



## Investigating the Influence of Socio-Economic Factors on ESL Academic Achievement at the Higher Secondary School Level in Rahim Yar Khan

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ARTICLE INFO		ABSTRACT
<b>Article History:</b>		<i>The study focused on how teachers' attitudes affect students' speaking proficiency and the difficulties ESL learners in Pakistan face, particularly at the university level. It involved 250–300 BS-level Rahim Yar Khan Students who were chosen at random. A structured questionnaire and a speaking proficiency test were used to collect the data. Through the use of SPSS and Pearson correlation, the research established a positive correlation between positive teacher attitudes and students' speaking skills. Positive behaviors boosted learners' confidence and fluency, but negative attitudes slowed development. The important findings of this study suggest that providing a motivating and positive classroom context enabled acquisition of speaking skills, and recommended ongoing teacher development regarding motivation in a communicative pedagogy.</i>
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### Introduction

This study looks at how socioeconomic factors affect ESL students' academic performance in higher secondary schools of Rahim Yar Khan District in Pakistan. The subject of English holds essential value for Pakistani students because it serves as a mandatory requirement for academic and professional and social purposes. Students face multiple barriers which prevent them from achieving language proficiency in English. The purpose of the study is to ascertain how ESL

students' test scores are affected by socioeconomic disparities. Rahim Yar Khan has a variety of educational resources, economic conditions, and community support. The different conditions create an unfair learning environment which affects students learning English most significantly.

Quality instruction and homes that are supportive these limitations result in low academic achievement and truncate their future possibilities. Based on the researches, several major socioeconomic variables affect ESL acquisition. The income of the family, the educational attainment of the parents, access to educational resources, and the role that play (UNESCO, 2016; Farooq et al., 2011). The ESL students in the region face difficulties such as inadequate grammar, a limited vocabulary, and poor comprehension. All these challenges are added to by linguistic interference from local languages such as Saraiki and Punjabi (Mahmoud & Sheikh, 2014).

Verb tenses, sentence construction, and idiomatic incorrect usage errors are typical semantic and syntactic mistakes (Richards & Schmidt, 2010). In addition, the research Emphasizes the absence of exposure to real English-speaking contexts as a significant obstacle Crystal (2003a) Learners usually do not receive access to English-language media, computer resources, or private lessons as a consequence of their economic constraints (Arshad et al., 2024).

Therefore, the vocabulary is limited in various vital ways. Also, the majority of ESL teachers do not have special training and cannot implement new approaches (Shamim & Rashid, 2019). The students' learning problems increases as a result of teachers having no opportunity for professional development (Fullan, 2007).

Resource constraints are an important factor as well as linguistic and instructional barriers (Murtaza et al., 2025). A lack of internet access in Rahim Yar Khan schools, outdated textbooks, and improperly trained staff (Government of Pakistan, 2020) has resulted in many low-income families not being able to afford required and extra educational material and/or private tuition which will ultimately increase the gap of performance between them and their peers (Jamil, 2009; Zafar et al., 2023).

The rationale behind the study is to address these inequities by identifying the socioeconomic variables that most significantly affect ESL learners' test performance (Bourdieu, 1986). The research is based on the obvious hypothesis that students with better home educational support and access to resources can expect to do well on ESL exams (Coleman, 1988; Naz & Zafar, 2023 ); students with less economic advantage are expected to do poorer. The study uses have a mixed-method research design, based on a qualitative and quantitative approach (Creswell, 2014). The data to be collected include surveys, interviews, and comprehension tests. The study will employ a stratified random sample of ~200 students from different colleges in Rahim Yar Khan. Moreover, the design has three phases: at the first phase information was collected via questionnaire; at the second phase stakeholders were contacted through interviews; and at the third phase, I devised an evaluation post-focused on the performance measures. The impact of this research more broadly contributes to the academic conversation about educational equity (Gay, 2010). It demonstrates the need for partnerships that support disenfranchised students pay through systems of policies that consider intervention efforts through tutoring after school, mentoring, staff development, resourcing approaches (Sadaf et al., 2024; Soomro et al., 2025). It also highlights the need for contextually appropriate pedagogical practices aligned with the language and socioeconomic contexts of the learners (Rao et al., 2023). Overall, the goal of this study is to determine and learn the reasons why Rahim Yar Khan has poor ESL performance. It aims to give educators, policymakers, and stakeholder's practical suggestions. It is not merely a matter of breaking down

these socio-economic barriers to enable students to enhance their English skills, but rather also pursue fair and inclusive learning opportunities for everyone in the region (UNESCO, 2016).

### **Objective**

- To investigate the relationship between ESL students' academic performance on higher secondary school tests and their socioeconomic status (SES).

### **Research question**

1. What is the connection between financial status (SES) and ESL students' test results at the higher optional school level in Rahim Yar Khan?

### **Literature Review**

#### **Historical and Cultural Background of the English Language**

The evolution of English spans more than 1,500 years and is heavily connected to the political, social, and cultural changes that the various English speaking cultures have experienced (Crystal, 2003). The vocabulary and structure of English has been influenced by the Norman Conquest, the Viking conquest, and Roman Christianization (Baugh & Cable, 2013). Through interaction with Latin, French, Scandinavian, and other languages over time, English evolved into a dynamic and adaptable method of global communication (Jenkins, 2009). English adapted new local pronunciations as it spread throughout the world as the British Empire grew and the European powers expanded to new worlds (Graddol, 2006). These developments made English not just a national but a world language in the real sense, one that was marked by continuous growth, expansion, and alteration by outside influences (McCrum et al., 2002).

#### **Socio-economic Determinants of ESL Acquisition**

Socioeconomic statuses influence the English second language acquisition among students. Education among students is greatly influenced by socioeconomic statuses such as the level of income from families, parents' education, resources, and neighborhood condition. Those from richer backgrounds have greater access to quality learning institutions, language resources, and private tuitions, advancing their academic career (UNESCO, 2016). Conversely, individuals from poor backgrounds often face difficulties with limited access to resources and parental engagement, leading to English learning deficits. Education of parents is also an important factor—better-educated parents will be more supportive of children's education and provide a language rich home environment (Arshad et al., 2025). In less privileged environments, children might not receive encouragement and find it difficult to gain motivation or receive assistance with their studies (Shafqat et al., 2024).

Attitudes and actions toward learning are shaped by community environments (Bronfen Brenner, 1979). Students face additional psychological obstacles that hinder their ability to concentrate on academics in neighborhoods that are characterized by instability, violence, or economic stress (Evans, 2004). Performance is also affected by positive and negative peer influence (Wentzel, 1998). It has been argued that peer pressure, or exclusion, often restricts engagement in academic tasks, whereas the presence of empowering peers allows for self-confidence and increased motivation for learning, especially for ESL learners (Ryan, 2001). In addition, gender adds another layer, particularly in more traditional societies where girls may not only have less access to language learning, but also overcome barriers to educational development (Aslam & Kingdom, 2008; UNESCO, 2015).

## **ESL Education in Pakistan**

English is usually employed as a medium of instruction in Pakistan, particularly in urban and high-income schools. Rural groups such as Rahim Yar Khan are much behind, however, because of inadequate infrastructure, untrained staff, and outdated methods of instruction (Cheema et al., 2023; Maitlo et al., 2024). As per Mahboob (2005), they are forced to learn in under-resourced public schools where English is taught by means of few textbooks and little exposure to spoken English. Students in urban or private schools, on the other hand, have access to state-of-the-art facilities, highly trained staff, and communicative language input (Andrabi et al., 2007; Shakir et al., 2011; UNESCO, 2016). As per Jalbani et al. (2023), the consequence is that rural ESL learners are not merely behind in English, but other English-taught subjects too. As per the Government of Pakistan, 2009, national education policies have acknowledged the significance of English, but implementation is weak, particularly in economically backward regions. Resource deployment continues to be thin, and in the absence of focused intervention, the rural-urban gap further increases (Anjum & Zafar, 2022; Fatima et al., 2024). ESL learners' families' failure to pay for tutoring, educational hardware, or English-language media further keeps them behind (Saleem et al., 2024). This results in perpetually inferior learning and limited opportunities for the future (Khan, 2012).

## **Parental Support and Educational Attainment**

ESL students' language development and academic success are strongly influenced by parental involvement (Eccles & Harold, 1996; Fan & Chen, 2001). According to Hoover-Dempsey & Sandler (1997), parents with a higher level of education are more likely to recognize the significance of English and frequently create a supportive home environment full of books, conversations, and academic expectations. Children benefit from structured study habits, homework assistance, and encouragement of successful outcomes (Hill & Tyson, 2009; Saheen et al., 2025). Parents with low levels of education may not be aware of academic requirements or may not have the confidence to help them, particularly in a second language such as English (Ahmad et al., 2023).

Even when families lack the financial capacity, with an educated parent, parents often find creative ways to support their child's learning using an array of free online tools or encouraging a study habit (Bakker & Dinesen, 2007). However, the disadvantages that children have within the context of families with low levels of income and low levels of parental education are exacerbated (Jayne's, 2005). These students struggle to keep up in language-based subjects without assistance, encouragement, or exposure to English, and their exam performance and overall academic performance suffer as a result (Rahman et al., 2014; Ahmad et al., 2024).

## **Economic Barriers to Academic Performance**

Sirin (2005) and Jamil (2009) declare that there is a strong connection between income and academic performance; this is especially true in language learning. Some children come from affluent families and have private tutors, attentive school systems, and language-rich environments (Coleman, 1988; Rahman et al., 2014). The result is improved scores in regard to English comprehension and expression scores (UNESCO, Page 7 of 23). Evan (2004), states that poor families do not have any of the most basic educational systems to take advantage of, and that these families often do not have the privacy or space, in their homes, to study and learn without distractions. Mental well-being suffers as well due to the financial constraints of being a poor family, creating worry, negative self-image, and a distraction from studies (Bradley & Corwyn,

2002). Regardless, the lack of an income will mean that poor students cannot do any extra education, such as attending coaching centers, engaging in English clubs, or any other extra-curricular activities that improve fluency (Farooq et al., 2011). Wealthy students can take advantage of these facilities. Individualized education policies that are free of charge, or provide community tutoring projects, and free online resources to provide designated language support, need to reconcile income related inequalities, in order to bridge the gap (Darling-Hammond, 2010; Graddol, 2006).

### **The Role of School Resources and Teaching Quality**

ESL students' achievement greatly relies on a school's facilities and quality of teachers (UNESCO, 2016; Farooq et al., 2011). Education can be easily performed in a schools with libraries, language laboratories, computer laboratories and trained teachers (Coleman, 2010). Shamim (2008) and Rahman et al. (2014) comment on how many schools in Rahim Yar Khan and equivalent rural areas are not equipped with basic classrooms, learning resources, and ESL trained teachers. These deficits leave students with few opportunities to exercise practice that develops language skills. This has resulted in students achieving poor exam grades and reduced confidence in an educational context (Jamil, 2009).

Equally, it is critical to train teachers (Darling-Hammond, 2000). Successful teaching also relies on methods and techniques that engage learners in actives of communication and interaction, typically involving communicative language teaching and content-based instruction (Richards & Rodgers, 2014). School teachers, particularly in rural Pakistan, have relied on outdated, grammar-based traditional methods which do not facilitate them using language in an authentic way, as many have not been affordably trained to do so (Mahboob, 2005). Students are far more likely to develop English skills in a school with after-school programs, language clubs or peer tutoring; this is not common for a school to have insufficient funds leaving most ESL students without any assistance (Rahman, 2002; Government of Pakistan, 2009).

### **Cultural and Social Factors in ESL Achievement**

The purpose of the study was to comprehend how teachers' attitudes affect students' speaking abilities and the difficulties faced by ESL learners in Pakistan, particularly at the university level. It was made up of 250–300 Rahim Yar Khan Students selected at random. A planned questionnaire and a speaking proficiency test were administered to gather the data. By applying SPSS and Pearson correlation, the study proved that positive teacher attitudes were positively correlated with students' speaking abilities. Students' confidence and fluency were improved by positive attitudes, but their development was hampered by negative attitudes. The study came to the conclusion that teachers should be trained in motivational and communicative pedagogy strategies in a positive classroom setting. Quantitative research, language acquisition, English as a Second Language (ESL), teacher attitudes, speaking proficiency

### **Teacher Impact and Instructional Strategies**

Teachers have a significant impact on the academic achievement of ESL students (Darling Hammond, 2000; Richards & Rodgers, 2014). Students' confidence, participation, and performance on assessments can be influenced by their teaching methods, beliefs about language learning, and prescribed expectations (Gay, 2010). Brown (2007) asserts that effective ESL practitioners employ methods that are focused on the needs of the student, engage students through interactive means, and create safe classroom environments where students can make mistakes, improve their procedures, and increasingly acquire competence through practice. Conversely,

teachers who do not successfully meet their students' needs and have low expectations may contribute to achievement through the underachievement of their students (Cummins, 2000). Factors such as inadequate training in second language education, the burden of large classes, and lack of resources have been documented by Shamim (2008) and Rahman (2002) as challenges experienced by many teachers in rural contexts. Teachers must engage in lifelong professional development to acquire the necessary skill level to address issues such as those identified above (Fullan, 2007). Classroom efficiency can increase with effective programming targeting task-based instruction, cultural responsiveness, and communicative approaches (Ellis, 2003; Freeman & Freeman, 2001). ESL students from impoverished or marginalized backgrounds, particularly, have performed better in schools with a strong student culture and a collaborative approach from the educators (Hattie, 2009; Lucas & Villegas, 2002).

## **Methodology**

A Quantitative-method approach was used to systematically investigate the impact of socioeconomic factors on the test performance of ESL students in Rahim Yar Khan's higher secondary schools. To provide a comprehensive understanding of the issue, the methodology combined quantitative and qualitative methods. Utilizing, quantitative data were gathered. Structured questionnaires and educational records to examine the connection between student test scores and factors like family income, parents' education, and exposure to learning materials.

Qualitative data were gathered using interviews and focus group discussions with Students, teachers, and parents to obtain a deeper understanding of their experiences and issues.

Participants drawn from diverse socioeconomic classes constituted the target population to ensure that inclusion was both rural and urban. Ethical concerns like informed consent and confidentiality were addressed in the development of all data collection instruments. The research combined both quantitative and qualitative data to provide a comprehensive picture and sought to produce actionable recommendations for enhancing ESL education in the region.

## **Research Design**

The quantitative-method design of the study interfaced personal stories with statistical analysis in order to examine the impact of socioeconomic background on English performance among students. Statistical data was collected using a stratified random sample from both public and private schools. The survey looked into areas of parental income, level of education, profession, access to private tuition, resources, and infrastructure of school. The performance in the English exam of the students was measured using their records. Semi-structured interviews and focus groups with chosen teachers and students were employed for the qualitative component. These sessions were designed to bring to the surface personal experience and perceived problems that aren't necessarily apparent from quantitative data. Quantitative data were statistically analyzed using correlation and multiple regression analyses, while qualitative data were analyzed through thematic analysis. Ethical procedures were strictly observed throughout the process. The intention of the combined results was to give stakeholders and educational policymakers information about how to deal with socioeconomic differences affecting ESL performance.

## **Integration of Quantitative Data**

Quantitative data were collected and processed, but in the process of interpretation, they were aggregated. Quantitative findings, obtained from questionnaires and academic marks, assisted in identifying

Substantial socio-economic predictors of English attainment through techniques like correlation, regression, and ANOVA. These results provided quantifiable patterns with respect to income, education, type of school, and availability of resources.

### **Participants**

The study focused on students in grade 11 and 12 who had previously been enrolled in English Second Language (ESL) in Rahim Yar Khan. Students selected were both male and female and were also drawn from both public and private schools with the intention that the participants accurately reflected a large range of socio-economic backgrounds. Family income, parent education attainment, and availability of books and learning resources were the primary criteria used to select students. A random sample of 200 students selected from appropriate socio-economic groupings sought to broadly represent from each group to the extent possible and ensure fairness and diverse data.

### **Research Instruments and Data Management**

The research utilized structured surveys, interview guides, and academic records as primary tools for data collection. Pilot studies were used to validate these instruments after they were carefully designed. They were put into use in a few districts' schools once the plan was finalized. The researcher personally went to these institutions to collect precise and context specific data. Following standard research protocols, the collected data were securely managed and prepared for analysis.

### **Limitations and Delimitations**

The research only incorporated secondary school students enrolled in public universities with degree programs, so s findings may not be applicable to private schools or pupils in primary/tertiary grades. But this study was able to bring attention to the effect socioeconomic status of the population had on the students' English writing and the overall test scores.

### **Ethics**

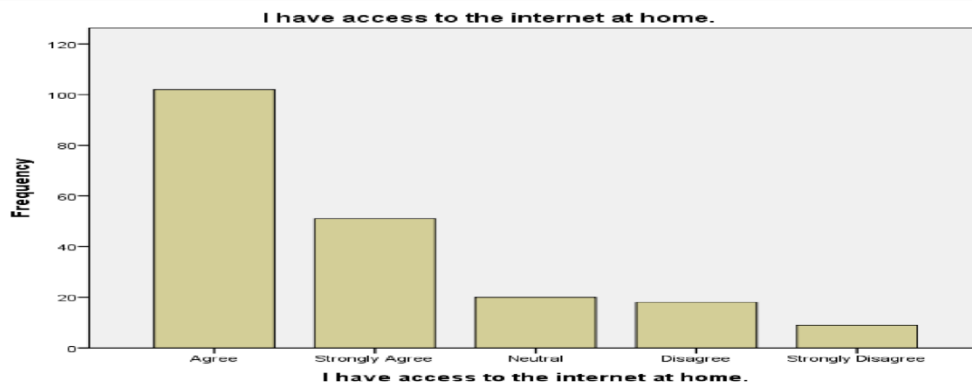
Each key area was thoroughly examined to avoid moral and ethical difficulties. Before the review, moral contemplations were not dismissed as members were addressed on the off chance that they concurred with their support in the review. Before the polls were distributed to members, consent was obtained. The members were made sense of the examination and they were instructed by the specialist concerning the filling of the survey. The specialist made a declaration asking the understudies who were uninvolved in partaking in the exploration to leave the survey clear since their heedless reactions and absence of handle of the inquiries could hurt the review's decisions. None of the members was pressured to partake in the overview. The scientist confirmed that the individual information was kept private. In order to keep the participants anonymous, there was an option for the respondents to keep their identity hidden. The members had a lot of connections because the comfort of the scientist during the examination provided more confidence for the members.

**Table (1): Q 1. I have access to the internet at home**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	102	51.0	51.0	51.0
Strongly Agree	51	25.5	25.5	76.5
Neutral	20	10.0	10.0	86.5
Disagree	18	9.0	9.0	95.5
Strongly Disagree	9	4.5	4.5	100.0
Total	200	100.0	100.0	

The table shows study results for the assertion, "I approach the web at home." 76.5% of respondents concur (25.5% Firmly Concur, 51% Concur), demonstrating far and wide home web access. Nonetheless, 13.5% deviate (9% Dissent, 4.5% emphatically Dissent), featuring a hole in access. 10% stay nonpartisan. This information highlights the need to address hindrances for those without home web.

**Figure 1:**

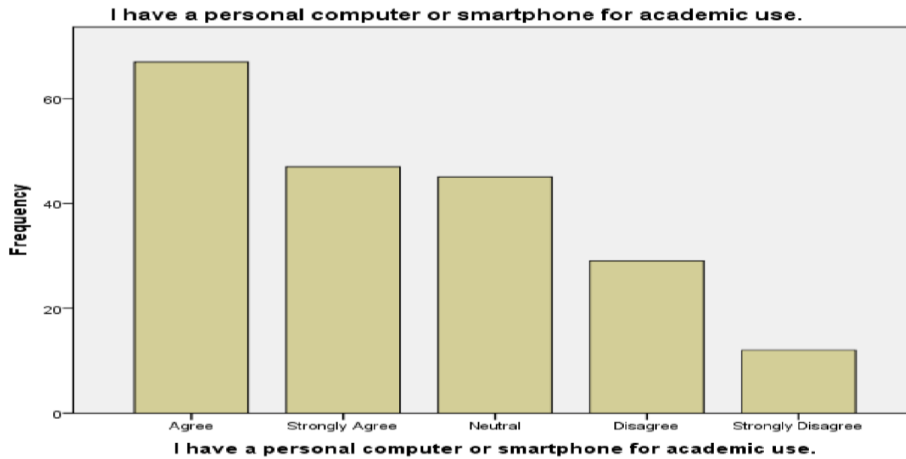


**Table (2): Q 2. I have a personal computer or smartphone for academic use.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	67	33.5	33.5	33.5
Strongly Agree	47	23.5	23.5	57.0
Neutral	45	22.5	22.5	79.5
Disagree	29	14.5	14.5	94.0
Strongly Disagree	12	6.0	6.0	100.0
Total	200	100.0	100.0	

The table shows survey results for the declaration, "I have a PC or phone for educational use." Only 27% agree (23.5% unequivocally Agree, 3.5% Agree), while 20.5% stray (14.5% Contradiction, 6% Solidly Conflict). 22.5% are impartial. This shows a basic shortfall of permission to contraptions for educational purposes, highlighting a prerequisite for interventions to conquer this issue.

**Figure 2:**



**Table (3): Q3. I use the internet frequently for studying or learning English.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	74	37.0	37.0	37.0
Strongly Agree	32	16.0	16.0	53.0
Neutral	47	23.5	23.5	76.5
Disagree	36	18.0	18.0	94.5
Strongly Disagree	11	5.5	5.5	100.0
Total	200	100.0	100.0	

The table shows review results for the assertion, "I utilize the web every now and again for considering or learning English." 53.5% concur (16.5% Firmly Concur, 37% Concur), demonstrating that over portion of respondents depend on the web for instructive purposes. Be that as it may, 23.5% dissent (18% Deviate, 5.5% emphatically Deviate), and 23.5% are nonpartisan. This recommends that while a larger part involves the web for learning, a huge piece either doesn't or stays uncertain, featuring shifting degrees of computerized commitment in training.

Figure 3:

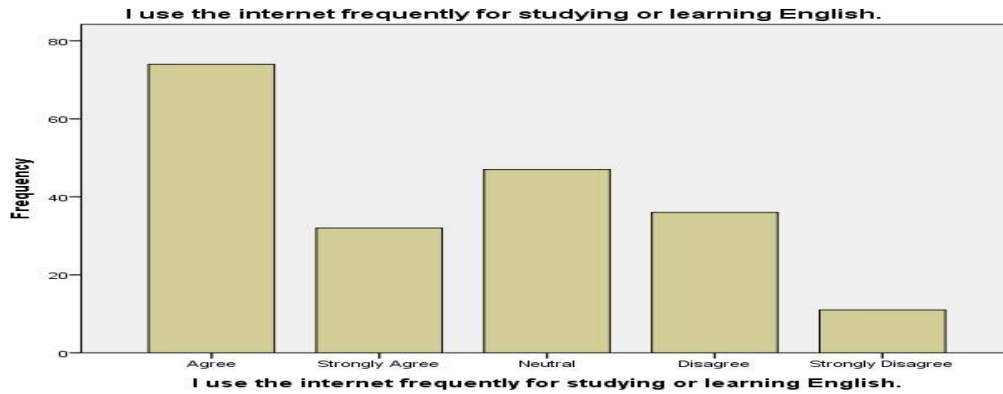
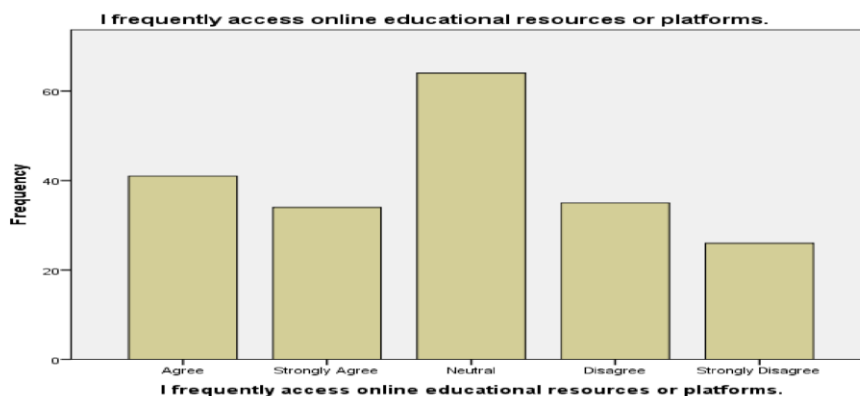


Table (4): Q4. I frequently access online educational resources or platforms.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	41	20.5	20.5	20.5
Strongly Agree	34	17.0	17.0	37.5
Neutral	64	32.0	32.0	69.5
Disagree	35	17.5	17.5	87.0
Strongly Disagree	26	13.0	13.0	100.0
Total	200	100.0	100.0	

The table presents study results for the assertion, "I much of the time access online instructive assets or stages." 37.5% concur (17% Firmly Concur, 20.5% Concur), showing that a moderate piece of respondents utilize online assets for training. Be that as it may, 30.5% dissent (17.5% Deviate, 13% emphatically Deviate), and 32% are nonpartisan. This demonstrates a huge separation, with numerous respondents either not getting to or being unsure about utilizing on the web instructive devices, featuring likely holes in computerized asset use.

Figure 4:

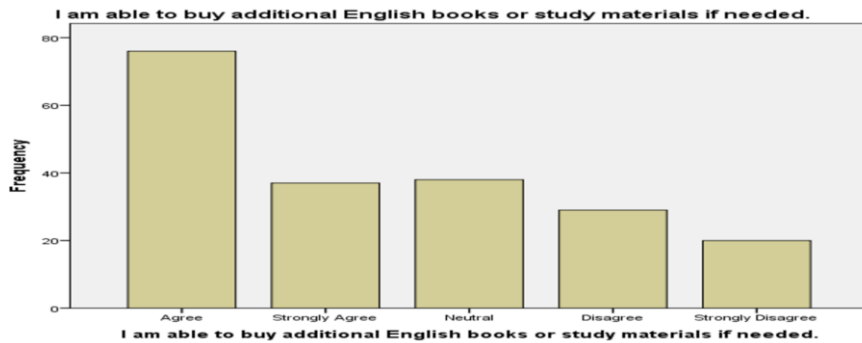


**Table (5): Q5. I am able to buy additional English books or study materials if needed.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	76	38.0	38.0	38.0
Strongly Agree	37	18.5	18.5	56.5
Neutral	38	19.0	19.0	75.5
Disagree	29	14.5	14.5	90.0
Strongly Disagree	20	10.0	10.0	100.0
Total	200	100.0	100.0	

The table shows review results for the assertion, "I'm ready to purchase extra English books or study materials if needed." 56.5% concur (18.5% Emphatically Concur, 38% Concur), demonstrating that a larger part of respondents feel monetarily fit for buying such assets. Nonetheless, 24.5% deviate (14.5% Dissent, 10% firmly Deviate), and 19% are impartial. This proposes that while most respondents can bear the cost of extra materials, a huge piece faces monetary imperatives, featuring variations in admittance to instructive assets.

**Figure 5:**

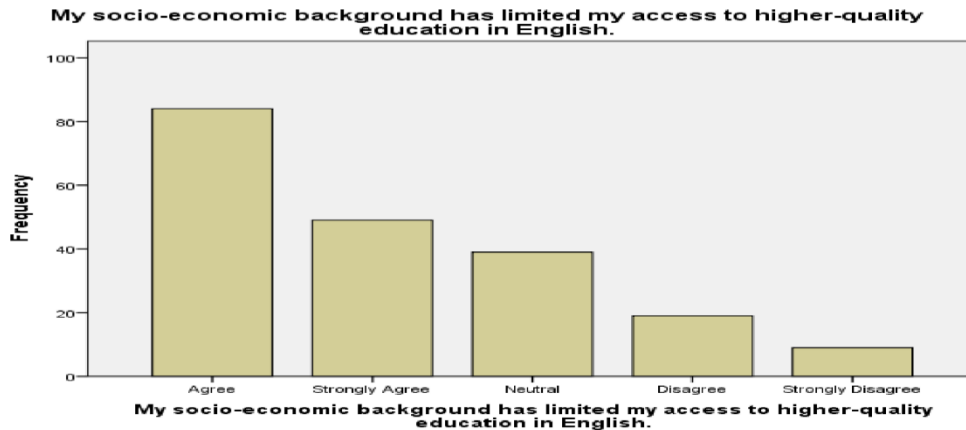


**Table (6): Q.6. My socio-economic background has limited my access to higher-quality education in English.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	84	42.0	42.0	42.0
Strongly Agree	49	24.5	24.5	66.5
Neutral	39	19.5	19.5	86.0
Disagree	19	9.5	9.5	95.5
Strongly Disagree	9	4.5	4.5	100.0
Total	200	100.0	100.0	

The table presents study results for the assertion, "My financial foundation has restricted my admittance to greater training in English."66.5% concur (24.5% Unequivocally Concur, 42% Concur), showing that a larger part of respondents feel their financial status has limited their admittance to quality English schooling. In any case, 14% dissent (9.5% Deviate, 4.5% Firmly Dissent), and 19.5% are impartial. This highlights the huge effect of financial variables on instructive open doors, with many seeing it as an obstruction. Tending to these disparities is pivotal for encouraging fair admittance to quality English instruction.

**Figure 6:**

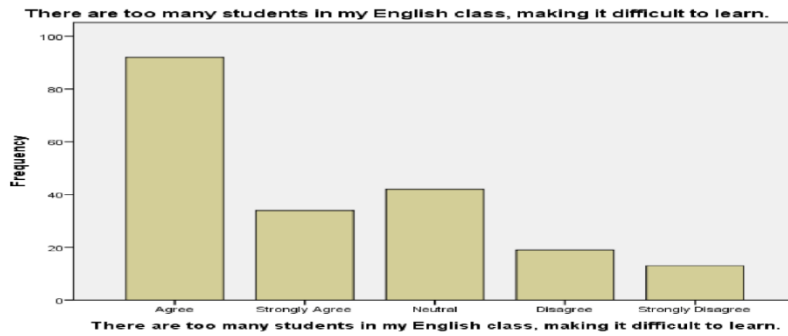


**Table (7): Q7. There are too many students in my English class, making it Difficult to learn.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	92	46.0	46.0	46.0
Strongly Agree	34	17.0	17.0	63.0
Neutral	42	21.0	21.0	84.0
Disagree	19	9.5	9.5	93.5
Strongly Disagree	13	6.5	6.5	100.0
Total	200	100.0	100.0	

The table shows overview results for the assertion, "There are an excessive number of understudies in my English class, making it challenging to learn." 63% concur (17% Unequivocally Concur, 46% Concur), demonstrating that a greater part of respondents feel packed homerooms obstruct their learning. Notwithstanding, 16% deviate (9.5% Dissent, 6.5% emphatically Deviate), and 21% are unbiased. This features a critical worry about class sizes, proposing a requirement for more modest, more reasonable English classes to further develop learning results.

**Figure 7:**

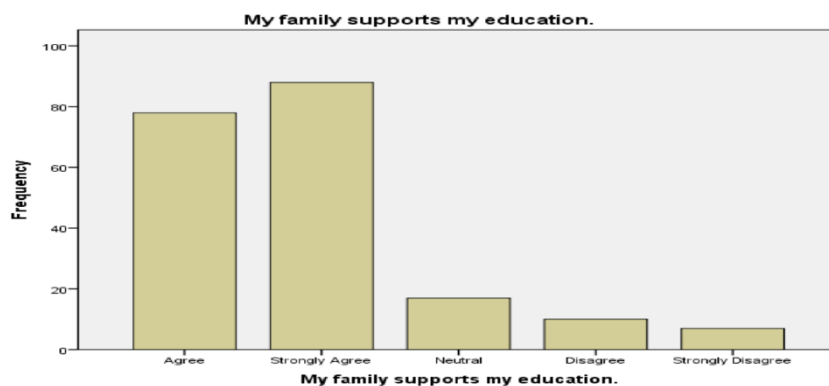


**Table (8): Q8. My family supports my education.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	78	39.0	39.0	39.0
	Strongly Agree	88	44.0	44.0	83.0
	Neutral	17	8.5	8.5	91.5
	Disagree	10	5.0	5.0	96.5
	Strongly Disagree	7	3.5	3.5	100.0
	Total	200	100.0	100.0	

The table presents study results for the assertion, "My family upholds my schooling." 83% concur (44% Emphatically Concur, 39% Concur), showing overpowering family support for respondents' schooling. Just 8.5% deviate (5% Dissent, 3.5% Unequivocally Dissent), and 8.5% are unbiased. This shows that by far most of respondents have a firm opinion upheld by their families, which is a positive component for their instructive achievement.

**Figure 8:**

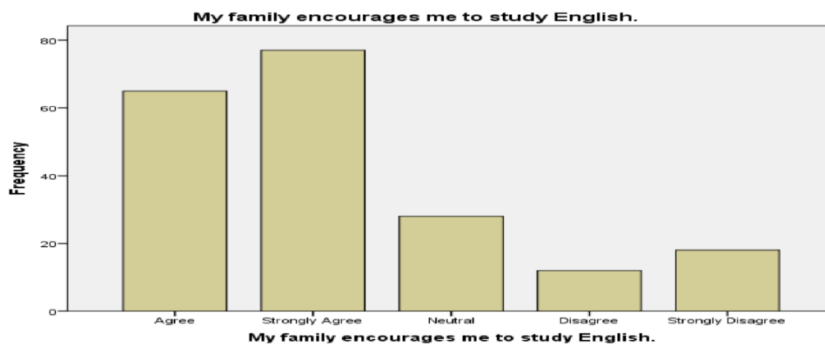


**Table (9): Q 9. My family encourages me to study English.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	65	32.5	32.5	32.5
Strongly Agree	77	38.5	38.5	71.0
Neutral	28	14.0	14.0	85.0
Disagree	12	6.0	6.0	91.0
Strongly Disagree	18	9.0	9.0	100.0
Total	200	100.0	100.0	

The table shows review results for the assertion, "My family urges me to concentrate on English." 71% concur (38.5% Emphatically Concur, 32.5% Concur), areas of strength for demonstrating support for learning English. Be that as it may, 15% dissent (6% Deviate, 9% Emphatically Dissent), and 14% are impartial. This recommends that while most respondents get family support for concentrating on English, a remarkable part needs such consolation, which could influence their inspiration and progress.

**Figure 9:**

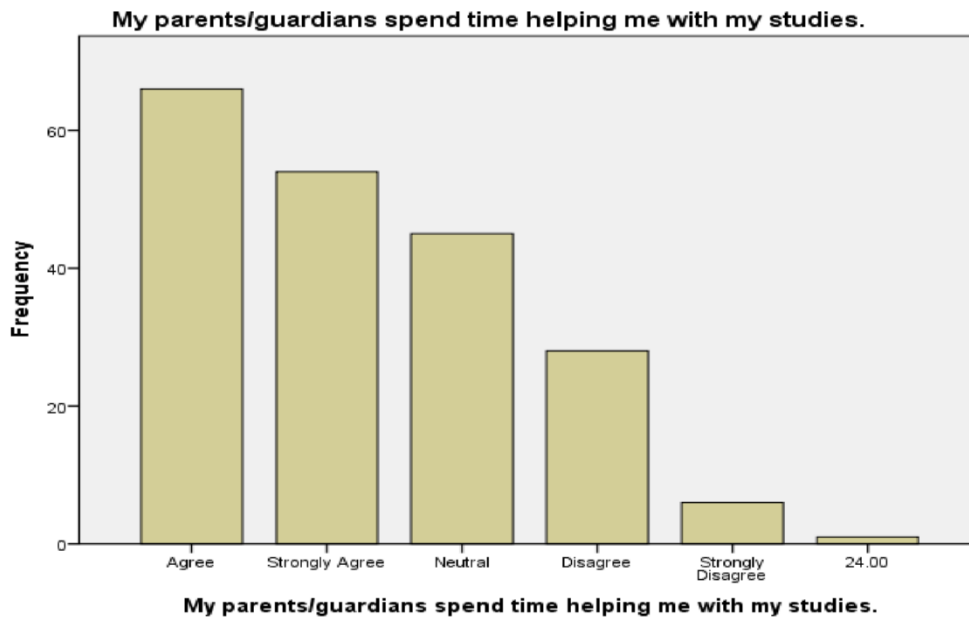


**Table (10): Q 10. My parents/guardians spend time helping me with my studies**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	66	33.0	33.0	33.0
Strongly Agree	54	27.0	27.0	60.0
Neutral	45	22.5	22.5	82.5
Disagree	28	14.0	14.0	96.5
Strongly Disagree	6	3.0	3.0	99.5
24.00	1	.5	.5	100.0
Total	200	100.0	100.0	

The table presents review results for the assertion, "My folks/gatekeepers invest energy assisting me with my studies." 60% concur (27% Unequivocally Concur, 33% Concur), demonstrating that a greater part of respondents get scholarly help from their folks or watchmen. Be that as it may, 17% deviate (14% Dissent, 3% unequivocally Deviate), and 22.5% are unbiased. This shows that while most respondents benefit from family contribution in their examinations, a huge piece doesn't, which might influence their scholarly exhibition and inspiration.

**Figure 10:**



## **Conclusion**

The research finished by indicating that socio-economic dimensions deeply influenced academic achievement in ESL learners attending higher secondary school in Rahim Yar Khan. Variations in family income, parental education, availability of learning resources, and educational organization quality were all related to students' ability to learn English language skills. Learners from higher-income families benefitted greatly from private tutoring, modern learning resources and environments, and encouraging home experiences that strongly encouraged learning and usage of English; while students from lower-income families suffered from limited resources and minimal exposure to English outside the classroom.

The study demonstrated a strong positive relationship between ESL achievement and parents' education. Students with less-educated parents often did not receive guidance and encouragement at home, while students with better-educated parents were more likely to encourage children in terms of education. In addition, the presence of proficient ESL teachers and outfitted schools also played a significant role. Most schools in disadvantaged areas was lacking competent teachers and advanced teaching aids, which hindered the acquisition of language among students. The complexity of linguistic interference from local languages like Saraiki and Punjabi, which negatively affected pronunciation, was also found in the research. Grammar, and English language proficiency. The outcomes of language learning were also influenced by social interaction and peer support. Students with supportive peer groups did better, whereas those who experienced social isolation or negative peer pressure did poorly.

Learning English as a second language (ESL) was complicated by the mental and emotional trauma caused by poor economic conditions, which depressed a person's motivation and sense of self-worth, as the results indicate different approaches that included free tutoring sessions, computer technology, better parent relationships, and staff training to alleviate the problem. Reducing economic disparity and creating a properly funded and equitable learning environment will eventually influence ESL students' academic success. Erecting an equitable access for opportunities and enabling academic and linguistic development with all students is a collective responsibility of teachers, government agencies, parents, and community.

## **Recommendations**

The study recommendations provide various proposals to alleviate the socioeconomic issue of ESL students within the Rahim Yar Khan District higher secondary schools. The government and schools should work together to provide all the students with opportunities to access resources like up-to-date books, internet-based information, and English language tutors. School staff should emphasize establishing workshops on teacher professional development, on effective ESL practices, especially methods sensitive to students' linguistic and cultural backgrounds. Second, research-informed, proactive interventions to help low-income students are the priority.

These interventions can include additional English classes, tutoring, and after-school programs for the English language (with after-school or after-work effort from parents if needed). It is also important to engage parents with community awareness schemes to mobilize parents to motivate and encourage their students, as parental participation in the education and language learning decisions made at home will have an equal bearing on the performance for such students. Lastly, students should also be able to advocate extracurricular activities like intramural English language clubs or peer mentoring. These will improve students' self-esteem, motivation, and language skills and provide inclusive learning environments and better lead programs. Implementing these ideas will begin to eliminate the gap in learning and improve the ability of ESL students in the Rahim Yar Khan district to speak English.

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