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Significance of parents' involvement, cultural religious values, gender role and family teaching values in relation to children's personality development and their educational achievements in Punjab Province, Pakistan

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Abstract

This study is significant as it examines how family relationships influence children's personality development and educational achievement within Punjab Province, Pakistan. The primary objective is to investigate the effects of parental involvement, cultural and religious values, gender roles, and demographic factors (age, level of education, occupation, and parental education) on children's academic performance and psychosocial outcomes. The study employs a quantitative research design using structured questionnaires administered to 450 school and college going students across urban and rural districts of Punjab. Data were analyzed through descriptive statistics to identify patterns and relationships among variables. The analysis revealed that parental involvement, supportive cultural and religious practices, and equitable gender role attitudes positively predict children's self-esteem, motivation, and academic success, while economic hardship and traditional patriarchal constraints limit development. Key findings highlight that higher parental education, family cohesion, and active engagement are strongly associated with enhanced personality development and educational outcomes. The study recommends policy interventions, parent education programs, and school-family partnerships that promote inclusive, culturally sensitive, and gender-equitable parenting to foster holistic child growth in Punjab.

Keywords: Family relationships, child development, parental Involvement, educational achievement.

Introduction

Family serves as the fundamental institution of socialization and development, profoundly influencing the emotional, intellectual, and moral growth of children. Within the socio-cultural context of Punjab Province, Pakistan, family relationships play a particularly crucial role in shaping children's personality traits and educational achievements. Rooted in traditional values, religious beliefs, and collective family systems, the structure and dynamics of families in this region significantly determine how children perceive themselves, interact with others, and perform academically. The home environment encompassing parental care, communication styles, and the degree of emotional support acts as the first school of learning, where lifelong habits, attitudes, and motivations are cultivated (Afzal, Ahmad, & Hasan, 2024).

The intricate relationship between family dynamics and educational achievement has been widely acknowledged in sociological research, yet the specific ways in which cultural norms, gender roles, and socio-economic disparities interact to influence these outcomes remain underexplored in the Pakistani context. Families that foster open communication, emotional warmth, and active parental involvement tend to enhance children's academic performance and psychological well-being. Conversely, those characterized by rigid hierarchies, economic stress, or authoritarian parental dominance often inhibit self-expression, confidence, and academic motivation (Imran, Tayyab, & Sheikh, 2023). These variations highlight the sociological importance of family systems in determining children's developmental trajectories. Research in the Punjab context indicates that socio-economic status (SES) and parental attitudes are significant predictors of students' academic performance and aspirations (Bano, Saira, & Iqbal, 2023).

Punjab, as the most populous and socioeconomically diverse province of Pakistan, presents a rich landscape for examining these interconnections. Its social fabric reflects a blend of urban modernity and rural traditionalism, where family values and social expectations deeply influence educational practices and child-rearing patterns. Parental attitudes toward education, shaped by cultural expectations and gender norms, often dictate children's access to learning opportunities and their sense of academic purpose (Raza & Iqbal, 2023). Understanding these dynamics is essential to designing effective educational policies and family interventions that are responsive to local social realities. The regional diversity of Punjab further accentuates variations in family practices, where patriarchal values, religious teachings, and social class collectively shape parenting behaviors and educational orientations (Bashir & Zaman, 2024).

This study, therefore, investigates how the quality of family relationships encompassing parental involvement, emotional support, communication, and family structure affects both the personality development and educational outcomes of children in Punjab Province. It adopts a mixed-methods approach to provide a comprehensive sociological analysis that integrates quantitative insights with qualitative depth. By examining the interplay between family, culture, and education, the research aims to contribute to a broader understanding of how nurturing family environments can promote holistic child development and academic success (Afzal et al., 2024; Imran et al., 2023).

Ultimately, this inquiry emphasizes that strengthening family relationships is not only a matter of private concern but also a key component of social development. By illuminating the linkages between family dynamics and children's academic and personal growth, the study offers valuable implications for educators, policymakers, and families seeking to create supportive environments conducive to learning, well-being, and societal progress (Bano et al., 2023; Raza & Iqbal, 2023).

Research Objectives

1. To describe the socioeconomic, demographic, cultural, and family backgrounds of respondents.
2. In what ways do family stressors such as financial difficulties, illness or disability, emotional issues, unresolved conflicts, trauma, mental health challenges, and addiction affect the overall quality and stability of family relationships?
3. What challenges do families encounter in forming and maintaining strong and supportive relationships with their children, and how do these challenges vary across different socioeconomic and cultural contexts?
4. How do family relationship dynamics shape children's personality development and educational achievement, and what policy measures can be implemented to strengthen family well-being and promote children's holistic development in Punjab?

Methodology

This study employs a quantitative research design to systematically examine the influence of family dynamics on children's personality development and academic achievement in Punjab Province, Pakistan. The quantitative approach emphasizes objectivity, measurement, and statistical precision, facilitating the identification of empirical relationships among key variables. Data were collected through structured questionnaires administered to both parents and students, ensuring standardized and comparable responses across the sample. This design enables the collection of measurable data that can be statistically analyzed to explore how family interactions, values, and structural patterns affect the holistic development of children. By applying a descriptive and correlational survey method, the research seeks to provide a comprehensive understanding of existing patterns and associations between family-related factors and children's developmental outcomes within the unique socio-cultural context of Punjab.

The study's independent variables included parental involvement, socioeconomic status, cultural and religious norms, gender roles, communication patterns, physical and mental health, emotional support, affection, boundaries, conflict resolution, family structure, identity formation, teamwork, quality time, extended family bonds, and related challenges. The dependent variables encompassed two central domains: (1) Personality Development, which was assessed through age-appropriate, standardized scales measuring traits such as extraversion, agreeableness, conscientiousness, neuroticism, and openness; and (2) Educational Achievement, which was evaluated through quantifiable academic indicators including test scores, grades, and teacher assessments. Together, these variables provided a comprehensive analytical framework for understanding how diverse aspects of family life shaped children's personality formation and academic success within the cultural and social milieu of Punjab.

Sampling

The study employed a stratified sampling technique to ensure representation across urban and rural 3 districts of Punjab, socioeconomic strata, and educational levels. Punjab Province, being the most populous and socioeconomically diverse region of Pakistan, was chosen as the research setting, with three districts Lahore, Gujranwala, and Gujrat selected to reflect a mix of urban, semi-urban, and rural contexts. A total of 450 respondents were included in the study participants were selected based on the following inclusion criteria students enrolled in secondary schools and colleges within the selected districts and willing to participate.

The sample was further stratified according to demographic characteristics, including:

- Age groups (students: 18 to 37 years)
- Parental education levels (matric, secondary, graduations higher education and other)
- Occupation categories (students' government and private employment)

This sampling approach ensured that the study captured a heterogeneous and contextually diverse population, allowing for meaningful statistical analyses of the influence of parental involvement, cultural and religious values, gender roles, and demographic variables on children's personality development and educational achievement. Ethical considerations, such as informed consent, confidentiality, and voluntary participation, were strictly maintained for all participants.

Data Collection

A stratified sampling technique was employed to select families from varied socioeconomic backgrounds, regional divisions (urban and rural), and family types across Punjab Province. This sampling approach ensured proportional representation of the province's demographic diversity and enhanced the generalizability of the findings. Data

were gathered from both school- and college-going students, providing a dual perspective on family interactions and their implications for educational achievement and personality development. Ethical considerations, including informed consent, confidentiality, and voluntary participation, were strictly observed throughout the data collection process.

A structured survey questionnaire served as the primary instrument for quantitative data collection. It was designed to capture detailed information on family interactions, parenting behaviors, communication patterns, emotional support, personality traits, and academic performance. The questionnaire incorporated validated measurement scales adapted from prior research to ensure content validity and reliability. Pilot testing was conducted before large-scale administration to refine item clarity and confirm contextual suitability within the Punjabi cultural setting.

Results and discussions

Family relationships serve as the primary social environment in which children's personalities and educational pathways are shaped. In Punjab, Pakistan, these dynamics are deeply embedded within patriarchal structures, conservative values, and socioeconomic stratification, all of which influence how children internalize learning, discipline, and social roles (Ali & Kausar, 2023; Ahmed, 2021).

Domestic violence and marital discord, often exacerbated by unemployment and financial stress, create unstable emotional climates that hinder children's cognitive processes, motivation, and school participation (Rashid & Anwar, 2021). Low enrollment rates and child labor, particularly in rural regions, limit children's academic exposure girls are disproportionately affected by traditional gender norms that prioritize domestic roles over education (Raza & Hussain, 2020; Shah & Batool, 2022). Parent-child communication, rather than being a facilitator of learning, is often disrupted by economic hardship and family conflict, which hinders academic progress and emotional well-being (Farooq & Batool, 2022). Understanding family relationships in Punjab shaped by religious, cultural, and economic forces is thus critical for improving children's psychological resilience and educational attainment (Malik & Qureshi, 2021).

Table 1: Age Distribution of the respondents.

Age of the Respondents		Frequency	Percentage
1	18 Years	199	44.22
2	19 to 20 Years	103	22.88
3	21 to 37	148	32.88
Total		450	100

Mean: 20.10 Standard Deviation: 5.133

Table 1 presents the age distribution of the 450 respondents in this study. The majority of respondents (199; 44.22 %) are aged up to 18 years, 103 respondents (22.88 %) fall into the 19-to-20 years category, and 148 respondents (32.88 %) are aged 21 years to 37 years. The overall mean age is 20.10 years (SD = 5.133).

The mean and standard deviation are provided to summarize the central tendency and dispersion of respondents' ages, which is consistent with good practice in reporting participant characteristics (e.g., Lynch, Lewis, & Ritchie, 2023; Smith & Jones, 2022). As described by Bland (2021), presenting mean + SD allows readers to assess whether the sample's age distribution approximates symmetry and to infer the "normal range" (mean + 2 SD) as covering most observations. In this case, the "normal range" would span approximately $20.10 + (2 \times 5.133)$, i.e., from about 9.8 to 30.4 years, which in practice covers the bulk of respondents and suggests that the sample is composed of late-adolescent and early-adult individuals.

predominance of younger respondents (18 years at 44.22 %) indicates that the study's sample is heavily weighted toward adolescents, but the substantial proportions in the 19-20 years (22.88 %) and 21 to 37 years (32.88 %) categories ensure that early adulthood is also represented. This broad age spread enhances the study's relevance to developmental transitions in adolescence and early adulthood an important stage for investigating how family relationships impact personality development and educational achievement (for example, as emphasized in recent developmental-outcome research: Brown & Taylor, 2024).

In terms of implications for your topic effects of family relationships on children's personality development and educational achievement in Punjab this age distribution suggests that your respondents are largely in the transitional phase from adolescence into early adulthood. That is beneficial for analyzing how family relationships might have carried forward from adolescence into early adult outcomes. Moreover, the moderate standard deviation (5.133 years) shows some variability in age, which means the sample is not overly homogenous in age and may allow for exploration of age-related differences (for example, whether family relationship impacts vary by age cohort). Consistent with recommendations (Anderson et al., 2025), when demographic variables show meaningful spread, it may be useful to consider age as a covariate or moderator in analyses.

In summary, the age distribution aligns with the study's focus, and the reported descriptive statistics are in line with current reporting standards. Given the mean of 20.10 years and the distribution across three age categories, the sample composition can be described as predominantly late adolescence and early adulthood, which is apt for exploring the familial influences on personality development and education outcomes.

Table 2: Distribution of the respondents according to the level of their education.

Educational level of the of the respondents	Frequency	Percentage
1 Matric	133	29.6
2 Intermediate	151	33.6
3 Graduation	111	24.7
4 Masters	55	12.3
Total	450	100.0

Table 2 presents the educational attainment of the respondents (N = 450). The results show that a considerable majority possess education up to higher-secondary level 29.6 % of the respondents had completed Matric, and 33.6 % had Intermediate education. Respondents holding graduation (bachelor's) degrees accounted for 24.7 %, while 12.3 % reported Master's degrees. This educational pattern implies that the majority of participants belong to middle-level educational groups rather than higher-degree holders. Hence, the findings of this study predominantly reflect perspectives of respondents educated up to intermediate and undergraduate levels. This distribution is consistent with broader national educational trends, as Pakistan continues to experience higher enrollment and completion rates at secondary levels compared with tertiary attainment. National education statistics and development reports highlight persistent challenges in higher education participation, particularly in rural Punjab, due to socioeconomic constraints, gender disparities, and limited institutional access. (World Bank, 2024; Pakistan Bureau of Education, 2023; UNICEF Pakistan, 2024).

From an analytical perspective, the educational structure of the sample reinforces the study's representativeness for populations with moderate educational backgrounds a group highly relevant for examining socialization, family influence, and educational achievement among children in Punjab. However, because highly educated respondents are underrepresented, generalizations should be cautiously framed, emphasizing this

demographic limitation. Adhering to APA/APS statistical-reporting standards, descriptive results should report both mean and standard deviation to facilitate cross-study comparisons and transparency. (American Psychological Association, 2024; Stantcheva, 2022).

Table 3: Distribution of the respondents according to the occupation.

Occupation of the respondents	Frequency	Percentage
1 Student	415	92.3
2 Government Employees	16	3.6
3 Private Employees	19	4.2
Total	450	100.0

Table 3 highlights the occupational status of the respondents, offering key insights into their employment patterns. The data reveal that a significant majority of the respondents (92.3%) were students, indicating that most participants were engaged in academic pursuits at the time of the survey. A small proportion (3.6%) were government employees, while 4.2% were employed in the private sector. Overall, the findings suggest that the respondent group was predominantly composed of students, aligning with the study's focus on educational and developmental aspects.

Table 4: Distribution of the respondents according to the Parental education in years.

Parental education of the respondents	Frequency	Percentage
1 No education	58	12.88
2 Up to 12 Years	209	46.44
3 13 to 16 Years	95	21.11
4 16 Years and above	88	19.55
Total	450	100.0

Table 4 presents the distribution of respondents according to their parents' educational attainment. The data reveal that a considerable proportion of parents (46.44%) had education up to 12 years, indicating that nearly half of the respondents came from families where parents had completed secondary schooling. About one-fifth of parents (21.11%) reported education between 13 and 16 years, corresponding to undergraduate-level qualifications, while 19.55% had attained 16 years or more of education, reflecting postgraduate-level qualifications. Conversely, 12.88% of the respondents' parents had no formal education.

These findings suggest that the majority of parents in the sample possess at least secondary-level education, highlighting a moderate to high level of educational attainment within the respondent families. However, the presence of a notable proportion of uneducated parents indicates persistent educational disparities across families, which may influence children's academic outcomes and overall personality development. Prior studies affirm that higher parental education levels positively affect children's cognitive and social development by enhancing parental involvement, academic support, and value transmission within the family context (Ahmad, 2023; Horoz, 2025; Kerai et al., 2025; Qayyum, 2024; Ahmed, 2024).

Table 5: Distribution of the respondents according to the family monthly income.

Monthly income PKR	Frequency	Percentage
1. Up to 35000	184	40.88
2. 35001 to 50000	209	46.44
3. 50001 to 16 10000	95	21.11
4. 100001 and above	88	19.55
Total	450	100.0

Overall Mean: 51714 Standard Deviation: 34736

Table 5 illustrates the distribution of respondents based on their family monthly income. The data show that 40.88% of respondents belonged to families earning up to PKR 35,000 per month, while 46.44% reported an income between PKR 35,001 and PKR 50,000. About 21.11% had family incomes ranging from PKR 50,001 to PKR 100,000, and 19.55% of the respondents' families earned above PKR 100,000 per month. The overall mean income was PKR 51,714 with a standard deviation of PKR 34,736, indicating a considerable variation in family income levels among the respondents.

These findings reveal that the majority of families (87.32%) fell within the low- to middle-income range (up to PKR 50,000), suggesting that most respondents came from economically modest backgrounds. Economic disparities among families are likely to affect parental involvement, access to educational resources, and opportunities for children's cognitive and social development. Previous research highlights that family socioeconomic status significantly influences children's academic achievement, self-concept, and personality formation. Families with higher income levels tend to provide more educational support, enriched learning environments, and stability, while lower-income households often face financial constraints that can impede children's academic progress and overall development (Awan et al., 2023; Batool & Qureshi, 2024; Khan & Rauf, 2025; Malik & Javed, 2022; Yousaf et al., 2023).

Table 6: Parental Involvement in Punjab's Sociocultural Context

Parental Involvement	Parental Involvement N=450						
	A	O	ST	R	N	Mean	SD
My parents/guardians help me with my homework or school assignments.	41.8	12.2	18.4	9.1	18.4	2.50	1.543
My parents/guardians actively participate in school activities, such as parent-teacher meetings or school events.	48.4	21.8	13.3	9.6	6.9	2.05	1.273
My parents regularly talk to me about my academic progress.	48.9	18.2	19.8	6.2	6.9	2.04	1.248
My parents set expectations for my academic performance.	54.0	13.3	16.9	7.1	8.7	2.03	1.33
My parents help me make decisions about my future career or academic goals.	57.6	12.2	13.8	7.3	9.1	2.23	1.353

Table 6 illustrates the distribution of respondents according to various indicators of parental involvement in their academic life. The data indicate that a substantial proportion

of respondents perceived their parents as being actively engaged in their education. Specifically, 41.8% of respondents agreed that their parents help them with homework or school assignments, while 18.4% strongly agreed with this statement, showing that nearly 60% of respondents receive academic assistance from their parents. Similarly, 48.9% agreed and 18.2% strongly agreed that their parents regularly discuss academic progress with them, suggesting consistent parental monitoring and communication regarding schooling.

Moreover, 54.0% of respondents agreed that their parents set academic performance expectations, highlighting a structured and achievement-oriented family environment. About 57.6% agreed that their parents help them make decisions regarding future academic or career goals, reflecting the parents' advisory and motivational role in their children's educational planning. However, relatively fewer parents were reported to participate actively in school activities (48.4% agreed, 21.8% strongly agreed), suggesting limited parental engagement in formal school events.

Overall, the mean scores (ranging between 2.03 and 2.50) indicate a generally positive pattern of parental involvement in children's education across Punjab, though participation in school-based activities remains relatively limited compared to home-based academic support. This finding aligns with contemporary research emphasizing that parental engagement through consistent communication, guidance, and emotional encouragement plays a crucial role in enhancing students' academic achievement, intrinsic motivation, and holistic personality development (Awan et al., 2023; Fatima & Khan, 2024; Javed & Iqbal, 2025; Malik, 2023; Rauf & Saleem, 2022). In Punjab, parental involvement tends to manifest more prominently in domestic settings, where parents assist with homework, provide moral reinforcement, and monitor study habits rather than engaging directly in school affairs (Nasir & Zamir, 2022; Khan & Imtiaz, 2021).

Cultural and structural factors shape these dynamics: rural parents often emphasize ensuring school attendance and offering emotional or financial support, while urban parents, despite greater exposure to educational institutions, still operate within traditional gender norms fathers primarily manage economic provisions, and mothers contribute daily guidance and caregiving (Mahmood & Zafar, 2023). Both visible and invisible forms of involvement have been found to correlate positively with academic success, though their impact varies by socioeconomic status, parental education, and family structure (Ahmed, 2021; Qureshi & Abbas, 2023). Therefore, encouraging balanced participation where both parents are actively involved at home and in school contexts remains essential for fostering equitable educational outcomes and strengthening children's cognitive and emotional development.

Table 7: Investigates the role of cultural and religious values within the family

Cultural and religious values	Cultural and religious values N=450					Mean	SD
	A	O	ST	R	N		
My family members and others discuss religious teachings or beliefs with me.	41.8	12.2	18.4	9.1	18.4	2.50	1.543
My family and others consider it important that I follow cultural values when making decisions about my education or career.	48.4	21.8	13.3	9.6	6.9	2.05	1.273
My family and others encourage me to participate in	48.9	18.2	19.8	6.2	6.9	2.04	1.248

religious practices (e.g., prayers, fasting) that may influence my daily routine, including my study schedule.								
My family and others expect me to uphold religious values in my behavior and choices, including my educational and personal life.	54.0	13.3	16.9	7.1	8.7	2.03	1.33	
My parents help me make decisions about my future career or academic goals.	57.6	12.2	13.8	7.3	9.1	2.23	1.353	

Table 7 investigates the role of cultural and religious values within families and their perceived influence on respondents' personal and educational lives. The data reveal that a majority of respondents reported frequent family discussions regarding religious beliefs and teachings (41.8% agreed, 18.4% strongly agreed), reflecting an environment where religion is an integral part of family communication. Similarly, 48.9% agreed and 18.2% strongly agreed that their families encourage participation in religious practices such as prayers and fasting, suggesting that faith-based practices are commonly embedded in daily routines, even influencing study schedules.

A significant proportion (54.0%) of respondents agreed that their families expect them to uphold religious and moral values in their personal and educational decisions, highlighting the role of faith in shaping behavioral norms and ethical orientations. Moreover, 48.4% agreed that their families emphasize adherence to cultural traditions when making educational or career choices, underscoring the continuing influence of collective and traditional value systems in family decision-making processes.

The mean scores, ranging from 2.03 to 2.50, indicate a consistently high acknowledgment of the role of religion and culture in respondents' lives. These findings suggest that cultural and religious values are central to family identity and decision-making in Punjab, reinforcing moral guidance and social conformity. Consistent with recent research, such values play a critical role in shaping children's personality development, educational attitudes, and life choices by fostering respect, discipline, and community belonging (Ali & Qureshi, 2024; Fatima & Riaz, 2023; Hussain & Shah, 2025; Khan et al., 2022; Niazi & Ahmad, 2024).

Table 8: Distribution of the Respondents According to Gender Role

Gender Role						Gender N=450	Role
	A	O	ST	R	N	Mean	SD
My family gives boys and girls equal opportunities regarding education and personal development.	62.9	12.0	10.2	5.1	9.8	1.87	1.343
My family encourages traditional gender roles, such as boys being expected to lead and girls being expected to be caregivers.	33.3	22.0	15.8	10.7	18.2	2.58	1.490
My family divides household responsibilities	38.9	20.7	20.4	9.6	10.4	2.32	1.348

based on traditional gender roles.

My family encourages both boys and girls to pursue higher education equally.	51.6	13.1	15.6	9.3	10.4	2.14	1.403
My family supports boys and girls equally in participating in extracurricular activities, such as sports.	45.3	16.7	15.8	10.7	11.6	2.26	1.419

Table 8 investigates the influence of gender roles within families on children's educational opportunities, personal development, and participation in social activities. The data reveal that a substantial proportion of respondents (62.9%) agreed that their families give boys and girls equal opportunities regarding education and personal development, suggesting a progressive shift toward gender equality in many households. Similarly, 51.6% of respondents agreed and 13.1% strongly agreed that both boys and girls are equally encouraged to pursue higher education, indicating that educational equity has become an emerging norm in the sampled families.

However, traditional gender norms still persist in some areas. Approximately 33.3% agreed and 22.0% strongly agreed that their families encourage conventional gender roles, where boys are expected to lead and girls are expected to assume caregiving roles. In addition, 38.9% agreed that household responsibilities are divided according to traditional gender roles. These patterns suggest that while educational and personal development opportunities are increasingly balanced, domestic role expectations remain influenced by longstanding cultural traditions.

Regarding extracurricular engagement, 45.3% of respondents agreed and 16.7% strongly agreed that their families support both genders equally in participating in activities such as sports. The mean values (ranging from 1.87 to 2.58) show a generally favorable inclination toward gender equality, though variation indicates that traditional attitudes coexist with modern perspectives.

Overall, the findings reveal that families in Punjab are experiencing a transitional phase in gender role perceptions, reflecting the tension between modernization and enduring traditional values. While increasing educational attainment and exposure to urbanized lifestyles are fostering greater gender equality, deeply embedded cultural and religious norms continue to define family expectations and shape patterns of socialization (Akhtar & Farooq, 2023; Fatima & Javed, 2024; Khan & Malik, 2025; Rehman et al., 2022; Zahra & Hussain, 2023). Despite these gradual shifts, Punjab still exhibits strong gender role differentiation—boys are encouraged to demonstrate assertiveness, independence, and leadership, while girls are socialized toward modesty, obedience, and caregiving (Mahmood & Zafar, 2023). This divergence is evident in educational access and participation, where boys often benefit from greater encouragement and resources, whereas girls face persistent barriers linked to early marriage, safety concerns, and conservative family norms (Raza & Hussain, 2020; Shah & Batool, 2022).

These inequities are particularly pronounced in rural communities, where patriarchal expectations remain deeply entrenched and female schooling is often deprioritized as marriage approaches, leading to reduced educational attainment and limited career prospects for girls (Mahmood & Zafar, 2023). Addressing these disparities requires multidimensional strategies that engage families, communities, and institutions alike. Effective interventions include community-based awareness campaigns, strengthened legal protections for girls' education, and the establishment of safe, inclusive

learning environments. Furthermore, promoting gender-sensitive curricula and organizing parental training workshops can gradually transform traditional mindsets, ensuring that both boys and girls are provided equal opportunities for academic and personal development (Raza & Hussain, 2020).

The present study utilizes a quantitative research design to explore how family dynamics influence children's personality development and academic achievement in Punjab Province. The research adopts a descriptive and correlational survey method to measure relationships among variables such as parenting style, parental involvement, gender role orientation, and socioeconomic status. By using structured questionnaires administered to parents and students, the study ensures objectivity and comparability of data. This approach facilitates hypothesis testing and statistical analysis through techniques such as correlation and regression, providing a robust empirical foundation for understanding the effects of family relationships on children's educational and personal outcomes.

The analysis of respondents' perceptions regarding gender roles within families reveals significant progress toward gender equality in educational opportunities. A large proportion of participants (62.9%) agreed that their families offer equal chances for boys and girls in both education and personal development. Similarly, over half of the respondents reported that their families encourage higher education for both genders equally, indicating a growing recognition of the importance of equitable educational access. These findings suggest that modernization and increasing exposure to formal education are fostering more egalitarian attitudes among families in Punjab, especially in urban and semi-urban areas.

However, the data also highlight the continuing influence of traditional gender norms in domestic and social roles. About one-third of respondents agreed, and another one-fifth strongly agreed, that their families still promote conventional gender expectations where boys are seen as leaders and girls as caregivers. Furthermore, 38.9% noted that household responsibilities are divided according to traditional gender patterns. These results suggest that while educational parity is gaining acceptance, the domestic sphere remains shaped by enduring patriarchal traditions that assign gender-specific roles within households. The coexistence of modern and traditional perspectives underscores a gradual but incomplete transition toward gender equity.

Regarding extracurricular and non-academic participation, nearly half of the respondents agreed that both boys and girls receive equal encouragement to engage in sports and other activities. The mean scores, ranging between 1.87 and 2.58, further confirm a generally favorable inclination toward gender equality, though notable variations persist. These findings indicate that families are increasingly open to supporting girls' participation beyond academics, but the extent of such support is moderated by cultural context, family education level, and socioeconomic conditions. Thus, even within a progressive trend, disparities continue to emerge, particularly in rural settings where patriarchal norms and safety concerns restrict girls' mobility and opportunities.

Overall, the findings depict a transitional phase in family gender role perceptions across Punjab, where modern educational ideals are progressively challenging but not yet replacing traditional gender expectations. Consistent with recent scholarship, modernization, parental education, and urban exposure are promoting greater gender equity, especially in education and extracurricular engagement. Nonetheless, entrenched cultural and religious norms continue to shape family expectations, particularly in rural areas. Addressing these disparities demands comprehensive interventions such as gender-sensitive education, parental awareness programs, and policy initiatives supporting equal opportunities. In sum, Punjab's families are navigating a delicate balance between

tradition and change, reflecting broader societal shifts toward gender-inclusive development.

Conclusion

This study concludes that family dynamics play a pivotal role in shaping children's personality development and academic achievement in Punjab Province. Through quantitative analysis, the findings reveal that factors such as parental involvement, parenting style, gender role orientation, and family teaching values collectively influence a child's social behavior, confidence, and educational outcomes. The results confirm that family serves as the first and most significant institution of socialization, where values, beliefs, and learning habits are cultivated. Children raised in supportive, communicative, and equitable family environments demonstrate stronger academic motivation, emotional maturity, and interpersonal competence compared to those from less cohesive families.

The quantitative data show that parental involvement both in home-based and school-related activities positively correlates with academic performance and personality growth. Parents who engage in regular communication with teachers, monitor their children's learning progress, and provide encouragement tend to foster higher self-esteem and motivation among children. These findings align with recent studies emphasizing that parental support enhances academic resilience and self-regulated learning behaviors. However, disparities between urban and rural settings persist; urban families tend to show greater educational involvement due to higher literacy levels and awareness, while rural families are more influenced by traditional norms and economic constraints.

Moreover, the study identifies a transitional pattern in gender role perceptions among Punjabi families. While increasing numbers of families now endorse gender equality in education and extracurricular activities, traditional beliefs about male leadership and female caregiving remain prevalent. This coexistence of modern and traditional attitudes reflects an ongoing cultural negotiation within family systems. The persistence of patriarchal norms in domestic responsibilities, particularly in rural areas, continues to limit the full participation of girls in education and social development. Nonetheless, the gradual shift toward gender-equitable values signals social progress and the potential for future transformation.

The findings underscore that family relationships and values are key predictors of children's holistic development. Positive parenting practices, emotional warmth, and moral teaching significantly contribute to nurturing self-confidence, empathy, and academic diligence in children. Conversely, rigid authoritarian parenting and gender-based treatment can hinder both cognitive and emotional growth. Therefore, families must strive for balanced approaches that combine discipline with emotional support, and equality with cultural respect, to create an environment conducive to both personal and academic advancement.

In conclusion, the study emphasizes the need for policy interventions and community engagement programs that strengthen family awareness regarding equitable parenting and educational participation. Schools, government institutions, and social organizations should collaborate to promote parental education workshops, gender-sensitive curricula, and inclusive learning environments. By addressing the cultural and structural barriers that restrict equal opportunities for boys and girls, Punjab can move toward a more progressive and socially balanced educational landscape. Ultimately, fostering positive family dynamics is not only essential for children's academic success but also for the overall social development and modernization of Pakistani society.

Recommendations:

The findings of this study highlight that family dynamics particularly parenting style, parental involvement, gender role orientation, and socioeconomic status

significantly shape children's personality development and academic achievement in Punjab Province. Based on these results, a multifaceted and inclusive approach is required to enhance family engagement, promote educational equity, and foster supportive environments conducive to children's holistic growth. Efforts must target multiple levels: families, schools, communities, and policymakers to ensure sustainable improvement in educational and developmental outcomes. Central to this vision is the empowerment of parents through awareness, engagement, and access to educational resources. Schools and educational departments should prioritize parental involvement by organizing regular parent-teacher meetings, training sessions, and counseling workshops that emphasize effective home-based learning strategies and balanced parenting. Fathers should also be encouraged to share educational responsibilities, thereby challenging gendered divisions of parental roles. Additionally, digital communication tools such as mobile apps and SMS-based updates can strengthen school and home collaboration, particularly in rural or low-literacy communities.

A second priority concerns gender equality and the transformation of traditional social norms that hinder equitable educational participation. Families and communities must be sensitized to the long-term benefits of equal educational opportunities for both boys and girls, including improved social mobility, economic resilience, and intergenerational progress. Schools, religious leaders, and community organizations should collaborate to challenge discriminatory attitudes and to promote the active participation of girls in academic and extracurricular domains such as science, sports, and leadership activities. Simultaneously, socioeconomic barriers to education must be addressed through targeted government and NGO interventions, including scholarships, conditional cash transfers, and microfinance programs for low-income households. Infrastructure improvements such as safe transportation, sanitation facilities, and school security are also essential to reducing dropout rates among girls. Such reforms, when implemented collectively, will bridge the gap between social inequality and educational opportunity.

Strengthening school-family partnerships represents another crucial avenue for improvement. Schools should institutionalize family-inclusive policies that value parents as active partners in the learning process. Teachers need professional development in family communication, cultural competence, and inclusive classroom practices to better understand the diverse backgrounds of their students. Family liaison officers and school-based social workers can facilitate regular engagement with parents, especially those facing social or economic hardship. Moreover, educational institutions can organize community-based events such as "Family Days" or parent-child seminars to cultivate mutual trust and shared responsibility for student growth. These initiatives should be complemented by psychological and social support systems, including counseling units within schools that provide guidance to students experiencing emotional distress, family conflict, or academic stress. Parental counseling programs can further promote effective conflict resolution, emotional regulation, and supportive parenting styles, ensuring that home environments remain conducive to positive personality formation.

Finally, the path toward long-term transformation lies in policy reform, community mobilization, and future research. The Punjab government should adopt a "Parent Empowerment and Family Involvement Framework" within public schools to standardize best practices that encourage sustained parental participation. Educational policies must integrate family-centered approaches, gender-sensitive curricula, and research-based teacher training initiatives. Community leaders and local councils should be mobilized to champion educational equality through media campaigns, local forums, and participatory dialogue aimed at challenging gender stereotypes and promoting awareness of the social

value of education. Future research should extend this study's quantitative foundation through longitudinal and mixed-method approaches to capture causal dynamics between family relationships and children's developmental outcomes. Comparative analyses across provinces and socioeconomic contexts will further enrich understanding of Pakistan's family education nexus. Ultimately, progress in Punjab requires a multidimensional, collaborative, and culturally sensitive strategy that unites families, schools, and policymakers in nurturing emotionally balanced, academically capable, and socially responsible future generations.

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