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Factors affecting the Academic Performance of Children of RBP Personnel in

Thimphu Dzongkhag.

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Abstract

This study aimed to examine the impact of social, economic, financial, and parenting practices on the academic performance of children of Royal Bhutan Police (RBP) personnel. A quantitative research approach was employed, gathering data through a questionnaire that covered demographic details as well as social, economic, financial, and parenting practice factors. The questionnaire was adapted and modified to align with the research objectives. Responses were collected from 400 parents, with 220 being male and 180 females. The analysis revealed that social, economic, financial, and parenting practices were all significantly and positively correlated with the academic performance of their children. The study also identified a strong positive relationship between economic and financial factors and academic outcomes. Family income emerged as a crucial factor influencing students' performance. Additionally, parental education was found to play a significant role in parent-child interactions; educated parents were more likely to value education and encourage their children to actively pursue it.

Key Words: Academic performance, social factors, Economic and financial factors and Parenting Practices

INTRODUCTION

Students have always been central to the educational process, and without their strong performance, any educational innovations are likely to fail. A common belief is that the quality of education is closely linked to the quality of the teacher. Regardless of available resources, curriculum design, school policies, and management practices, teachers are the primary source of learning for children. According to UNICEF (2000), the effectiveness of individual teachers in the classroom is the most critical factor influencing student performance. Numerous studies suggest that a teacher's ability and effectiveness are the most influential determinants of educational quality.

However, it is also widely acknowledged that factors outside of school, such as socio-demographic elements—including family socio-economic status, parental occupation, gender, marital status, family size, parents' education level, language, ethnicity, and religious affiliations—are equally important in affecting student performance (McCoy, 2005). Skinner (1945) emphasized that the environment in which learning occurs must be supportive and conducive for effective learning and performance, advocating for a partnership between home and school to enhance children's performance. Skinner (1945) also found that children from single-parent and financially disadvantaged families often struggle with completing homework and have poor attendance in remedial classes. Records from Zilnonling Primary School indicate that parents rarely attend parent-teacher meetings, reflecting minimal parental involvement in their children's education.

In Bhutan, research on the external factors influencing the academic performance of children whose parents serve in the Royal Bhutan Police (RBP) is limited. The issue of these children's academic performance has long been a concern, with widespread dissatisfaction among parents regarding their children's low performance. Therefore, this study aimed to examine the influence of socio-economic status, parental education level, family income, marital status, and parental involvement on the academic performance of RBP children. Given the scarcity of research in this area in Bhutan, the study sought to explore and analyze the factors affecting students' academic performance. Understanding the role of parental education and involvement in their children's education is crucial for developing strategies to improve the academic outcomes of this specific group of children.

Literature Review

Since education is provided free of charge to all Bhutanese students up to class 10, the financial burden on parents is limited to the cost of uniforms, exercise books, and some learning materials. However, the poor academic performance of students whose parents are police personnel presents an opportunity for research.

The quality of student performance remains a top priority for educators, as it has significant implications locally, regionally, nationally, and globally. Achieving educational success is not automatic, and the factors that influence academic performance have been the subject of ongoing debate among researchers. Both in-school and out-of-school variables affect students' performance. While teaching is initiated and controlled by teachers, learning is influenced by factors such as parental involvement, home environment, and parenting practices (Peday, 2008). A review of the

literature indicates that student performance is not solely dependent on in-school variables but also on external factors.

Effect(s) of Social Factors on Academic Performance

Siwalik (2000) highlighted that social element, such as family and community support, play a crucial role in academic success. Social factors reflect family background, the percentage of educated and employed individuals within a community, and the presence of single-parent households. Student performance tends to be higher in households with both parents present and where parents are better educated. Community stability, crime rates, and urbanization also influence student performance. Ferguson (1991) found that smaller class sizes positively affect student performance, particularly in the early stages of education, though this effect is more pronounced in primary grades. Family background is a significant factor in explaining differences in student performance, regardless of grade level. Ferguson (1991) also noted that single-parent households negatively impact children's academic performance, especially at lower grades. Additionally, female-headed households and parental education levels significantly influence students' test scores. Increased crime rates and community instability correlate with lower student performance.

Sepra (2009) found that urban school locations negatively impact student performance, likely due to the distractions of urban life. Socio-demographic factors, including age, gender, ethnicity, language, religion, marital status, occupation, education, income, family structure, and parenting practices, significantly influence student performance (Eamon, 2005). McCoy (2005) identified gender, ethnicity, and father's occupation as key contributors to student performance, with children from stable, educated families having better opportunities for academic success. Parents' education levels are crucial for their children's academic performance. Literate parents are more likely to support their children's education, leading to better academic outcomes (Nannyonjo, 2007). Parental education not only affects income but also influences parent-child interactions and support for learning (Carron & Chau, 1996). Nabbumba (1994) found that educated parents tend to value education and encourage their children to actively engage in it, providing psychological support that enhances academic performance (Considine & Zappala, 2002).

Divorce and family instability also negatively impact academic performance. Children from stable, two-parent households generally perform better in school due to the support and attention they receive (UNESCO, 2005). Marital conflict and separation can lead to neglect and lower academic performance (Majoribanks, 1996).

Researchers have long explored the variables affecting educational quality, broadly categorized as student, family, school, and peer factors (Crosnoe et al., 2004). Both in-school and out-of-school factors influence academic performance (Farooq et al., 2011). Cheng and Tam (1997) argued that there is no single formula for quality education; it depends on government policies, educational expenditure, a conducive learning environment, teacher-student ratios, teacher qualifications and competency, relevant curricula, and student health and motivation. UNESCO (2005) emphasized that the learning environment and students' personal characteristics, shaped by their capacity and experiences, play a crucial role in academic success. Support from schools, families, and communities is essential for achieving academic goals (Goddard, 2003). Parental involvement in education significantly enhances academic success (Furstenberg, 1995).

The influence of socioeconomic factors on academic performance is well-researched. The home is traditionally viewed as the child's first school, and the environment in which learning occurs must be supportive for effective education (Skinner, 1945). Scholars have shown that children's attitudes and home backgrounds significantly influence their academic performance, stressing the importance of partnership between home and school to improve outcomes.

In Bhutan, understanding the relationship between students' academic performance and external variables is limited, particularly for Armed Forces children. Although their poor academic performance has been a long-standing concern, research in this area is scarce, and there is widespread dissatisfaction among RBP parents regarding their children's low academic performance.

Effect of economic and financial factors on academic performances of children

A family's socioeconomic status (SES) is typically defined by their income, the education level of the parents, their occupations, and their social standing within the community, which includes factors like social connections, group affiliations, and how the family is perceived by others. Students from lower socioeconomic backgrounds often perform poorly in school, with some parents even encouraging early marriage as a priority over education. In contrast, families with higher incomes tend to prioritize and support their children's education (Farrant, 1980). Heyman (1980) highlights the significance of family income on student performance, noting that children from wealthier homes generally excel in various aspects of life, including moral reasoning and academic achievement, compared to those from poorer backgrounds, who face numerous educational challenges. Family income influences the type of school a child can attend, with children from wealthier families typically having access to better schools (Sentamu, 2003). When resources are scarce and families have many children, parents may struggle to adequately support each child's education (Escarce, 2003). Kasirye (1995) also observed that polygamous and extended families with low incomes negatively impact students' academic performance. Many experts agree that a family's low socioeconomic status directly affects children's learning.

Parental education influences not only income and the need for help at home or in the field but also affects parent-child interactions (Carron & Chau, 1996). Parents with little formal education may struggle with the language used in schools, limiting their ability to support their children's learning and participate in school-related activities. Nabbumba (1994) found that educated parents value education and encourage their children to engage actively in learning. Literate families also provide essential psychological support for their children (Considine & Zappala, 2002).

Socioeconomic status can be analyzed through various factors, including parental education, occupation, income, and the resources available to individuals (Capraro et al., 2000). Parental education level is closely linked to family income and overall socioeconomic status. Other demographic variables, such as gender, race, ethnicity, health, and disability, also influence academic performance (Farooq et al., 2011). Additionally, research indicates that higher administrative expenditures per student may negatively affect performance, especially in early grades, suggesting that more spending does not always lead to better outcomes.

Akanle (2007) argues that the sustainability of academic performance and social life depends on adequate parental income, and when children lack essential needs, their academic performance

suffers. Farooq et al. (2011) similarly note that students with unmet basic needs often perform poorly in school. Moreover, parents unable to afford higher education for their children may find that this financial strain negatively impacts their children's performance (Rouse & Barrow, 2006). Income shocks can reduce investment in education and harm children's performance, especially when resources are unevenly distributed between boys and girls (Bjorkman, 2005). Ankale (2007) points out that low parental income can cause psychological stress in the classroom, leading to poor concentration, low perception, frustration, and emotional difficulties, all of which impair academic performance. Bugembe et al. (2005) further emphasize that a child's welfare at school, including adequate living standards, is crucial for retention and overall development.

Impact of Parenting Practices on Academic Performance

Parental education affects income, the need for help at home or in the field, and parent-child interactions (Carron & Chau, 1996). Parents with limited formal education may struggle with the language used in schools, which can hinder their ability to support learning and participate in school-related activities. Nabbumba (1994) noted that educated parents tend to value education and actively encourage their children to do the same. Literate families provide psychological support that is vital for children's academic success (Considine & Zappala, 2002). The environment and the learner's characteristics, influenced by personal capacity and experience, play a crucial role in academic success (UNESCO, 2005). Support from schools, families, and communities collectively contributes to students' academic performance. Social and economic factors are critical to achieving performance goals in schools (Goddard, 2003). Parental involvement in a child's education significantly enhances academic success (Furstenberg, 1995).

Bronfenbrenner (1977) suggests that the social and demographic characteristics of the family and youth might directly influence academic performance by shaping parenting practices at home. Differential parenting practices could also contribute to gender disparities in academic achievement. He argues that the absence of role models, lack of adult supervision, limited career opportunities, and unsupportive social networks are among the factors in disadvantaged neighborhoods that negatively impact academic performance. Leyendecker and Lamb (1999) confirm that emotionally supportive and responsive parenting practices are important in children's academic lives. According to Peday (2008), parents are a child's first and most influential teachers. They play a critical role in their child's education by modeling, teaching, and guiding them, making them essential to their child's learning. Research indicates that a child's intelligence is more influenced by their upbringing and parenting than by genetics, with the development of attitudes, values, and emotional aspects of the child largely shaped by the quality of parenting.

Family background and parenting practices are central to a student's life outside of school (Fuller et al., 1999). These researchers emphasize the importance of the "home curriculum" in preparing students for success in school and influencing their future aspirations. Children who have positive early learning experiences and involved parents are more likely to succeed academically.

Some researchers have developed strategies to improve parenting practices, which have been introduced in schools to help parents enhance the "home curriculum" and become more involved in their children's education. These strategies include assessing their child's progress, providing clear

and regular communication, and involving parents in school decision-making processes (Redding, 2000). Successful initiatives to increase parental involvement have been implemented worldwide, such as student newspapers in China, which have provided valuable educational resources, especially for disadvantaged rural families (Carron & Chau, 1996).

Peday (2008) emphasizes that parental involvement in their children's learning is essential for improving the quality of education. Parents' active interest in their children's education, alongside collaboration between schools and families, is crucial for achieving educational success. Researchers have demonstrated that parental involvement is a critical factor in effective schooling and significantly contributes to improved student outcomes. Henderson and Berla (2002) argue that when schools collaborate with families to support learning, children tend to succeed not only in school but throughout life. Walson (1983) found that children of involved parents make significantly greater academic gains than those of uninvolved parents. Crevone and O'Leary (1992) highlight that children whose parents engage in activities with them at home significantly outperform those receiving only in-school instruction. Parents possess essential knowledge about their child's home life, extended family, health, and individual challenges, while teachers have expertise in child development, learning, curriculum activities, and peer relationships. Keyser (2001) suggests that this combined knowledge from teacher-parent partnerships should be harnessed to help children develop into responsible individuals. Parental involvement is widely accepted as a valuable method for enhancing the quality of education. In Bhutan, there is a lack of validated research on the education levels of RBP personnel, their role in their children's education, and the overall marital status within the RBP, and its impact on the academic performance of their children. Therefore, this study aims to explore and analyze the factors that influence students' academic performance. Understanding the level of parental education and their engagement in their children's education is crucial for developing strategies to improve the academic performance of this specific group of children.

MATERIAL AND METHODS

This study employed a quantitative research method, collecting primary data through a survey questionnaire. The survey method was deemed most suitable for the research, as the study's primary objective was to gather information via self-reports using questionnaires (Gay et al., 2006). Demographic data such as gender, age, marital status, education level, and service tenure were also collected. The study was conducted at a lower secondary school in Thimphu Dzongkhag, chosen due to time constraints and limited resources. Parents were selected as the sample group because it was reliable to obtain accurate information through personal visits to the site, allowing the researcher to conduct the survey within the expected time frame. The survey questionnaire was designed to align with the study's objectives.

Demographic Information

The study involved a total of 400 participants. The sample revealed that 55% (n=220) of the respondents were male, while 45% (n=180) were female (see Table 4.1). Among the 400 respondents, 17% (n=68) were divorced, with 29 of them remarried. The majority of respondents were in the age range of 26 to 35 years. Educational levels among the respondents varied: 47% had no formal education, 43% had education below high school, 7% held a bachelor's degree, 2% had a master's degree, and 1% had other forms of education. Most respondents had little or no education.

Data Analysis and Findings

Level of Agreement

The level of agreement of the respondents on the social, economic and financial factors, parenting practices factors and academic performances of children of RBP personnel are shown in Table 4.2. Based on the calculation using the following formula, $(5-1)/5=0.80$, the scores that fall between the ranges of:

4.21-5.00 are considered as strongly agree

3.41-4.20 are considered as agree

2.61-3.40 are considered as neutral

1.81-2.60 are considered as disagree

1.00-1.80 are considered as strongly disagree

Table 1.1 Level of agreement

Factors	Mean	Std. Deviation	Level of Agreement
Social factors	3.76	0.69	Agree
Economic and financial factors	3.57	0.70	Agree
Parenting practices factors	2.88	0.73	Agree
Academic performances of children	3.84	0.61	Agree

The correlation analyses

In Table 1.2, the relationships between various variables were examined using the Pearson product-moment correlation coefficient. Preliminary analyses were conducted to ensure that the assumptions of normality, linearity, and homoscedasticity were not violated. The results indicate a significant strong correlation between family background and the percentage of children receiving support from a single parent or those from divorced parents ($r = 0.61$).

Table 1.2 Correlation Matrix

	Fam_bkd	sin_div	edu_com	Y_fam	Par_occ	Inv_act	Adu_sup
Fam_bkd	1	.614**	.780**	.679**	.627**	.575**	.775**
sin_div		1	.711**	.718**	.651**	.648**	.684**

edu_com	1	.758**	.784**	.618**	.690**
Y_fam		1	.766**	.614	.602**
Par_occ			1	.705**	.764**
Inv_act				1	.794**
Adu_sup					1

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

Where,

AP	Academic performance of Academic performances of children of Royal Bhutan Police personnel
fam_bkd	Family Background
sin_div	Percentage of single parent support or children from divorced parents.
edu_com	Percentage of educated people in the family or in the community
y_fam	Family Income
par_occ	Parents' occupation
inv_act	Parents' involvement in learning of children at school.
adm_sup	Role modeling and adult supervision

The analysis revealed a significant strong correlation between family background and the percentage of educated individuals within the family and community ($r = 0.7$). This suggests that when both parents are present in the household, the likelihood of having more educated members in the family or community increases. There was also a notable correlation between family background and family income ($r = 0.679$), family background and parents' occupation ($r = 0.627$), family background and parents' involvement in their children's school learning ($r = 0.575$), and family background and role modeling with adult supervision ($r = 0.775$). Additionally, a significant positive correlation was observed between the percentage of single-parent support or children from divorced families and the percentage of educated members in the family and community ($r = 0.711$). This implies that a higher number of educated individuals in the family or community is associated with an increased likelihood of single-parent support or children from divorced backgrounds. The percentage of single-parent support or children from divorced families also showed significant correlations with family income ($r = 0.679$), parents' occupation ($r = 0.651$), parents' involvement in children's education ($r = 0.648$), and role modeling with adult supervision ($r = 0.684$).

The percentage of educated members in the family and community demonstrated a strong correlation with family income ($r = 0.758$), indicating that as family income rises, so does the number of educated members in the family or community. Similarly, the percentage of educated

individuals in the family or community was significantly correlated with parents' occupation ($r = 0.784$), parents' involvement in children's education ($r = 0.618$), and role modeling with adult supervision ($r = 0.690$). Further correlations were found between family income and parents' occupation ($r = 0.766$), family income and parents' involvement in children's learning ($r = 0.614$), and family income and role modeling with adult supervision ($r = 0.602$). Additionally, a relationship was established between parents' occupation and their involvement in children's education ($r = 0.705$), as well as parents' occupation and role modeling with adult supervision ($r = 0.764$). Finally, a strong correlation was found between parents' involvement in children's education and role modeling with adult supervision ($r = 0.794$), suggesting that greater parental involvement in children's learning leads to children viewing their parents as role models, enhancing parental control and guidance. There was no evidence of multicollinearity among the independent variables ($r > 0.8$). In this study, multiple regression analysis was employed to investigate the effect of independent variables, including social factors (measured by family background, percentage of single-parent support or children from divorced families, and percentage of educated people in the family or community), economic and financial factors (measured by family income and parental occupation), and parental practices (measured by parents' involvement in children's education and role modeling with adult supervision).

The research used multiple regression to examine how these social, economic, financial, and parental practice factors influence the academic performance of children of Royal Bhutan Police personnel.

Table 1.3 Coefficients of Academic performance of children of Royal Bhutan Police personnel.

Model		Unstandardized Coefficients	Standardized Coefficients	T	Sig.	Collinearity Statistics	
			Beta			Tolerance	VIF
1	(Constant)	1449.367		0.765	0.447		
	fam_bkd	33510.025	0.265	5.209	0.001	0.269	3.719
	sin_div	7.270	0.110	2.778	0.007	0.448	2.233
	y_fam	2471.980	0.119	2.507	0.014	0.307	3.259
	par_occ	3683.970	0.230	4.532	0.001	0.271	3.691
	inv_act	3211.193	0.179	4.685	0.001	0.478	2.092
	adu_sup	5409.643	0.324	7.402	0.001	0.362	2.759

R = .973, R2 = .946, Adjusted R2 = .943, F = 226.476, Sig. =0 .000

a. Dependent Variable: Academic Performance

The percentage of single-parent support or children from divorced families has a statistically significant impact on the academic performance of children of Royal Bhutan Police personnel at the 99 percent confidence level, with the effect being in the same positive direction. Specifically, a one-unit increase in the percentage of single-parent support or children from divorced families results in a 7.27-unit increase in the academic performance of these children. Family income also shows a

statistically significant influence on academic performance at the 95 percent confidence level, in the same direction. A one-unit increase in family income leads to a 2471.98-unit improvement in the academic performance of children of Royal Bhutan Police personnel. Similarly, parents' occupation has a statistically significant effect at the 99 percent confidence level, with a one-unit increase in parents' occupation causing a 3683.97-unit increase in the academic performance of these children. Parents' involvement in their children's school learning is another significant factor, with a 99 percent confidence level. A one-unit increase in parents' involvement leads to a 3211.193-unit rise in academic performance. Finally, role modeling and adult supervision have a significant impact at the 99 percent confidence level, where a one-unit increase in role modeling and adult supervision results in a 5409.643-unit increase in the academic performance of children of Royal Bhutan Police personnel.

Hypothesis Testing

The following models were used for the purpose of study:

$$AP = \alpha_0 + \beta_1 + \beta_2 \text{fam_bkd} + \beta_3 \text{sin_div} + \beta_4 \text{edu_com} + \beta_5 \text{y_fam} + \beta_6 \text{par_occ} + \beta_7 \text{inv_act} + \beta_8 \text{adu_sup} \dots\dots\dots(1)$$

Where ,

AP	Academic performance of children of Royal Bhutan Police personnel
fam_bkd	Family Background
sin_div	Percentage of single parent support or children from divorced parents.
edu_com	Percentage of educated people in the family or in the community
y_fam	Family Income
par_occ	Parents' occupation
inv_act	Parents' involvement in learning of children at school.
adm_sup	Role modelling and adult supervision

The following hypotheses were set for analysing dependency of Academic performances of children of Royal Bhutan Police personnel on social, economic and financial factors, parenting practices factors.

H0: No factor affects Academic performances of children of Royal Bhutan Police personnel.

H1: At least one factor affects Academic performances of children of Royal Bhutan Police personnel.

Following table was used to provide direction of the effect of independent variables on the dependent variable:

Independent Variables	Dependent Variables)
------------------------------	-----------------------------

fam_bkd	Positive Affect , Siwalik (2000)
sin_div	Positive Affect, Siwalik (2000)
edu_com	Positive Affect, Siwalik (2000)
y_fam	Positive Affect, Sentamu (2003)
par_occ	Positive Affect, Sentamu (2003)
inv_act	Positive Affect, Considine & Zappala (2002)
adu_sup	Positive Affect, Considine & Zappala (2002)

Hypothesis 1

H0: No factor affects Academic performances of children of Royal Bhutan Police personnel.

H1: At least one factor affects Academic performances of children of Royal Bhutan Police personnel.

Table 1.4 Testing Hypothesis with Standard Multiple Regression

Model		Unstandardized Coefficients	Standardized Coefficients	t	Sig.
1	(Constant)	1449.367	Beta	0.765	0.447
	fam_bkd	33510.025	0.265	5.209	0.000
	sin_div	7.270	0.110	2.778	0.007
	y_fam	2471.980	0.119	2.507	0.014
	par_occ	3683.970	0.230	4.532	0.000
	inv_act	3211.193	0.179	4.685	0.000
	adu_sup	5409.643	0.324	7.402	0.000

R = .973, R2 = .946, Adjusted R2 = .943, F = 226.476, Sig. =0 .000

a. Dependent Variable: Academic Performance

From the table above, the following equation is derived:

Academic performance of children of Royal Bhutan Police personnel (AA) =1449.367+ 33,510.025 (fam_bkd) + 7.270 (sin_div) + 2471.980 (y_fam) + 3683.970 (par_occ) + 3211.193 (inv_act) +5409.643 (adu_sup)

Where,

AP	Academic performance of children of Royal Bhutan Police personnel
fam_bkd	Family Background
sin_div	Percentage of single parent support or children from divorced parents.
edu_com	Percentage of educated people in the family or in the community
y_fam	Family Income
par_occ	Parents' occupation
inv_act	Parents' involvement in learning of children at school.
adm_sup	Role modeling and adult supervision

The analysis shows that various factors, including family background and the percentage of single-parent support or children from divorced families (social factors), family income and parents' occupation (economic and financial factors), as well as parents' involvement in their children's school learning and role modeling with adult supervision (parenting practices factors), all significantly impact the academic performance of children of Royal Bhutan Police personnel. The hypothesis testing results align with the expected direction of these effects. The table demonstrates that all variables are statistically significant, with p-values less than 0.05. Not only did the variables pass the significance test for hypothesis testing, but they also revealed which factor has the most substantial influence on the academic performance of these children. The model's F-value is 226.47 with a corresponding p-value of 0.00, indicating that the analysis is valid and significant. Specifically, the t-value for family background is 5.20 with a p-value of 0.00, making it significant. Similarly, the t-value for the percentage of single-parent support or children from divorced families is 2.778 with a p-value of 0.000, also significant. The t-value for family income is 2.507 with a p-value of 0.007, showing a significant effect. The t-value for parents' occupation is 4.532 with a p-value of 0.014, which is significant. Parents' involvement in school learning has a t-value of 4.685, and role modeling and adult supervision have a t-value of 7.402, both with p-values of 0.000, indicating significance. Therefore, all the factors—social, economic and financial, and parental practices—significantly affect the academic performance of children of Royal Bhutan Police personnel. The model explains 88.92% of the total variance in their academic performance, which is a highly respectable result.

As a result, the null hypothesis is rejected, and the alternative hypothesis is accepted, confirming that at least one variable significantly impacts the academic performance of children of Royal Bhutan Police personnel.

Table 1.5 Testing Hypothesis with Standard Multiple Regression

Model		Unstandardized Coefficients	Standardized Coefficients	t	Sig.
			Beta		
1	(Constant)	1449.367		0.765	0.447
	fam_bkd	33510.025	0.265	5.209	0.000
	sin_div	7.270	0.110	2.778	0.007
	y_fam	2471.980	0.119	2.507	0.014
	par_occ	3683.970	0.230	4.532	0.000
	inv_act	3211.193	0.179	4.685	0.000
	adu_sup	5409.643	0.324	7.402	0.000

R = .973, R2 = .946, Adjusted R2 = .943, F = 226.476, Sig. =0 .000

a. Dependent Variable: DB

From the Table1.5 above, the following equation is derived:

Academic performance of children of Royal Bhutan Police personnel (AA) =1449.367+ 33,510.025 (fam_bkd)

+ 7.270 (sin_div) + 2471.980 (y_fam) + 3683.970 (par_occ) + 3211.193 (inv_act) +5409.643 (adu_sup)
Where,

AP	Academic performance of Academic performances of children of Royal Bhutan Police personnel
fam_bkd	Family Background
sin_div	Percentage of single parent support or children from divorced parents.
edu_com	Percentage of educated people in the family or in the community
y_fam	Family Income
par_occ	Parents' occupation
inv_act	Parents' involvement in learning of children at school.
adm_sup	Role modeling and adult supervision

Discussion

The primary aim of this research was to examine how social factors, economic and financial factors, and parenting practices affect the academic performance of children of Royal Bhutan Police personnel in Thimphu. The study assessed the influence of these factors on the students' academic outcomes. The findings indicate that all considered factors—social factors (such as family background and the proportion of single-parent support or children from divorced backgrounds), economic and financial factors (including family income and parents' occupations), and parenting practices (like parental involvement in school learning and role modeling and adult supervision)—positively impact the academic performance of these children. The research tested hypotheses related to the impact of these independent variables on students' academic performance. As shown in Table 1.7, academic performance is significantly influenced by family background, the percentage of single-parent support or children from divorced families, family income, parents' occupations, parental involvement in learning, and role modeling and adult supervision. The results confirm that these variables have a meaningful effect on the academic achievements of children of Royal Bhutan Police personnel.

Table 1.7 Significance of Academic performance with social factors, economic and financial factors and parenting practices factors.

Variables	Academic performance of children of Royal Bhutan Police personnel (AP)
Family background	**
Percentage of single parent support or children from divorced parents	**

Family income	*
Parents' occupation	**
Parents' involvement in learning for children at school	**
Role modeling and adult supervision	**

Note: ** Significant level at 0.01 * Significant level at 0.05

This research provides empirical evidence that various factors significantly affect the academic performance of children of Royal Bhutan Police personnel. Specifically, it highlights the impact of social factors (like family background and the percentage of single-parent or divorced families), economic and financial factors (including family income and parents' occupations), and parenting practices (such as parental involvement in schooling and role modeling) on academic outcomes. The results align with previous studies by Siwalik (2000), Sentamu (2003), and Considine and Zappala (2002), demonstrating the importance of these factors in achieving academic success. However, it is important to note that these factors, while significant, do not encompass all the variables that could influence academic performance. Social and economic factors, as well as parenting practices, are crucial but should be considered alongside other potentially influential elements. Despite advancements in educational technology and teaching methods, children's academic achievements are still deeply affected by a range of factors beyond those explored in this study.

Recommendations for Improvement and Future Research

Based on the findings, several recommendations can be made:

1. **Enhancing Social Support:** Research indicates that social structures, community support, and family involvement are vital for academic success. The Royal Government should promote community engagement through social and religious events, support educational programs for adults, and work to reduce divorce rates through community mentoring and safety initiatives. Improving community education and involvement can significantly impact children's academic performance, particularly for those with lower-educated parents.
2. **Addressing Economic Constraints:** Children from economically disadvantaged backgrounds often face poor academic outcomes due to financial pressures on their families. To mitigate this, the Government should continue providing support such as mid-day meals and educational materials. Additionally, efforts should be made to empower young mothers and other dependents by offering training in income-generating skills like weaving, tailoring, or basic repairs. These initiatives could help alleviate financial burdens and improve educational outcomes.
3. **Fostering Parental Involvement:** Increased parental involvement in education has been shown to enhance academic success. Parents are crucial role models and their engagement in their child's education can make a significant difference. Social organizations and educational institutions should focus on educating parents about the importance of spending time with their children, monitoring their school activities, and supporting their learning at home. Overall, while technological and methodological advancements in education are important, addressing the broader social, economic, and parental factors remains essential for improving academic performance among children of Royal Bhutan Police personnel.

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