

Impact of Socioeconomic Factors on Schoolboys' Academic Performance and Psychological Well-being: Exploring Learning Challenges and Emotive Distress

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Abstract

This research study examined the multidimensional relationship between socioeconomic status, academic achievement, and mental health in pupils. The study aims to look at the complex interactions between socioeconomic status (SES), educational barriers, and emotional discomfort, as well as their effects on students' overall well-being. The study was quantitative in nature, and a descriptive technique was used. The research study's population included public institutes in the districts of Bhakkar and Layyah. Data were obtained using a five-point likert scale questionnaire, and statistical analysis was performed using SPSS. This study conducts a comprehensive assessment of the literature and examines the number of elements evaluated in terms of how much socioeconomic (SES) variations exist in learning contexts, how academic performance of students is influenced, and their intellectual well-being. These characteristics found influencing scholastic attainment and psychological health, including parental income and education level, as well as family structure and resource access.

Keywords: Social and economic standing Academic success- learners' intellectual well-being- Emotional sadness among students

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Introduction

Socioeconomic status (SES) elements and other student educational performance, as well as qualities related to cognitive well-being, have been extensively studied in the learning area of psychology. SES factors include a wide range of economic and social characteristics, such as parental education and income level in relation to occupation, as well as other resources that promote learner networks and the influence of education.

SES factors influence educational accomplishment and mental health of learners has received a lot of attention in recent years, especially as the gap between learning execution and psychological well-being has grown. In the same way, it was noticed that the children who belonged to a strong and decent family in terms of education and social aspects of their parents, their educational quality and their academic performance were better than other children, the major reason being their peace of mind and satisfaction. Children from low-status families exhibited different levels of understanding and knowledge than children from well-educated families. The quality of parents' employment and education has a significant impact on the development of children. When parents' education was of good quality, their children were found to be intellectually healthy and satisfied, and those children found their manners simpler. Similarly, children who come from families that do not provide them with the requirements of life, their work, and hence the quality of their education, have a negative impact on their development and mental health. According to Mendoza (2020), learning environments with minimal support and resources can lead to a variety of outcomes, including anxiety and despair. Furthermore, the stigma associated with mental health issues frequently prevents students from seeking help and engaging in educational activities.

Literature Review

Numerous research have recently examined the impact of socioeconomic factors on academic performance and psychological well-being. Research regularly reveals that pupils' academic performance and emotional well-being are inextricably tied to their socioeconomic status. Parental income, education level, family structure, and resource availability all have a significant impact on schoolboys' educational attainment and mental health results.

Socioeconomic Status and Academic Performance

A large body of research has demonstrated the link between socioeconomic status (SES) and academic ability. Zhang et al. (2023), Patel (2022), and Lee and Kwok (2024) found that students from wealthy homes performed better academically. These children frequently have access to a broader range of educational resources, such as tutoring, books, and extracurricular activities, which help them achieve academic achievement. Similarly, children from homes with greater parental education levels acquire stronger cognitive skills, which are necessary for academic success (Zhang, 2023; Lee & Kwok, 2024).

Thompson et al. (2023) found that SES predicts access to quality education. Children from low-income homes frequently lack access to advanced learning resources, which has an impact on their academic achievement. Furthermore, socioeconomically deprived children are more likely to attend underfunded schools, reducing their educational possibilities (Harris & Williams, 2024). Collins and Lee (2023) and Green and Smith (2022) found that lower socioeconomic position leads to a lack of academic resources, reducing children's capacity to perform optimally. Students from higher socioeconomic status households, on the other hand, benefit from a supportive environment that includes access to private tutors, advanced courses, and college preparation programs, resulting in improved academic achievement (Johnson & Gray, 2023).

Psychosomatic Well-being and Emotive Grief

Socioeconomic factors influence students' psychological well-being in addition to their academic performance. Poverty is frequently related with increased levels of stress, anxiety, and depression among boys. Miller and Nguyen (2024) and Green and Smith (2022) found a link between economic difficulty and mental discomfort in children, which might emerge as low self-esteem, anxiety, and school-related behavioral difficulties. These psychological obstacles eventually contribute to low academic results.

Chang and Park (2023) discovered that children's emotional well-being is strongly influenced by their family's economic condition. The lack of emotional support, as well as the pressures of poverty, can cause a number of psychological disorders, including feelings of hopelessness and low motivation, which can have an impact on academic performance (Singh et al., 2023; Johnson & Gray, 2023). Socioeconomic stress influences how children control their emotions. According to Patel (2022), economic instability at home causes poor emotional regulation in youngsters. They are more prone to suffer dissatisfaction, irritation, and

disengagement from academic work, which negatively impacts both their psychological well-being and academic progress (Thompson et al., 2023; Miller & Nguyen, 2024).

Involvement and Sustenance of parents

Parental participation plays an important effect in both academic success and psychological well-being. Numerous research (Chang & Park, 2023; Robertson & Jackson, 2022) have shown that parental involvement, particularly in schooling, is critical in alleviating the detrimental impacts of low socioeconomic status. Students whose parents are involved in their education perform better academically and have higher levels of psychological well-being. However, as stated by Harris and Williams (2024) and Lee and Kwok (2024), parents from lower socioeconomic backgrounds frequently face considerable challenges to participation, such as lengthy working hours, a lack of education, and financial insecurity. These constraints limit their ability to give academic help, exacerbating their children's difficulties (Singh et al., 2023; Zhang, 2023).

Community Support & Institute role

Schools and communities can play an important role in assisting kids from underprivileged backgrounds. School-based mental health programs have been found as a successful intervention for reducing emotional distress induced by socioeconomic problems (Singh et al., 2023). These programs offer counseling services, stress management approaches, and social-emotional learning programs to help students deal with the effects of economic stress (Collins & Lee, 2023; Miller & Nguyen, 2024). Additionally, community actions targeted at addressing educational disparities can improve academic achievement. After-school programs, access to technology, and educational resources can help students from low-income households close the achievement gap (Harris & Williams, 2024; Zhang, 2023).

Involvement Approaches

Government actions and policy changes targeted at decreasing educational disparities are crucial to improving the academic and psychosocial results of disadvantaged pupils. According to Lee & Kwok (2024), Patel (2022), and Green & Smith (2022), giving equal access to high-quality education, enhancing the quality of schools in economically disadvantaged areas, and offering educational resource subsidies are all effective strategies to solve these concerns. Furthermore, academics such

as Johnson and Gray (2023) call for comprehensive educational practices that target not only academic accomplishment but also student mental health. These policies should include access to counseling, mentorship programs, and mental health awareness training for instructors, which can all assist improve kids' emotional well-being and academic success (Singh et al., 2023; Chang & Park, 2023).

According to Reardon (2021), this research study used cross-national data and statistics to clearly illustrate inequalities in children's success and failure based on their parents' political backgrounds, which reflected their educational attainment. Their future grades and access to resources; parental educational quality; cultural capital; and parental involvement; and the extent to which these factors influence children's academic performance. Significantly and substantially influenced their future objectives and thoughts.

According to Reardon, Crosnoe, and Cooper (2021; Driessen et al., 2016), children's social and ethnic disparities, as well as their gender, interact with all demographic characteristics to promote educational equality and affect them in some locations for good and in others for evil. Educational inequality cuts across generations and genders, leading children's worry, depression, and anxiety to negatively impact their mental health. Children continue to encounter failure in life due to their weak

Knowledgeable Welfare SES Subtleties

According to McLeod and Shanahan (1996), the elements that significantly affect kids' emotional and mental health, such as economic and socio-social issues, also have a considerable impact on children's academic achievement. status and from poorer families if they identify as children from affluent homes with a higher household background will always have greater mental health problems and are more likely to They will experience more mental tension and, as a result, depression than these children. When youngsters experience mental illness and sadness, they lag behind in their life ambitions and curse themselves.

According to Shanahan et al., (2021), family dynamics increase the likelihood of mental health disorders in underprivileged children, as does limited access to mental health treatment, parents' socioeconomic status, neighborhood problems, and socioeconomic difficulties for these children. According to them, if mental health outcomes are to be good, solid economic status is needed if parents' socioeconomic status and background are very poor and complex families.

If this is the case, they may encounter difficulty in both directions. Children's socioeconomic deprivation must be reduced in order to prevent

them from increasing their risks of developing mental health problems. Similarly, mental health issues impair their academic performance. By diminishing children's performance, they can broaden their reach by limiting their prospects for future advancement. To lessen their educational problems, as well as their economic troubles, it is critical to improve their home environment, because it is closely tied to children's mental health and financial situation. Because these children can improve themselves (Bradley & Corwyn, 2022; Evans & Reiss, Kim, 2023).

Duncan and Murnane (2021; Leventhal & Brooks-Gunn, 2000) investigated this using an example from a research study, demonstrating that the role of various government activities in reducing or eliminating the effects of economic disadvantage on children is increasingly being recognized, as is the role of government activities. Their social difficulties will be reduced, and their educational quality will improve. Worse, he emphasized the relevance of children's academic performance and the impact of social problems on mental health. If there is, the role of the government is required to decrease them all better.

According to him, there are various forms of ties between children, including economic, social, and gender disparity, as well as intergenerational family backgrounds. As a result, focused interventions and projects must be prioritized. The future can be improved (Duncan & Magnuson, 2021).

According to Fredrick, Pekrun et al., (2022), significant aspects influencing educational growth and development, such as self-efficacy and students' emotional experiences and motivation, play a critical role. It turns out that pupils who express positive emotions enjoy life more and achieve more than students who demonstrate higher levels of scholastic achievement and achievement. If they experience disappointment and bad emotions, their educational progress suffers, and these variables represent a significant impediment to success. Students who have unfavorable feelings about their emotions experience a lot of challenges throughout life.

Socioeconomic Influences

Evans and Kim, Reiss (2023) investigated that kids from poorer socio-economic backgrounds have economic insecurity and frequently confront difficult situations in life, which causes them to feel anxious. Furthermore, their negative emotions may increase their exposure to disparities in satisfaction and feelings of dissatisfaction, compromising their emotional well-being.

SES Status & Feelings

Jones, et al. (2023) while beginning to look at students' emotional experiences and the interrelationship between them, a study shed light on students' social and economic characteristics, as well as the various difficult emotional processes, and concluded that students' emotional levels are increasing during their youth. Reactions and emotions were related in regulation. Furthermore, they proposed that the relationship between economic status and students' emotional functioning becomes obvious in adolescence, and they discovered that students' emotional ties remain important even as they age.

Research Methodology**Data Collection Procedure**

This study used a quantitative research design with a descriptive technique to investigate how socioeconomic factors affect schoolboys' academic achievement and psychological well-being. The study was done in public institutes throughout Pakistan's districts of Bhakkar and Layyah, with a focus on schoolboys in grades 6 through 10. A total of 300 students were recruited using stratified random sampling, guaranteeing a representative sample of both urban and rural locations. Data was gathered using a structured five-point Likert scale questionnaire designed to assess academic performance, emotional discomfort, and perceived socioeconomic barriers. The questionnaire was disseminated and administered to participants with the permission of school administrators. SPSS was used for statistical analysis, which included descriptive statistics, correlation analysis, and regression procedures to assess the association between socioeconomic characteristics, academic accomplishment, and psychological well-being. The study sought to investigate the direct and indirect impacts of parental income, educational level, family structure, and resource availability on students' academic performance and emotional health.

Data Analysis & Interpretation

Ho 1:

There is no significant relationship between socioeconomic factors (such as parental income, education level, occupation, and neighborhood resources) and students' academic performance

Table 1

Socioeconomic Factor	Correlation with Academic Performance (r)
p-value	
Parental Income	0.35
<0.001	
Parental Education	0.28
<0.01	
Parental Occupation	0.20
<0.05	
Neighborhood Resources	0.15
<0.05	

Interpretation

The findings indicate that all examined socioeconomic factors had statistically significant positive relationships with academic achievement. Parental income ($r = 0.35$, $p < 0.001$) was the strongest correlation, followed by parental education ($r = 0.28$, $p < 0.01$), occupation ($r = 0.20$, $p < 0.05$), and local resources ($r = 0.15$, $p < 0.05$). These findings contradict the null hypothesis, indicating a robust relationship between socioeconomic variables and students' academic achievement. Higher levels of parental income, education, occupation, and community resources are associated with better academic attainment among students. These findings underline the importance of considering socioeconomic issues when investigating and rectifying academic achievement inequalities.

Ho 2:

There is no significant association between socioeconomic factors and students' mental health outcomes (e.g., stress, anxiety, depression).

Table 2

Socioeconomic Factor	Mean (Stress)	Mean (Anxiety)	Mean (Depression)
Low SES	25.6	22.8	19.3
Moderate SES	21.2	19.5	16.8
High SES	17.8	15.2	12.6

Interpretation

The ANOVA results demonstrate that socioeconomic level had a significant main influence on stress ($F(2, 297) = 12.34, p < 0.001$), anxiety ($F(2, 297) = 8.76, p < 0.001$), and depression ($F(2, 297) = 10.89, p < 0.001$). Post-hoc comparisons using Tukey's HSD test revealed that students from low SES backgrounds reported significantly higher levels of stress, anxiety, and depression than those from moderate and high SES backgrounds (all $p < 0.05$). There were no significant differences in mental health outcomes between students with moderate and high socioeconomic backgrounds (all $p > 0.05$). These findings reject the null hypothesis, revealing a robust link between socioeconomic variables and students' mental health outcomes. Students from lower socioeconomic backgrounds report higher levels of stress, anxiety, and depression than their more affluent counterparts.

Ho3:

There is no significant difference in academic performance between students from different socioeconomic backgrounds

Table 4

Socioeconomic Factor	Mean (Academic Performance)
Low SES	72.5
Moderate SES	78.2
High SES	85.6

Interpretation

The ANOVA results indicate a significant main effect of socioeconomic position on academic achievement ($F(2, 297) = 14.76, p < 0.001$). Post-hoc comparisons using Tukey's HSD test revealed that kids from low SES backgrounds had significantly lower academic performance than those from intermediate ($p < 0.05$) and high SES backgrounds ($p < 0.001$). Learners from modest SES origins showed considerably poorer educational achievement than those from high SES families ($p < 0.05$).

Null Hypothesis 4: There is no significant difference in stress level between students from different socioeconomic backgrounds

Table 5

Level in Students from different socioeconomic backgrounds

Socioeconomic Factor	Mean (Stress)	Mean (Anxiety)	Mean (Depression)
Low SES	25.6	22.8	19.3
Moderate SES	21.2	19.5	16.8
High SES	17.8	15.2	12.6

Interpretation

ANOVA analysis revealed a significant main effect of socioeconomic status on stress ($F(2, 297) = 12.34, p < 0.001$), anxiety ($F(2, 297) = 8.76, p < 0.001$), and depression ($F(2, 297) = 10.89, p < 0.001$). There was no difference in terms of SES or children's mental health. Thus, the null hypothesis is rejected, and the alternative is accepted. Many students from lower socioeconomic status (SES) experience depression in comparison to children from higher SES families.

Findings

- SES was found to be a significant predictor of educational performance.
- Learners' attitudes differed based on their family situation.
- Educational achievement indicators remained unchanged.
- Higher SES leads to better outcomes, while lower SES learners perform poorly.
- Family background influences learner emotions and feelings.

Discussion

Numerous socioeconomic factors, such as parental wealth, educational background, and access to learning resources, have a considerable impact on schoolboys' academic achievement and psychological well-being (Brown & Jones, 2022). According to research, low-income students frequently struggle with issues like poor nutrition, a lack of educational support, and restricted access to technology, all of which impair their cognitive development and academic performance (Smith et al., 2023). Furthermore, schoolboys who struggle to satisfy academic standards have psychological distress due to socioeconomic gaps, which results in worry and low self-esteem (Garcia & Lopez, 2023). Recent research indicates that students' motivation, engagement, and general academic performance are adversely affected by emotional distress brought on by financial insecurity (Williams et al., 2023). Since students from lower socioeconomic groups frequently do not have access to high-quality instruction and academic support resources, educational inequality continues to be a significant obstacle (Thomas & Hill, 2024). Unfavorable home circumstances, including as parental discord and financial difficulties, also exacerbate behavioral problems and have an impact on academic achievement (Jackson et al., 2024). Although psychological resilience is essential for reducing the impact of socioeconomic difficulties, many schoolboys lack the coping skills needed to successfully manage stressors (Roberts et al., 2024). According to studies, specific interventions, such mentorship and counseling programs offered in schools, might lessen the negative consequences of socioeconomic difficulties on kids' emotional health and academic performance (Miller & Carter, 2024). Policymakers, educators, and parents must work together to address these gaps and establish inclusive learning environments that

Conclusions and Recommendations

Schoolboys' academic performance and psychological health are greatly influenced by socioeconomic factors; learning difficulties and emotional distress are caused by financial instability, educational inequality, and unfavorable home environments.

Recommendations:

- Prioritize equal resource allocation for all SES learners in educational institutions.
- Ensure low-income and professional families have access to required support systems. Implement tutoring and counseling programs earlier.
- Implement targeted financial programs and therapies.
- Meet the needs of learners from lower socioeconomic backgrounds.
- Encourage positive educational and mental health outcomes.
- Provide equal teaching strategies to all types of learners in and out of the institute.
- Develop resilience and coping skills.
- Activate local communities and resources to the fullest extent possible.
- Initiate professional growth and training to better address difficulties.

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Citation of this Article: Hussaini, M. H. A., Shah, M. & Jamshaid, M. A. (2024). Impact of socioeconomic factors on schoolboys' academic performance and psychological well-being: exploring learning challenges and emotive distress. *Journal of Contemporary Teacher Education*, 8, 125-140.