

Impact of Students' Socio-Economic Status on Classroom Engagement: A Case of Elementary Schooling

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Abstract

*The present study examines the impact of students' socioeconomic status (SES) on their classroom engagement during their elementary schooling, specifically among 7th graders at public sector schools. Following the positivistic and post-positivistic approach, in the light of critical theory to address social structures of inequality as prescribed initially by the necessary theory, a mixed-method design, i.e., quantitative and qualitative, was applied for investigation and explanation of the phenomenon, related to students' SES and their classroom engagement. For the purpose, the SES and classroom engagement of 406 students were measured through two self-rating scales, parallel at five-response levels. To analyse the collected data, Spearman rank correlation and regression were applied according to the categorical nature of the variables. The analysis results ($N=406$, $r=413^{**}$, $p=.000$) explained students' variations in their SES and their classroom engagement. At the next step, the identified cases with a marginal gap in their SES and engagement level were interviewed to explore the background reasons, implications, and interpretations as to why those with low SES vary in their engagement during the classroom instruction. The findings pave the way to encourage inclusive engagement of the disadvantaged in the classroom, through rapport, encouragement, positive expectations, and appreciation during the teaching-learning process in the school, particularly to those with marginal variations, i.e., one level beyond or below the related variable, i.e., SES and classroom engagement.*

Keywords: Socioeconomic Status, Classroom Engagement, Inclusive Engagement.

Introduction

The investigation of the impact of socioeconomic status (SES) on elementary school students' classroom engagement is central to the current study. Classroom engagement, being a socio-psychological phenomenon, has serious repercussions not only for academic achievement but also the social and cognitive development of students (Pietarinen et al., 2014). Hence, the purpose of this research is to investigate the complex relationship between students' SES and their engagement in the elementary school classroom.

SES is a complex, multifaceted concept that describes an individual's or family's social and economic standing within a community. This is often quantified using a mix of factors such as home income, parents' level of educational qualifications, parental occupational position, access to academic resources, and parental involvement. These factors indicate not only a child's financial capabilities but also social capital, educational support, and access to community

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resources, all of which have a significant impact on their academic experiences and developmental results.

Classroom engagement is commonly characterized as the degree to which students are actively interested and emotionally linked in the learning process. This encompasses the attention, curiosity, interest, excitement, and tenacity that students exhibit when learning or being taught. Classroom engagement is recognized as a key predictor of academic accomplishment and long-term academic success since it reflects both students' outward behaviours as well as their internal emotional and cognitive states. According to research, higher levels of engagement are related to better academic achievements, more motivation, and reduced rates of school dropout.

In addition to these aspects, particular observable engagement factors include actively discussing ideas with coworkers, interacting with teachers and volunteers, engaging in class discussions or group activities, producing and asking insightful queries, making meaningful remarks throughout classes, and showing excitement for class activities and collaborative learning. These attitudes show not simply attentiveness, but also the social and intellectual engagement that a fully engaged student demonstrates. In the present study, classroom engagement was measured using self-reported markers that reflect students' emotional and cognitive engagement in the learning process. There is sufficient literature that demonstrates a link between socioeconomic status (SES) and academic achievement. In contrast, research on the relationship between SES and students' engagement is lacking, particularly in neutral and low-resource educational environments.

Anderson and Brookman (2015) pointed out the importance of classroom engagement, noting its influence on students' perceptions of engagement in learning experiences. Their findings indicate that students involved in classroom activities feel a sense of ownership and belonging, which contributes to better academic performance. The students are encouraged and supported by parents and teachers. They are likely to be actively engaged in the learning process, where an enabling learning environment supports students' motivation, learning, and academic achievement.

Socioeconomic status (SES) is a multifaceted concept that represents an individual's or family's access to educational, social, and economic resources. It is typically assessed in terms of three main dimensions. Classroom engagement is a multifaceted concept that includes behavioural, emotional, and cognitive aspects (Fredricks et al., 2004).

High levels of involvement are most often related to improved academic achievement, increased retention rates, and enhanced social development. Unfortunately, disparities in SES usually translate to significant disparities in the degree of involvement. Students with higher SES have more access to books, computers, and outside activities, which foster involved learning (Lareau, 2003).

The levels of socioeconomic status are explained according to a self-rating scale from 0 to 100, for which corresponding descriptions are provided within each range.

Table 1: Socioeconomic Status percentage range based on Self-Rating Scale

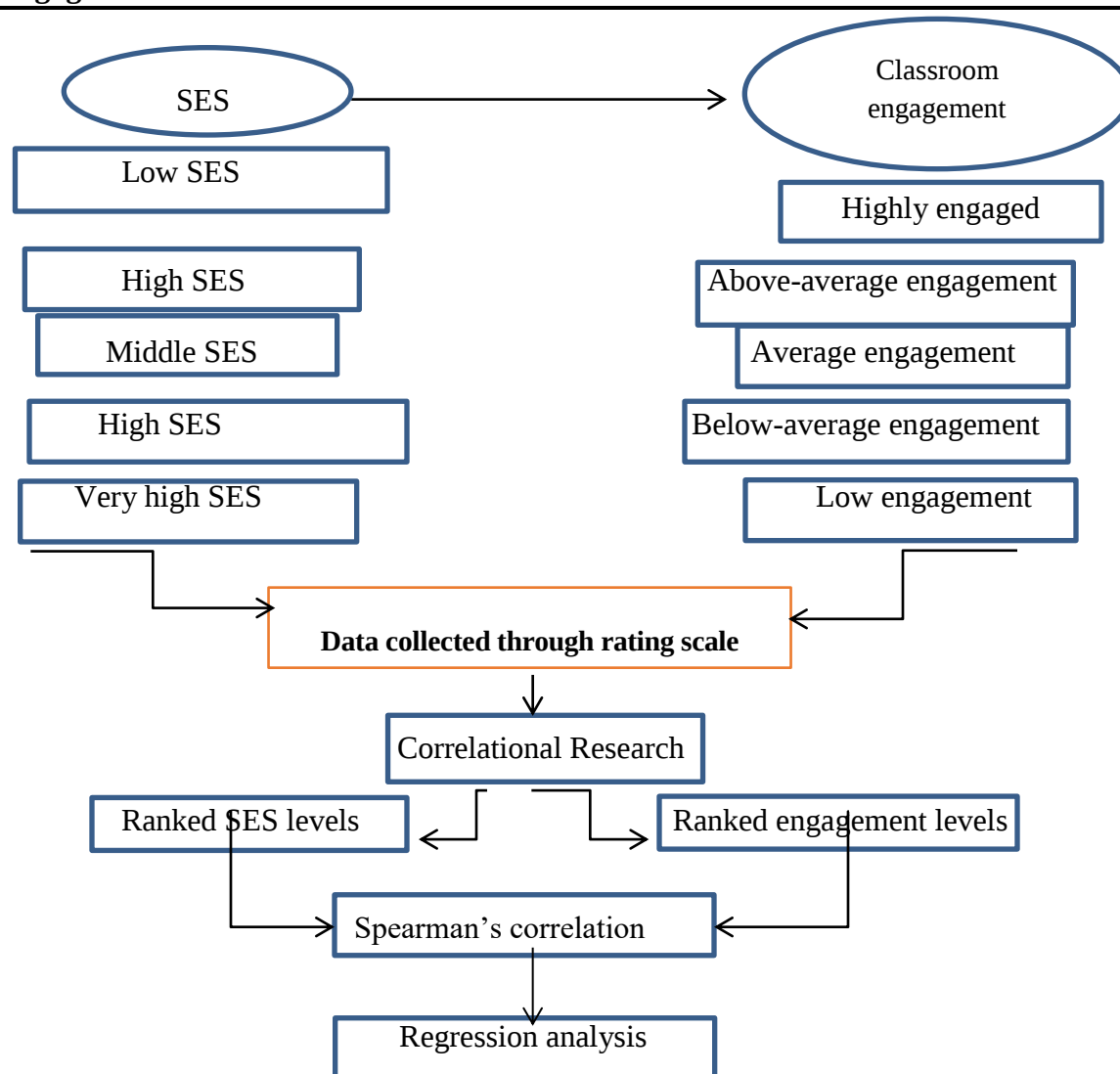
Socioeconomic Status	Percentage Range
Very High	(80-100)
High	(60-79)
Middle	(40-59)
Low	(20-39)
Very Low	(0-19)

The classroom engagement levels are described and are based on a self-rating scale ranging from 0 to 100, with corresponding descriptions for each range.

Table 2: Classroom Engagement Percentage Ranges based on Self-Rating Scale

Engagement Level	Percentage Range
Highly engaged	(80-100%)
Above-average Engagement	(60-79%)
Average Engagement	(40-59%)
Below-average engagement	(20-39%)
Low engagement	(0-19%)

Following is the conceptual framework that establishes linkage between and among the various factor related to the predict, i.e., SES and criterion i.e., students engagement, from which research questions were inferred to be addressed by the current study.

Figure 1: Conceptual framework of the related variables, i.e., SES and their Classroom Engagement levels

Literature Review

Brophy (2006) identified some of the historical developments of research in classroom management and their relevance in reducing inequalities in student engagement. While Brophy

offers a basic framework on SES and participation, his research is more theoretical than empirical, primarily relying on generalizations rather than direct facts. Furthermore, despite recognizing socioeconomic inequalities, he focuses on individual student motivation rather than systematic inequalities (such as school funding gaps or instructor biases) that may have an impact on inclusion.

The literature repeatedly reveals a robust relationship between socioeconomic level and class engagement. Students from better socioeconomic backgrounds are more engaging, as seen by increased vocal answers, completion of coursework, and participation in group activities. Sirin (2005), Crosnoe and Cooper (2010) discovered in several empirical studies supporting this relationship that socioeconomic differences are reflected not just in schooling but also in interactions between students in a classroom context.

Ingersoll and Strong's (2011) review emphasized the multifaceted significance of academic talents, such as cognitive capacities, learning styles, and problem-solving abilities. Understanding how such qualities mitigate the effect of socioeconomic position on participation is crucial for creating targeted therapies. Moreover, class variations in parents' socialization, their access to schools, also have inevitable repercussions for the students' learning, motivation, and goal setting, etc.

It significantly affects students' academic performance. Parents who do well at work help their children succeed academically. In the opinion of Duncan and Magnuson (2012), the influence of socioeconomic position on children's cognition demonstrated the necessity to go beyond correlation when determining reasons. Epstein (2011) emphasizes school, family, and community connections as a means of improving student outcomes. Collaborations between schools, families, and communities aim to increase student participation with assistance. Fan and Chen (2001) performed a meta-analysis of parental participation and academic success, which found favourable associations across demographic categories.

In Pakistan, SES has a significant influence on rural and urban dynamics, cultural trends, and institutional disparities. According to the Pakistan Bureau of Statistics (2021), around 63% of the population lives in rural regions, where the poverty rate is significantly greater than in cities. Against the backdrop of the rural-urban difference, educational exposure, health services, and employment are all impacted and contribute to the SES imbalance.

Schools are even deprived of fundamental necessities such as furniture, trained teachers, and adequate facilities. According to the annual Status of Education Report ASER (2022), rural kids are less likely to finish elementary education than their urban counterparts. Gender disparity in education is more prominent in rural regions, where cultural norms and economic hurdles frequently prevent females from attending school.

Finn and Zimmer (2012) found that engaged students do better academically due to regular participation and mental mobilization. Like critical thinking, problem solving, and communications skills, along with, according to Fredericks et al. (2004, emotional participation. Additionally, a sense of belonging lowers school dropout rates and fosters resilience in adverse situations. Sharing new ideas or amplifying concepts enhances the overall learning process (Reeve, 2012).

Fredricks et al. (2004) provide a sound theoretical framework for explaining to the reader how understanding and promoting participation impact educational results. Socioeconomic status influences engagement; the findings indicate that socioeconomic status dictates students' level of involvement. Access to Supplies: According to Crosnoe and Cooper (2010), family dynamics and the school environment are critical factors in facilitating inclusion among economically disadvantaged students.

Parental participation also has implications to promote studentship, but the families from low SES face challenges like lack of time and expertise, limiting their capacity to adequately support their children's education (Deslands & Bertrand, 2005). According to Brophy (2006), instructors' judgments of their students' talents, which are typically based on socioeconomic class, might influence inclusion. Students from low-income families may confront prejudices that impede their academic progress.

To address the influence of SES on engagement, numerous strategies have been offered to mitigate the negative impacts of low socioeconomic status on classroom participation. Epstein (2011) recommends a collaborative approach to enhancing parental involvement and support. Florian and Black Hawks (2011) emphasize the need for comprehensive teaching practices that address the needs of a varied student group. Targeted interventions: Programs that provide additional resources and counselling boost engagement among low-income students, hence reducing inequality.

Engagement is linked to students' feelings of support, security, and significance placed on their academic achievements. Adolescents from poor socioeconomic circumstances, on the other hand, may feel lonely or worried due to financial uncertainty, a lack of parental involvement, and low expectations of success from home or peers (Mistry et al., 2009).

Parental involvement is globally recognized as an essential factor influencing student engagement. In low SES contexts such as rural Pakistan, parents' ability to support is often limited by socioeconomic challenges. Khan and Akhtar (2020) highlighted that parents who came from low SES backgrounds, especially in rural areas, face barriers such as illiteracy, financial instability, lack of awareness of educational practices, lack of money, and resources. These limitations result in minimal engagement with their children's academic lives, providing students with the support they need for active participation in the classroom.

In Pakistan, the difficulty of parental participation is exacerbated by cultural and structural variables such as high family sizes and conventional gender roles that frequently impose disproportionate educational duties on mothers (Rehman et al., 2019). Addressing these socio-cultural variables is critical to increasing parental participation in low-income households. Resource disparity is one of the visible indicators of inequality in education. Students with affluent backgrounds have access to multiple options that improve their participation, such as private tuition, better schooling, and technology. Ahmed et al. (2018) discovered that such materials significantly increase active involvement by allowing students to finish assignments and engage in enrichment activities more successfully.

In Pakistan, Shah and Anwar (2022) discovered that such prejudices are common in public institutions, where teachers frequently see low SES pupils as less capable or motivated. These impressions determine not just how teachers interact with students, but also their self-esteem and willingness to participate in classroom activities. Low expectations can create a vicious cycle of disengagement, exacerbating the socioeconomic divide in educational results.

According to Shah and Anwar (2022), teachers should be instructed on how to minimize stereotypes, including prejudices against people with low incomes. A classroom environment will be developed via differentiated education and culturally responsible teaching to ensure that all students feel respected and supported. Training programs should provide instructors with ways to engage students emotionally and cognitively, therefore addressing all aspects of classroom engagement.

Government schools are the sole choice for low-income families because private schools are prohibitively expensive. However, public schools have limited finances, poor facilities, and insufficient instructional resources (Aslam & Kingdon, 2011). These variables contribute to poorer

enrolment and retention rates among students with low socioeconomic status. According to UNESCO (2020), around 23 million children in Pakistan are out of school, with the majority coming from low-income homes. Financial troubles lead many youngsters to quit school early or drop out entirely.

Gender disparity is another aspect of socioeconomic inequality. Girls from low-income families are frequently denied an education owing to cultural restrictions, safety hazards, and financial constraints (Chaudhry & Rahman, 2009). This is especially true in rural regions, where patriarchal beliefs are dominant. Teachers in these schools are frequently inexperienced or underqualified, resulting in low-quality instruction (Khan, 2017). Low SES student academic performance reflects the cumulative effect of these discrepancies. According to Rehman and Khan (2015), low SES pupils consistently lag behind their high SES classmates, continuing a cycle of poverty and hardship.

Fredericks, Blumenfeld, and Paris (2004) clarify that a complete definition of engagement should include all three components, since all of them improve the overall experience and quality results for students in an academic setting. Projects like The Citizen Foundation in Pakistan have ensured that quality education reached the doorsteps of vulnerable communities to provide Textbooks, uniforms, and stationery, which in turn saw higher participation rates and better scores (Ahmed & Rafi, 2020).

Little studies have explored how socioeconomic status affects class engagement in urban and rural Pakistan. Rural areas and poorer communities experience unique challenges because of limited poverty and fewer educational materials. For instance, Khan and Akhtar (2020) explained that rural families are often hindered by barriers like illiteracy, lack of transport, and limited access to good schools, all of which seem to have a bearing on student engagement.

Research Methodology

The current research is a mixed-methods approach, combining quantitative and qualitative methods. The research design is explanatory, whereas a quantitative method was followed to collect and analyse numerical data obtained through applying rating scales, while qualitative methods involved gathering students' personal views, background reasons for their variations in engaging themselves, aiming to gain deeper insights and perceptions based on their experiences. The variables of the study were categorical, i.e., SES levels and classroom engagement levels, to be analysed based on their frequency distributions and percentages through descriptive statistics. Spearman's correlation analysis was conducted to explore the association between SES and engagement levels, and regression analysis was applied to determine the impact of the predictor on the criterion variable, i.e., of the SES on students' classroom engagement.

For measuring students' SES as well as their classroom engagement, rating scales were developed through which they themselves rated themselves on the given rating scales. Both scales have five levels of responses to synchronize for correlation purposes.

In the second phase of the study, interviews were conducted to explore the experiences and perspectives related to the implications of students having marginal variations in the SES and engagement levels, i.e., vice versa, on the predictor and criterion variables.

For this population of the study, the students of 7th grade studying in public sector schools of the district of Gujrat, Pakistan. The sample of 406 students was included in the survey, which is a sufficient number for descriptive /survey studies.

The collected data on both variables were correlated in terms of each case's SES level as well as related engagement level. Their mean scores were also grouped to determine mean score brackets for determining SES and engagement levels.

Results of the Data Analysis

Following are two barographs presented parallelly to compare the levels through descriptive statistics, of students' SES levels and their levels of classroom engagement.

Figure 2(a) : Students' Socio-Economic Status Levels

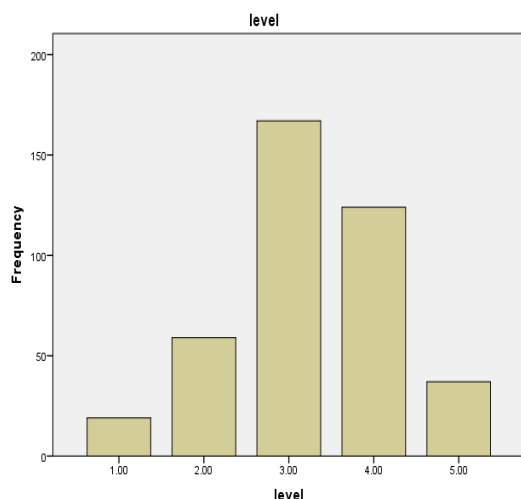
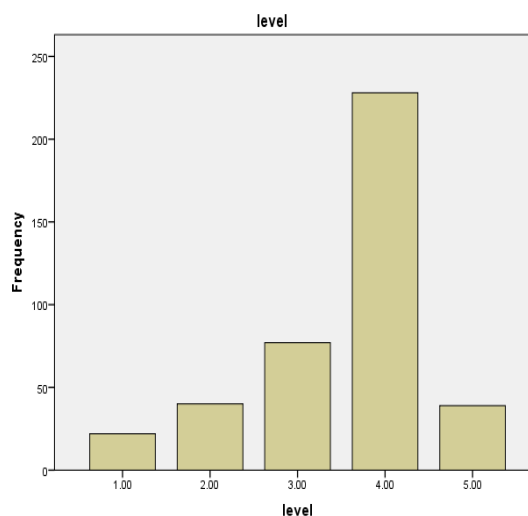


Figure 2(b): Classroom Engagement Levels



According to the figure 2 (a), 406 students' SES levels as assessed in the study which reflect that the majority of them as compared to other two higher and two lower levels, 41.1% of them are at level 3 in the middle bracket, while 30.5% are at level 4. These two groups make for 71.6% of the total students' population, demonstrating that the majority of the students come from relatively the upper segment of the lower middle class. Whereas, less than 5% of the participants are at level 1, 14.5% are at level 2, means one-fifth of the students belong to further the lower level of the lower middle-income families.

The other related categorical variable is students' classroom engagement, whereas the given graph represents that more than half i.e., 56 % are engaged in the class at level 4 and 5 i.e. poorly engaged. Whereas 19%, 9.9% and 5.4% at level 3, 2, and 1, but negligible in numbers who participate better in the learning process. Conclusively 10% students class engagement is desirable as quality classroom interaction. The aggregate percentage reveals that 90.4% of students exhibit least active participation in the teaching learning process.

The prime question of the study that was answered through data analysis, is as whether the students' variations in their levels of socio-economic status, explain variations in their level of classroom engagement during classroom teaching learning processes?

To address the stated question, Spearman Rank Correlation was applied on the two data sets, to investigate the relationship, As predictor the students' SES (having identified further five levels within the given data set) and similarly their classroom engagement. The rationale of the given statistical application is because the both data sets on SES and engagement level are ordinal, meaning that the numbers are ordered but the gap between the points of data sets is not equal.

The study has been helpful in determining that the students' two sets of data vary consistently and fluctuate in the same direction, i.e., variations in the SES contributes differently or not, to the respondents' engagement in classroom activities.

Table 3: Relationship between students' Socioeconomic Status and their Classroom Engagement

			Level	Level
Spearman's rho	SES Level	Correlation Coefficient	1.000	.413**
		Sig. (2-tailed)	.	.000
		N	406	406
	Engagement level	Correlation Coefficient	.413**	1.000
		Sig. (2-tailed)	.000	.
		N	406	406

Note: **. Correlation is significant at the 0.01 level (2-tailed).

The results of analysis as shown in table 3, indicate Spearman's Correlation is found as moderate but positive correlation ($\rho = 0.413$, $p = 0.000$) in socioeconomic status (SES) and classroom engagement levels among the students of 7th grade studying in Public sector schools of the District Gujrat.

Significance (Sig. 2-tailed): The p-value is 0.000, or less than 0.01. This implies that the association is statistically significant at the 0.01 level, implying that this finding is highly unlikely to have occurred randomly but there is consistency in the data sets where increase in SES, there is enhanced level of engagement, hence positive relationship exists.

The sample size (N) is 406, which is sufficient for inferring from the statistical analysis, assuring that the results are trustworthy to safely claim the that variations explained by the predictor in criterion are applicable to generalize the results on the students of public sector having commonly lower income middle class population. Now having large size of the sample, the model summary is presented in the following.

Table 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.49	.24	.24	.98

In the model summary (Table 4), the regression analysis was used to investigate the relationship between the socioeconomic status of students (SES) and classroom participation. The major values in the table provide significant insights, including R (0.49), which represents 49% variance is accounted for in the levels of classroom engagement and the same worth (49%) of SES as unit of the engagement level. The results indicate a modest significant relationship between SES and engagement, indicating that as students' SES rises, so does their classroom engagement. The R-Square (0.24) identifying, commonly known as the coefficient of determination, shows that students' socioeconomic status accounts for approximately 24% of the variation in classroom engagement.

Having lowest standard errors of estimation (0.98) shows the average variation in the measured engagement levels, which indicates a more reliable prediction from the SES levels to the engagement levels.

Table 5: Significance Level in Regression Analysis : ANNOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	125.593	1	125.593	130.376	.000 ^b
	Residual	389.178	404	.963		
	Total	514.771	405			
				126.456		

a. Predictors: (Constant), SES Levels

b. Dependent Variable: Engagement Levels

Table 5 results reveal that the regression model, where the final column is more important to be considered i.e., significance level that is .000, stronger than .001 between the predictor (IV) and the criterion a dependent variable, i.e., SES and classroom engagement are correlated statistically significant. The regression sum of squares (125.593) indicates the proportion of variance in classroom engagement that can be explained by SES, but the residual sum of squares (389.178) accounts for the unexplained variation. The entire sum of squares (514.771) represents the whole range of participation levels.

The degrees of freedom (DF = 1 for regression and DF = 404 for residue) show that just one predictor, SES, was used in the model. Average square values (125.593 for regression and 0.963 for residue) represent each component's variance. The F-statistic (130.376) is rather high, indicating that the model is effective at describing the level of engagement. Most significantly, the p-value (0.000) is very significant, showing that the observed link between SES and classroom participation is not due to chance.

Table 6: The Beta Coefficient in Regression Analysis: Coefficients ^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.956	.166		11.771	.000
	SES Levels	.586	.051	.494	11.418	.000

Note: a. Dependent Variable: Engagement Level

The consistent result (B = 1.956, p = 0.000) indicates that even at the lowest SES level, kids maintain a starting point level of engagement. The unstandardized coefficient for SES (B = 0.586, p = 0.000) shows that for every one-unit increase in socioeconomic status, classroom engagement rises by 0.494 units. This demonstrates a positive association, showing that students from higher social and economic backgrounds are more interested in classroom activities than those from lower SES backgrounds.

Data Analysis

The given analysis concentrates on the individual students having marginal gaps on the two related variables, i.e., considerable and critical differences among particular cases in their SES and engagement levels. Such identified cases were those students, having one step beyond, above, or

below their engagement level, from their SES level, e.g., a student's level 4 of his engagement level, has 2 SES levels, i.e., one step below. Such marginal variations are very critical for teaching and learning, like a subtle job. Shortly speaking, level 1 SES and engagement level 3, the 2 SES level and participation level 4, etc.

From the identified individual students' data gathered through interviews to explore the participants' perspectives and prospects behind the SES and engagement disparities. Accordingly, 14 cases were analysed in-depth for background implications with their effects, the causes of the effect, and the consequences of the effect. This data revealed a range of themes that are categorized as follows: access to resources regarding lack or sufficiency, home environment to be conducive or otherwise, motivation and support from the parents, familial members, or teachers, and students. Moreover, teacher-student relationships and specific barriers to classroom engagement, along with peer influence on the social psychological aspects of their personalities.

Discussion

The purpose of this study was to investigate the association between students' socioeconomic status (SES) and level of classroom engagement in a seventh-grade classroom. It included quantitative data analysis utilizing descriptive statistics, Spearman's Correlation, and regression, as well as qualitative insights gained from student interviews. In this section, I discuss the consequences of the findings.

The first research question was to determine what percentage of 7th-grade students fell into each of the five tiers of their SES at elementary school. The data obtained revealed that pupils were distributed across the five SES levels, where results revealed that the majority of the students would be classified as Level 3 or Level 4 socioeconomically. The most significant percentage falls under Level 3. The distribution is more or less balanced, with fewer students at either end of the socioeconomic spectrum at Levels 1 or 5. This information is primarily concentrated in the middle to upper-middle SES groups.

The second study question sought to determine the extent to which seventh-grade students participate in the teaching-learning process within the classroom. The results reveal that more than half of the students are in the medium to high engagement category. Highly engaged, the proportion of students placed in this level was 9.6%, which shows that a medium proportion of students showed high engagement levels.

The results suggest that when students' socioeconomic position increases, so does their degree of classroom engagement. According to Epstein (2001), research on parental participation, adolescents with interested parents (usually those from families with higher socioeconomic status) perform better academically and participate more. This validates your findings that children from higher socioeconomic backgrounds are more likely to participate in class.

The p-value (0.000) is highly significant ($p < 0.01$), showing that the association is not random. However, the correlation is not perfect, meaning that while socioeconomic status is an important factor in predicting classroom engagement, other variables (such as teacher support, motivation, learning environment, and individual effort) may also play a role. Regression analysis was conducted to see how socioeconomic status (SES) affects student participation in the classroom. The results provide insight into the relationship between these two criteria and what it implies for academic achievement.

The R-squared value (0.180) indicates that SES explains 18% of the variation in classroom engagement; accordingly, school environment, peer relationships, and instructor expectations might be the additional factors to strengthen the link between learners' SES background, context,

etc., to have an impact on the students' learning. And inclusion. Similarly, Bui and Fagan 2013) reflected on the results of the study that kids with higher SES are more likely to have access to resources.

ANOVA findings with a high F-ratio support the strength of the relationship between SES and engagement. Similarly, the p-value (0.000) indicates that the likelihood of this association being attributable to random chance.

These findings show that, while SES plays a significant role in student involvement, it is not the primary driver. Because this model only explains 18% of the variation in engagement, other factors such as teacher-student contact, classroom atmosphere, personal drive, and family support should be included. It emphasizes the necessity of effective interventions to promote classroom engagement, such as greater resources, guidance, and educational support programs, particularly for children from low-income families.

Conclusion

The current study investigated the association between student socioeconomic status and classroom involvement utilizing a quantitative and qualitative mixed-methods approach to gain a more thorough understanding.

The data revealed a moderate positive association between SES and classroom engagement, implying that socioeconomic determinants have a significant impact on student participation and engagement in academic tasks. Even among the same SES groups, participation varied, showing a need for individualized care. The overall SES-engagement relationship emphasizes more profound socioeconomic inequities that influence students' educational experiences.

A large number of students showed above-average to high levels of classroom engagement. However, students from lower socioeconomic backgrounds frequently demonstrated lower levels of engagement than their higher socioeconomic peers, emphasizing the importance of targeted interventions.

SES raise is associated with greater engagement in teaching learning activities in the classroom, with other factors like students' engagement along with their SES, are linked with their personal motivation, classroom and school social climate, and teachers' support for encouraging and enhancing students' morale, etc.

The regression analysis found a statistically significant positive link between socioeconomic status (SES) and classroom engagement, indicating that students from higher SES backgrounds are more engaged in class. The model explained 18% of the variation in levels of participation, suggesting that, while SES is important, other factors such as teacher support, classroom atmosphere, motivation, and family circumstances all have an impact on student engagement.

The regression coefficient supports 18%, supporting the belief that students with improved economic and academic assistance at home engaged more in class, whereas 82% disparity is to be attributed to the qualitative factors, as explored particularly through focus group discussions, which have a more collegial and friendly environment in the classroom.

Study supports inclusive teaching-learning, specifically to be equitable for the low achievers as compared to the prevailing trends to be more engaging for the higher achievers in schools, at the cost of ignoring the disadvantaged students. Furthermore, education officials should consider developing financial aid programs, tutoring services, and student engagement initiatives to help low-income students.

Parallely, the results develop critical understanding that remedial measures are needed as an equity approach to give extra attention, support, time, and better resources to the disadvantaged

ones for their enhanced engagement through an appropriate teacher-student ratio, which, of course, turns into satisfaction and quality learning. Students from lower SES origins identified challenges such as a lack of access to home tuition and learning materials, like digital resources.

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