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Influence of Parent's Socio-Cultural Capital on the Personality Development of Secondary Schools Students in South Punjab

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Abstract
The current research paper analyses the impact of the socio-cultural capital of the parents on the personality of the secondary school students of South Punjab in Pakistan. The study is based on the theory of capital proposed by Pierre Bourdieu who studies the influence of parental education, family income, language use, study behavior, and social assets on cognitive, affective, social, behavioral, moral, and physical development of students. The quantitative design entailed a stratified random sample of 600 students who were selected in 30 urban and rural, divided into 30 public secondary schools. A structured questionnaire was used to collect data which has proven to be highly reliable (Cronbachs 0.70 and above). The analysis (statistical tests that were performed that included descriptive statistics and correlation tests) demonstrated a strong positive correlation between the socio cultural capital of parents and the personality growth of students. The research presents the significance of a comprehensive family involvement and interventions to curb the effects of socio-cultural discrepancies, achieve fair education results, and boost the general development of students. Policy suggestions highlight the need to educate parents through programmes, community-based interventions, and provision of resources in order to assist the disadvantaged families. These results add up to the available literature on the multidimensional influence of socio-cultural capital in a South-Asian context.

Keywords: *Socio-cultural capital, personality development, secondary education, the region of South Punjab, Bourdieu theory.*

Introduction

Socio-cultural capital that is present throughout the life of families can have a significant influence on the personality development of secondary-school students in South Punjab. Parents pass the cultural values, language practices, social networks and behavioral norms, which shape the attitude of children towards thinking, interacting and self-perception in the society. Parental socio-cultural capital appears to be an effective predictor of the emotional, social, cognitive, and moral progress of the students in South Punjab, where cultural traditions, family structure, and interactions in the community are the primary factors in the daily life of the residents. The avenues that are given by parents like the educational assistance, seminar of cultural information, and inclusion in community living, and the pattern of communication play a huge role in the development of confidence, discipline, social effectiveness and the general personality development of

the students. An in-depth knowledge of these resources of parents is the key to facilitating the broader developmental issues and potentials of the teenagers in the area, specifically in its heterogeneous socio-economic and cultural context.

Similarly, sociocultural factors include the shared values, traditions, and beliefs of a community. Culture shapes how people live, their heritage, language, and sense of identity (Li & Ruan, 2015). Traditional events like weddings, funerals, baby-naming ceremonies, and other celebrations are important in many cultures, and everyone in the community is often expected to take part (Khan et al., 2015). These ceremonies are personal and reflect the values and beliefs of the family involved. Sociocultural factors are the larger forces within a society that shape how people think, behave, and feel (Akintoye & Saliu, 2020). These include things like language, laws, religion, family structures, and social roles. According to the philosopher, capital retained its traditional monetary definition, but he linked it to class theory and economic conditions, and money combined with material possessions (Marx, 1867). Capitalism shifted its meaning when he added cultural and social, and symbolic forms to traditional economic capital (Bourdieu, 1986).

As defined by Pierre Bourdieu, social and cultural capital constitutes socio-cultural capital, which considerably affects the student's personalities. Students developed their interpersonal capabilities and values through their social contacts with parents and access to cultural assets alongside available resources. It is presented as socio-cultural capital as the combination of real and future resources that link with people networks as well as cultural understanding and social events (Bourdieu, 1986). Socio-cultural capital among students and their families expressed itself through parent-level education and family income, alongside participation in cultural events and connections with high-quality networks. The regular participation of families in cultural activities, including reading and museum visits and extracurricular programs, led their students to develop cognitive and non-cognitive skills, which boosted their personality development (Bourdieu, 1986; Coleman, 1988; Coleman, 1990).

Socio-cultural capital strongly affected the development of personality traits, including self-esteem, leadership traits, flexibility abilities, and interpersonal communication skills. The habitus (a collection of dispositions shaped by social background) defined personality traits and actions according to Bourdieu in his theory. People from families with prominent socio-cultural capital tend to show increased self-assurance and positive resilience because they receive parental support fostering critical analysis along with self-expression (Lareau, 2018; Bourdieu, 1986). Extracurricular activities and peer interactions were crucial for the development of personality traits (Berger et el, 2020). Students who lack socio-cultural capital would face obstacles to their personal development. Limited access to healthy social support networks, together with cultural inadequacy and inadequate family structures, led to diminishing student self-esteem and restrictive social mobility, and diminished aspirations. This was especially evident in impoverished neighborhoods, where students faced obstacles such as social isolation or prejudices that hindered their personal development (Reynolds & Baird, 2010).

Statement of Problem

Social capital served as a valuable asset that fostered societal growth and development. Communities thrived through collaboration, connection, and effective communication among their members. This dynamic included parental expectations and responsibilities, as well as social networks formed through families and communities, all of which contributed to building social capital and subsequently promoted professional growth (Hunt & Aslandogan, 2007). Various factors of socio-economic status, including income, education, occupation, wealth, living conditions, access to resources, cultural capital, and social capital, influenced adolescents' personality development (Coleman,

1988). Several studies examined socio-cultural capital and its impact on various variables (Bourdieu, 1986; Dumais, 2002).

Despite substantial research, several gaps remained in understanding how socio-cultural capital affected students. First, the majority of research focused on primary or tertiary education, with few studies on adolescents in secondary schools (Flere et al., 2010). This age group was crucial because it represented a transitional period in which personality development intersected. Second, more context-specific research was needed to account for cultural and geographical differences in socio-cultural capital. Third, the dynamic interaction of social and cultural capital required further investigation particularly in terms of how peer interactions influenced outcomes (Muller, Katz & Dance, 1999).

This study aimed to fill that gap and contribute to the existing body of knowledge. To initiate this research, the researcher investigated the topic entitled *"Influence of Parent's Socio-Cultural Capital on Students' Personality Development of Secondary School Students in South Punjab"*

Objectives of the Study

The objectives of study are stated as under:

1. To test the assumption that there is a correlation between Parents Socio-Capital (PSC), and Children Personality Development (PD).
2. To determine the role of Cultural Capital (PCC) in Parents on the Personality Development (PD) of Children.
3. To establish the influence of Locality of Residence (LOR) on Personality Development (PD) of Children.

Research Hypothesis

Based on the research topic, aims, and questions, the potential research hypotheses are as follows:

1. **H01 (Null Hypothesis):** There is no significant association between Parents' Socio Capital (PSC) and Children's Personality Development (PD).
   H1 (Alternative Hypothesis): There is a significant association between Parents' Socio Capital (PSC) and Children's Personality Development (PD).
2. **H02 (Null Hypothesis):** There is no significant association between Parents' Cultural Capital (PCC) and Children's Personality Development (PD).
   H2 (Alternative Hypothesis): There is a significant association between Parents' Cultural Capital (PCC) and Children's Personality Development (PD).
3. **H03 (Null Hypothesis):** There is no significant association between Locality of Residence (LOR) and Children's Personality Development (PD).
   H3 (Alternative Hypothesis): There is a significant association between Locality of Residence (LOR) and Children's Personality Development (PD).

Review of Literature

The idea of multidimensional impact of non-material resources like social and cultural capital on personality formation and academic conduct of students is emphasized as noted by national and international scholarship. The theory of capital provided by Bourdieu provides a solid conceptual framework, which can be used to understand the role of these intangible resources in determining the learning opportunities, self-concept, and motivation. A research gap observed in the empirical literature is the presence of secondary school students at South Punjab thus necessitating the current study (Coleman, 1988; Putnam, 2000; Rogošić and Baranovic, 2016). Social capital works based on the same belief, values, networks and trust which contribute to sharing communal roles. It is usually operationalized through community-based norms, institutional networks, and social trust all of which lead to collective welfare and social integrity (Wang, 2014; Li et al., 2022).

Socio cultural capital synthesizes social networks, culture, skills and competences that lead to social mobility and development of the community. Although social capital is based on trust and commonality, culture capital is knowledge, skills, and symbolic assets which are able to impact on learning and societal status. A combination of these dimensions influences access to information, creativity and personal development (Putnam, 1993; Bourdieu, 1986). Family and school interactions gain cultural capital more than the social capital which strengthens the involvement in education by the networks and supportive relationships (Coleman, 1988).

Place of residence also has a significant influence on the personality and socio-emotional development of the children. Children growing up in resource endowed safe areas are more confident, more communicative and are in a better emotional state as compared to children in poverty stricken or unsafe neighbourhoods. Strong communities also increase the resilience of the youth to be gained by trust, networks, and collective involvement. Children have access to infrastructure, good peer group and community facilities which also influence the global personality outcomes of children (Ledogar & Fleming, 2008).

Personality development is a lifelong process that is determined by biological, social, and environmental factors that relate to cognitive, emotional, moral, and social developments (Roberts, Walton, and Viechtbauer, 2017). According to McAdams, the synthesis of traits, characteristic adaptations, and life narratives, triggered by family structure, schooling, and the cultural situation, forms personality (McAdams, 2018; Robert and Nickel, 2021). Life success is determined by such traits as conscientiousness, emotional stability, and adaptability. Nurturing family backgrounds and systematic learning institutions consolidate personality features, thus, leading to the continuation of beneficial maturity (Damian, Spengler, and Roberts, 2019; Shiner, Masten and Tellegen, 2021).

The three-part concept proposed by Bourdieu; that is, economic, cultural, and social capital also sheds light on how material and non-material familial resources shape the opportunities, motivation, and self-identification of the students. Cultural capital in form of language skills, school habits and knowledge about culture directly boosts student performance whereas social capital in form of the family and community networks promotes motivations and social competence (Bourdieu, 1986; Coleman, 1988; Putnam, 1999).

Research Methodology

The research approach for studying social and cultural capital, family resources, alongside their impact on student performance and personality growth in secondary education, is explained in detail within this section. Research examined the relationship between sociocultural resources within families and their influence on both personality growth. The research developed a full evaluation for family influences across various environments through both statistical survey responses. The research examined three major elements, including parental involvement, cultural education opportunities for students, and their social network success (Brindle & Lewthwaite, 2023).

Research Design

The study employed a quantitative methods research design to provide a comprehensive understanding of students' experiences in public schools of South Punjab. A stratified random sampling strategy was used to ensure diversity across key categories, resulting in a total sample of 600 students. The sample included representation from different school types, geographic locations (urban and rural), gender groups (boys and girls), and academic streams (arts and science), allowing for generalizable and cumulative findings. To ensure systematic regional coverage, the researcher randomly selected one

district from each division of South Punjab Muzaffargarh from Dera Ghazi Khan, Vehari from Multan, and Bahawalnagar from Bahawalpur and then randomly chose one tehsil from each district. This design enabled the collection of rich, socio-culturally grounded data while capturing variations in educational experiences influenced by geographical location, school type, and gender, thereby strengthening the validity and applicability of the study's findings.

Table 1: Proposed Sample for Schools and Students

Division	Name of District	Description	Male		Female		Total
			Urban	Rural	Urban	Rural	
Multan	Vehari	Tehsil Vehari	60	40	40	60	200
Bahawalpur	Bahawalnagar	Tehsil Chishtian	60	40	40	60	200
Dera Ghazi Khan	Muzafargarh		60	40	40	60	200
Total sample			180	120	120	180	600

Research Tools

Quantitative method design was applied for this research study to enhance the study's validity and provided a deeper understanding of students' experiences (Creswell & Clark, 2017). Quantitative data were collected through structured survey questionnaires which enabled exploration of real-life experiences not fully captured by surveys (Krueger & Casey, 2015). In this study, independent variables were Parent's Socio Capital, Parent's Socio-Cultural, and locality of residence while personality development was the dependent variable. Questionnaire was developed by using a 5-point Likert scale: 1). strongly disagree, 2) Disagree, 3) Neutral 4) Agree, and 5) strongly agree. (Nowell, Norris, White & Moules, 2017; McLeod, 2024). Reliability of the instruments was assessed using Cronbach's Alpha, ensuring internal consistency, with a recommended threshold of 0.70 for acceptable reliability (Cronbach, 1951; George, 2011; Mugenda & Mugenda, 2003). This approach ensured both the robustness and credibility of the data collected. Ethical aspects and considerations were followed during the data collection from the field and target participation.

Table 2: Reliability area-wise, distinct rating

Index Variable	No. of Items	Cronbach's Alpha	Consistency Assessment
Influence of Parents' Socio Capital (PSC)	17	0.748	Acceptable
Influence of Parents' Socio-Cultural (PCC)	4	0.746	Acceptable
Locality of Residence (LOR)	5	0.755	Acceptable
Personality Development (PD)	24	0.889	Good

The Cronbach's Alpha Coefficient had an overall value of 0.784.

Data analysis

Statistical analysis entailed the description of the sociocultural and socioeconomic capital components. In an attempt to understand the connections between the independent and dependent variables were used to measure the power and the level of importance of these relationships (McHugh, 2013; Goodman & Kruskal, 1954; Benesty, Chen, Hughes et al, 2010). Descriptive analysis unified and presented data regarding socioeconomic and sociocultural capital aspects among secondary school pupils. This statistical method enabled researchers to understand all necessary sample traits, including family histories

and education levels of parents and household earnings, and educational resource access. A set of statistical measures, which included mean, standard deviation, frequency distributions, and percentages, analyzed the central characteristics along with the variation within the data. Descriptive analysis is the key in the quantitative research since it reveals patterns as well as trends and differences in the gathered data before inferential analysis takes place (Field, 2024; Pallant, 2020).

Results:

Table 3: Demographic Information (D.I)

Indicators	Category/Range	Frequency	% age
Grade	9th	300	50%
	10th	300	50%
Gender	Male	300	50%
	Female	300	50%
Age	12 to 14 years	133	22.10%
	15 to 17 years	413	68.80%
	18 to 20 years	54	9%
Locality	Urban	300	50%
	Rural	300	50%
Family Size	2 to 7 Member	420	70%
	8 to 13 Member	166	27.80%
	14 to 18 Member	14	2.40%
Sister/Brothers (Sibling)	0 to 3	215	35.80%
	4 to 7	355	59.10%
	8 to 11	30	5.10%
Family Structure	Nuclear family	52	8.70%
	Extended Family	86	14.30%
	Single-parent Family	462	77%

Table 3 contains the information concerning the demographics of students participating in this study. The grades are in equal quantity. The equal number of students in the research sample is made up of 9th and 10th graders (300 each), representing half each of the total population of 600 students. The data distribution reveals a balanced distribution in student participation at the grade nine level and the grade ten grouping, hence an equal appraisal between the two forms of educational experience between the last two years of study in high school would result. The proportion of males (300) to females (300) among the students in the information set is equal (50 percent of the total 600 participants. The research will be gender-balanced with equal participation to provide an impartial report on the differences between how the two genders experience the educational experience. Most respondents (68.80 percent) fall between the ages of 15-17, indicating that the majority of respondents are in mid-adolescent age. Immediately present with nearly identical percentages in the sample group data are the younger 12-14 years (22.10%) and the older 18-20 years (9.00%) segments. The statistical evidence shows that the student participants are predominantly between their mid-teen years, as this is a critical age of education and career decision-making. The findings of the research indicate that there are urban (300) and rural (300) respondents, which constitute half of the total sample of study participants classified as 600. Since the urban utilities and those of the countryside have the same participant proportion, researchers are also able to implement productive comparative analysis to study their learning infrastructures and local financial conditions. Statistics show that two to seven percent of the respondents are members of a family, among the respondents who are 70 percent. The outcomes demonstrate that the medium

groups of family sizes are relatively low, 14 to 18 families, only 2.40 percent of the cases, suggesting big family households are uncommon. This statistical data demonstrates that, in particular, the households of up to 13 family members make up a substantial share of the population that impacts resource allocation within a family and family residence conditions and opportunities to obtain education. The statistical data is that 59.10 percent of respondents possess 4-7 siblings, 35.80 percent have 0-3 siblings, and 5.10 percent have 8-11 siblings. The findings show that the majority of participants attend families with medium size because potentially large household numbers may influence their accessible resources and parental interaction and learning opportunities. The data provided gives some information on the structure of families among the participants of the study. The most common 77.0 percent of the households surveyed cited that they were single parents, which were vastly distributed in the sample. According to the sample data, extended families constitute 14.30 percent, whereas the rest of the population can live in households devoid of relatives. A small portion of 8.70 percent is conventional families because children live with their parents, but not their extended family members. The high figure of students living with a single parent provides evidence about the prevalence of one-parent homes in this research sample, hence influencing monetary stability, emotional support, and academic achievement among college learners.

Table 4: Level of Socio-Economic Conditions of Parents (SECP)

Indicators	Category/Range	Frequency	% age
Language	Urdu	184	30.70%
	Punjabi	314	52.30%
	English	102	17.00%
Family Background	Educated Parents	453	75.50%
	Uneducated Parents	147	24.50%
Parents Education	0 or Uneducated	147	24.50%
	Primary level	76	12.67%
	Elementary Level	25	4.17%
	Secondary Level	202	33.67%
	Undergraduate Level	35	5.82%
	Graduate Level	55	9.17%
	Master's or Highest	60	10.00%
Family Members Getting Education	Yes	459	76.50%
	No	141	23.50%
Family Income (Monthly)	10000 to 100000	567	94.50%
	100001 to 200000	24	4.00%
	200001 to 300000	5	0.83%
	300001 to above	4	0.67%

Table 4 summarizes the families of students with a socio-economic background. Most students (52.3%) belong to Punjabi-speaking families, English (17), and Urdu (30.7%). A majority of the students (75.5%) are children of educated parents, but 24.5% percent of them are living in uneducated households. Although 33.67 percent of the parents are educationally at the secondary level, few are graduates (9.17%) and post-graduate (10%). Over 6 in 10 families (76.5%) have members with more than one member undergoing education, and it shows their positive attitude towards learning. Economically, 94.5 percent of the families dwell in the low-income group (PKR 10000-100000), which can be a constraint to accessing education.

Table 5: Level of Influence of Parents' Socio Capital (PSC)

Description/Indicator	SD	D	No	A	SA	Mean	SD
Parents' Study Habits are good at home	0.5	5.5	1.5	71.5	21	4.07	0.697
My parents encourage me to study regularly at home	1.7	3.3	2.2	47.5	45.3	4.32	0.813
My parents engage me in intellectual discussions at home	16.5	21.7	11.4	35.2	15.2	3.11	1.351
My parents discuss my academic progress with me.	3.5	6.7	4.8	56	29	4	0.96
Parents communicate with me in English at home	27.3	46	9	13.2	4.5	2.22	1.118
Parents communicate with me in Urdu at home	12.7	21.5	7.8	43.5	14.5	3.26	1.294
Parents communicate with me in Punjabi at home	10.8	19.7	6.3	40	23.2	3.45	1.326
Parents discuss my academic progress and challenges at home	2.2	5.5	3.8	53.8	34.7	4.13	0.885
My parents support me in my career choices	2.8	4.8	4.7	50.9	36.8	4.14	0.919
I feel relaxed communicating with my parents.	1.5	3	4	59	32.5	4.18	0.767
I feel relaxed communicating/interacting with my other family members	3.8	7.7	3.3	69	16.2	3.86	0.91
My family encourages me to pursue higher education	1.5	3.3	1.2	44.2	49.8	4.38	0.799
My family influences my academic and career decisions	4.7	11.2	6.8	58	19.3	3.76	1.036
My family has access to a library, the internet, or other learning resources at home	9.8	34.5	10.5	38.9	6.3	2.98	1.175
My family is supportive in providing resources for education for my studies (e.g., tuition, books, etc.)	2.8	6.5	3	54	33.7	4.09	0.936
My family experienced significant challenges that affected my education.	7.8	24.2	7	44	17	3.38	1.238
Family disputes or issues interfere with my studies	16.8	29.2	9	32.3	12.7	2.95	1.34

The results of the analysis of Parents Socio Capital (PSC) in seventeen different indicators are recorded in Table 5. The positive recommendations received high scores of parental study habits, with 92.5% of the respondents expressing an affirmation or strongly affirmative response, and only 7.5 percent others endorsing or disagreeing with the same

with an average score of 4.07. Academic support was also well supported with 92.8 per cent of the respondents concurring (mean rating of 4.32) that parents have a high involvement in issues related to academics. There were varied reactions to intellectual talks taking place at home with 50.4per cent in support and 38.2per cent opposed to it (mean 3.11). The approval of communication on the academic progress was high (85%).

There was variance in the usage of language at home: English did not get a lot of acceptance with 73.3% disagree (mean = 2.22); Urdu was fairly accepted with 58 percent in agreement (mean = 3.26); and Punjabi was favored with 63.2 percent in agreement (mean = 3.45). There was high parental monitoring of grades and academic progress (88.5% agreement, mean = 4.13) and career guidance (87.7% agreement, mean = 4.14) and also ease of communication with parents (91.5% agreement, mean = 4.18).

The level of support provided by extended family was noted to be high as 85.2% of the respondents (mean = 3.86) noted that they were so, and support to pursue higher education almost unanimous as 94.7 percent of those questioned agreed (mean = 4.38). Multiple issues were indicated: learning resources were disagreed with by 44.3⠿¹ (mean = 2.98), family problems were reported by 32 1- (mean= 3.38) and family disturbing studies were reported by 45-46 1- (mean= 2.95).

Altogether, the PSC construct demonstrates excellent academic and emotional support, however, with only average gaps in the provision of resources and family stability.

Table 6: Influence of Parents' Cultural Capital (PCC)

Description/Indicator	SD	D	No	A	SA	Mean	SD
My parents regularly engage in meaningful conversations with me that reflect their cultural knowledge and values.	13.6	21.2	9.7	46.5	9.0	3.16	1.249
My parents' interest in literature, education, and cultural topics strengthens our emotional and intellectual bond.	8.8	23.5	6.2	51.2	10.3	3.31	1.192
Cultural practices shared by my parents, such as storytelling or religious teachings, help deepen our relationship.	10.2	17.7	5.5	54.0	12.7	3.41	1.209
My parents create a supportive home environment that encourages open communication and mutual respect.	13.7	21.2	9.7	46.5	9.0	3.60	1.249
	11.58	20.9	7.72	49.55	10.25	3.37	1.23

According to the analysis of Table 6, most of the respondents (55.5 percent) were of the opinion that most parents have meaningful conversations at home. These results contained 9.0 in strong agreement, and the agreement percentage was 46.5. The middle field between neutral and disagreeing is 9.7 percent neutral, 21.2 percent dissatisfied, and 13.6 percent strongly disapprove, and the average is 3.16. A large proportion of 61.5

percent (10.3 percent strong agreement and 51.2 percent agreement) agreed with this assertion. 6.2 percent were neutral regarding this phenomenon, and 23.5 percent strongly disputed this phenomenon. The existence of a high degree of agreement proves that they are highly interested in literature, education, or cultural issues, which reinforces their emotional and intellectual connection. The mean of 3.31 percent reveals that culture is tightly attached to parents.

The data reflects that cultural practices that are common between parents, storytelling, and religious teachings are significant in strengthening parent-child relationships, as 66.7 percent strongly agree, 12.7 percent agree, and 54 percent respectively. Since the neutral response of the respondents was 5.5%, and 27.3% of the responses indicated disagreement (17.7% disagree, 10.2% strongly disagree). On the whole, the cultural practices are being applied by the greatest number of parents, and this average score of 3.41 indicates good cultural practices, involving storytelling or religious teaching, which can strengthen their relationship further. Likewise, the survey reveals that 55.7 percent of the respondents recognize a supportive home atmosphere that allows open impressions and mutual respect, with 9 percent strongly agreeing with the statement and 46.5 percent agreeing with the statement. The number of neutral responses was 9.7%, 21.2% did not agree with it, and 13.7% strongly did not agree. The positive home setting scored 3.60, which means good mutual relations at home.

Table 7: Locality of Residence (LOR)

Description/Indicator	SD	D	No	A	SA	Mean	SD
I am satisfied with the amenities available in my locality	13.7	21.2	9.7	46.5	9	3.16	1.249
The infrastructure in my locality supports my academic and personal growth	8.8	23.5	6.2	51.2	10.3	3.31	1.192
My locality provides a peaceful environment for studying	10.2	17.7	5.5	54	12.7	3.41	1.209
Access to schools and educational facilities in my locality is adequate	6.5	14.7	4.8	60.3	13.7	3.6	1.095
I feel safe and secure in my locality	7	8	2.5	65.7	16.8	3.77	1.046
	9.24	17.02	5.70	55.54	12.50	3.45	1.16

As shown in Table 7, 55.5 0-percent of the respondents strongly agreed that their, neighborhood amenities were satisfactory whilst, 34.9 0-percent disagreed and 9.7 0-percent did not agree. The average score of 3.16 is an indication of moderate satisfaction with the local amenities. Regarding infrastructure, 61.5 per cent answered agreement, 23.5 per cent disagreement and 8.8 per cent strong disagreement. Only a small percentage (6.2 3) was neutral. It is possible to conclude that these findings indicate that the majority of

students appreciate the significance of infrastructure, but almost one-third of them consider it to be unsatisfactory as shown by a medium mean of 3.31.

Findings on the study environment suggest that 66.7% of the research participants acknowledged that their locality is a good place to study in peace, 27.9% disagreed and strongly disapproved and 5.5% were neutral. The overall average of 3.41 points out to slightly positive though not universal satisfaction. Availability of educational facilities was well favored with 74.0 percent of the students indicating support with little neutrality (4.8 percent) and some disagreement (21.2 percent). An average of 3.60 tells that the level of satisfaction with educational access is high. The levels of safety were highly supported, and 82.5 % agreed or strongly agreed, whereas only the negligible percentage disagreed (15%). The average of 3.77 indicates that a larger percent of the students are comfortable with their neighbourhoods.

Table 8: Personality Development (PD)

Description/Indicator	SD	D	No	A	SA	Mean	SD
I enjoy solving puzzles and engaging in activities that require critical thinking.	4.7	8.2	6.8	63.8	16.5	3.79	0.969
I actively seek opportunities to learn new things from outside the classroom.	3	6.8	6.2	61	23	3.94	0.913
I find it easy to focus on academic tasks and manage distractions effectively.	3.2	8.3	8.5	61.7	18.3	3.84	0.928
I can identify and solve problems independently.	4.5	10.8	6.5	58.7	19.5	3.78	1.025
I can stay calm and manage stress effectively during challenging situations.	6.3	9	6.5	65.3	12.8	3.69	1.015
I feel confident in expressing my emotions appropriately.	2.7	7.5	7.2	60.5	22.2	3.92	0.91
I recover quickly from setbacks or failures.	4.2	10.8	6.3	57.8	20.8	3.8	1.021
I am aware of my emotions and how they impact my behavior.	4.5	5.7	9.3	58.3	22.2	3.88	0.966
I feel comfortable initiating conversations and interacting with new people.	5.8	16.8	5.7	60.8	10.8	3.54	1.074
I cooperate effectively with peers during group activities or projects.	2.7	6.8	5.8	65.3	19.3	3.92	0.872
I can resolve conflicts peacefully and maintain positive relationships.	2.3	6.8	5.7	64.5	20.7	3.94	0.863
I actively listen to others and value their opinions.	3.3	5.7	5	62.2	23.8	3.98	0.903
I manage my time effectively and meet deadlines for tasks and assignments.	5.7	10.3	5	61.3	17.7	3.75	1.044

I demonstrate self-discipline in completing my responsibilities.	2.5	4.7	5.5	62.3	25	4.03	0.847
I approach challenges with a positive and proactive attitude.	2.5	6.2	5.3	60.2	25.8	4.01	0.886
I exhibit respectful and courteous behavior towards others	1.7	4.2	4.7	56	33.5	4.16	0.822
I make decisions based on what I believe is right, even if it is difficult.	3.8	4.5	4.5	58.7	28.5	4.04	0.925
I respect rules and guidelines in school and other environments.	1.3	5.3	6.2	59	28.2	4.07	0.82
I take responsibility for my actions and admit my mistakes.	1.7	4.2	5.2	57.8	31.2	4.13	0.816
I treat others with fairness and kindness in all situations.	2.7	3.3	6.3	60	27.7	4.07	0.843
I participate in physical activities or sports regularly.	7.7	14.7	4.8	56.7	16.2	3.59	1.149
I maintain a balanced diet and healthy lifestyle.	3.5	4.8	7.8	59	24.8	3.97	0.914
I prioritize getting enough sleep to support my well-being.	6.8	14.5	7.8	53.3	17.5	3.6	1.137
I avoid behaviors that could negative impression on my health and safety.	2.8	6.7	5.5	61.7	23.3	3.96	0.9
Overall	3.75	7.78	6.17	60.25	22.05	3.89	0.94

As shown in Table 8, it can be seen that students in South Punjab show a strong inclination to the growth of personality between cognitive, emotional, behavioral, social, moral, and physical realms. Under cognitive domain, 63.8 per cent of the respondents said they were in agreement and 16.5 per cent said strongly agree with involvement in problem-solving and critical-thinking activities, with a mean of 3.79. The ratings of behavioral and moral traits, such as self-motivation and self-independence, were high with 61.0 per cent - 23.0 per cent of respondents agreeing or strongly agree on the items that relate to self-driven learning (mean=3.94) and concentration (61.7 per cent agree, 18.3 per cent strongly agree, mean=3.84). The indicators of emotional-intelligence, including stress management (65.3% agree, 12.8% strongly agree, mean=3.69), emotional expression (60.5% agree, 22.2% strongly agree, mean=3.92) and resilience (57.8% agree, 20.8% strongly agree, mean=3.80) were also well-rated.

Social and moral competencies were similar in strength with 60.8oprecent of the respondents agreeing and 10.8% of respondents strongly agreeing about peer interaction (mean 3.54), 65.3 % agreeing and 19.3%strongly agree about teamwork (mean 3.92), 85.2 % agreeing and 31.2 % strongly agreeing about responsibility (mean 4.13). Physical health and lifestyle habits showed moderate levels of adherence, as 59.0 -70.8 per cent of the participants reported to agree on a balanced diet (mean -3.97), 56.7 per cent on sports participation (mean -3.59) and 70.8 per cent on sleep habits (mean -3.60). Altogether, the results can be offered to assume that students demonstrate strong advancement in the fields

of cognition, emotional and moral lives with a moderate degree of involvement in physical health.

Table 9: Average Calculations of Responses

Domain	Coding	SD	D	NO	A	SA	Mean	SD
INDEPENDENT VARIABLE (03)								
Influence of Parents' Socio Capital(PSC)	PSC	7.48	16.00	6.25	47.35	22.92	3.79	1.02
Influence of Parents' Cultural Capital(PCC)	PCC	11.58	20.9	7.72	49.55	10.25	3.37	1.23
Locality of Residence (LOR)	LOR	9.24	17.02	5.70	55.54	12.50	3.45	1.16
DEPENDENT VARIABLE (01)								
Personality Development (PD)	PD	3.75	7.78	6.17	60.25	22.05	3.89	0.94

Table 9 shows means of each of the variables, which reveal the perceptions of the students toward sociocultural, institutional and environmental influences on their personality development. Socio Capability of parents (PSC) also exhibited a positive demand with a value of 3.79 (SD 102); 70.27% of students said their parents' guide and support them in education, and 23.48% disagreed. The Cultural Capital of parents (PCC) was more variable (mean = 3.37, SD =1.23) where 59.80% agreed that it played a positive role and 32.48% disagreed which brings difference in access to culturally enriching home environment. The Locality of Residence (LOR) was somewhat neutral in its effect (mean = 3.45, SD =1.16) with 55.54% of the respondents stating that the neighborhood resources and infrastructure are promulgate of education, though 26.26% of the respondents indicated otherwise.

Discussion

This study was carried out to investigate the concept of socio cultural capital and its impact on the development of personality among students in South Punjab Pakistan using quantitative designs. Based on the Bourdieu (1986) theory of capital, especially on social and cultural capital, the results of the research findings reaffirm that the experience of development in students was significantly dependent on family resources, the organization of schools, and the environment of the community. The analysis demonstrate the positive contribution of parental socio-cultural capital including education, involvement and cultural engagement to personality development of students, thus fulfilling the propositions of Bourdieu (1986) and Coleman (1988) that attributes values, norms and support that are passed on across generations positively affect the development of children.

Home environment and locality became as well as considerable factors. The students who lived in developed cities or had a home that was not crowded with a large population were advantaged of better access to learning materials, social life, and learning facilities thus making in contribution to amplified individual development. This is also in line with Evans (2010) and Putnam (2000) who observes that an overcrowded and stressful household setting may hamper cognitive and emotionally based development. All in all, the results indicate that the socio-cultural capital has been observed to work both at a home

level and community level and it works in interaction to determine the personality results of children. These findings strengthen the Bourdieu framework accompanied by underscoring of the necessity of contextual education policies in South Punjab.

Socio-cultural capital of parents is a key determinant of the socio-emotional development of students at least in areas where family and culture significantly impact school education. Increased parental education, school engagement, and strong social connections generate facilitating conditions which lead to confidence, communication, self-control, and social flexibility. Research like the ones by Alon and Tienda (2020) and Jerrim and Macmillan (2021) concludes that an active dialogue with parents and their interactions with children enhance an excellent socio-emotional development. Cultural capital, including reading culture, language competence, and cultural involvement gives an additional boost to such characteristics as critical thinking and moral reasoning, which is confirmed by Barone (2022) and Kalmijn (2023). The geographical detail is also important: urban or semi-urban students have access to wider peer communities, online communication, and other community resources, which define the development of better communication and socialisation skills, according to Rafiq and Ali (2022) and Khan and Saeed (2023). Taken together, parental socio-cultural and cultural capital, locality, are all sources of developmental environment, which could also have a great influence on the personality formation of students.

Conclusion

The purpose of the proposed research was to learn how socio-cultural capital influences personality development among students and this was done in a mixed-method environment in a socio-economically diverse environment of 9th and 10th -grade students in South Punjab, Pakistan. The research was done based on quantitative data to determine the level to which family background, economic status, and cultural expectations work jointly to determine how the students learn and develop at the school. The findings indicate an interwoven and multifaceted system of social, cultural, family, institutional, and linguistic term forces upon the development of individuals which can be successfully explained in the framework of the Theory of Capital developed by Bourdieu (1986) and supported by other modern theorists such as Coleman (1988), Putnam (2000), etc. The results show distinctly that socio cultural capital, both material and immaterial, is an essential factor that defines the personality performance of the students. The theoretical modeling plan of Bourdieu presented a set of results to conclude that various levels of capital in the study including parental education, neighborhood, and home learning environment correlate strongly with the attainment of primary personal attributes including confidence, emotional control, and social skills among students.

The quantitative test showed statistically significant correlations between all main variables. Particularly, a strong sociocultural capital of parents indicated a significant gain in the characteristic of personality of the students as those students who had a high parental SCC performed better than those who had low parental SCC. These results validate the hypothesis that socio-cultural capital is a good predictor of succeeding in personality development. As a result, one can make interesting empirical and theoretical arguments to support the fact that the socio-cultural capital should not be interpreted as a mere background factor, but rather as the instrument, which also has impact on the personality characteristics of the students. The results highlight that development of the students in a holistic manner ought to be pegged on the integration of activities between the families, the community, and the policymakers.

Recommendations

1. Advance Parental Awareness Programs: Schools are to arrange workshops and seminars that will inform parents on the role of socio -cultural capital on personality

development. These should entail instructions on the study patterns, communication patterns, and the promotion of cultural and intellectual practices at home.

2. Encourage Family Educational Support: The parents must be motivated to participate in the education of their child; this is to be done by holding frequent consultations about the school work, career guidance, and the personality outcomes.

3. Promotions of Home cultural activities: The families should also come up with the home culturally rich environment by reading, storytelling, religious teachings, and being exposed to literature, music or art. This can improve the cognitive ability, emotional intelligence and morality.

4. Enhance Socio-Economic Inclusion of Families: The government and non-government bodies are supposed to offer support to low-income families in terms of financing and material resources so that they can have equal access to learning materials, extra- cultural activities and study resources.

5. Enhance Language Developmental Practices: Parents ought to aim at cultivating multilingual skills at home, specifically English, Punjabi, and Urdu to make children gain skills in communicating, self-expressing, and also instilled confidence in both social and academic environments.

6. Encourage Resourceful and Secured Communities: Urban and rural localities need to become more resourceful and adequately infrastructure to allow easier access to recreation areas, libraries and education facilities since locality is a great determinant of personality formation and social interaction.

7. Promote Community involvement: schools and local organizations are supposed to foster the participation of the students in community service, cultural events and social networks to enhance their social capital, resilience and leadership skills.

8. Establish Liaison with Peers Programs: Well-organized peer learning, group activities, and out-of-school relationships must also be encouraged to improve social skills, working with others, conflict management, and flexibility in students.

9. Incorporate Socio-Cultural Capital into School Curriculum: Both cognitive and non-cognitive (critical thinking, debates, cultures projects, moral reasoning, and similar) activities need to be incorporated in the school curriculum to reflect both social and cultural capital.

10. Regular System of Monitoring and Counseling: Schools ought to have systems of monitoring so as to determine those students deprived of the socio-cultural support and offer counseling, mentorship, and advice on how to close gaps in personality growth and socialization.

Note: This research article has been derived from my PhD research thesis titled "Effects of socio-cultural capital on students' academic performance and personality development: a case study of 9th & 10th grade students in south Punjab, Pakistan".

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