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Research Article

Bridging The Gap: Examining The Impact Of Socioeconomic Factors On Elementary School Students' Academic Performance In Haryana, India

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ABSTRACT

This study investigates the elements that influence the academic performance of elementary school children (ages 5 to 12) from diverse socioeconomic backgrounds in the state of Haryana, India. In spite of the progress India has made in education, there still exists a wide gap between children of diverse social classes when it comes to academic achievements. This study seeks to establish how socio-economic status, parental education, and student efforts influence levels of learning using a mixed methods approach. Data were collected from four districts namely Jhajjar, Sonipat, Rohtak, and Gurugram where 80 students and 8 teachers were sampled through a stratified random sampling technique to ensure representation from various social strata. Statistical data analyses also revealed that family income, parental education, access to resources, parental involvement, and student attendance significantly affect learning outcomes. In contrast caste and family size showed no significant impact, challenging some traditional assumptions. The study found that children from higher-income families and those with educated, engaged parents tend to perform better academically. It was also observed that even students from lower-income backgrounds could perform better if they were provided with educational resources, whether through government support, NGOs, or social networks indicating the importance of resource accessibility in bridging educational gaps. The research also highlighted that Parents who attended parent-teacher meetings helped with homework, and were available after school hours significantly contributed to their children's academic success, regardless of their own educational background. This insight suggests that encouraging parental engagement could be a powerful lever for improving learning outcomes.

Keywords: Social Background, Educational Equity, Primary Education, Learning Level

Introduction

Learning is a dynamic process that depends on the individual, society, and environment. The question of how education takes place and what strategies help it work best remain crucial for teachers as well as policymakers. For this reason, we focus our research on children aged 5-12 years living in Haryana province India; seeking to understand their learning experiences influenced by different social, economic, personal, and environmental factors. Education is widely considered as a basic driving force towards individual self-improvement as well as community progress at a large scale. The current investigation will probe into numerous determinants affecting primary school-going kids between five years old and twelve years old from different backgrounds within Haryanvi society during their learning process time frame. Socioeconomic status (SES) is just one of several variables that are referred to as "social background" in this study, Parental education level attained so far, Caste, and hard work done by students. These aspects determine what resources are available for the child; support structures within the education system they can tap into; and ways of thinking about learning which are valued within different cultures (Reardon, 2012). finds out from cross-national data analyses that poorer children do better academically than richer ones on average across countries compared with findings from

many other researchers who have used similar methods but only looked within single nations or regions globally Instead of looking at one country alone this analysis considers several nations worldwide when studying why kids perform differently at school depending on their household income levels.

By looking comparatively at how kid's educational experiences vary among those coming from diverse social backgrounds in Haryana, this study hopes to identify barriers as well as breakthroughs within the state education system. The key to a child's success in school and in life is early education. A child's early years at primary school not only teach them how to read, write, and count but also develop their thinking skills, behavior patterns, and social abilities (Engle et al., 2011). The future of students is considerably influenced by primary education as it serves as the basis for all other learning and schooling and gives children basic knowledge and skills. it also contributes to their mental, social, and emotional growth. Additionally, primary schools offer kids with tools that are needed to take part actively within their society as well as be responsible citizens. Nonetheless, we should be aware that in India children do not receive quality education at this level due to disparities of caste and economic biases (Bailwal & Paul, 2021). There is a big difference in the level of education that children from marginalized communities receive compared to other social groups because of the way public schools are organized based on castes in rural India, this has been proven by studies (Bailwal & Paul, 2021). Researchers have conducted many studies that show socioeconomic status and family background also play a large role in determining early years educational outcomes for children (Reardon, 2018; Sirin, 2005). In most cases, kids who come from poor communities do not get good education facilities or resources because they face financial challenges that widen achievement gaps (*Equity in Education*, 2018). For a long period education disparity has been an issue in India where quality education is difficult for children from disadvantaged groups to access. Notwithstanding, attempts have been made to ensure equal opportunity for every child at the primary level of schooling. The Indian Constitution guarantees the right to education in line with this the Right to Education Act (RTE), 2009 (HARYANA SCHOOL EDUCATION RULES, n.d.) provides all children between the ages of six and fourteen with free and required education with provisions for non-discrimination as well as reservation of seats for SCs/STs. To encourage equitable and inclusive education The government of India has made primary schooling accessible to all through the Sarva Shiksha Abhiyan initiative for universalization of elementary education while the Haryana state government gives out free uniforms, books, and bags among other things (HARYANA SCHOOL EDUCATION RULES, n.d.). In 1995, the Indian Government introduced the Mid-Day Meal Scheme (MDMS) to increase enrolment rates among students belonging to different strata of society thereby reducing social stratification prevalent within primary schools. This program seeks not only better nourishment but also hopes that through this more children will attend school regularly especially those coming from socio-economically weaker sections. By serving lunch meals at all government or aided educational institutions irrespective of caste background; it breaks down caste prejudices while promoting inclusiveness. In contrast to the findings of discrimination due to caste, some research also suggests that our society is heading toward castlessness (Kamal, 2023). Our research finds a gap in various studies and we made efforts to determine the impact of various socioeconomic factors on the learning level of students. So we can guide the policymakers to the factors that are more relevant in the present scenario and require the utmost attention to bring change in the society.

Literature review and hypotheses establishment

Education is essential for influencing people's lives and prospects in the future (Payandeh Najafabadi et al., 2013)**.** The school education system in India consists of about 255.7 million students, from first to twelfth grade. the data for the year 2021-22 from the Unified District Information System for Education (UDISE) report has stated that only at the primary level about 121.8 million students were registered, which is equal to 47.6% of total enrolled students(UDISE+ 2021-22, 2023). Since so many kids are enrolled at this point, it becomes essential to look closely at the factors that most directly influence their learning path.

Socioeconomic Disparities

According to Thomson, (2018) a number of research have demonstrated a robust relationship between educational attainment and socioeconomic level. Children from disadvantaged socioeconomic backgrounds often face challenges like not having access to high-quality education, absence of educational resources at home, and parental engagement constrained by work commitments (Francisca & Mezoh, 2018). Consequently, this can hinder their cognitive development, academic motivation, and achievements. The cognitive development of elementary school students is also heavily influenced by socioeconomic factors. For instance, Hackman & Farah, (2009) argue that Children from households with lower incomes are more likely to be exposed to environmental stressors like malnutrition, pollution, or even poor housing conditions which have traumatic impacts on mental capacity. Similarly, the absence of exposure to early childhood enriched activities and teaching materials impedes cognitive growth among young children (Bradley & Corwyn, 2002). Moreover, there are many surveys indicating that students from higher-income families usually register for higher education than those from lower-income backgrounds who will likely not attain any professional success at all (Reardon, 2018; Sirin, 2005). Academic performance depends not only on the socioeconomic status of parents but also on whether children from deprived backgrounds can compete favorably with those from rich families in the same academic arena (Rothstein Richard, 2004). SES and learning are not always linear or simple. However, some research indicates that factors like family support and student motivation can counterbalance

the negative impacts of low socio-economic background (Wigfield et al., 1998) . Nonetheless, family income remains a major economic determinant even though its importance is conditional on family size, for which per capita income accurately reflects familial economic situation. Students' learning is also affected by several other factors like the number of people in a family, how much money it has, and the availability of different resources such as books newspapers television sets, or internet connection at home; All these are among things that matter most because they directly influence one's learning process. Additionally, on a societal level, caste emerges as a prominent factor affecting the educational journey.
The following theories were so created in conjunction with the conclusions of the research and reasonings mentioned above.
Hypothesis 1 (H1): – effects on the academic level of students in the age group 5-12 years from socioeconomic factors in terms of – (a) (Hypothesis 1.1, H1.1) Family income, (b) (Hypothesis 1.2, H1.2) family size, (c) (Hypothesis 1.3, H1.3) caste, (d) (Hypothesis 1.4, H1.4) resources available

Parental Education and Awareness

The role that parents play in their children's education is epochal and it can typically affect the learning and academic achievement of primary school-aged children (Mahuro & Hungi, 2016). Parents can participate in a variety of ways, and they can do diverse activities with their kids
at home, such as discussing schoolwork, setting rules, and monitoring their child's progress (Driessen et al., 2005; Park, n.d.). However, many parents face challenges in supporting their children due to various unavoidable factors such as both parents being employed, an increase in single-parent households, a shortage of childcare options, limited available time for parental involvement, and work commitments, which limits lower-income parents' engagement in school activities (National Parent Teacher Association, 1998, n.d.). Another high-impact factor affecting students' learning outcomes is the parents' education level. Educated parents can greatly help their children in areas of learning, and they know the importance of education. Through this, it also reduces the dependence of their wards on private tuition and coaching. The importance of parental training, informing about the factors that act as staples in making a difference regarding skills and learning outcomes among the children of primary level are also being reviewed in this study which will further disseminate the outcomes of the parental influence on both educational attainment and socio-emotional aspects. As a result, the following theories were developed.
Hypothesis 2 (H2): – effects on the academic level of students in the age group 5-12 years regarding – (a) (Hypothesis 2.1, H2.1) parent's educational level, (b) (Hypothesis 2.2, H2.2) parents' awareness to attend PTM, (c) (Hypothesis 2.3, H2.3) availability of parents after school hours, (d) (Hypothesis 2.4, H2.4) when parents help with homework.

Students Efforts

Student effort is a dynamic concept encompassing various factors such as attendance and study time. In this research, we examined the effects of the two crucial components on the learning levels of students i.e. student attendance and study time after school. Both attendance and study time are essential indicators of student commitment to the learning process. By exploring their effect, we aim to understand how these efforts contribute to academic achievement and overall learning outcomes of students from various socioeconomic backgrounds. Regular attendance is often cited as a fundamental aspect of academic success. Several studies have highlighted the positive correlation between attendance and learning outcomes (Rumberger, 2020). When students attend classes consistently, they have more opportunities to engage with course material, participate in discussions, and receive feedback from instructors. This active involvement in the learning process enhances comprehension and retention, leading to improved academic performance (Graham & Donaldson, 2020). Moreover, consistent attendance fosters a sense of accountability and discipline, which are crucial attributes for success in both academic and professional endeavors. Study time refers to the amount of time students dedicate to reviewing and mastering course materials outside the classroom. Several research studies have demonstrated a favorable connection between study time and academic achievement (Pascarella Ernest T. & Terenzini Patrick T., 2005). Engaging in regular and focused study sessions allows students to reinforce their understanding of concepts, practice problem-solving skills, and internalize complex information. Additionally, effective time management skills, coupled with adequate study time, enable students to prepare thoroughly for assessments and examinations, thereby enhancing their chances of success (Hattie John, 2009). While both attendance and study time independently contribute to learning levels, their combined effect is often greater than the sum of their impacts. Attending classes regularly provides students with foundational knowledge and facilitates interaction with peers and instructors. Subsequently, dedicating sufficient time to review and consolidate this knowledge through self-study reinforces learning and promotes deeper understanding (Hussey & Smith, 2010). Thus, a synergistic approach that emphasizes both attendance and study time is crucial for maximizing learning outcomes and academic achievement. To recognize the significance of attendance at school and study time after school following hypotheses are established:
Hypothesis 3 (H3): – effects on the learning level of students in the age group 5-12 years – (a) (Hypothesis 3.1, H3.1) Attendance of student, (b) (Hypothesis 3.2, H3.2) Study time after school

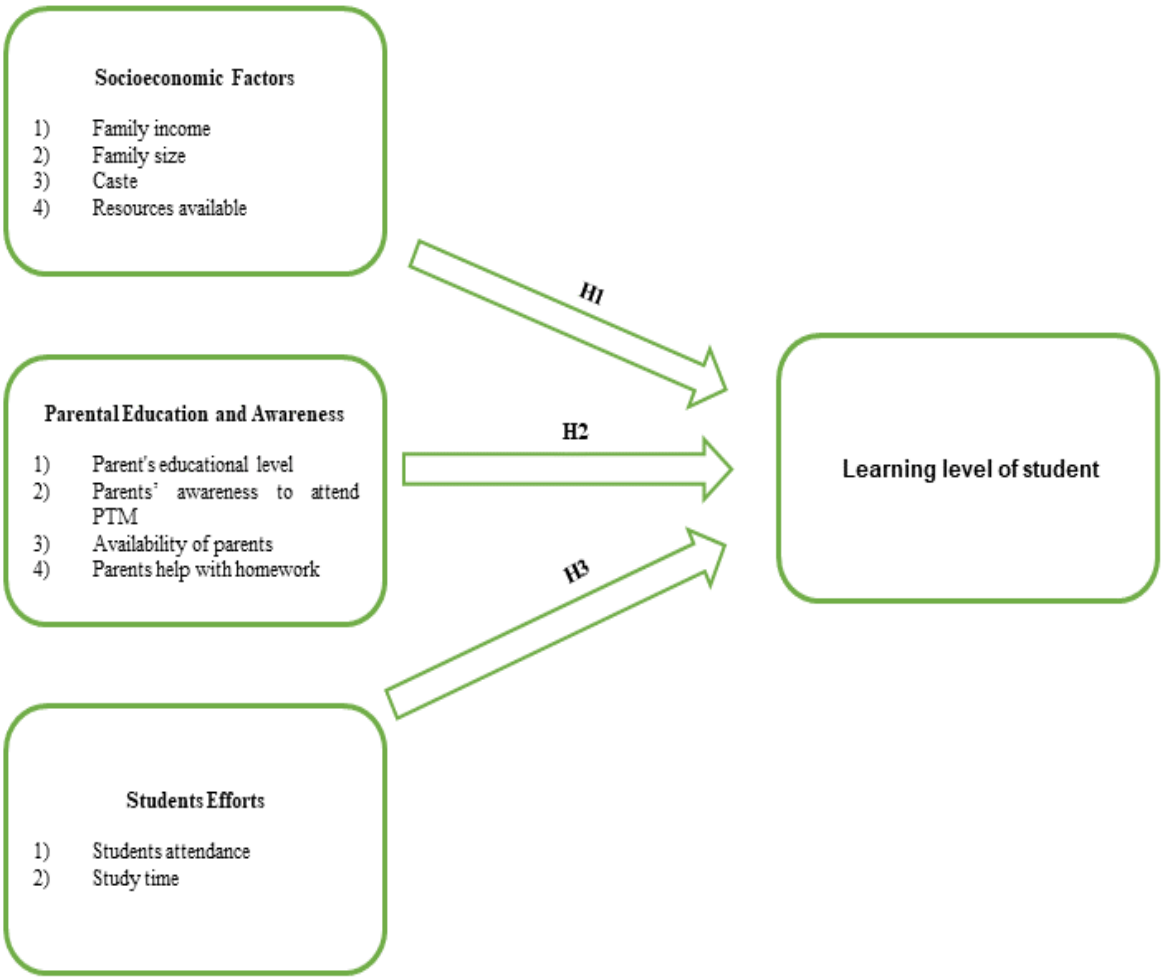


Fig. I Conceptual model. The conceptual model depicted in the figure hypothesizes a direct relationship between various factors and students' learning levels.

Research Methods And Research Design

Methodology

This research employs a mixed-methods approach, integrating qualitative interviews and quantitative questionnaires to explore the determinants of learning outcomes among students hailing from diverse social backgrounds.

Data collection

The investigation was carried out across four districts of Haryana, namely Jhajjar, Sonipat, Rohtak, and Gurugram. These districts were purposefully chosen to encompass a wide spectrum of socioeconomic statuses. The study included primary school students (80 nos.) aged 5-12 years and their teachers (8 nos.) from selected districts. A stratified random sampling technique was employed to select students from varying social strata to ensure a representative sample. Stratification criteria encompassed socioeconomic status, parental educational attainment, and urban or rural residency. Concurrently, teachers were purposively selected from primary educational institutions across the designated districts, ensuring a diverse representation of teaching experiences and perspectives. Semi-structured interviews were conducted with both students and teachers to elicit qualitative insights into the factors influencing student learning.

Questionnaire Development And Administration

The interview protocol was meticulously designed to probe perceptions regarding the home environment, parental involvement, access to educational resources, and other pertinent factors impacting learning outcomes. To collect quantitative data, structured questionnaires consisting questions related to 10 items mentioned in **Table I** were administered to both students and teachers simultaneously. The survey given to students included questions about their perception of the learning environment, academic motivation, relationships with peers, and more. Conversely, the questionnaire administered to teachers focused on assessing student learning levels, attendance records, and observations regarding factors influencing learning outcomes. The interviews were conducted individually with students and teachers in a confidential and

comfortable setting, with each session lasting approximately 20-25 minutes. Consent was obtained from all participants for accurate documentation. Furthermore, stringent measures were implemented to safeguard the confidentiality and anonymity of participants throughout the research process.

Table I Factors affecting learning level in students aged 5-12 years

Item no.	Factor
Socioeconomic factor	
i1	Family income
i2	Family size
i3	Caste
i4	Resources available
Parental factors	
p1	Parent's education
p2	Availability of parents
p3	Parents attend PTM
p4	Parent help with homework
Student factors	
s1	Student Attendance
s2	Study time after school

Data Analysis

Analysis of Normality

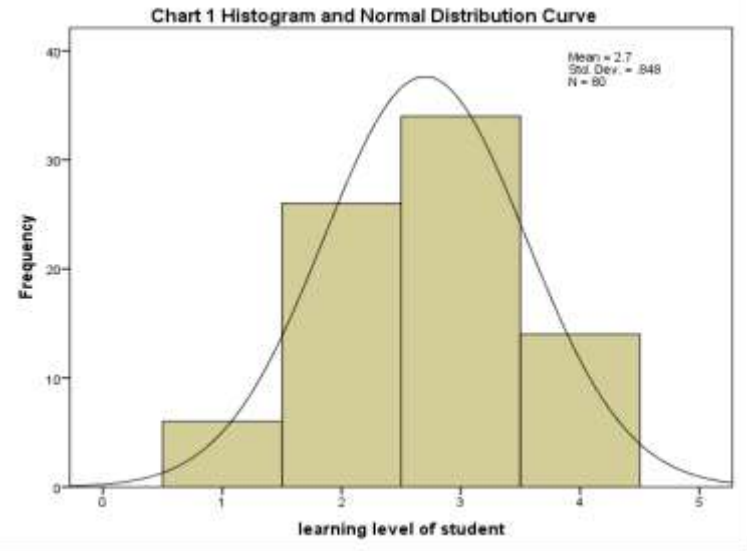
Prior conducting the main analysis, it was crucial to assess whether the dependent variable, "learning level of students," followed a normal distribution. Normality is an assumption for many parametric tests, like one-way ANOVA. Violations of this assumption can lead to inaccurate results and invalid conclusions. To assess if the data is normal, two statistical tests were performed: the Kolmogorov-Smirnov test and the Shapiro-Wilk test using SPSS 23. The Shapiro-Wilk test is better suited for smaller sample sizes ($n < 50$), whereas the Kolmogorov-Smirnov test is typically employed for larger sample sizes ($n > 50$). The Kolmogorov-Smirnov test compares the cumulative distribution function of the data with a normal distribution. The Shapiro-Wilk test, on the other hand, tests the null hypothesis that the normally distributed data by comparing the sample quantiles to the corresponding quantiles of a normal distribution.

In the present study, both the Kolmogorov-Smirnov and Shapiro-Wilk tests yielded a p-value of 0.00 in **Table III**, which is below the conventional significance level of 0.05. This result indicates that the null hypothesis of normality should be rejected, suggesting that the "learning level of students" data did not follow a normal distribution. To further visualize the deviation from normality, a histogram of the data was plotted along with a superimposed normal distribution curve **Chart 1**. The histogram provides a graphical representation of the distribution of the data, while the normal distribution curve represents the theoretical bell-shaped curve that would be expected if the data were normally distributed. The histogram and the normal distribution curve revealed The image displayed in **Chart 1** a histogram overlaid with a normal distribution curve, which allows us to visually assess whether the data follows a normal distribution or deviates from it. The histogram displays the frequency distribution of "learning levels of students" data. The learning level's values or scores are represented by the x-axis, while the frequency or number of pupils at each level is displayed on the y-axis. From the histogram, we can observe that the distribution of the data is bimodal, meaning it has two distinct peaks or modes. This shape deviates significantly from the bell-shaped normal distribution curve, which is characterized by a single, central peak. The normal distribution curve, represented by the smooth, symmetrical line, is superimposed over the histogram. This curve represents the theoretical probability density function of a normal distribution, which would have a single peak in the center and taper off symmetrically on either side. The histogram's form deviates from the normal distribution curve. Instead of a single central peak, the histogram shows two distinct peaks, one on the lower end and another on the higher end of the learning level values. Additionally, the distribution appears to be skewed, with more values concentrated on the lower end of the scale. The visual discrepancy between the histogram and the normal distribution curve confirms the findings of the statistical tests (Kolmogorov-Smirnov and Shapiro-Wilk) that the "learning level of students" data does not follow a normal distribution. The bimodal and skewed shape of the histogram violates the assumptions of normality required for many parametric statistical tests. This visual representation reinforces the need to employ non-parametric statistical techniques, such as the Kruskal-Wallis test, which do not rely on the assumption of normality, and are more robust to deviations from a normal distribution. This visual representation supported the findings of the Kolmogorov-Smirnov and Shapiro-Wilk tests, confirming that the distribution of the data was not normal.

Table III Test of Normality

Learning level of student	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
	.238	80	.000	.870	80	.000

a. Lilliefors Significance Correction



Non-Parametric Analysis

Due to the violation of the normality assumption for the dependent variable "learning level of students.", the Kruskal-Wallis test was an appropriate choice for our research. From the analysis we conducted, the Kolmogorov-Smirnov and Shapiro-Wilk tests showed that the "learning level of students" data did not follow a normal distribution (p-value = 0.000). When the normality assumption is violated, using a parametric test like the one-way ANOVA can lead to inaccurate results and invalid conclusions. Since the Kruskal-Wallis test is non-parametric and does not require normally distributed data, it is a better option for analyzing the differences in the "learning level of students" across groups or conditions. The Kruskal-Wallis test is based on ranking the data from all groups together and then comparing the mean ranks of the groups ,It examines the null hypothesis, which states that each group's population median is equal. If the test is statistically significant, it indicates that at least one group's median is different from the others, suggesting that there are differences in the "learning level of students" among the groups or conditions being studied. Therefore we performed the Kruskal-Wallis test using SPSS 23 Software results displayed in **Table IV**, we addressed the violation of the normality assumption and ensured that the analysis was conducted using a robust and appropriate statistical technique for our non-normally distributed data. This approach increases the validity and reliability of our results and conclusions. After analyzing **TABLE IV** out of the 10 factors, the null hypothesis for 2 factors i.e. i2 representing the number of family members and i3 representing the caste of students retained the null hypothesis which indicates that these two factors don't affect the learning level. All other factors have an impact on the learning level of the students. As seen from **Table V,** the mean rank for above average and excellent learning levels of students is 46.97 and 45.50 respectively compared to below average 31.50, average with 31.42 mean rank suggesting that as the factor **i1** (family income) increases have a positive impact on the learning level of students. However, when we compare factor **i2** (family size) with the learning level of the students no pattern can be observed indicating that the size of family do not affect the learning level of the students. Analyzing factor **i3** (caste/category) with mean rank it is clear that there is no relationship between caste and learning of the students, The same was confirmed to us during the interview when none of the 80 students reported us any type of discrimination or biases faced by them during their school. Factor **i4** (resources available) also has a positive relationship with mean rank but for - above average (49.21) and excellent (52.21) learning levels only, for average (23.96) and below average(35.50) it is somewhat stagnant indicating that resources are indirectly affected by some other factors also.

Analyzing factor **p1** (Parent's education) has a positive impact on the learning level of the students mean rank for below average to excellent levels is as follows 21.50, 29.58, 42.62, 63.79 these results are also in accordance with the literary review mentioned above. Analyzing factor **p2** (Availability of parents after school) has a positive impact on students from average (34.27), above average (39.85), and excellent (51.07) however the

students with below-average level of learning are not much affected by the availability of their parents at home. While Analyzing factor **p3** (effect of Parents attending PTM) it becomes evident that as the learning level increases from below average (28.67), average (30.69) above average (46.44), excellent (49.36) the mean ranks also increase suggesting a positive relation. The relation of factor **p4** (parents helping children with their homework) is also positive in accordance with the literary review provided above. Factor **s1** (student attendance in school) also has a positive relation with the learning level of the students for below average the mean rank is 5.50, for average it's 23.65, average is 50.50 and for excellent students, it goes up to 62.50 suggesting the high impact of student attendance on their learning level. factor **s2** (study time of students after school) also showed a positive relation on the Kruskal Wallis test the mean rank of below average learning level is at 19.50, average 31.19, above average 46.56, excellent 52.07 also suggesting the impact of hard work done by students on their results.

Table IV Null Hypothesis Test Summary (Kruskal Wallis test)

S.no	Null Hypothesis	Sig.	Null Hypothesis
1	The variable **i1** is distributed equally across the learning level of students.	.030**	**Rejected**
2	The variable **i2** is distributed equally across the learning level of students.	.138	**Retained**
3	The variable **i3** is distributed equally across the learning level of students.	.191	**Retained**
4	The variable **i4** is distributed equally across the learning level of students.	.000**	**Rejected**
5	The variable **p1** is distributed equally across the learning level of students.	.000**	**Rejected**
6	The variable **p2** is distributed equally across the learning level of students.	.029**	**Rejected**
7	The variable **p3** is distributed equally across the learning level of students.	.002**	**Rejected**
8	The variable **p4** is distributed equally across the learning level of students.	.001**	**Rejected**
9	The variable **s1** is distributed equally across the learning level of students.	.000**	**Rejected**
10	The variable **s2** is distributed equally across the learning level of students.	.000**	**Rejected**

**P <0.05.

Table V Kruskal-Wallis Test

Ranks

Factor	Learning Level of Student	N	Mean Rank
i1	Below average	6	31.50
	Average	26	31.42
	Above average	34	46.97
	Excellent	14	45.50
	Total	80	
i2	Below average	6	60.83
	Average	26	38.65
	Above average	34	38.50
	Excellent	14	40.07
	Total	80	
i3	Below average	6	38.17
	Average	26	36.81
	Above average	34	46.68
	Excellent	14	33.36
	Total	80	
i4	Below average	6	35.50
	Average	26	23.96
	Above average	34	49.21
	Excellent	14	52.21

	Total	80	
p1	Below average	6	21.50
	Average	26	29.58
	Above average	34	42.62
	Excellent	14	63.79
	Total	80	
p2	Below average	6	46.50
	Average	26	34.27
	Above average	34	39.85
	Excellent	14	51.07
	Total	80	
p3	Below average	6	28.67
	Average	26	30.69
	Above average	34	46.44
	Excellent	14	49.36
	Total	80	
p4	Below average	6	26.83
	Average	26	29.04
	Above average	34	45.91
	Excellent	14	54.50
	Total	80	
s1	Below average	6	5.50
	Average	26	23.65
	Above average	34	50.50
	Excellent	14	62.50
	Total	80	
s2	Below average	6	19.50
	Average	26	31.19
	Above average	34	46.56
	Excellent	14	52.07
	Total	80	

Findings And Discussion

This research involved 80 students from Jhajjar, Rohtak, Sonipat, and Gurugram districts of Haryana, India. After performing various statistical analyses on our data and testing our hypothesis we arrived at the following findings: a) The research findings indicate that higher family income levels have a beneficial effect on students' academic performance and learning outcomes. Students from good economic backgrounds tend to perform better in studies as compared to others. As the family income increases chances of students performing better in studies also increase hence hypothesis H1.1, the effect of family income on the learning level of students is confirmed. b) we performed various statistical tests but neither of the tests performed can find a statistically significant relation between the family size of students to the learning level. However, one of the reasons for this can be the increasing number of family members decreases the per capita income but the number of siblings acts as an added resource for students this decreases the direct effect of family size on the learning level of the students hence hypothesis H1.2 effect of the number of family members on the learning level of the students is declined. c) The analysis of the learning level of students to caste revealed that there is no statistically significant relationship. We also asked students about any biases faced or if they ever felt that their caste became a hurdle in their learning in any way but none of the 80 students from whom data was collected felt that hence hypothesis H1.3 effect of caste on the learning level of the students is declined. d) we compared the learning level of students to the learning resources available to them and it came out to be statistically significant that students who have access to a greater number of resources tend to have greater learning levels.

When we compared the correlation of the availability of resources to the family income the result came out to be positively correlated. On further analysis of the recordings of the interview, we concluded that students having good family income have more access to the resources but many students who don't have good financial conditions but have access to learning resources through government support, NGOs, or other friends and family have also attained the better learning level with the help of these available learning resources. hypothesis H1.4 The effect of resources available to students affect the learning level is confirmed. e) The analysis of the parent education revealed that it has a statistically significant relation with the learning level of the students, the students whose parents were well educated are performing better in line with the findings of the literary review mentioned above. Hypothesis H2.1 The effect of parents' education on the learning level of students is hence confirmed. f) after analysis of parents' availability after school time and its effect on the learning level of students we concluded that it has a significant effect hence hypothesis H2.2 the effect of parent availability after school on the learning level of students is hereby confirmed. g) when we analyzed the role of parents attending PTM and its effects the result came out to be statistically significant, Hypothesis H2.3 The effect of parents attending PTM on the learning level of students is hereby confirmed. h) as discussed in the literature provided above parents play a vital role in helping their children with homework we also measured it statistically to see the effect and the results turned out to be on the positive side. Hypothesis H2.4 Effect of parents helping students with homework on the learning level of students. i) we analyzed the student attendance and its effect on the learning level of the students and the results were in accordance with the literary review discussed above H3.1 The effect of student attendance on the learning level of students is confirmed. j) on comparing the study hours of students after school hours to their learning level result came out to be statistically significant.

Table VI Hypothesis Result Summary

S.no	Hypothesis	Hypothesis Result
H1.1	The effect of family income on the learning level of students	**confirmed**
H1.2	The effect of the number of family members on the learning level of the students.	**Rejected**
H1.3	The effect of caste on the learning level of the students	**Rejected**
H1.4	The effect of resources available to students affect the learning level	**confirmed**
H2.1	The effect of parents' education on the learning level of students	**confirmed**
H2.2	The effect of parent availability after school on the learning level of students	**confirmed**
H2.3	The effect of parents attending PTM on the learning level of students	**confirmed**
H2.4	Effect of parents helping students with homework on the learning level of students	**confirmed**
H3.1	The effect of student attendance on the learning level of students	**confirmed**
H3.2	The effect of student attendance on the learning level of students	**confirmed**

Conclusion

This study proves that education is affected significantly by poverty, and family or household income plays a key role in this. If you compare students from rich families with those from poor backgrounds, the former usually perform better academically than the latter. The investigation attributed this to a higher count of resources for learning among wealthier families. It is surprising that educational achievement did not have a statistically significant relationship with family size even after arguments were made that larger families could result into lower per capita income and less investment per child. The researchers suggest that any possible disadvantages of bigger families might be compensated by sharing more information among siblings who give each other support. None of the respondents indicated having faced discrimination based on caste while seeking access to education; this contradicts past experiences where people were denied chances to learn because they belonged to low castes. However, wider areas need further exploration before such findings can be said to hold across the board. According to the study, nothing influenced academic performance more than parents' involvement and support. Higher student achievements were correlated with parents who had attained higher levels of education. Furthermore, outcomes improved when mothers or fathers took part actively in schools by attending meetings, monitoring progress, and helping children do assignments; this shows how important it is for children to have supportive home environments. Previous research also discovered that attendance rates and self-study hours put outside classroom work are some factors that

determine how well a student performs academically. This implies there's no substitute for hard work when it comes to success in school life

Limitations of study.

In terms limitations associated with carrying out such type research; though wide range respondents were involved (80) still sample size considered small considering diversities represented implies that results may only apply specific Haryana districts hence making generalizations difficult. As a result, future studies should endeavor to use larger samples obtained from different parts of the state so that outcomes become more widely applicable.

Declarations

Informed Consent Informed consent was obtained from all adult individual participants included in the study. As pertains to minor participants, informed consent was obtained from their legal guardians.

Competing Interests The authors have no relevant financial or non-financial interests to disclose.

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