationships between schools and parents in order to create the favorable environment where all children are treated and accepted.

Figure 1 Theoretical Framework



The Epstein Six Types Model of Parent Involvement. Adapted from Epstein et al. (1997), as cited in Fathi et al. (2020).

RESEARCH METHODOLOGY

This study employed descriptive survey research design. The descriptive research aims to visualize persons, events, or conditions and express their interrelationship as they occur naturally (Blumberg, Cooper & Schindler, 2005). In this regard, the main aim of research was to determine how parental status and competency may affect the academic performance of high school learners in the Quetta District, Pakistan.

Population & Sample

A total of 6,690 individuals in 110 schools (44 boys & 66 girls) constituted the population, comprising all students of secondary schools in Quetta. Using disproportionate stratified sampling, the choice of 686 students (representative of entire population) was determined with assistance of Krejcie and Morgan (1970) sample size determination table. The sampling strategy ensured that both boys' and girls' schools were represented in proportion (25 each school), 670 returned questionnaires, yielding 97.7% response rate.

Table 1 Population and Sample Distribution

Category	Population (N)	Sample (n)
Boys' Schools	44	25
Girls' Schools	66	25
Boys' Students	3,342	340
Girls' Students	3,348	346
Total Students	6,690	686

Instrumentation of Study

A five-point Likert scale (1=Strongly Disagree to 5=Strongly Agree) structured questionnaire was developed to measure variables of current research study. The instrument used included questions that were related to demographic factors, and the scales of parental, economic, religious, emotional, academic, social, and moral competencies as well as questions to measure the performance of the students in academics.

Validity & Reliability

The validity of content was defined through Objective Congruence Index (IOC) index. The items were assessed by eight social scientists as well as those whose IOC scores were less than 0.70 were eliminated (Turner & Carlson, 2003). In this connection, the reliability was tested with Cronbach alpha and the thus coefficient of 0.86 was obtained, which represents a decent internal consistency (Taberdoost, 2016).

Table 2 Reliability Scores

Variable	Items	Cronbach's Alpha
Parental Economic Status	9	.84
Parental Religious Status	10	.90
Parental Academic Competency	10	.83
Parental Social Moral Competency	10	.88

Parental Emotional Status	10	.87
Students' Academic Performance	14	.85
Overall	63	.86

Data Analysis

Nonparametric statistics were used because Kolmogorov-Smirnov and Shapiro-Wilk tests ($p=.05$) indicated that the data were not normally distributed. Spearman correlation coefficients measured relationships amid variables, while Kruskal-Wallis H test & Wilcoxon Signed-Rank test compared group differences.

RESULTS OF STUDY

In study, 337 were male (50.3%), and 333 were female (49.7%). For age, 26.5% were 16–17 years old, 24.3% were 18–20, 22.7% were 13–15, and 9.5% were over 21. Similarly, about family income of the respondents in current research study, 47.6% reported PKR 20,000, 30% reported PKR 30,000, and 11.8% earned more than PKR 50,000. Also, 60.9% said their family cohesion was high or very high as per the results.

Table 3 Descriptive Statistics of Variables

Variable	N	Mean	SD
Parental Economic Status	670	3.07	.60
Parental Religious Status	670	3.28	1.03
Parental Academic Competency	670	2.51	.78
Parental Social Moral Competency	670	3.40	1.16
Parental Emotional Status	670	3.32	.86
Students' Academic Performance	670	3.16	1.16

Parental social and moral competency had the highest mean score ($M=3.40$, $SD=1.16$), and parental academic competency had lowest ($M=2.51$, $SD=.78$), indicating variances in parental involvement in academic aspects.

Table 4 Correlations Between Academic Performance & Parental Factors

Variable	1	2	3	4	5	6
1. Academic Performance	1.00					
2. Economic Status	.651**	1.00				
3. Religious Status	.694**	.711**	1.00			
4. Academic Competency	.387**	.323**	.253**	1.00		
5. Social Moral Competency	.782**	.730**	.934**	.251**	1.00	
6. Emotional Status	.635**	.608**	.928**	.197**	.875**	1.00

** $p < .001$

The Spearman correlation analysis demonstrated positive, significant correlations amid students' academic performance and all parental factors. Parental social and moral competency ($r = .782$, $p < .001$), followed by religious status ($r = .694$, $p < .001$) and economic status ($r = .651$, $p < .001$), had strongest correlations.

Hypothesis Testing

Hypothesis 1: A strong positive relation was observed between the academic performance and the economic background of the students ($r = .651, p < .001$). Thus, the null hypothesis was disqualified (rejected) and it proved that the academic performance is better in the case of higher parental economic status.

Hypothesis 2: It was observed that significant positive correlation between academic performance of students and social and moral competency of parents ($r = 0.782, p < .001$). Null hypothesis was rejected, means that superior academic performance is linked with elevated level of parental social and moral competency.

Table 5: Kruskal-Wallis H Test results.

Parental Factor	χ^2	df	P
Economic Status	401.44	4	<.001
Religious Status	378.49	4	<.001
Academic Competency	249.81	4	<.001
Social Moral Competency	473.40	4	<.001
Emotional Status	297.60	4	<.001

The results of present study revealed that academic performance showed significant differences by all the parental diverse factors and the greatest effect with the social and moral competency ($\chi^2 = 473.40, p < .001$).

DISCUSSION

The present study offers valuable insights into the influence of parental factors on the academic achievement of high school students in Quetta District. The influence of family's financial standing along with parents' social and moral competencies on student academic performance is significant. The relationship amid parental economic status and academic performance is strong and consistent with literature on socio-economic status and academic performance ($r = .651, p < .001$). The families having financial resources are able to obtain supportive environment, favorable educational tools, and engaging extracurricular activities (Duncan & Magnuson, 2013; Reardon, 2011). Bajwa et al. (2017) pointed that student belonging to affluent families have better academic performance. In this study, a number of students (47.6%) belonged to family income brackets of PKR 20,000 - 30,000, indicating that a large number of students are likely to have inadequate educational tools due to poor financial status.

There is strong correlation amid parental social and moral competencies and student achievement, $r = .782, p < .001$, suggesting strong social and moral competencies foster students' achievement. Socially and morally competent parents establish stable and sustaining education homes (Wilder, 2023; Sad & Gürbüzürk, 2013). The mean for social-moral parental social competencies was 3.40 (SD = 1.16). Most participants perceived parents to have social and moral competencies, and to have school and teacher involvement to monitor students' academic progress. The findings corroborate the observations made by Roy and Giraldo-Garcia (2018) regarding importance of social capital

and parental involvement. [Li and Qiu \(2018\)](#) also noted the importance of social ties of parents; students whose parents had wider social ties tended to perform better as the parents collaborated well with teachers.

The Kruskal-Wallis H test indicated the influence of parental factors on academic performance were not the same, the strongest being social and moral competence, $\chi^2 = 473.40$, $p < .001$, followed by economic social status, $\chi^2 = 401.44$, $p < .001$. The results demonstrate the varied nature of parental factors that influence academic performance and provide educational support to students. Recent studies support these findings as well. [Boonk et al \(2018\)](#) discussed how the involvement of parents in economics, religion, emotions, socialization, and morality influences children's academics. [Castro \(2015\)](#) emphasized the role of parental involvement and the impact of family-school ties on student achievement in diverse circumstances which thus enhances their ability to provide informed academic support. These findings indicate the necessity for the schools to design programs soliciting parental involvement in poor communities. In this connection, these programs can train parents to assist children's education and can collaborate with community organizations to remove barriers faced by families.

The study was designed to investigate the impact of the parents' economic status and social-moral skills on the secondary school students' academic performance in Quetta District, Baluchistan. The study revealed strong statistical associations between students' academic achievements and their parents' economic status ($r=.651$, $p < .001$) and social-moral competency ($\rho=.782$, $p < .001$). The Kruskal-Wallis H test also revealed students' academic performance was dependent on the level of parental variables. It has been established that children of parents who engage with educators and have strong moral influence tend to perform better and contribute to both performance and personal growth. Ultimately, students thrive when both adequate family resources and effective parenting practices coexist, enabling them to approach academic tasks with resilience, motivation, and a strong sense of purpose. It is essential to address economic constraints and the parents' social and moral skill gaps in order to improve academic performance and provide an atmosphere for the students to prosper.

CONCLUSION

The findings revealed that improving parents' educational awareness, strengthening home-school collaboration, and supporting families with limited resources can therefore contribute significantly to better academic outcomes. In this way, parental characteristics do not simply shape educational performance—they also lay the foundation for the long-term intellectual, social, and emotional development of students. The schools' ought to establish educational programs like seminars and information workshops, to teach parents how to assist their children academically. The educational authorities ought to partner with governmental and non-governmental entities to provide families in-need with financial aids such as tutoring and food subsidies, while fostering social and moral competencies. Schools may run workshops on family cohesion and communication to assist parents in these competencies and creating better educational spaces. Policy Makers ought to implement researched based suggestions to encourage parental involvement in diverse and targeted ways, as there are many variables inducing parental involvement and student achievement. Since this study

employed a cross-sectional design and self-reporting and cannot claim causation and may have bias, thus inspire further research in developed realm with, longitudinal studies designed to better delineate, according to precise programs, social and cultural settings, how parental factors impact the students' outcomes.

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