

Original Article

Enhancing Student Achievement Through Strategies for Strengthening Parental Support and Improving Socio-Economic Conditions

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Manuscript ID:
BN-2025-020501

ISSN: 3065-7865

Volume 2

Issue 5

May 2025

Pp. 1-9

Submitted: 15 Apr 2025

Revised: 25 Apr 2025

Accepted: 10 May 2025

Published: 31 May 2025

DOI:

[10.5281/zenodo.15972198](https://doi.org/10.5281/zenodo.15972198)

DOI link:

<https://doi.org/10.5281/zenodo.15972198>



Quick Response Code:



Website: <https://bnir.us>



Abstract

In Gaya District, Bihar, India, this research looks at how raising parental involvement and enhancing socioeconomic status affect students' performance in school. To measure how students' performance changed after receiving specific interventions, researchers used a quasi-experimental design that included pre- and post-tests. The lack of random assignment made it possible to observe actual results in an authentic learning environment. The socio-economic diversity and ongoing educational issues in Gaya District, Bihar, particularly in public and low-cost private schools, where performance has stayed moderate to low, led to its selection as the study region. In order to achieve fair representation across gender, parental support levels, and socio-economic backgrounds, the study utilised stratified random sampling to select 115 adolescents from Grades 6 to 10, all of whom were school-going. Structured programs were implemented to involve parents in academic support and to offer socio-economic aid, including study materials and community outreach, as interventions. Academic performance was measured both before and after the intervention in the study using standardised tests. There were differences in academic performance according to parental participation and socioeconomic position, but overall, the data showed a statistically significant improvement. Research like this shows that students do better in school when they come from stable homes and that there needs to be a concerted effort to improve students' academic performance and their social and economic standing.

Keywords: Students, Education, Economic Conditions, Parental

Introduction

Everyone agrees that education is essential for personal growth and the betterment of society as a whole. Academic performance is an indicator of student progress, but there are many other aspects besides school climate that impact students' overall success. Among these, parental support and socioeconomic conditions have received considerable attention because of their significant roles. Although schools are still the main places where students study, there is much research that shows how much influence students' families and communities have on their academic performance. Students' academic performance can be greatly improved by implementing policies that increase parental involvement and promote socioeconomic stability, as discussed in this study.

Participation in extracurricular activities, providing assistance with schoolwork, creating a conducive home atmosphere for learning, and keeping in touch with teachers are all aspects of parental support, which is a multifaceted concept. Multiple studies have found that when parents are actively involved in their children's education, it has a positive effect on their academic performance, attendance, motivation, and self-esteem.

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How to cite this article:

Dheeraj, D., & Kumar, S. (2025). Enhancing Student Achievement Through Strategies for Strengthening Parental Support and Improving Socio-Economic Conditions. *Bulletin of Nexus*, 2(5), 1–9.
<https://doi.org/10.5281/zenodo.15972198>

Parents' job schedules, cultural expectations, degrees of self-assurance, and educational backgrounds all play a role in shaping the kind and degree to which they are involved in their children's schools. Furthermore, parents from lower-income backgrounds are less likely to be involved in their children's schooling because they do not have the time, money, or resources to do so, or because they do not have access to educational resources that would help them.

The three main components of socioeconomic status (SES) are income, degree of education, and employment status. Access to better schools, extracurriculars, private tutors, and instructional technology are among the many educational benefits enjoyed by students from wealthier families. On the other hand, those from lower socioeconomic backgrounds frequently face a multitude of problems such as food insecurity, substandard housing, restricted healthcare access, and the necessity of working part-time. A stressful setting such as this might make it harder to concentrate on schoolwork, lessen the likelihood that students will show up to class, and ultimately lower their GPA. Due to the strong evidence linking socioeconomic position to educational attainment, this is an important area where educational interventions should concentrate on their efforts.

The increasing disparity in academic performance among pupils from different socioeconomic backgrounds is a key factor that makes this an urgent matter. If the home environment and parental involvement are not addressed simultaneously, structural changes in public education that seek to standardize educational access and quality may fail. Even if a child goes to great school, they might not be able to overcome the obstacles they face if they do not have basic educational assistance, parental encouragement, or emotional stability. To achieve long-term academic success, the educational system must adopt a comprehensive strategy that incorporates community-based and family-oriented practices.

Motivating parents to showcase at PTA meetings and other school events is not the only way to bolster parental support. Part of this is to ensure that parents have all the information they

need to be an active part of their child's education. Educators can accomplish this goal through home visits, literacy programs, counselling services, and workshops for parents. In addition, schools should take the initiative by establishing rapport with families, being sensitive to cultural diversity, and opening lines of communication that parents can use to feel included and appreciated. The entire learning ecosystem benefits from parents' active participation as partners in education and not as bystanders.

Conversely, a more comprehensive and systemic set of activities is necessary to improve socioeconomic situations. Helping low-income families financially, providing food for children after school, establishing community centres for education, and making healthcare and social services more accessible are all examples of what could fall under this category. Poverty and marginalization can be mitigated through educational programmes that include social welfare components. In addition, when businesses, nonprofits, and local governments work together, they can build extensive support networks that help students and the community as a whole.

Several recent global interventions and pilot programs have shown that such integrated approaches are both feasible and effective. For instance, encouraging progress has been made in reducing the success gap in American community schools that integrate health and social services with academics. Similarly, in Mexico and Brazil, families are financially incentivized to send their children to school and receive regular checkups through conditional cash transfer programs, which has improved both attendance and performance in school. These cases illustrate how integrating socioeconomic and educational initiatives can boost student achievement.

To investigate the impact of increased parental and socioeconomic support on academic achievement, this study developed and administered a tailored intervention to 115 students. Students received direct socioeconomic support in the form of learning materials and transportation subsidies, parents attended a series of courses on how to help their children learn at home, and organized after-school programs for the children. Students' academic performance was

assessed using standardized examinations both before and after the intervention. This study's overarching goal was to provide empirical support for the theory that higher levels of parental involvement and socioeconomic stability are associated with better academic outcomes for students.

Given the current worldwide educational issues, this study adds importance. Students from poor socioeconomic backgrounds have been hit the most by the COVID-19 pandemic, which has worsened educational inequality. There has never been a time when community-centered educational solutions were more needed than now, with school closures, limited access to technology, and rising financial hardship on families. Considering this, the study provides relevant information on how to promote educational equity by involving parents and reducing financial burden.

In addition, by arguing for a more inclusive and intersectional view of student accomplishment, this study adds to the larger conversation on education reform. It presents a paradigm that acknowledges the important role of extra-class factors such as parental encouragement and family stability in a child's academic performance, rather than the idea that these factors can be adequately addressed by school alone. The results have important ramifications for community leaders, social workers, legislators, and school administrators, who are working to ensure that all students have equal opportunities to succeed in school.

Review Of Literature

Nakamura, Yui. (2024). There was a correlation between parental encouragement and improved academic achievement in children. This reflects the individual's accumulation of human capital and has the potential to prevent the child from falling into poverty in the future. We present a model that clarifies the method by which parental encouragement affects a child's efforts by considering the preferences of the parents about their time, pay, and social background. In our research, we discovered that parents who have a child with poor intrinsic talent, high earnings, and a strong preference for time and who were not given much encouragement from their own parents in the past are more likely to be reluctant to encourage

their child and to provide them with support for survival. In addition, we infer that the influence of parental encouragement on the academic achievement of children is stronger in the early grades than in later years. In addition, we suggest that educational institutions, such as schools and local governments, have the ability to lessen parents' time preference and provide information about opportunities that encourage children to work hard at school. Parents who are hesitant to support their children are now encouraged to start encouraging them as a result of these acts. Furthermore, these acts improve the efficiency of parental encouragement and bring the child's efforts at school to fruition, which ultimately leads to an increase in the child's future pay when they are employed.

Mehta, Richa. (2024). A psychological syndrome can be described as a collection of concurrent symptoms or characteristic behaviors that exist and operate together. These behaviors include academic encouragement, expectations, involvement, and the accumulation of academic performance among adolescents. The current investigation is a part of the field of educational psychology and is concerned with attempting to comprehend the connection that exists between academic accomplishment and the encouragement provided by one's household. Students enrolled in the XIth and XIIth classes of the Central Board of Secondary Education were selected for this study from five different residential areas in Delhi. The sample was segmented based on the participants' socioeconomic status. Academic achievement and parental encouragement were found to have distinct links with one another, and these relationships were drawn for each socioeconomic category. An analysis was also performed for each group to show the overall link. To determine the nature of the link, the results were analyzed using the coefficient of correlation (r), analysis of variance (ANOVA), and chi-square value.

Budiongan et al., Kenneth et al., (2024). When it comes to predicting academic performance, the purpose of this study is to investigate the ways in which socioeconomic factors, parental expectations, and student motivation interact with one another. Using standardized questionnaires, the research project gathered information from 99 senior high school students. The research

methodology used was a quantitative approach. According to the data, pupils from families with greater socioeconomic status typically have access to better educational resources, which ultimately results in higher academic achievement. It has been discovered that children are significantly motivated by the expectations of their parents, which helps cultivate an environment that supports learning and encourages academic performance. In addition, it was found that high levels of student motivation are essential for academic performance because they encourage productive study habits and help students to remain resilient. The findings of this study highlight the need to take a comprehensive approach to educational policy and the necessity of implementing targeted interventions to effectively serve students who come from disadvantaged homes. Educators and policymakers can devise ways to improve educational results if they have better knowledge of the influence of the family environment on students' motivation and performance. The findings of this study contribute to the larger conversation on educational equity by drawing attention to the importance of status and parental involvement in determining students' academic accomplishments. It encourages both schools and families to work together to establish learning environments that are favorable to learning and provide support for the academic ambitions of all pupils.

Munir et al. (2023) investigated how socioeconomic status (SES) influences students' academic achievement. This study investigated the relationship between socioeconomic status and academic achievement. This research may be used to explain how socioeconomic status (SES) influences academic success and drives educational policies and activities to reduce achievement disparities. A total of 300 students from different secondary schools were selected. The socioeconomic status of the parents was determined by taking into account their income, education, and employment. GPAs and standardized examinations were used to evaluate the students' academic success. Both correlation and regression analyses were used for the data analysis. Regression research investigated how socioeconomic status (SES) predicted academic achievement while taking into account other variables, such as the involvement of families and the resources available at schools. The

association between socioeconomic status and academic success was investigated using correlation analysis. There appears to be a correlation between socioeconomic status and academic success. Academically, children from higher socioeconomic backgrounds perform better. However, family involvement and school resources may mitigate the link between family involvement and academic success. This study recommends targeted therapy for pupils who originate from low-income families. By gaining knowledge of the ways in which socioeconomic status influences academic performance, policymakers and educators have the potential to narrow the achievement gap and promote equitable education.

Ullah, Sana. (2022). The education of children is not only essential for the development of their own personalities but also plays a significant role in the socioeconomic progress of a country. Children's educational experiences are significantly influenced by their parents' socioeconomic status, which also affects their academic success. Children whose parents come from higher socioeconomic classes have access to sufficient resources to meet the requirements of their academic pursuits, whereas children whose parents come from lower socioeconomic classes have fewer resources to support their education. The purpose of this study is to provide an empirical diagnosis of the relationship between the socioeconomic background of parents and the educational attainment and graduation rates of their children (students). Through the utilization of a qualitative research design, the study was carried out in Tehsil Dir of the District Dir Upper. Primary data were gathered from a sample of twenty-four (24) respondents who were chosen for their specific purpose. Twelve students from the government's tenth through twelfth grades were selected to participate in the survey. The respondents were divided into two categories. Twelve parents attended Higher Secondary School Gandigar Dir Upper, with six coming from disadvantaged family backgrounds and six coming from wealthy family backgrounds. For primary data collection, interviews were conducted with the assistance of a semi-structured interview guide. According to the findings of the study, children who come from low-income families have fewer opportunities and resources available to them, all of which contribute

to their poor academic performance. Additionally, they do not attend school to assist their parents with aspects such as agriculture, business, and schoolwork. Additionally, the findings of the study demonstrated that wealthy parents have a beneficial influence on their children's academic accomplishments. Based on the findings of this study, it is recommended that children from both wealthy and poor families provide equal educational opportunities. The report also suggests that impoverished students are provided with scholarships, free technical education, and other forms of assistance to prevent the gap between rich and poor students from growing even wider.

Kwarteng, Patrick et al., (2022). The objective of this study was to determine the impact of socioeconomic position and degree of parental participation on the academic performance of junior high school students in the Upper West Akim District of Ghana. For this study, a quantitative methodology and a descriptive survey design were utilized. Both simple random sampling and purposive sampling were utilized to choose the schools and individuals who participated in the study as sources of information. To collect data, a questionnaire was used as the primary instrument. To conduct an analysis of the data acquired, Statistical Product and Service Solutions (SPSS) software, version 22, was utilized. Within the Upper West Akim District, the study concluded that the socioeconomic position of the parents, specifically their level of education, occupation, and income, is a significant element that plays a role in determining the academic success of the pupils involved. Researchers have found a positive correlation between the educational and income status of pupils and their academic performance. The findings also revealed that parents who make it a point to ensure that their children study at home, provide for their educational needs, discuss their progress with their teachers, and attend PTA meetings on a regular basis have children who perform better academically. This is in contrast to children whose parents do not make it a point to ensure that their children study at home, provide for their educational needs, discuss their children's learning with teachers, or attend PTA meetings on a regular basis. It is recommended that, considering the strong positive relationship that exists between parental involvement and academic performance,

the government, through the National Commission for Civic Education (NCCE), should educate parents, teachers, and school managers on the significance of parental involvement in the education of the child, as well as the necessity for the school to establish an environment that would encourage parents to participate in their children's education.

Research Methodology

This section describes the research strategy, sampling technique, data-gathering tools, and processes employed in the study to determine how enhancing parental support and socioeconomic circumstances affected students' academic progress in Gaya District, Bihar, India.

1. Research Design

The research used a pre- and post-test format consistent with a quasi-experimental approach. This design was chosen to evaluate focused interventions because it allows for the natural tracking of change over time in a real-world context and does not rely on random assignments. This research compared students' pre- and post-intervention academic performance on measures pertaining to parental involvement and socioeconomic support.

2. Research Area: Gaya District, Bihar

The socioeconomic diversity and educational difficulties in Gaya District, Bihar, India warrant its selection as the site of this research. Gaya is a great place to study economic and parental engagement differences, because it has both urban and peri-urban residents. The necessity for targeted interventions is underscored by the fact that a number of public and private schools in Gaya have reported moderate to low levels of academic achievement.

3. Population and Sample

Students and their parents or guardians from certain Gaya schools enrolled in grades 6–10 made up the population. Stratified random sampling was used to select 115 students from various socioeconomic backgrounds and parental engagement levels.

- **Sample Size:** 115 students
- **Strata Considered:** Gender, socio-economic status, and parental support levels

- **School Types:** A mix of government and low-income private schools

Data Analysis and Interpretation

This section presents the data analysis and interpretation of the study's findings in light of the research objectives. The goal was to determine if there was a way to improve students' academic

performance in Gaya District Bihar by focusing on parental support and socio-economic issues.

Demographic Profile of The Respondents

Sex, degree of parental support, and socioeconomic status were used to classify the data for a better understanding of the sample characteristics.

Table 1: Gender, Parental Support, and Socio-Economic Status of the respondents

Gender	Parental Support Level	Low	Middle	High
Female	High	4	8	3
	Moderate	9	19	2
	Low	7	12	3
Male	High	8	3	5
	Moderate	10	3	5
	Low	6	4	4

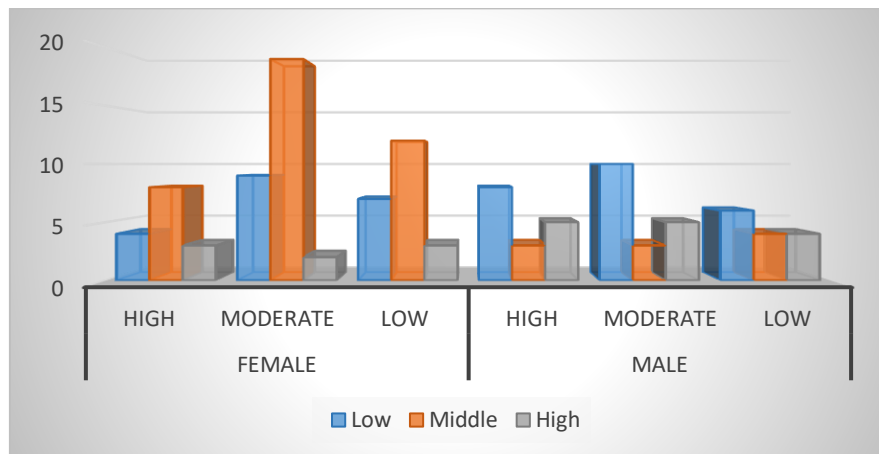


Figure 1: Gender, Parental Support, and Socio-Economic Status of the respondents

The sex, parental support, and socioeconomic status (SES) of the 115 students who completed the survey are shown in Table 1. Several significant trends emerged from these data. Among the female students, those from middle-class backgrounds were more likely to fall into the category of moderate parental support (19 students). According to these data, girls from middle-income families are more likely to have parents who are fairly supportive. It is worth noting that a greater number of pupils hailed from middle-class (8) rather than low or high socioeconomic status (3) homes, even when considering females with strong parental support. It seems that families with middle-class income tend to be more engaged on a regular basis, perhaps managing their educational priorities with the time and resources they have.

A distinct pattern emerged for male students. Among these students, 8 were from low-

SES families with high levels of parental support, while 10 were from low-SES families with moderate parental support. This might be an indication of low-income parents' more active engagement with their son's education, which could be motivated by cultural norms or aspirations for economic advancement. It is worth mentioning that there was an even distribution of male students with high parental support across different socioeconomic levels. This suggests that families from all income brackets are actively involved in their son's education.

Both sexes, especially those from middle-class homes, ranked moderate parental support as the most common type of assistance. Parents from all socioeconomic backgrounds are involved in their children's schooling according to their distribution. Many families in the middle- and lower-income categories were the same. Parents of higher socioeconomic status (SES) are more likely to

financially support their children's education regardless of gender, which may indicate that financial security encourages more parental engagement in their children's schooling. To adapt targeted treatments appropriately, it is crucial to understand these trends to comprehend the interaction between gender, socioeconomic level,

and parental behavior as it pertains to academic potential.

Academic Performance: Pre- and post-intervention

Pre- and post-intervention standardized examinations were used to evaluate students' progress. The main goal was to determine whether there was a statistically significant improvement after the intervention.

Descriptive Statistics:

Metric	Pre-Intervention	Post-Intervention
Mean Score	60.2	70.6
Standard Deviation	10.8	9.9
Minimum Score	38.5	50.4
Maximum Score	85.3	92.5

Standardized test results were used to compare the children's academic achievement before and after the intervention to assess the efficacy of initiatives designed to improve socioeconomic conditions and parental support. According to descriptive data, there was a noticeable beneficial effect. From 60.2 (before intervention) to 70.6 (after intervention), a remarkable improvement of more than 10 points was seen in the mean score. The intervention appeared to have significantly improved student learning results, as seen by this significant increase. There was reduced diversity in students' post-intervention scores across the sample as the standard deviation decreased from 10.8 9.9. That the intervention improved performance more consistently than merely helping a select few

suggests that it had a stabilizing and generally beneficial impact. The fact that the minimum score increased from 38.5 to 50.4 further indicates that the intervention was successful in improving the performance of students who had previously performed below average. Even pupils who were already performing at a high level benefited from the program, as the maximum score increased from 85.3 to 92.5. Across the board, students improved academic scores show that the integrated strategy of including parents and removing socioeconomic obstacles significantly boosted their performance.

Paired Sample t-Test Analysis

To determine whether the change in academic scores was statistically significant, a paired sample t-test was conducted.

Table 2: Paired t-Test Result

Test	t-statistic	p-value	Interpretation
Paired t-test	7.566	0.000000000107	Significant at $p < 0.05$ level

A paired sample t-test comparing pre- and post-intervention test scores was used to determine whether there was a statistically significant change in students' academic performance after the intervention. A t-statistic of 7.566 was found in the results, indicating that the two sets of scores were significantly different. More crucially, the p-value was determined to be 0.000000000107, which is significantly lower than the generally acknowledged significance limit of 0.05. The fact that the scores improved is proof that the intervention had a significant impact, as the p-value was very low.

This statistical significance has real-world implications for policymakers and educators, showing that efforts to increase parental involvement and tackle socioeconomic issues improve students' academic performance. The results show that the intervention worked; thus, it should be continued or expanded to other schools that use it. The results of the paired t-test provided more evidence that students' academic performance can greatly benefit from targeted assistance programs.

Performance by Parental Support Level

A subgroup study was conducted to better understand the relationship between parental

participation and academic improvement.

Table 3: Mean Score Increase by Parental Support Level

Parental Support Level	Pre-Test Mean	Post-Test Mean	Score Gain
Low	55.1	64.5	+9.4
Moderate	60.8	70.9	+10.1
High	65.4	76.7	+11.3

Table 3 provides a breakdown of student results by group according to parental support levels, shedding light on the impact of this issue. Parental participation and academic achievement were positively correlated, according to the findings. The mean pre-intervention score for students with low parental support was 55.1. Following the intervention, the score improved 9.4 points to 64.5. This improvement is noteworthy, but it pales in comparison to the other categories, where we saw larger gains.

A 10.1-point improvement in academic performance was observed in students whose parents provided modest assistance, as their scores increased from 60.8 to 70.9. On the other hand, pupils who said their parents were very supportive saw

the greatest gains. Their average score increased by an astounding 11.3 points, going from 65.4 to 76.7.

While the intervention had a positive effect on all children, independent of their parents' degree of support, the results showed that students whose parents were most involved in their education made the most progress. This means that parents who are involved and encouraged in their children's education greatly improve their children's academic performance. Research also shows that parent-child educational engagement has a substantial and quantifiable effect on performance; thus, programs that want to raise academic accomplishment should prioritize this factor.

Performance by Socio-Economic Status

Table 4: Score Improvement by Socio-Economic Status

Socio-Economic Status	Pre-Test Mean	Post-Test Mean	Score Gain
Low	54.2	63.3	+9.1
Middle	61.7	71.5	+9.8
High	66.3	77.4	+11.1

Table 4 shows a breakdown of students' academic achievement according to their socio-economic status (SES), illuminating the potential influence of family income on the efficacy of educational interventions. While significant academic benefits were observed across all socioeconomic groups, the data show that the extent of these gains differed across SES levels. With an increase of 9.1 points, students from low-income households saw their mean score on the test rise from 54.2 before the intervention to 63.3 thereafter. Students from low-income homes were able to benefit from the intervention, as this marked improvement showed. With a mean score rise of 9.8 points, from 61.7 to 71.5, students in the middle-income category had a marginally greater gain. Students from higher socioeconomic backgrounds showed the most significant academic improvement, with an 11.1-point increase from

their pre-test mean of 66.3 to their post-test mean of 77.4.

Although the intervention had a positive impact on children from all socioeconomic backgrounds, those from higher socioeconomic status (SES) backgrounds seemed to reap the greatest rewards. This is probably because these students had more resources at their disposal, more stable home circumstances, and stronger foundational academic assistance. However, even for children from low-income households, the intervention showed promise in improving educational achievements, suggesting that it could help to level the playing field. To keep children from low-income homes from falling behind and to help them keep closing the achievement gap, the results highlight the importance of ongoing and targeted support.

Conclusion

With this research, we hope to better understand the relationship between parental support and student accomplishment, as well as the role played by socioeconomic factors. According to data from a sample of 115 students in Gaya District Bihar, both of these criteria are important in determining academic success. The results demonstrated that, following the intervention, children's academic performance significantly improved. This improvement was not coincidental, as the statistical analysis demonstrated a substantial increase in the average test results. The significance of family involvement in learning was demonstrated by the fact that students whose parents played a more active role in their education generally performed better. It appears that having access to resources and a stable home environment contributes to better learning outcomes, since children from higher socio-economic backgrounds also exhibited greater development. Still, among the most interesting results was the observation that pupils from lower-income backgrounds and those who had less parental support to begin with also showed improvement. This finding suggests that there is room for substantial improvement, with even modest increases in financial assistance and parental involvement.

Taken together, these results show that pupils can benefit from focused initiatives to involve parents and alleviate financial stress, leading to improved learning outcomes. Efforts by schools, communities, and lawmakers to improve education and close achievement gaps can greatly benefit from these tactics. Going forward, other areas can enhance and modify comparable programs to help children who really need them.

Acknowledgment

I am Dr. Dhananjay Dheeraj thankful to Principal Prof. (Dr.) Satish Singh Chandra, Gaya College, for granting permission to carry out the work.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of this paper

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