



**RELATIONSHIP BETWEEN ECONOMIC STATUS OF PARENTS, EMOTIONAL
ADJUSTMENT AND STUDENTS' ACHIEVEMENT SCORE**

¹Hafiza Madiha Iqbal, ²Muhammad Shabbir Ali

¹MPhil Education, GC University Faisalabad

²Assistant Professor of Education, University of Education Lahore, Faisalabad campus,
Pakistan.

ABSTRACT

Commonly education is asserted in different fields especially in sociology and Psychology. So, it can be affected by different factors like background, economic status and qualification of parents. Parent's depending on different occupations have different disciplines, rearing styles and reacting methods with children. These differences effect the academic achievements of students belonging to different classes. Family is a group of humans and structure of any family differs from society to society. So, family plays an important role to educate their children. Education plays an important role in development and progress. It enhances the progress day by day. So, it's the main reason that people giving more preference to study in universities for higher education. Education at university level is a process of multidimensional aspects and departments. After completing education individuals entered into the professional life, it's a life line of society. In universities outcomes and academic performance of students has great importance. There are different factors like economic status, teacher student behavior and communication, policy effects regarding admissions and different teaching or learning styles have great impact on student's achievements and outcomes at universities level.

Keywords: Economic status, achievement, parents, emotional adjustment

To cite this paper: Iqbal, H. M. & Ali, M. S. (2020). Relationship between economic status of parents, emotional adjustment and students' achievement score. *Competitive Education Research Journal*. 1(1), 68-152.

INTRODUCTION

Education is the most important and efficient element of human life. It is not just only a source of information, Knowledge and skills but also training and as well as transformation of cultural values from one generation to another generation. Basically education is a multidimensional aspect which requires the individual or societal development. It makes possible the flexibility in societal goals and incorporates them to meet with their achievements (Dake, 2000).

Commonly education is asserted in different fields especially in sociology and Psychology. So, it can be affected by different factors like background, economic status and qualification of parents (Bass et al, 2010). Parent's depending on different occupations have different disciplines, rearing styles and reacting methods with children. These differences effect the academic achievements of students belonging to different classes (Rothstein, 1992).

Family is a group of humans and structure of any family differs from society to society. So, family plays an important role to educate their children Jencks (1972). Education plays an important role in development and progress. It enhances the progress day by day. So, it's the main reason that people giving more preference to study in universities for higher education. Education at university level is a process of multidimensional aspects and departments. After completing education individuals entered into the professional life, it's a life line of society (Memon et al, 2010). In universities outcomes and academic performance of students has great importance. There are different factors like economic status, teacher student behavior and communication, policy effects regarding admissions and different teaching or learning styles have great impact on student's achievements and outcomes at universities level (Garkaz, 2011).

Different researchers conducted different searches and develop different theories in different fields like, education, Psychology and sociology. Some of these researchers believed that student's performance is affected by external and internal factors. External factors are included into family background and economic status, education, home environment and family size. The internal factors are included into self-concept and

intelligence etc (Sarbasov et al, 2005). Student's performance is the output of learning process of students from different or same educational institutions. As some researchers stated that learning is the process but academic achievement or performance of students is outcome of this process. Performance of student's is generally affected by emotions and motivations (Das et al, 2009). Better grades and test scores are main indicators of student's academic achievements at university levels (Thompson, 2003). Children success and achievements are hold by parents to support them. Some parents hoped to reduce poverty of their family through better achievements (Winfree, Bulter and Beach, 2008).

Economic status is a term; it refers to the effects of income, occupation and education on society and environment of a home. Basically, economic status is associated with the monetary position which prominent the social position of family in a society (Akhtar, 2012). The term economic status used to make a difference between people's income, political power and social status in the society (Stephanie and Deborah). According to the Corwyn and Bradly (2002), economic status is an element which affects the different aspects of life like, educational achievements, health facilities, food availability and educational research. Simply, educational achievements of students have been effected by the economic status (Saha, 1997).

To show the variations in educational achievements of students, economic status is an important phenomenon which affects the performance of students through different ways. For example, children belonging to the higher economic status get more facilities like financial support and latest technologies for the improvement in educational achievements and outcomes. On the other side, it can be stated that parents with high economic status can provides their children more better educational institutes and facilities. It is claimed that educational institutes like schools, colleges and universities are the major determinants of educational outcomes (Jencks, 1972; Coleman, 1966).

Economic status of parents is also a best predictor of student's academic achievements in educational institutions (Bryk, Smith and Lee, 1993). Parental economic status is not considered a stable indicator of students academic achievements, it varies with time (Sirin, 2005). It is well established literature that economic status and family background has an important role and influence on student's academic achievements

(Cornell and Grossbery, 1987; Herman, Brady and Harris, 1996). Family income and health status has also great influence on educational performance and outcomes (Rhia and Otto, 2001).

Different researchers describe the different determinants of economic status. Occupation, educational level and income level are the major indicators of economic status (Hauser, 1994; Gottfried, 1985). According to Some researchers all three are not better to use only one in them is appropriate (White, 1982). Some researchers suggest that composite measure is better (Gottfried, 1985; Parcel and Muller. 1982). Using these measures yields the different results (White, 1982; Shirin, 2005).

Parents are direct relation to a child. Parental economic status has great influence on their children's personality development. Those parents who have higher economic status can help in a better way of their children than the lower economic status. Higher parental economic status makes possible to provide modern educational facilities and technologies to extend their knowledge for better educational outcomes. Higher economic status also develops mental and financial confidence in students to achieve educational goals (Azhar etal, 2013).

Educational outcomes and performance of students differs due to different factors like social supports, experiences, quality of education in different educational institutions and technological adoptions. It is usually seen that parents which facilitate their students by providing stationary, social support and latest technologies perform better. To attain best possible outcomes it is necessary to be belong to a strong and higher economic status family (Pastorell, Caparu, Barburanelli and Bandura, 2001).

Everybody concerned with the children to perform better in educational returns or outcomes. Parents expected from their children that their children perform better and achieve excellent results and outcomes in education (Osiki, 2001). Different factors like gender, economic status of parents and parental education effects the performance and academic achievements, because high income level refers to higher economic status and the higher economic status makes assuredly to the availability of educational facilities, which effects the academic achievements of students (Anderson and Sullivan, 1998).

Pivot role in the emotional well-being and character pathology and mental illness in many of the more obvious than ever, that is why; a sense of emotional well-being of size adjustment is effective aptitude. In the managing of internal control and exchange, and consciously or current emotion regulation of mood unconscious is a process of control one or more mechanisms, so their experience, style or exaggerate is adjustable (Richard, Pejickove, Dipel, Zenoj, Bercking and Wooperman, 2008).

Generally, the adjustment chances preferred sensitivity related to sense of response, which is different from the sphere of influence and environment, in response to ordering of various events or experiences. Emotional regulation is the way to change and concentrate through this process, surveys, social skills and problem solving, as many people think that brain is a social function of an important requirement for emotional adjustment with social environment (Diamonds and Spinoal, 2003). It is usually the quality of life to overview of areas of life in harmony with an important feature of a variety of biological, physical and environmental functions (Moeri, 1990).

Humans and animals need environmental coordination to maintain a balance in their lives. All humans are purposeful. The goals and requirements are aimed at the attainment of harmony. Adjustment is required to understand the person's environment of a person. Therefore, it is required the exterior and interior social goals. To conquer the problems of life in the process of emotional adjustment, it required to enhance the mental capabilities with learning in life. For this purpose educational institutions play an important role (Jogsan, 2013).

Emotional adjustment is an effective and important determinant of personality development because it helps to grow and control the internal and external sensors of humans. It makes an individual to be control himself in the extreme situations. In this way, emotional adjustment is an essential and important part of human life (Kumar, 2013). Emotional adjustment is one of the elements in the indicators of mental health. It also affects the learning of students as well (Scott, 1968).

Emotional adjustment affects the student's performances in different situations by leading students towards inferiority, mental satisfaction, anxiety, mental confidence, self

confidence and guild (Fandsen, 1961). Usually it is observed that the feeling of mentally healthy pupils and students replaced with good feelings, self confidence and security. It helps also helps the students to adjust and face environmental affects to attain their academic goals. Emotional adjustment can also be stated as a process which continually helps the pupils to develop personality development and emotional health (Smitson, 1974).

Entering and staying in university is a special and considerable challenge and as well as new freedom to work together, make new relations and sharing experiences with other students belonging to different groups and classes depends upon self intimacy and emotional adjustment with the new environment (Lethinen, 1990). Due to emotional adjustment different changes (positive or negative) may occurred in students at university level. Simply, it can be stated that university caused the changes in social and human relations of students (Ross et al, 1990). Relationship between the different types of factors and the number of other more factors seems to be very important, but the problem is that there are number of cultural and supportive factors also effects the mental abilities and emotional adjustment, which are difficult to measure and found them (Chambers, 1998).

World Health Organization (1974), "Life Quality" is not only measures through physically but also by the mental and social capabilities and conditions (Kastching, 1998). This proscription is particularly attractive as the very city center of the query which was measured the main problem in the West, it may be known what kind of life. He proceed with much good works are done in the industry; the development of the age of a lot of problems from the little appears in the enterprise. With the increased pressure and distress, and because of air pollution problems irrecoverable can only call the human environment that caused disadvantages.

Many researchers and broad minded people compensated concentration about the quality of life to do a number of researches, in this way life qualityaspect of human being can be elevated and improved (Rabani, Khorasani and Kianpour, 1996).

1.1 Statement of the Problem

In spite of many research studies have been done on socio economic status of parents and students academic achievements, but no single study has done which captures the relationship between economic status of parents and emotional adjustment of students at university level as well as no any kind of conceptual or theatrical framework is also available. All previous available studies have only captured the effects of socio economic status on student's achievements, but in this research study economic status and emotional adjustment is combine used to find the relationship between these variables. It's totally a new dimension which really demand research and link how these variables are interlinked or affected each other to develop a strong theoretical framework.

1.2 Objectives of the Study

- To Make comparison between economic status and student's achievements with different levels of Parental Income
- To Compare emotional adjustment and student's academic achievements with different levels of parental Income
- To compare economic status of parents, emotional adjustment and student's achievements with different levels of parental income

1.3 Hypothesis

H_0 = There is no significant relationship between economic status of parents and student's achievements

H_1 = There is significant relationship between economic status of parents and student's achievements

H_0 = There is no significant relationship between emotional adjustment and student's achievements

H_1 = There is significant relationship between emotional adjustment and student's achievement

H_0 = There is no significant relationship between economic status of parents, emotional adjustment and student's achievements

H₁ = There is significant relationship between economic status of parents, emotional adjustment and student's achievements

1.4 Significance of the Study

Relationship between economic status of parents, emotional adjustment and student's achievements at university level has great importance and a totally new idea for research. This research study helps the future researcher's helps to draw theoretical framework and determine the recommendations for future.

1.5 Delimitation of Study

This study is delimited to

- Only at University Level
- Government College University Faisalabad
- Bachelors and Master Level Students

LITERATURE REVIEW

This chapter contains the review of previous available literature, theoretical and conceptual framework regarding to the relevant variables of the study.

2.1 Economic Status of Parents and Student's Achievements

Hanafi (2008) investigated the relationship between socio-economic status and student's academic achievements. This research study focused on the two main aspects of family for economic and social status. First one is the educational level of parents (both father and Mother) and second one is asses of facilities regarding education for the better academic achievements. Three schools in Kedah District were selected for data collection. Four hundred and thirty five students in these three schools were randomly selected and questionnaire was filled for data collection. The results showed that it is consistent as compared to the previous studies. Level of parental education both mother and father as well as economic and social status of parents has significant positive effect on student's academic achievements.

Memon et al (2010) examined the relationship between student's achievements and economic status of parents. They stated that education plays a significant and efficient role of human society. They found that students belonging to the higher economic status families have more social and financial supports to provide adequate facilities like communication, reading, writing, information and food, so, in this regard availability of these facilities has positive effects on educational outcomes of students. Students with lower economic status has lower educational outcomes due to less access of educational facilities, which has negative effects on performance and students academic achievements.

Akhtar (2012) studied the predictive affects of economic status on student's achievements. She used the primary data which collected by Questionnaire through a survey. Sample size of this study consists on the students of four districts of Rawalpindi division. She used the socio economic indicators from the Pakistan's National Documents. The data of the Student's achievement was taken from the BISE gazette of Rawalpindi division. She used the regression analysis which included the variables of parent's education, sources used to travel, refrigerator, income level, family size and student's achievements. All the variables have significant positive effect on students academic achievements expect family size (which has negative effect on student's achievements). Socio economic status was categorized into five groups, lower class, lower middle class, middle class, upper class and upper middle class. The results indicated that majority of the students which belongs to middle class were high achievers than the upper and lower classes.

Azhar (2013) examined the factors which affects the academic achievements of students at university level. They used the sample size of two hundred and fifty students, which was randomly selected from the different departments of Sargodha University. A brief questionnaire was used to collect the data from the students. This questionnaire was developed by keeping in view the objectives of the study. This questionnaire was related to the respondent's basic information as well as about the educational and economic status of

their families. Regression analysis was used to found the results. The regression analysis was consisted on two independent variables and single dependent variable. Socio-economic status and education of parents were used as independent variables; dependent variable was the Student's academic achievements. Multiple regression analysis results indicated that students with higher economic status perform better in educational institutions than the students belonging to the lower economic status.

Schulz (2005) investigated the impact of parental economic status on the children's academic achievements. According to him educational outcomes are determined by the economic status and background of a family. He used the PISA results to examine the effects of economic status on student's achievements and performance. For this purpose he derived the Composite Index of Cultural, Economic and Social Status of families of different occupations. A brief comparison was made between economic status and students achievements. The results indicated that the parental status and famial background has great influence on their children's performances. Children belong to families of higher status and background performs better than the families belong to lower economic status.

Ahmad and Khan (2012) studied the relationship between economic status and academic achievements of students. Primary data was used for this research study, which is collected through a questionnaire. The sample size of this study was selected, sixty nine students of eight secondary schools of Government in District Dir. The constructed questionnaire was randomly fulfilled from the sixty nine students. The results indicated that economic status of parents and occupation has the great significant impact on the academic achievements of students. The children belong to the better economic conditions academic achievements are more than the children belonging to poor or lower status students.

Shimada (2010) examined the effects of inequality of incomes on student's educational career and achievements. He found the factors that influencing the academic achievements of students at school level. He used the HLM (Hierarchal Linear Model) for analysis. He used the data of international assessment learning SACMEQ. First of all he investigated the impact of economic status on academic achievements of the students. The results indicated the significant positive impact on student's achievements. Secondly, he determined that there is a positive relationship between student achievements and parental

economic status. According to him as the economic status increases the educational achievements of students also increases.

Tomul and celik (2009) studied the factors effecting the student's educational achievements. PISA data was used to investigate the results; this data was collected in 2006 through a survey. In this survey a questionnaire was fulfilled by different respondents. Regression analysis technique was used to estimate the results. In these regression analysis students achievements was used as a dependent variable and education and economic status of parents were used as independent variables. The results indicated that parental education and parental economic status has positive significant impact on academic achievements of student's.

Maliki (2009) investigated the impact of parental economic status on children's academic achievements. This study was conducted in the Delta University of Nigeria. He used the sample size of five hundred and seventy two respondents which was randomly selected. The findings of this study showed that economic status of parents has great significant positive influence on academic achievements of students. Parental economic status positively effects the student's academic achievements because it makes possible to the availability of educational facilities, which enhances the performance and academic achievements of students at university level.

Dennis et al (2005) investigated the factors which influenced the academic outcomes of students at college level. They used the economic and social support variables to investigate the results. They examined the outcomes of students with higher and lower parental economic status in their longitudinal study. They used the data of first generation consisted on the sample size of hundred students to investigate the results. The results showed that the economic status has positive impact on student's academic achievements. The student's belonging to poor economic status has lower GPA and grades as compared to the student's belonging to higher economic status.

Caro (2009) investigated the significant positive relationship between academic achievements and parental economic status. To find out the results longitudinal data of Canada of four points was used. Linear hierarchi models were used for the estimation of

results. The results of this research study were indicated that the academic achievements improve with the improvement of educational facilities through higher economic status of parents. The children's belonging to the higher economic status performs better in educational institutions than lower status, because the parents with higher status provides more modern educational facilities which helps the children to achieve better educational outcomes.

Henrietta and Odozi (2014) explore the effects of economic status issues on student's academic achievements at school level. They studied the relationship between environmental factors related to home and performance of the students regarding to education. For this purpose they used the sample size of one hundred and eighty students, which were randomly, selected from the major three schools of Enugu State. They categorized the factors into economic status of parents, qualification, and level of parental and social background. To estimate the results they performed the diverse statistical tests. Economic status of parents, health status of children, and qualification of parents has significant impact on student's achievements and their academic performances.

Garkaz et al (2011) investigated the factors that affect the academic achievements and the performance of the students in universities. This research study was conducted through a survey. To investigate the relationship and effects of economic status and other different factors, they collected the primary data from four hundred and fifty students by using the stratified random sampling technique of data collection. For the analysis of data T-test statistical technique was used. The results indicated that economic status, gender and parents occupation has significant impact on academic achievements of students, but marital status has not significant effect on student's achievements.

Altschul (2012) investigated the role of economic status on student's achievements. Survey data was used for this research study. This data was collected from the 1609 students of Mexican American Society. This questionnaire was developed and designed to collect the data of student's academic achievements and their parental economic status. He investigated the effect of economic status of parents on student's achievements. The results indicated that there is a direct significant relationship between parental economic status and children's academic performance. It was seen that the parents with high economic status provides latest

technologies regarding the educational improvements and achievements, in this way they perform better than the poor student's.

Jabor et al (2011) studied the effects of parental economic status on student's academic achievements. They utilized the GPA of students as a indicator of students academic achievements. Data from NAEP (National Assessment Educational Progress) 2005 was used for this purpose. The results indicated that high parental economic status has significant positive impact on student's achievements. This difference causes the gap of availability of educational and modern facilities between higher and lower classes. Other factors like home environment, gender, and higher economic status has great significant impact on student's academic achievements.

2.2 Economic Status of Parents Gender Difference and Health

Ewumi (1998) studied that parental background and status has tremendous effects on educational achievements of students. Gender segregation also effects the educational achievements, performance and opportunities in educational institutions. According to him gender and parental economic status correlates with the academic achievements of students. He formulated two hypotheses for this purpose and tested them at five percent significant level. The method of co-efficient of Pearson was used to investigate the results. The data was collected from the one hundred and eight students for analysis. The results indicated that the gender has significant negatively correlated but the economic status was positively correlated with the academic achievements of students.

Ahmar and Anwar (2013) explore the different effects of economic status and gender on educational achievements of students on Luchnow. Total sample size of the study was consisted on two hundred respondents, which included the one hundred and two males and ninety eight female students. The age of the respondents were limited from 15 to 19 years to collect the data. This survey was conducted by the Development of Socio-Economic Status through Bharadwaj in 2005. Different types of stratified instruments and tools were used to found out the results. These tools were the Mean, T-test and Standard Deviation. The results indicated that gender has not significant effect on academic achievements, but economic status has significant effect on the student's academic achievements. The students belonging

to higher economic status has better results and academic achievements than the lower economic status.

Currie and Goodman (2002) examines the relationship between economic status of parents and their children's academic performance and outcomes. The basic purpose this study was dealt with two main questions. First one was to investigate the effects of parental economic status on student's achievements. Second was to investigate the effects of parental economic status on children's health. The results indicated that positive relationship between parental economic status, children's health and academic achievements.

Fagg et al (2013) investigated the importance of material deprivation for health. They found that there is relationship between health and economic status in different stages of youth's life. They test the hypothesis of health equalization for adolescent's betterment. They used the data of National Longitudinal survey and British Youth Panel between ages from 11 to 15 years. The time period of the data was 1994 to 2004. They used the Multivariate Regression Model analysis to found out the relationship self-esteem, health and socio-economic status. The results of regression analysis showed that there was no significance difference between deprived material and self-esteem of neighbors. But they found significant relationship between self-esteem, health and material deprivation. At the end they suggest that these conditions differed according to the family circumstances.

Farooq et al (2011) investigated the effects of socio-economic status on students at secondary school level. This research study was limited to metropolitan city of Pakistan. Primary data was used for this purpose to achieve the objectives of the study. The sample size of the study was six hundred students, which included the three hundred male and the three hundred female students. A questionnaire was used for data collection. A survey was done to ask questions and fulfilled the questionnaire from respondents. Results of the 9th and 10th class were used as the performance of students. The statistical tools which were used in the study are T-test and ANOVA table to investigate the effect of socio-economic status and student's academic performance. The results of the study showed that parental socio-economic status has significant effect on student's performance. The students belonging to

the high socio-economic status performs better as compared to the lower socio-economic status students. This socio-economic status discrimination was due to the family background and Parents belongings to different occupations, which causes income differences. The results in comparative analysis of Gender also indicated that girls perform better than the boys.

Adeyemo and Babajida (2012) examined the influence of economic and social status on student's health and performance in senior secondary schools of state Lagos. Researchers of this study developed a questionnaire for easiness and facilitation themselves to collect data from the secondary schools, which was randomly selected. Data was collected from the fifty five students of each selected institutions. To collect data random sampling technique was used. Simple survey design was used in this research as a research design. Statistical description like percentages, mean and standard deviations as well as Pearson's correlation co-efficient test and Chi-square were used to find the relationship between economic, social status and student's health. Moreover recommendations were made to Government, parents and teachers that syllabus was developed according to the student's interest and attitudes. Proper healthful environment should be provided to students, so that they perform better in future.

Lynch et al (1997) explained the socioeconomic and health disparities with reference to the behavioral and mental characteristics in lower and higher economic status families. Kuopio Ischemic heart disease risk factor was used for this research they examined the relationship between different stages of socioeconomic status income wise. The sample size of this research study was based on 2674 adult finish aged man. The results showed that behavioral and mental health characteristics of adults were related to the home and income conditions. Poor health status was seen more prevalent in lower or poor parents. As income increases it decreases stress and negativity of Behavioral and mental characteristics in adults. Simply they found that mental and physical health conditions significantly associated with the socioeconomic status of parents.

Gee (2002) investigated the determinants of institutional and individual discrimination of health status and its effects on different classes. The researcher found that there is a significant relationship between individual and, its affect on different classes. The

researcher found that there is a significant relationship between individual and, institutional discrimination and health status with poor. Cross sectional data of Chinese American psychiatric epidemiologic was used. The sample size of study was 1503 respondents. The results showed that there was a great significant relationship between institutional and individual discrimination after controlling the age, sex, income, health insurance, social supports, occupational status, poverty, educational and home environment of different classes. Higher income families have more health facilities and less depression. This phenomenon their health status is better than poor families.

Adler et al (1994) investigated the relationship between socioeconomic status and health. Behavioral and psychological mechanism were tested which affects the health (Mental and physical). Researchers categorized the income level in three categories and classes. Poor, Middle and Upper classes. To investigate the mental and physical health in these classes. The results showed that the families belonging to the upper classes are more mentally and emotionally strong then the lower and Middle classes. The reason is that the persons belonging to the lower and middle classes are more depressed and element of anxiety were found in them. These conditions affect their health status very badly.

2.3 Emotional Adjustment and Student's Achievements

Becker and Luther (2002) investigated the emotional factors which affects the emotional achievements. So, for this purpose they developed the model of social and emotional factors as well as student's achievements. According to them there are four social and emotional factors which affect the student's achievements and academic performance. These are teacher support, School and academic attachment, mental health and peer values. Mental health is the most important phenomenon which affects the student's outcomes. They found that mental health or psychological factors have long run significant impact on student's performance in educational institutions.

Cunningham et al (2004) investigated and tested the basic four questions about parents and children. They make a comparison a sample of fifty two community controls and fifty two selective mutism children with regressive and anxious psyche. They found that

there is no significant difference among these groups in presence of economic status, home environment, difficulties in maternal mood, family functioning, Social networks and recreational activities. On the other side there is no significant relation was found in parenting styles of children and the classroom and academic skills with selective mutism was not different from controls.

Aronowitz (2009) reviewed the researches on Social and emotional adjustment among the students which emigrated from different countries. The basic objective of this research was to explore the problems of student's Social and emotional adjustment in new environment. Conceptual framework regarding emigrant students was also developed in this research. It helps to understand the process and problems of the students. Conceptual framework helps to facilitate the future researchers to determine and understand the difficulties of student's emotional and social adjustment in new environment to meet their needs, mental and health status.

Deepshikha and Bhanot (2011) conducted a study at District of Eastern Uttar Pradesh, Kumarganj. This study was conducted to found out the environmental assess and as well as the social and emotional adjustment affects on students. For this purpose, random sample of one hundred were selected to collect data. The age was delimited to 17-18 years. The administration of adjustment inventory and environmental scale of students were made. Percentage and multiple regression models were used to employ results. The results showed that there was seen eight factors related to the family environment/. These factors are control on senses, organization, orientation, independence, care, active recreational acceptance and conflict. These factors have significant impact and prominent role for social and emotional adjustment of students.

Sharma (2012) studied the process of emotional adjustment and maturity at college level. The main focus of this research was the female students of first and final year of affiliated college's with Rajasthan University. It was found that main five areas of emotional maturity and adjustment. These are social, educational, emotional, home environment and health. Basically it was a comparative study and the results showed that there was a significant difference between final and first year students regarding to emotional adjustment and maturity. The results of the research support the previous studies. The results also

indicated that the fresh students face more problems of emotional adjustment when entering the colleges as compared to the previous students. The reason is that the final years students are emotionally mature than the fresh students.

Kumar (2013) investigated the measurement of socio-economic status and emotional stability of public secondary schools. Primary data through a questionnaire was collected from hundred students, which were randomly selected. This sample size consists on both male and female students. Fifty male and fifty female students fulfilled the questionnaire. A test of emotional stability was employed, which was developed by Dr. A. Sen. Gupta and Dr. A. K. Singh; the index of socio-economic status was developed by following the method of P. C. Sexena and R. K. Verma. It was tested that socio-economic status has different dimensions like political affiliation, membership of famous clubs, parental education, family status, occupation, income level and cast. The results showed that emotional stability has no significant difference but significant socio-economic status was seen in public schools.

Mustaffa and Ilias (2013) studied the trends of higher studies from abroad has become very common in the world. Due this trend the volume of students from different countries increased. So, because of increasing the number of students inspired the researchers to explore the emotional and cultural adjustment of students in Malaysia. The population size was delimited the only Arts and Sciences department students. One hundred and eighty six students were randomly selected for collection of data. They found that cultural adjustment has no significant difference on the basis of Gender and Experience regarding traveling, but educational level and language plays significant role for mental satisfaction and emotional adjustment in students.

2.4 Emotional Adjustment, Anxiety and Mental Health

Aminbhavi and Pastey (2006) studies the role of emotions and psyche in a human life. They observed that individual's behavior is consistently influenced on level of emotional adjustment and maturity. It is also observed that adolescents are more emotion in their social dealings and studies. So, due to this effect of emotional maturity on self-confidence and stress was tested. The total sample size of this study was included one hundred and five respondents of first and second year students were selected for data collection. The obtained

data was tested by using T and F tests. The results showed that adolescents with high emotional maturity have more stress and self-confidence. It was also found that educational level of parents significantly influenced stress on their children.

Rubio (2007) investigated the theory of item response to measure the emotional adjustment and psychometric properties. According to the researchers this theory is commonly used to measure and assess abilities and achievements of a person. They explained that emotional adjustment and properties of psychometric response consists on twenty eight items, which was graded in six categories. They used the response model for estimation. The results indicated that items fulfill the assumptions of personality development, which is the mostly effected and related to the psyche of a person. They also found that results are reliable.

Jogsan (2013) make a comparison between Attention Deficit Hyperactivity Disorder (ADHD) and non-Deficit Hyperactivity Disorder (ADHD) students on the basis of their psychological abilities and emotional adjustment. The basic purpose of this study was to found out the emotional adjustment and maturity in the students. Total sixty students were selected, which included thirty ADHD and thirty Non-ADHD students. Emotional maturity scale was used to measure the emotional maturity and the emotional adjustment was measured by using the School students Inventory adjustment. The results showed that there was significant difference between ADHD and Non-ADHD students.

Nasrin et al (2012) studied that all issues are concerned and based on human psyche. Human psyche represents the mental characteristics. Depression, stress and anxiety are main elements which affects efficiency and quality of life. The basic and main purpose of their research study was to investigate the relation between anxiety, emotional adjustment and student's performance in Azad University. The sample size of 120 students was used to collect data. Inquiry of black anxiety, ranking of difficulties in emotional adjustment and questionnaire of life quality were used for collection of data. Correlation was tested by using the test of Pearson correlation. The results indicated that there is a significant relationship between anxiety, emotional adjustment and student's efficiency.

Anek et al (1994) investigated the disparities regarding health status of society. The findings of the research elaborated that health status differs due to social stratification. The households of poor incomes have poor nutrition and housing, inadequate facilities regarding to health. These kind of problems cause anxiety and stress very affectively. Depression caused by the lower incomes affects the mental and physical disabilities not only in parents but also in children. In this way their outcomes and performance differed with different levels of incomes. Moreover, according to the researchers lower incomes causes different difficulties for children to the availability of good and suitable educational environment. Due to this depression, stress and anxiety, mental disabilities occurred. These problems affects their decision making power and lowers the performance and outcomes.

Adler et al (1994) investigated the relationship between socioeconomic status and health. In this research behavioral and psychological mechanisms and effects were tested that affects the income levels of pupils belonging to the three categories and classes. These classes were categorized in higher, middle and lower income levels. Psychological and physical health affects was investigated, the results showed that families belonging to the upper classes are more mentally and emotionally strong than the upper and lower income classes. The reason behind was that the pupils belonging to the lower and middle classes found to be more stressed, depressed and anxious. These psychological problems affect their physical and mental health.

Gardner et al (2004) examined the effects of emotional and behavioral problems and their adjustment of 16 years old pupils. They used the data which was collected from the respondents born in 1983-1984 in United Kingdom. The total sample size of the study was 108. Validated instruments were used to measure the emotional and behavioral problems, adult's relationships, hobbies, self-esteem and mental problems. Data was collected by making a brief survey and sending emails to students, teachers and persons of United Kingdom. The results showed that emotional and Behavioral problems were more present in low socio-economic status and lower self-esteem. As income and social status become low but stress and anxiety increases.

Gee (2002) investigated the determinants of institutional and individual discrimination of health status and its effects on different classes belonging to the different

income levels. The researcher found that there was a significant relationship between individual, institutional discrimination and health status with poor. Cross sectional data of Chinese American Psychiatric Epidemiologic was used. The sample size of the study was 1503 respondents. The results of the study showed that there was a great significant relationship between institutional and individual discrimination after controlling the age, sex, income, health insurance, social support, occupational status, poverty, education and home environment of pupils belonging to different classes. Higher income families have more health facilities and less depression. Due to this phenomenon their mental and physical health status was better than poor families.

Berking et al (2008) investigated the different effects of emotional skills on emotional adjustment. Emotional adjustment is a vast issue and related to the emotional regulation and skills. The basic purpose of this research study was to explore the reciprocal effects of these above mention Concepts. They used the primary data by fulfilling the Questionnaire in a brief survey. They tested the effects with 2 weeks interval. Cross analysis lagged regression was used to investigate relationship b/w emotional adjustment and regulation. The results indicated the inverse relationship between these concepts. According to them emotional adjustment is an important factor to determine mental health problems which develops the personalities of individuals by building self-confidence and mental satisfaction.

Anek et al (1994), investigated the disparities regarding health of society. Their findings elaborated that health status differ due to social stratification. The households of poor incomes have poor nutrition and housing, inadequate facilities of health and access, which causes stress anxiety and home environment very badly. Lower income affects the mental and physical abilities of parents as well as children. So, in this way their outcomes and performance differed with different levels of incomes. Moreover, According to them lower incomes causes different difficulties for children to study in good and high standard schools. Due to depression and anxiety mental health becomes very poor and their decision making power badly affected.

2.5 Emotional Adjustment and Socio-Economic Status

Winkleby et al (1992) examined the relationship between socioeconomic status, Income and occupational contribution to emotional factors which causes different diseases. They defined that socioeconomic status at level of education, income and occupation. According to them education is the most important indicator for personality development and emotional. Factors to fulfill the objectives of study they used the primary data. The sample size of the study was 2380 respondents of Stanford city. The results showed that socioeconomic status has significant positive impact on health. As income increases the mental and self confidence also increases in adults and they perform better and show better emotional adjustment.

Lynch et al (1997) explained the socioeconomic and health disparities with reference to the behavioral and mental characteristics in lower and higher economic status families. Kuopio Ischemic heart disease risk factor was used for this research. They examined the relationship between different stages of socioeconomic status life course. The sample size of this study was based on 2674 respondents of adult finished aged men. The results showed that behavioral and mental health characteristics of adults were related to the income and home conditions. Poor health status was seen more prevalent in lower level of income parents or poor parents. As income increases it decreases the stress and negativity of behavioral and mental characteristics in adults. Simply their findings showed that mental and physical conditions significantly associated with the socioeconomic status of parents.

Williams et al (1997) examines the differences if socioeconomic status and different measures of stress, mental and physical health in white and black. According to them these differences are major and important determinants of mental and physical health. These differences reduced with increase in education and income levels of parents. Basically, they found that these were more traditional measures regarding mental health and stress. Incomes, the major determinant of socioeconomic status which played incremental role difference of health in rich and poor. They suggested that health disparities should be eliminated by changing and improving the fundamental social systems of society.

Gallo and Mathews (2003) evaluated the characteristics of negative emotions and their relationship with the socio-economic status and health. After reviewing the evidence he found that different health conditions affect the emotions and the economic status. Further

they found that these negative emotions have bad effect on health in different ways. According to them low economic status causes less stress but it increases the negative emotions and health conditions. Socio-Economic status and negativity of emotions affects the health very badly by making their access too difficult towards healthy food, environment and medical facilities.

Meeus et al (2005) tested the hypothesis of separation individuation and its interpretation. Two main objectives were achieved in this research study. First, relationship between parental support and identity of society, Secondly the relationship between parental support and emotional adjustment was tested 2814 Dutch sample of data from aged 12-24 years. The results supported the separation individuation hypothesis and interpretation of results. Descriptive nature analysis was used in this research study or for this purpose. The results showed that parental support decreased with age and its relationship with the emotional adjustment. Simply it can be stated parental support with age because it promotes the self dependency ratio in adults. Moreover, according to them emotional adjustment better than identical commitments. Separation effect has also been seen because younger adolescents are more adjustable than the older adolescents

Fahey et al (2012) examined that the educated mothers were most important predictor of children's betterment. According to them the educated mothers have more emotional and social adjustment to grow their children in better and healthy environment. Moreover they found that educated mothers belong to the high economic status and were able to provide more healthful environment and medical facilities properly. Children who have a strong economic status showed more self confidence and well being of their parents. They defined the well-being of the parents by mental and physical health.

Davis (2012) studied the impact of mental characteristics on different adolescent's stages of youth in both males and females. According to the researcher different variables like educational status, Gender, Socio-economic status was against the interpersonal mood, stress and intelligence. The study was delimited to the age between 10 to 13 years of fifth class for data collection. Emotional and inventory quotient questionnaire was developed by the researcher for collection of data. ANOVA table was used to estimate the results. The results showed that stress and emotional problems in females were more than the males.

MATERIALS AND METHODS

This chapter dealt with the description of different procedural aspects of this research study like Nature and collection of data, statistical tools and variables of the study. Simply, it can be stated that this chapter dealt with the instruments, collection of data and procedures which are used for analysis of data.

3.1 Research Design

The study which was conducted using the ANOVA research design because the basic objectives of this study were to investigate the relationship between different variables as mentioned above. Basically this study was comparative in nature, so quantitative data was used to achieve the objectives of the study.

3.2 Locale of Study

Government College University Faisalabad was selected for collection of data because it was the home place of the researcher and easy for data collection.

3.3 Research Questions

This research was based on following research questions:

Research Question No. 1

Is there a relationship between Economic status of parents and Student's academic achievements?

Research Question No. 2

Is there a relationship between Emotional Adjustment and Student's academic achievements?

Research Question No. 3

Is there a relationship between Economic status of parents and emotional adjustment of Students?

3.4 Population of the study

The basic purpose of this research study was to investigate the relationship between economic status of parents, emotional adjustment and students achievements at Government College University Faisalabad. So the targeted population was the bachelors and Master level students (Male and Female) in Government College University Faisalabad.

3.5 Sample Size and Sampling Technique

The total population of the bachelors and master degree programs of all semesters in GCUF was round about 25000 to 30000 students. So, it was too much difficult to cover all the population and collect data from these students. To solve this problem random sampling technique was used for data collection. For this purpose 350 both male and female students were randomly selected and Questionnaire was fulfilled by the randomly selected respondents.

3.6 Research Instruments

All randomly selected students fulfilled the questionnaires. The purpose of using the questionnaire for data collection was that the population was literate, so they respond positively. Closed handed questions having four different scales were used by keeping in view the limited time and feasibility of the respondent. The closed handed nature of questions also helped the researcher to focus on subject and time saving. It has two three parts. First, it was related the personal information, second was related to the emotional adjustment and the final part dealt with the economic status of parents.

3.7 Demographic Information

The demographic information consists on the following questions

- a. Gender
- b. Age
- c. Locality
- d. CGPA
- e. Parental Occupation
- f. Parental income
- g. Mother Occupation
- h. Mother Reputation
- i. No. of earning members
- j. House ownership

3.8 Pilot Testing of the Study

This questionnaire was validated by the panel of experts (Faculty of Education) and was made reliable by pilot testing for data collection.

3.9 Data Collection Procedure

Researcher selected the Primary data which was used in this research study to investigate the relationship between economic status of parents, emotional adjustment and academic achievements of students. For this purpose a brief questionnaire was developed to collect the data from both male and female respondents. This questionnaire consists on total thirty six questions and some demographic information. To measure emotional adjustment twenty six questions were asked. To investigate the relationship between student's academic achievements and economic status of parent's ten questions were used. Each question has four scales Strongly Agree, Agree, Disagree and Strongly Disagree.

3.10 Data Analysis

Cronbach Alpha reliability test, ANOVA and T-Test were used for data analysis by using the SPSS (Statistical Package for Social Science) computer software to investigate the

relationship between economic status of parents, emotional adjustment and student's academic Performance and achievements.

RESULTS AND DISCUSSION

4.1 Data Analysis and Interpretation

The purpose of this chapter is to present analysis and interpretation of data relating "Relationship between Economic Status of Parents and Emotional Adjustment of Students at University Level".

The data obtained from this technique was analyzed statistically by applying Descriptive statistics and T test. Secondary information were also collected in this regard and compared to assess the probability and significance of this study.

4.2 Information Related to Demographic Variables

Table: 4.1

Gender Wise Classification

Gender	Frequency	Percent
Female	168	56.0
Male	132	44.0
Total	300	100.0

The table 4.1 indicates that percentage of female respondents was 168 (56 %). The percentage of male respondents was 132 (44 %).

Table: 4.2

Classification of Respondents with respect to Locality

Locality	Frequency	Percent
Rural	57	19.0
Urban	243	81.0
Total	300	100.0

The table 4.2 shows that respondents belong to rural areas were 57 (19 %) and the respondents belong to urban areas were 243 (81%).

Table: 4.3

Classification of Respondents with Age

Age	Frequency	Percent
Below 20 Years	115	38.3
21-24 Years	148	49.3
Above 25 Years	37	12.4

The table 4.3 indicates that percentage of respondents below 20 years of age were 115 (38.5%), the percentage of respondents between 21-24 years of age were 148 (49.3%) and above 25 years of age were 37 (12.4%).

Table: 4.4

Classification of Respondents with Father's Income

Father's Income	Frequency	Percent
1-10000	21	7.0
11-20000	37	12.4
21-30000	42	14.0
31-40000	58	19.3
41-50000	70	23.3
Above 50000	72	24.0

The table 4.4 shows that percentage of father's income of respondents between 1-1000 was 21 (7.0%), the percentage father's income of respondents between 11-20000 were 37 (12.4%). From 21-30000 fathers' income of respondents were 42 (14 %). From 31-40000 father's income of respondents were 58 (19.3 %). From 41-50000 father's income of respondents were 70 (23.3 %) and above 50000 thousand father's income of respondents were 72 (24 %).

Table: 4.5

Classification of Respondents with Father Education

Education	Frequency	Percent
UNDER MATRIC	14	4.7
INTERMEDIATE	83	27.7
BACHOLAR	128	42.7
MASTER	71	23.7
OTHER	4	1.3

The table 4.5 indicates that percentage of respondents whose father's education were under Matric 14 (4.7 %), the percentage of respondents whose father's education of intermediate were 83 (27,7%), the percentage of respondents whose father's education of bachelors were 128 (42.7%). the percentage of respondents whose father's education of masters were 71 (23.7%) and the percentage of respondents whose father's education of other were 4(1.3%).

Table: 4.6

Classification of Respondents with Father Occupation

Occupation	Frequency	Percent
GOVT EMPLOY	101	33.7
PRIVATE EMPLOY	19	6.3
LABOUR	33	11.0
OTHER	147	49.0

The table 4.6revealedthat percentage of respondents whose father's occupation were government employ 101 (33.7 %), the percentage of respondents whose father's occupation

private employment were 19 (6.3 %), the percentage of respondents whose father's occupation of labor were 33 (11 %) and the percentage of respondents whose father's occupation of other were 147 (49 %).

Table: 4.7

Classification of Respondents with House Status

House Status	Frequency	Percent
Rent	12	4.0
Own	288	96.0
Total	300	100.0

The table 4.7 explains that respondents has rental house were 12 (4 %) and the respondents has own house were 288 (96 %).

Table: 4.8

Classification of Respondents with Earning Members

Member	Frequency	Percent
1	107	35.7
2	132	44.0
3	39	13.0
4	19	6.3
5or more	3	1.0
Total	300	100.0

The table 4.8 indicates the percentage of respondents earning member one was 107 (35.7 %), that percentage of respondents earning member two were 132 (44 %), the percentage of respondents earning member three were 39 (13 %), the percentage of respondents whose earning member four were 19(6.3%) and the percentage of respondents whose earning member five were 3 (1%).

Table: 4.9***Classification of Respondents with Mother's Education***

Mother's Education	Frequency	Percent
ILLITERATE	52	17.3
UNDERMATRIC	122	40.7
INTERMEDIATE	109	36.3
BEACHALOR	17	5.7
Total	300	100.0

The table 4.9 shows the percentage of respondents whose mother's education of illiterate were 52 (17.3%), that percentage of respondents whose mother's education were under Matric 122 (40.7%), the percentage of respondents whose mother's education of intermediate were 109(36.3%) and the percentage of respondents whose mother's education of bachelors were 17(5.7%).

Table: 4.10***Classification of Respondents with Mother's Reputation***

Reputation	Frequency	Percent
House Wife	260	86.7
Job	40	13.3
Total	300	100.0

The table 4.10 indicates the percentage of respondents whose mother's reputation were House wife 260 (86.7%) and the percentage of respondents whose mother's reputation were job 40(13.3%).

Table: 4.11***Classification of Respondents with CGPA***

CGPA	Frequency	Percent
BELOW 2.5	13	4.3
2.51-3.00	53	17.7
3.01-3.50	147	49.0
ABOVE 3.5	87	29.0

TOTAL	100	100
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The table 4.11 shows that percentage of respondents CGPA below 2.5 were 13(4.3%), the percentage of respondents with CGPA 2.51-3.00 were 53 (17.7%). From 3.01-3.50 CGPA the percentage of respondents were 147 (49%) and number of respondents whose CGPA above 3.5 were 87 (29.0%).

4.3 Reliability

In order to calculate the reliability statistics Cronbach's alpha is conducted using SPSS to measure the reliability of the construct. Overall reliability coefficient of the construct (all items together) is given in the following table. Reliability coefficient over 0.70 shows that construct will measure the concept which, it is intended to measure (validating the construct). Researchers are agreed that research instrument is considered reliable if value of Cronbach's alpha Coefficient is equal to or greater than 0.70 (Normally, 1978).

Reliability Statistics

Cronbach's Alpha	N of Items
.765	36

The cronbach alpha amount for the variable is 0.765.This figure shows that reliability of questionnaire for this variable is acceptable.

Q.No.1.Do you have self respect for other students.

Table: 4.12

Comparison of Self Respect of Students with Father's Income

Father's Income	N	Mean	SD
1-10 THOUSAND	21	3.33	.730
11-20 THOUSAND	37	3.19	.995
21-30 THOUSAND	42	3.71	.457
31-40 THOUSAND	58	3.64	.485
41-50 THOUSAND	70	3.54	.652
ABOVE 50 THOUSAND	72	3.63	.568
Total	300	3.55	.655

Table 4.12 indicated that the students whose father's income between 21-30 thousand is more satisfied with the self respect of other students whereas the students whose father's income between 11-20 thousand is less satisfied with the self respect of other students.

Table: 4.12.1

Father's Income	Sum of squares	DF	Mean Square	F	P
Between Groups	7.790	5	1.558		
Within Groups	120.557	294	.410	3.799	.002
Total	128.347	299			

($p < 0.05$)

According to results of table 4.12.1 $F(5, 299) = 3.799, P = .002$ indicate that the participants showed a significant result about self respect of other students. It means that the opinions of all groups are different about the statement.

Q.No.2. Do you think you are responsible for your actions

Table: 4.13

Comparison of Actions with respect to Father's Income

Father's Income	N	Mean	SD
1-10 THOUSAND	21	3.10	.700
11-20 THOUSAND	37	3.43	.689
21-30 THOUSAND	42	3.40	.587
31-40 THOUSAND	58	3.26	.548
41-50 THOUSAND	70	3.16	.673
ABOVE 50 THOUSAND	72	3.38	.638
Total	300	3.29	.639

Table 4.13 showed that the students whose father's income between 21-30 thousands are more responsible for actions. On the other hand students whose father's income between 1-10 thousand are not responsible for their action because they think that the income effect on their life style directly.

Table: 4.13.1

Father's Income	Sum of squares	DF	Mean Square	F	P
Between Groups	3.910	5	.782		
Within Groups	118.277	294	.402	1.944	.087
Total	122.187	299			

(p<0.05)

According to results of table 4.13.1, $F(5, 299) = 1.944$, $P = .087$ point out that the participants showed a non-significant result about father's income. All the groups of people almost show same response.

Q.No.3. Do you think you are attentive in your classes

Table: 4.14

Comparison of Attention in classroom with respect to Father's Income

Father's Income	N	Mean	SD
1-10 THOUSAND	21	3.10	.768
11-20 THOUSAND	37	3.22	.584
21-30 THOUSAND	42	3.12	.633
31-40 THOUSAND	58	3.28	.615
41-50 THOUSAND	70	2.96	.600
ABOVE 50 THOUSAND	72	3.10	.675
Total	300	3.10	.643

Table 4.14 indicated that students whose father's income between 31-40 thousands are more attentive in class whereas students whose father's income between 41-50 thousands are less attentive in the class.

Table: 4.14.1

Father's Income	Sum of squares	DF	Mean Square	F	P
Between Groups	4.535	5	.907		
Within Groups	119.262	294	.406	2.256	.046
Total	123.797	299			

($p < 0.05$)

According to results of table 4.14.1, $F(5, 299) = 2.256$, $P = .046$ indicate that the participants showed a significant result about father's Income. All the groups of people almost show the same response.

Q.No.4. Do you think you are able to solve problems by yourself

Table: 4.15

Comparison of Capability of solution problems respect to Father's Income

Father's Income	N	Mean	SD
1-10 THOUSAND	21	2.90	.831
11-20 THOUSAND	37	3.24	.683
21-30 THOUSAND	42	3.10	.617
31-40 THOUSAND	58	3.07	.672
41-50 THOUSAND	70	2.86	.785
ABOVE 50 THOUSAND	72	3.17	.650
Total	300	3.06	.708

Table 4.15 indicated that students whose father's income 11-20 thousand they think that they are more able to solve the problem by yourself. On the other hand students whose father's income between 41-50 thousands is think that they are less able to solve the problem by themselves.

Table: 4.15.1

Father's Income	Sum of squares	DF	Mean Square	F	P
Between Groups	5.502	5	1.100		
Within Groups	144.535	294	.492	2.638	.041
Total	150.037	299			

($p < 0.05$)

According to results of table 4.15.1, $F(5, 299) = 2.638$, $P = .041$ indicate that that the participants showed as significant result about the thinking to solve problems by their selves. It means that the opinions of all groups are different about the statement.

Q.No.5. Do you think you are able to adjust changes in routine

Table: 4.16

Comparison of life Variation with respect to Father's Income

Father's Income	N	Mean	SD
1-10 THOUSAND	21	3.05	.865
11-20 THOUSAND	37	3.81	4.806
21-30 THOUSAND	42	2.98	.680
31-40 THOUSAND	58	3.05	.633
41-50 THOUSAND	70	2.86	.767
ABOVE 50 THOUSAND	72	3.17	.605
Total	300	3.12	1.809

Table 4.16 showed that students whose father's income 11-20 thousand they think that they are more able adjust changes in routine. On the other hand, whose father's income 41-50 thousand they think that they are less able adjusts changes in routine.

Table: 4.16.1

Father's Income	Sum of squares	DF	Mean Square	F	P
Between Groups	23.896	5	4.779		
Within Groups	955.021	294	3.248	1.471	.199
Total	978.917	299			

($p < 0.05$)

According to results of table 4.16.1, $F(5, 299) = 1.471$, $P = .199$ indicate that the participants showed a non-significant result about their father's income. All the groups of people almost show the same response.

Q.No.6. Do you think you have knowledge about the world

Table: 4.17

Comparison of.... with respect to Father's Income

Father's Income	N	Mean	SD
1-10 THOUSAND	21	2.48	.680
11-20 THOUSAND	37	2.86	.631
21-30 THOUSAND	42	2.71	.805
31-40 THOUSAND	58	2.79	.554
41-50 THOUSAND	70	2.66	.832
ABOVE 50 THOUSAND	72	2.79	.730
Total	300	2.74	.723

Table 4.17 revealed that students whose father's income 11-20 thousand they think that they are they have more knowledge about the world. On the other hand, whose father's income 1-10 thousand they have less knowledge about the world.

Table: 4.17.1

Father's Income	Sum of squares	DF	Mean Square	F	P
Between Groups	2.899	5	.580		
Within Groups	153.298	294	.521	1.112	.354
Total	156.197	299			

($p < 0.05$)

According to results of table 4.17.1, $F(5, 299) = 1.112$, $P = .354$ indicate that the participants showed anon-significant result about the knowledge of world. All the groups of people almost show the same response.

Q.No.7. Do you think you try to help someone who has been hurt

Table: 4.18

Comparison of helping person with respect to Father's Income

Father's Income	N	Mean	SD
1-10 THOUSAND	21	3.43	.746
11-20 THOUSAND	37	3.00	.527
21-30 THOUSAND	42	3.33	.612
31-40 THOUSAND	58	3.17	.679
41-50 THOUSAND	70	3.49	3.798
ABOVE 50 THOUSAND	72	3.28	.610
Total	300	3.29	1.911

Table 4.18 Indicated that students whose father's income 41-50 thousand they think that they try to help someone who has been hurt. On the other hand, whose father's income 11-20 thousand they think that they did not try to help someone who has been hurt.

Table: 4.18.1

Father's Income	Sum of squares	DF	Mean Square	F	P
Between Groups	7.088	5	1.418		
Within Groups	1084.682	294	3.689	.384	.859
Total	1091.770	299			

($p < 0.05$)

According to results of table 4.18.1, $F(5, 299) = .384$, $P = .859$ indicate that the participants showed anon-significant result about the statement. All the groups of people show same response.

Q.No.8. Do you think you communicate with others to solve problems

Table: 4.19

Comparison of Communication skills with respect to Father's Income

Father's Income	N	Mean	SD
1-10 THOUSAND	21	3.14	.910
11-20 THOUSAND	37	3.32	.669
21-30 THOUSAND	42	3.24	.790
31-40 THOUSAND	58	3.19	.545
41-50 THOUSAND	70	2.99	.860
ABOVE 50 THOUSAND	72	3.24	.661
Total	300	3.17	.734

Table 4.19 showed that students whose father's income 11-20 thousand they think that communicate with others to solve problems. On the other hand, whose father's income 41-50 thousand they think that doesn't prefer to communicate with others to solve problems.

Table: 4.19.1

Father's Income	Sum of squares	DF	Mean Square	F	P
Between Groups	3.802	5	.760		
Within Groups	157.184	294	.535	1.422	.216
Total	160.987	299			

($p < 0.05$)

According to results of table 4.19.1, $F(5, 299) = 1.422$, $P = .216$ indicate that the participants showed anon-significant about the statement. All the groups of people shows almost show same response.

Q.No.9. Do you take part in extracurricular activities

Table: 4.20 *Comparison of participation in extracurricular activities with respect to Father's Income*

Father's Income	N	Mean	SD
1-10 THOUSAND	21	3.00	1.000
11-20 THOUSAND	37	2.97	.645
21-30 THOUSAND	42	3.12	.739
31-40 THOUSAND	58	3.07	.645
41-50 THOUSAND	70	2.84	.792
ABOVE 50 THOUSAND	72	2.83	.787
Total	300	2.95	.759

Table 4.20 Indicated that students whose father's income 21-30 thousand they think that they are more able adjust changes in routine. N the other hand, whose father's income 41-50 thousand they think that they are less able adjusts changes in routine.

Table: 4.20.1

Father's Income	Sum of squares	DF	Mean Square	F	P
Between Groups	3.877	5	.775		
Within Groups	168.373	294	.573	2.973	.242
Total	172.250	299			

($p < 0.05$)

According to results of table 4.20.1, $F(5, 299) = 2.973$, $P = .242$ indicate that the participants showed anon-significant result about the statement. All the groups of people show the same response.

Q.No.10. Do you follow Father's Income rules

Table: 4.21

Comparison of Father's Income rules

Father's Income	N	Mean	SD
1-10 THOUSAND	21	3.05	.740
11-20 THOUSAND	37	3.22	.750
21-30 THOUSAND	42	3.19	.740
31-40 THOUSAND	58	3.17	.679
41-50 THOUSAND	70	2.91	.847
ABOVE 50 THOUSAND	72	3.01	.741
Total	300	3.07	.759

Table 4.21 revealed that students whose father's income 11-20 thousand they think that they follow more seriously their father's income rules. On the other hand, whose father's income 41-50 thousand they don't follow their father's income rules.

Table: 4.21.1

Father's Income	Sum of squares	DF	Mean Square	F	P
Between Groups	3.940	5	.788		
Within Groups	168.447	294	.573	1.375	.233
Total	172.387	299			

($p < 0.05$)

According to results of table 4.21.1, $F(5, 299) = 1.375$, $P = .233$ indicate that the participants showed anon-significant result about the statement. All the groups of people show same response.

Q.No.11. Do you think you have impulsive acts without thinking

Table: 4.22

Comparison of impulsive action with respect to Father's Income

Father's Income	N	Mean	SD
1-10 THOUSAND	21	2.76	.831
11-20 THOUSAND	37	2.65	.633
21-30 THOUSAND	42	2.90	.726
31-40 THOUSAND	58	2.86	.712
41-50 THOUSAND	70	2.84	.754
ABOVE 50 THOUSAND	72	2.76	.813
Total	300	2.81	.747

Table 4.22 Indicated that students whose father's income 21-30 thousand they think that they have more impulsive acts without thinking. On the other hand, whose father's income 11-20 thousand they have less impulsive acts without thinking.

Table: 4.22.1

Father's Income	Sum of squares	DF	Mean Square	F	P
Between Groups	1.772	5	.354		
Within Groups	165.015	294	.561	.631	.676
Total	166.787	299			

($p < 0.05$)

According to results of table 4.22.1, $F(5, 299) = .631$, $P = .676$ indicate that the participants showed a non-significant result about the statement. All the groups of people almost show the same response.

Q.No.12. Do you think you seem to be unhappy sad or depressed

Table: 4.23

Comparison of Boring life respect to Father's Income

Father's Income	N	Mean	SD
1-10 THOUSAND	21	2.57	.926
11-20 THOUSAND	37	2.30	.777
21-30 THOUSAND	42	2.76	.878
31-40 THOUSAND	58	3.28	4.109
41-50 THOUSAND	70	2.63	.920
ABOVE 50 THOUSAND	72	2.58	.852
Total	300	2.72	1.967

Table 4.23 showed that students whose father's income 31-40 thousand they think that they are seemed to be more unhappy and depressed. On the other hand, whose father's income 11-20 thousand that they are seemed to be less unhappy and depressed.

Table: 4.23.1

Father's Income	Sum of squares	DF	Mean Square	F	P
Between Groups	26.993	5	5.399		
Within Groups	1125.843	293	3.842	1.405	.222
Total	1152.836	298	5.399		

($p < 0.05$)

According to results of table 4.23.1, $F(5, 299) = 1.405$, $P = .222$ indicate that the participants showed anon-significant result about the statement. All the groups of people almost show the same response.

Q.No.13. Do you think you looks fearful or anxious

Table: 4.24

Comparison of anxious with respect to Father's Income

Father's Income	N	Mean	SD
1-10 THOUSAND	21	2.48	.680
11-20 THOUSAND	37	2.59	.956
21-30 THOUSAND	42	2.64	.727
31-40 THOUSAND	58	2.55	.958
41-50 THOUSAND	70	2.64	.869
ABOVE 50 THOUSAND	72	2.76	.831
Total	300	2.64	.857

Table 4.24 revealed that students whose father's income above 50 thousand they think that they are looked more anxious and fearful. On the other hand, whose father's income was 1-10 thousands, they looked to be more anxious and fearful.

Table: 4.24.1

Father's Income	Sum of squares	DF	Mean Square	F	P
Between Groups	2.194	5	.439		
Within Groups	217.202	294	.739	.594	.705
Total	219.397	299			

($p < 0.05$)

According to results of table 4.24.1, $F(5, 299) = .594$, $P = .705$ indicate that the participants showed anon-significant result about. All the groups of people almost show same response.

Q.No.14. Do you think you are incapable of making decisions

Table: 4.25

Comparison of Decision maker with respect to Father's Income

Father's Income	N	Mean	SD
1-10 THOUSAND	21	2.43	.598
11-20 THOUSAND	37	2.76	.830
21-30 THOUSAND	42	2.76	.726
31-40 THOUSAND	58	2.67	.886
41-50 THOUSAND	70	2.66	.915
ABOVE 50 THOUSAND	72	2.63	.863
Total	300	2.66	.840

Table 4.25 Indicated that students whose father's income 11-20 and 21-30 have the same means, which shows that they think, they are incapable of making decisions. On the other hand, whose father's income 1-10 thousand they think that they are able to take decisions.

Table: 4.25.1

Father's Income	Sum of squares	DF	Mean Square	F	P
Between Groups	2.002	5	.400		
Within Groups	208.995	294	.711	.563	.728
Total	210.997	299			

($p < 0.05$)

According to results of table 4.25.1, $F(5, 299) = .563$, $P = .728$ indicate that the participants showed a non-significant result about. All the groups of people almost show the same response.

Q.No.15. Do you think that parental support affects your attitude

Table: 4.26

Comparison of impulsive parental support respect to Father's Income

Father's Income	N	Mean	SD
1-10 THOUSAND	21	2.95	.865
11-20 THOUSAND	37	3.30	.618
21-30 THOUSAND	42	3.12	.670
31-40 THOUSAND	58	3.10	.552
41-50 THOUSAND	70	2.90	.854
ABOVE 50 THOUSAND	72	3.04	.740
Total	300	3.06	.727

Table 4.26 revealed that students whose father's income 11-20 thousand think that their parental support greatly affects their attitudes. On the other hand, those whose father's income 41-50 thousand think that their parental support doesn't affect their attitudes.

Table: 4.26.1

Father's Income	Sum of squares	DF	Mean Square	F	P
Between Groups	4.395	5	.879		
Within Groups	153.641	294	.523	1.682	.139
Total	158.037	299			

($p < 0.05$)

According to results of table 4.26.1, $F(5, 299) = 1.682$, $P = .139$ indicate that the participants showed a non-significant result about the statement. All the groups of people almost show the same response.

Q.No.16. Do you think financial problems affect your academic performance

Table: 4.27

Comparison of academic problems with respect to Father's Income

Father's Income	N	Mean	SD
1-10 THOUSAND	21	2.86	1.014
11-20 THOUSAND	37	3.00	.745
21-30 THOUSAND	42	3.12	.772
31-40 THOUSAND	58	2.97	.700
41-50 THOUSAND	70	2.94	.759
ABOVE 50 THOUSAND	72	3.10	.772
Total	300	3.01	.769

Table 4.27 indicated that students whose father's income above 50 thousand think that financial problems have a great influence on academic performance. On the other hand, those whose father's incomes are 1-10 thousand think that financial problems do not greatly influence their academic performance.

Table: 4.26.1

Father's Income	Sum of squares	DF	Mean Square	F	P
Between Groups	1.972	5	.394		
Within Groups	174.998	294	.595	.663	.652
Total	176.970	299			

($p < 0.05$)

According to results of table 4.27.1, $F(5, 299) = .663$, $P = .652$ indicate that the participants showed anon-significant result about. All the groups of people almost show same response.

Q.No.17. On the whole, I am satisfied with myself.

Table: 4.28 Comparison of satisfaction with respect to Father's Income

Father's Income	N	Mean	SD
1-10 THOUSAND	21	2.90	.995
11-20 THOUSAND	37	3.11	.699
21-30 THOUSAND	42	3.19	.707
31-40 THOUSAND	58	3.16	.556
41-50 THOUSAND	70	3.00	.816
ABOVE 50 THOUSAND	72	3.04	.911
Total	300	3.07	.781

Table 4.28 showed that students whose father's income 31-40 thousand they think that they are more satisfied with themselves. On the other hand, whose father's income 1-10 thousand they think that they are less satisfied with their selves.

Table: 4.28.1

Father's Income	Sum of squares	DF	Mean Square	F	P
Between Groups	2.055	5	.411		
Within Groups	180.332	294	.613	.670	.646
Total	182.387	299			

($p < 0.05$)

According to results of table 4.28.1, $F(5, 299) = .670$, $P = .646$ indicate that the participants showed anon-significant result about. All the groups of people show almost same response.

Q.No.18. At times I think I am no good at all.

Table: 4.29

Comparison of Thinking own Character with respect to Father's Income

Father's Income	N	Mean	SD
1-10 THOUSAND	21	2.86	.854
11-20 THOUSAND	37	2.95	.848
21-30 THOUSAND	42	3.02	.869
31-40 THOUSAND	58	2.83	.798
41-50 THOUSAND	70	3.01	.648
ABOVE 50 THOUSAND	72	2.76	.702
Total	300	2.90	.765

Table 4.29 Indicated that students whose father's income 21-30 thousand they think that they are no good at all. On the other hand, whose father's income above 50 thousand they think that they are not good at all.

Table: 4.29.1

Father's Income	Sum of squares	DF	Mean Square	F	P
Between Groups	3.313	5	.663		
Within Groups	171.687	294	.584	1.135	.342
Total	175.000	299			

($p < 0.05$)

According to results of table 4.29.1, $F(5, 299) = 2.973$, $P = .061$ indicate that the participants showed a non-significant result about the statement. All the groups of people show same response.

Q.No.19. I feel that I have a number of good qualities

Table: 4.30 Comparison of thinking own good qualities with respect to Father's Income

Father's Income	N	Mean	SD
1-10 THOUSAND	21	2.95	.865
11-20 THOUSAND	37	2.97	.499
21-30 THOUSAND	42	2.93	.808
31-40 THOUSAND	58	3.12	.677
41-50 THOUSAND	70	2.99	.732
ABOVE 50 THOUSAND	72	2.94	.648
Total	300	2.99	.696

Table 4.30 revealed that students whose father's income 31-40 thousand they think that they have no of good qualities. On the other hand, whose father's income 21-30 thousand they think that they haven't no. of good qualities.

Table: 4.30.1

Father's Income	Sum of squares	DF	Mean Square	F	P
Between Groups	1.340	5	.268		
Within Groups	143.630	294	.489	.549	.739
Total	144.970	299			

($p < 0.05$)

According to results of table 4.30.1, $F(5, 299) = .489$, $P = .739$ indicate that the participants showed a non-significant result about the statement. All the groups of people show the same response.

Q.No.20. I am able to do things as well as most other people

Table: 4.31

Comparison of thinking power with respect to Father's Income

Father's Income	N	Mean	SD
1-10 THOUSAND	21	2.76	.625
11-20 THOUSAND	37	3.16	.727
21-30 THOUSAND	42	3.21	.682
31-40 THOUSAND	58	3.10	.640
41-50 THOUSAND	70	3.01	.602
ABOVE 50 THOUSAND	72	2.88	.670
Total	300	3.03	.664

Table 4.31 indicated that students whose father's income is 11-20 thousand think that they are more able to adjust changes in routine. On the other hand, those whose father's income is 1-10 thousand think that they are less able to adjust changes in routine.

Table: 4.31.1

Father's Income	Sum of squares	DF	Mean Square	F	P
Between Groups	5.639	5	1.128		
Within Groups	126.148	294	.429	2.628	.024
Total	131.787	299			

($p < 0.05$)

According to results of table 4.31.1, $F(5, 299) = 2.628$, $P = .024$ indicate that the participants showed significant result about. All the groups of people investigate the different response.

Q.No.21. I feel I do not have much to be proud of

Table: 4.32

Comparison of proudest with respect to Father's Income

Father's Income	N	Mean	SD
1-10 THOUSAND	21	2.43	1.028
11-20 THOUSAND	37	2.73	.732
21-30 THOUSAND	42	2.98	.749
31-40 THOUSAND	58	2.93	.697
41-50 THOUSAND	70	2.67	.737
ABOVE 50 THOUSAND	72	2.88	.838
Total	300	2.80	.787

Table 4.32 showed that students whose father's income 21-30 thousand they think that they do not have much to be proud of. On the other hand, whose father's income 1-10 thousand they think that they do have much proud of.

Table: 4.32.1

Father's Income	Sum of squares	DF	Mean Square	F	P
Between Groups	6.938	5	1.388		
Within Groups	178.458	294	.607	2.286	.046
Total	185.397	299			

($p < 0.05$)

According to results of table 4.32.1, $F(5, 299) = 2.286$, $P = .046$ indicate that the participants showed significant result about the statement. All the groups of people show different response.

Q.No.22. I certainly feel useless at times

Table: 4.33

Comparison of time waster with respect to Father's Income

Father's Income	N	Mean	SD
1-10 THOUSAND	21	2.38	.865
11-20 THOUSAND	37	2.73	.693
21-30 THOUSAND	42	2.79	.871
31-40 THOUSAND	58	2.83	.798
41-50 THOUSAND	70	2.86	.728
ABOVE 50 THOUSAND	72	2.74	.787
Total	300	2.76	.785

Table 4.33 Indicated that students whose father's income 41-50 thousand they think that they certainly useless. On the other hand whose father income is 1-10 thousand they do not feel useless.

Table: 4.33.1

Father's Income	Sum of squares	DF	Mean Square	F	P
Between Groups	4.042	5	.808		
Within Groups	180.155	294	.613	1.319	.256
Total	184.197	299			

($p < 0.05$)

According to results of table 4.33.1, $F(5, 299) = 1.319$, $P = .256$ indicate that the participants showed anon-significant result about the statement. All the groups of people display almost the same response.

Q.No.23. I feel that I'm a person of worth, at least on an equal plane with others

Table: 4.34

Comparison of useful person with respect to Father's Income

Father's Income	N	Mean	SD
1-10 THOUSAND	21	2.62	.865
11-20 THOUSAND	37	2.78	.712
21-30 THOUSAND	42	2.86	.751
31-40 THOUSAND	58	3.02	.761
41-50 THOUSAND	70	2.84	.773
ABOVE 50 THOUSAND	72	3.04	.759
Total	300	2.90	.768

Table 4.34 revealed that students whose father's income above 50 thousand they think that they have great worth. On the other hand, whose father's income 1-20 thousand they think that they have not great worth.

Table: 4.34.1

Father's Income	Sum of squares	DF	Mean Square	F	P
Between Groups	4.702	5	.940		
Within Groups	171.495	294	.583	1.612	.157
Total	176.197	299			

($p < 0.05$)

According to results of table 4.34.1, $F(5, 299) = 1.612$, $P = .157$ indicate that the participants showed a non-significant result about the statement. All the groups of people revealed almost the same response.

Q.No.24. I wish I could have more respect for myself

Table: 4.35 Comparison of honorable person with respect to Father's Income

Father's Income	N	Mean	SD
1-10 THOUSAND	21	2.81	.750
11-20 THOUSAND	37	3.11	.737
21-30 THOUSAND	42	3.14	.718
31-40 THOUSAND	58	3.03	.794
41-50 THOUSAND	70	2.83	.851
ABOVE 50 THOUSAND	72	2.96	.813
Total	300	2.98	.795

Table 4.35 Indicated that students whose father's income 21-30 thousand they think that they more self respect for themselves. On the other hand, whose father's income 1-10 thousand they think that they have not great self respect for themselves.

Table: 4.35.1

Father's Income	Sum of squares	DF	Mean Square	F	P
Between Groups	4.139	5	.828		
Within Groups	184.697	294	.628	1.318	.256
Total	188.837	299			

($p < 0.05$)

According to results of table 4.35.1, $F(5, 299) = 1.318$, $P = .256$ indicate that the participants showed anon-significant result about the statement. All the groups of people display almost the same response.

Q.No.25. All in all, I am inclined to feel that I am a failure.

Table: 4.36

Comparison of failure with respect to Father's Income

Father's Income	N	Mean	SD
1-10 THOUSAND	21	2.57	.870
11-20 THOUSAND	37	2.65	.857
21-30 THOUSAND	42	2.69	.897
31-40 THOUSAND	58	2.66	.870
41-50 THOUSAND	70	2.76	.842
ABOVE 50 THOUSAND	72	2.57	1.019
Total	300	2.66	.899

Table 4.36 showed that students whose father's income 41-50 thousand they think that they are totally a failure. On the other hand, whose father's income 1-10 thousand they think that they are not totally failure.

Table: 4.36.1

Father's Income	Sum of squares	DF	Mean Square	F	P
Between Groups	1.458	5	.292		
Within Groups	240.179	294	.817	.357	.878
Total	241.637	299			

($p < 0.05$)

According to results of table 4.36.1, $F(5, 299) = .357$, $P = .878$ indicate that the participants showed anon-significant result about the statement. All the groups of people show almost the same response.

Q.No.26. I take a positive attitude toward myself.

Table: 4.37 *Comparison of attitude with respect to Father's Income*

Father's Income	N	Mean	SD
1-10 THOUSAND	21	2.95	.921
11-20 THOUSAND	37	2.97	.833
21-30 THOUSAND	42	3.07	.921
31-40 THOUSAND	58	3.14	.687
41-50 THOUSAND	70	3.01	.691
ABOVE 50 THOUSAND	72	3.18	.793
Total	300	3.08	.783

Table 4.37 Indicated that students whose father's income above 50 thousand they took positive attitudes towards their selves. On the other hand, whose father's income 1-10 thousand they don't took positive attitudes towards their selves.

Table: 4.37.1

Father's Income	Sum of squares	DF	Mean Square	F	P
Between Groups	1.991	5	.398		
Within Groups	181.246	294	.616	.646	.665
Total	183.237	299			

($p < 0.05$)

According to results of table 4.37.1, $F(5, 299) = .646$, $P = .665$ indicate that the participants showed anon-significant result about the statement. All the groups of people show almost the same response.

Comparison with Economic Status

Q.No.27. You are satisfied with the availability of educational facilities

Table: 4.38

Comparison of satisfaction of Educational facilities with respect to Father's Income

Father's Income	N	Mean	SD
1-10 THOUSAND	21	2.57	.811
11-20 THOUSAND	37	3.14	.822
21-30 THOUSAND	42	2.95	.936
31-40 THOUSAND	58	3.21	.853
41-50 THOUSAND	70	3.21	.976
ABOVE 50 THOUSAND	72	2.97	.855
Total	300	3.06	.899

Table 4.38 revealed that students whose father's income was 31-40 and 41-50 thousands they think that they are more satisfied with the availability of educational facilities. On the other hand, whose father's income was 1-10 thousand they were less satisfied with the availability of educational facilities.

Table: 4.37.1

Father's Income	Sum of squares	DF	Mean Square	F	P
Between Groups	9.177	5	1.835		
Within Groups	232.619	294	.791	2.320	.043
Total	241.797	299			

(p<0.05)

According to results of table 4.38.1, $F(5, 299) = 2.320$, $P = .043$ indicate that the participants showed significant result about the statement. All the groups of people show different response.

Q.No.28. You satisfied with the overall atmosphere in your home

Table: 4.39

Comparison of satisfaction of atmosphere with respect to Father's Income

Father's Income	N	Mean	SD
1-10 THOUSAND	21	3.10	.768
11-20 THOUSAND	37	3.16	.727
21-30 THOUSAND	42	3.12	.772
31-40 THOUSAND	58	3.26	.609
41-50 THOUSAND	70	3.10	.705
ABOVE 50 THOUSAND	72	3.28	.610
Total	300	3.18	.682

Table 4.39 Indicated that students whose father's income was above 50 thousand they think that they were more satisfied with the overall atmosphere at homes. On the other hand, whose father's income was 1-10 thousand they were found to be less satisfied with the overall atmosphere at homes.

Table: 4.39.1

Father's Income	Sum of squares	DF	Mean Square	F	P
Between Groups	1.810	5	1.810		
Within Groups	137.106	294	137.106	.776	.567
Total	138.917	299	138.917		

($p < 0.05$)

According to results of table 4.39.1, $F(5, 299) = .776$, $P = .567$ indicate that the participants showed a non-significant result about the statement. All the groups of people show almost the same response.

Q.No.29. You satisfied with the parental income to meet educational needs

Table: 4.40

Comparison of satisfaction of educational needs with respect to Father's Income

Father's Income	N	Mean	SD
1-10 THOUSAND	21	2.76	1.044
11-20 THOUSAND	37	2.97	.799
21-30 THOUSAND	42	3.12	.861
31-40 THOUSAND	58	3.14	.712
41-50 THOUSAND	70	2.96	.770
ABOVE 50 THOUSAND	72	3.31	.725
Total	300	3.09	.797

Table 4.40 revealed that students whose father's income above 50 thousand they think that their parental income is enough to meet the educational needs. On the other hand, whose

father's income 1-10 thousand they think that their parental income isn't enough to meet the educational needs.

Table: 4.40.1

Father's Income	Sum of squares	DF	Mean Square	F	P
Between Groups	7.514	5	1.503		
Within Groups	182.233	294	.620	2.424	.036
Total	189.747	299			

($p < 0.05$)

According to results of table 4.40.1, $F(5, 299) = 2.424$, $P = .036$ indicate that the participants showed significant result about the statement. All the groups of people show different response.

Q.No.30. You satisfied with your pocket money

Table: 4.41

Comparison of satisfaction of pocket money with respect to Father's Income

Father's Income	N	Mean	SD
1-10 THOUSAND	21	2.43	.926
11-20 THOUSAND	37	2.81	1.050
21-30 THOUSAND	42	2.88	.916
31-40 THOUSAND	58	3.05	.759
41-50 THOUSAND	70	2.84	.879
ABOVE 50 THOUSAND	72	3.06	.837
Total	300	2.91	.887

Table 4.41 Indicated that students whose father's income above 50 thousand they think that they are more satisfied with pocket money. On the other hand, whose father's income 1-10 thousand they think that they are less satisfied with pocket money.

Table: 4.41.1

Father's Income	Sum of squares	DF	Mean Square	F	P
Between Groups	8.269	5	1.654		
Within Groups	227.117	294	.773	2.141	.061
Total	235.387	299			

($p < 0.05$)

According to results of table 4.41.1, $F(5, 299) = 2.141$, $P = .061$ indicate that the participants showed anon-significant result about the statement. All the groups of people show almost the same response.

Q.No.31. you think university affect your lifestyle

Table: 4.42 Comparison of Lifestyle with respect to Father's Income

Father's Income	N	Mean	SD
1-10 THOUSAND	21	2.29	.717
11-20 THOUSAND	37	2.95	.848
21-30 THOUSAND	42	2.86	.843
31-40 THOUSAND	58	3.05	.711
41-50 THOUSAND	70	2.90	.801
ABOVE 50 THOUSAND	72	3.03	.769
Total	300	2.92	.799

Table 4.42 showed that students whose father's income 31-40 thousand they think that university affect the life styles of students. On the other hand, whose father's income 1-10 thousand they think that university doesn't affect their lifestyles.

Table: 4.42.1

Father's Income	Sum of squares	DF	Mean Square	F	P
Between Groups	10.507	5	2.101		
Within Groups	180.410	294	.614	3.424	.005
Total	190.917	299			

($p < 0.05$)

According to results of table 4.42.1, $F(5, 299) = 3.424$, $P = .005$ indicate that the participants showed anon-significant result about the statement. All the groups of people show different response.

Q.No.32. You think University supports your mental status

Table: 4.43

Comparison of Mental Status with respect to Father's Income

Father's Income	N	Mean	SD
1-10 THOUSAND	21	2.95	.669
11-20 THOUSAND	37	3.03	.552
21-30 THOUSAND	42	2.93	.838
31-40 THOUSAND	58	2.95	.633
41-50 THOUSAND	70	2.86	.905
ABOVE 50 THOUSAND	72	3.10	.808
Total	300	2.97	.769

Table 4.43 Indicated that students whose father's income above 50 thousand they think that university support their mental status. On the other hand, whose father's income 41-50 thousand they think that university doesn't supports their mental status.

Table: 4.43.1

Father's Income	Sum of squares	DF	Mean Square	F	P
Between Groups	2.283	5	.457		
Within Groups	174.447	294	.593	.770	.572
Total	176.730	299			

($p < 0.05$)

According to results of table 4.43.1, $F(5, 299) = .770$, $P = .572$ indicate that the participants showed anon-significant result about the statement. All the groups of people show almost the same response.

Q.No.33. You think your financial support provides self confidence

Table: 4.44

Comparison of Financial Support with respect to Father's Income

Father's Income	N	Mean	SD
1-10 THOUSAND	21	3.00	.632
11-20 THOUSAND	37	3.11	.567
21-30 THOUSAND	42	3.29	.708
31-40 THOUSAND	58	3.24	.572
41-50 THOUSAND	70	2.93	.953
ABOVE 50 THOUSAND	72	3.33	.692
Total	300	3.16	.738

Table 4.44 revealed that students whose father's income above 50 thousand they think that the financial support provide them more self-confidence. On the other hand, whose father's income 41-50 thousand they think that financial support doesn't provide self-confidence.

Table: 4.44.1

Father's Income	Sum of squares	DF	Mean Square	F	P
Between Groups	7.594	5	1.519		
Within Groups	155.403	294	.529	2.873	.015
Total	162.997	299			

($p < 0.05$)

According to results of table 4.44.1, $F(5, 299) = 2.873$, $P = .015$ indicate that the participants showed significant result about the statement. All the groups of people show different response.

Q.No.34. You think you have enough medical facilities

Table: 4.45

Comparison of Medical Facilities with respect to Father's Income

Father's Income	N	Mean	SD
1-10 THOUSAND	21	2.57	.746
11-20 THOUSAND	37	2.92	.682
21-30 THOUSAND	42	3.00	.826
31-40 THOUSAND	58	3.26	.637
41-50 THOUSAND	70	2.97	.816
ABOVE 50 THOUSAND	72	3.14	.756
Total	300	3.04	.764

Table 4.45 Indicated that students whose father's income 31-40 thousand they think that they have enough medical facilities. On the other hand, whose father's income 1-10 thousand they think that they haven't enough medical facilities.

Table: 4.45.1

Father's Income	Sum of squares	DF	Mean Square	F	P
Between Groups	9.022	5	1.804		
Within Groups	165.574	294	.563	3.204	.008
Total	174.597	299			

($p < 0.05$)

According to results of table 4.45.1, $F(5, 299) = 3.204$, $P = .008$ indicate that the participants showed anon-significant result about the statement. All the groups of people show the different response.

Q.No.35. You think, conveyance affects your economic status

Table: 4.46 Comparison of Economic Status with respect to Father's Income

Father's Income	N	Mean	SD
1-10 THOUSAND	21	2.95	.921
11-20 THOUSAND	37	3.00	.745
21-30 THOUSAND	42	3.17	.794
31-40 THOUSAND	58	3.22	.702
41-50 THOUSAND	70	2.97	.761
ABOVE 50 THOUSAND	72	2.88	.838
Total	300	3.03	.788

Table 4.46 Indicated that students whose father’s income 31-40 thousand they think that conveyance affect their economic status. On the other hand, whose father’s income above 50 thousand they think that conveyance doesn’t affect economic status.

Table: 4.46.1

Father’s Income	Sum of squares	DF	Mean Square	F	P
Between Groups	5.097	5	1.019		
Within Groups	180.690	294	.615	1.659	.145
Total	185.787	299			

($p < 0.05$)

According to results of table 4.46.1, $F(5, 299) = 1.659$, $P = .145$ indicate that the participants showed asinificant resultsabout the statement. All the groups of people show almost the same response.

Q.No.36. You think economic status affects the use of fruits

Table: 4.47

Comparison of uses of fruits with respect to Father’s Income

Father’s Income	N	Mean	SD
1-10 THOUSAND	21	3.24	.700
11-20 THOUSAND	37	3.05	.621
21-30 THOUSAND	42	3.21	.898
31-40 THOUSAND	58	3.19	.868
41-50 THOUSAND	70	3.39	.839
ABOVE 50 THOUSAND	72	3.19	.799
Total	300	3.23	.811

Table 4.47 showed that students whose father's income 41-50 thousand they think that fruits are more used with the increase in economic status. On the other hand, whose father's income 11-20 thousand they think that fruits are less used with the increase in economic status.

Table: 4.47.1

Father's Income	Sum of squares	DF	Mean Square	F	P
Between Groups	3.037	5	.607		
Within Groups	193.550	294	.658	.922	.467
Total	196.587	299			

($p < 0.05$)

According to results of table 4.47.1, $F(5, 299) = .922$, $P = .467$ indicate that the participants showed a significant result about the use of fruits is affected by economic status. It shows that people have same views about the statement.

The objective of this chapter is to present a summary, findings, conclusions and discussion of the study.

5.1 Summary of the study

The topic of the study was "Relationship between Economic Status of Parents and Emotional Adjustment of Students at University Level" in Faisalabad. The purpose of this study is to find out the opinion of students about the topic. The study examined the perception of students from different university of Punjab. The present study descriptive in nature and survey type, which was conducted with instrument of questionnaire.

Simple random sampling technique was used for the purpose of sample selection. One questionnaire for students was used in the present study for data collection. Female student are greater in this study. Most of the students belong to rural area, the age group is 21-24 years, the father's income belongs to above 50, the student father education was bachelor Degree and govt employ, own house, the most of the student mother education was

under matric, and most of the respondent CGPA were between 3.01-3.50 and least were below 2.5.

These results showed that the students whose father's income between 11-20 thousand they think that they are more able to solve the problem by yourself, more able adjust changes in routine, they have more knowledge about the world, think that communicate with others to solve problems, they follow more seriously their father's income rules, they are incapable of making decisions, their parental support greatly affect their attitudes and more able to adjust changes in routine.

These results showed that the students whose father's income between 21-30 thousand is more satisfied with the self respect of other students, responsible for your actions, they are more able adjust changes in routine, they have more impulsive acts without thinking, they are incapable of making decisions, they are no good at all, they think that they do not have much to be proud of and they more self-respect for themselves.

These results showed that the students whose father's income between 31-40 thousands are more attentive in class, they think that they are seemed to be more unhappy and depressed, more satisfied with themselves, they have no of good qualities, thousands they think that they are more satisfied with the availability of educational facilities, university affect the life styles of students, they have enough medical facilities and conveyance affect their economic status.

These results showed that the students whose father's income between 41-50 thousand they think that they try to help someone who has been hurt, they think that they certainly useless, they are totally a failure, thousands they think that they are more satisfied with the availability of educational facilities and fruits are more used with the increase in economic status.

These results showed that the students whose father's income above 50 thousand they think that they are looked more anxious and fearful, financial problems have great influence on academic performance, they have great worth, they took positive attitudes towards their selves, they were more satisfied with the overall atmosphere at homes, their parental income is enough to meet the educational needs, they are more satisfied with pocket money, they

think that university support their mental status and financial support provide them more self-confidence.

5.2 Findings

1. The table 4.1 indicates that percentage of female respondents was 168 (56 %). The percentage of male respondents was 132 (44 %).
2. The table 4.2 shows that respondents belong to rural areas were 57 (19 %) and the respondents belong to urban areas were 243 (81%).
3. The table 4.3 indicates that percentage of respondents below 20 years of age were 115 (38.5%), the percentage of respondents between 21-24 years of age were 148 (49.3%) and above 25 years of age were 37 (12.4%).
4. The table 4.4 shows that percentage of father's income of respondents between 1-1000 was 21 (7.0%), the percentage father's income of respondents between 11-20000 were 37 (12.4%). From 21-30000 fathers' income of respondents were 42 (14 %). From 31-40000 father's income of respondents were 58 (19.3 %). From 41-50000 father's income of respondents were 70 (23.3 %) and above 50000 thousand father's income of respondents were 72 (24 %).
5. The table 4.5 indicates that percentage of respondents whose father's education were under Matric 14 (4.7 %), the percentage of respondents whose father's education of intermediate were 83 (27,7%), the percentage of respondents whose father's education of bachelors were 128 (42.7%). the percentage of respondents whose father's education of masters were 71 (23.7%) and the percentage of respondents whose father's education of other were 4(1.3%).
6. The table 4.6 revealed that percentage of respondents whose father's occupation were government employ 101 (33.7 %), the percentage of respondents whose father's occupation private employment were 19 (6.3 %), the percentage of respondents whose father's occupation of labor were 33 (11 %) and the percentage of respondents whose father's occupation of other were 147 (49 %).
7. The table 4.7 explains that respondents has rental house were 12 (4 %) and the respondents has own house were 288 (96 %).

8. The table 4.8 indicates the percentage of respondents earning member one was 107 (35.7 %), that percentage of respondents earning member two were 132 (44 %), the percentage of respondents earning member three were 39 (13 %), the percentage of respondents whose earning member four were 19(6.3%) and the percentage of respondents whose earning member five were 3 (1%).
9. The table 4.9 shows the percentage of respondents whose mother's education of illiterate were 52 (17.3%), that percentage of respondents whose mother's education were under Matric 122 (40.7%), the percentage of respondents whose mother's education of intermediate were 109(36.3%) and the percentage of respondents whose mother's education of bachelors were 17(5.7%).
10. The table 4.10 indicates the percentage of respondents whose mother's reputation were House wife 260 (86.7%) and the percentage of respondents whose mother's reputation were job 40(13.3%).
11. The table 4.11 shows that percentage of respondents CGPA below 2.5 were 13(4.3%), the percentage of respondents with CGPA 2.51-3.00 were 53 (17.7%). From 3.01-3.50 CGPA the percentage of respondents were 147 (49%) and number of respondents whose CGPA above 3.5 were 87 (29.0%).
12. Table 4.12 indicated that the students whose father's income between 21-30 thousand is more satisfied with the self respect of other students whereas the students whose father's income between 11-20 thousand is less satisfied with the self respect of other students.
13. According to results of table 4.12.1 $F(5, 299) = 3.799$, $P = .002$ indicate that the participants showed asignificant result about self respect of others students. It means that the opinions of all groups are different about the statement.
14. Table 4.13 showed that the students whose father's income between 21-30 thousand are more responsible for actions. On the other hand students whose father's income between 1-10 thousand are not responsible for their action because they think that the income effect on their life style directly.
15. According to results of table 4.13.1, $F(5, 299) = 1.944$, $P = .087$ point out that the participants showed anon-significant result about father's income. All the groups of people almost show same response.

16. Table 4.14 indicated that students whose father's income between 31-40 thousands are more attentive in class whereas students whose father's income between 41-50 thousands are less attentive in the class.
17. According to results of table 4.14.1, $F(5, 299) = 2.256$, $P = .046$ indicate that the participants showed a significant result about father's Income. All the groups of people almost show the same response.
18. Table 4.15 indicated that students whose father's income 11-20 thousand they think that they are more able to solve the problem by yourself. On the other hand students whose father's income between 41-50 thousands is think that they are less able to solve the problem by theirself.
19. According to results of table 4.15.1, $F(5, 299) = 2.638$, $P = .041$ indicate that that the participants showed a significant result about the thinking to solve problems by their selves. It means that the opinions of all groups are different about the statement.
20. Table 4.16 showed that students whose father's income 11-20 thousand they think that they are more able adjust changes in routine. On the other hand, whose father's income 41-50 thousand they think that they are less able adjusts changes in routine.
21. According to results of table 4.16.1, $F(5, 299) = 1.471$, $P = .199$ indicate that the participants showed a non-significant result about their father's income. All the groups of people almost show the same response.
22. Table 4.17 revealed that students whose father's income 11-20 thousand they think that they are they have more knowledge about the world. On the other hand, whose father's income 1-10 thousand they have less knowledge about the world.
23. According to results of table 4.17.1, $F(5, 299) = 1.112$, $P = .354$ indicate that the participants showed a non-significant result about the knowledge of world. All the groups of people almost show the same response.
24. Table 4.18 Indicated that students whose father's income 41-50 thousand they think that they try to help someone who has been hurt. On the other hand, whose father's income 11-20 thousand they think that they did not try to help someone who has been hurt.

25. According to results of table 4.18.1, $F(5, 299) = .384$, $P = .859$ indicate that the participants showed a non-significant result about the statement. All the groups of people show same response.
26. Table 4.19 showed that students whose father's income 11-20 thousand they think that communicate with others to solve problems. On the other hand, whose father's income 41-50 thousand they think that doesn't prefer to communicate with others to solve problems.
27. Table 4.19 showed that students whose father's income 11-20 thousand they think that communicate with others to solve problems. On the other hand, whose father's income 41-50 thousand they think that doesn't prefer to communicate with others to solve problems.
28. Table 4.20 Indicated that students whose father's income 21-30 thousand they think that they are more able adjust changes in routine. N the other hand, whose father's income 41-50 thousand they think that they are less able adjusts changes in routine.
29. According to results of table 4.20.1, $F(5, 299) = 2.973$, $P = .242$ indicate that the participants showed a non-significant result about the statement. All the groups of people show the same response.
30. Table 4.21 revealed that students whose father's income 11-20 thousand they think that they follow more seriously their father's income rules. On the other hand, whose father's income 41-50 thousand they don't follow their father's income rules.
31. According to results of table 4.21.1, $F(5, 299) = 1.375$, $P = .233$ indicate that the participants showed a non-significant result about the statement. All the groups of people show same response.
32. Table 4.22 Indicated that students whose father's income 21-30 thousand they think that they have more impulsive acts without thinking. On the other hand, whose father's income 11-20 thousand they have less impulsive acts without thinking.
33. According to results of table 4.22.1, $F(5, 299) = .631$, $P = .676$ indicate that the participants showed a non-significant result about the statement. All the groups of people almost show same response.
34. Table 4.23 showed that students whose father's income 31-40 thousand they think that they are seemed to be more unhappy and depressed. On the other hand, whose

- father's income 11-20 thousand that they are seemed to be less unhappy and depressed.
35. According to results of table 4.23.1, $F(5, 299) = 1.405$, $P = .222$ indicate that the participants showed a non-significant result about the statement. All the groups of people almost show the same response.
 36. Table 4.24 revealed that students whose father's income above 50 thousand they think that they are looked more anxious and fearful. On the other hand, whose father's income was 1-10 thousands, they looked to be more anxious and fearful.
 37. According to results of table 4.24.1, $F(5, 299) = .594$, $P = .705$ indicate that the participants showed a non-significant result about. All the groups of people almost show same response.
 38. Table 4.25 Indicated that students whose father's income 11-20 and 21-30 have the same means, which shows that they think, they are incapable of making decisions. On the other hand, whose father's income 1-10 thousand they think that they are able to take decisions.
 39. According to results of table 4.25.1, $F(5, 299) = .563$, $P = .728$ indicate that the participants showed anon-significant result about. All the groups of people almost show the same response.
 40. Table 4.26 revealed that students whose father's income 11-20 thousand thinks that their parental support greatly affect their attitudes. On the other hand, whose father's income 41-50 thousand thinks that their parental support doesn't affect their attitudes.
 41. According to results of table 4.26.1, $F(5, 299) = 1.682$, $P = .139$ indicate that the participants showed a non-significant result about the statement. All the groups of people almost show same response.
 42. Table 4.27 Indicated that students whose father's income above 50 thousand they think that financial problems have great influence on academic performance. On the other hand, whose father's incomes 1-10 thousands they think that financial problems are not greatly influence their academic performance.
 43. According to results of table 4.27.1, $F(5, 299) = .663$, $P = .652$ indicate that the participants showed a non-significant result about. All the groups of people almost show same response.

44. Table 4.28 showed that students whose father's income 31-40 thousand they think that they are more satisfied with themselves. On the other hand, whose father's income 1-10 thousand they think that they are less satisfied with their selves.
45. According to results of table 4.28.1, $F(5, 299) = .670$, $P = .646$ indicate that the participants showed a non-significant result about. All the groups of people show almost same response.
46. Table 4.29 Indicated that students whose father's income 21-30 thousand they think that they are no good at all. On the other hand, whose father's income above 50 thousand they think that they are not good at all.
47. According to results of table 4.29.1, $F(5, 299) = 2.973$, $P = .061$ indicate that the participants showed a non-significant result about the statement. All the groups of people show same response.
48. Table 4.30 revealed that students whose father's income 31-40 thousand they think that they have no of good qualities. On the other hand, whose father's income 21-30 thousand they think that they haven't no. of good qualities.
49. According to results of table 4.30.1, $F(5, 299) = .489$, $P = .739$ indicate that the participants showed a non-significant result about the statement. All the groups of people show same response.
50. Table 4.31 Indicated that students whose father's income 11-20 thousand they think that they are more able to adjust changes in routine. On the other hand, whose father's income 1-10 thousand they think that they are less able to adjusts changes in routine.
51. According to results of table 4.31.1, $F(5, 299) = 2.628$, $P = .024$ indicate that the participants showed significant result about. All the groups of people investigate the different response.
52. Table 4.32 showed that students whose father's income 21-30 thousand they think that they do not have much to be proud of. On the other hand, whose father's income 1-10 thousand they think that they do have much proud of.
53. Table 4.32 showed that students whose father's income 21-30 thousand they think that they do not have much to be proud of. On the other hand, whose father's income 1-10 thousand they think that they do have much proud of.

54. Table 4.33 Indicated that students whose father's income 41-50 thousand they think that they certainly useless. On the other hand whose father income is 1-10 thousand they do not feel useless.
55. According to results of table 4.33.1, $F(5, 299) = 1.319$, $P = .256$ indicate that the participants showed a non-significant result about the statement. All the groups of people display almost the same response.
56. Table 4.34 revealed that students whose father's income above 50 thousand they think that they have great worth. On the other hand, whose father's income 1-20 thousand they think that they have not great worth.
57. According to results of table 4.34.1, $F(5, 299) = 1.612$, $P = .157$ indicate that the participants showed a non-significant result about the statement. All the groups of people revealed almost the same response.
58. Table 4.35 Indicated that students whose father's income 21-30 thousand they think that they more self respect for themselves. On the other hand, whose father's income 1-10 thousand they think that they have not great self respect for themselves.
59. According to results of table 4.35.1, $F(5, 299) = 1.318$, $P = .256$ indicate that the participants showed a non-significant result about the statement. All the groups of people display almost the same response.
60. Table 4.36 showed that students whose father's income 41-50 thousand they think that they are totally a failure. On the other hand, whose father's income 1-10 thousand they think that they are not totally failure.
61. According to results of table 4.36.1, $F(5, 299) = .357$, $P = .878$ indicate that the participants showed a non-significant result about the statement. All the groups of people show almost the same response.
62. Table 4.37 Indicated that students whose father's income above 50 thousand they took positive attitudes towards their selves. On the other hand, whose father's income 1-10 thousand they don't took positive attitudes towards their selves.
63. According to results of table 4.37.1, $F(5, 299) = .646$, $P = .665$ indicate that the participants showed a non-significant result about the statement. All the groups of people show almost the same response.

64. Table 4.38 revealed that students whose father's income was 31-40 and 41-50 thousands they think that they are more satisfied with the availability of educational facilities. On the other hand, whose father's income was 1-10 thousand they were less satisfied with the availability of educational facilities.
65. According to results of table 4.38.1, $F(5, 299) = 2.320$, $P = .043$ indicate that the participants showed significant result about the statement. All the groups of people show different response.
66. Table 4.39 Indicated that students whose father's income was above 50 thousand they think that they were more satisfied with the overall atmosphere at homes. On the other hand, whose father's income was 1-10 thousand they were found to be less satisfied with the overall atmosphere at homes.
67. According to results of table 4.39.1, $F(5, 299) = .776$, $P = .567$ indicate that the participants showed a non-significant result about the statement. All the groups of people show almost the same response
68. Table 4.40 revealed that students whose father's income above 50 thousand they think that their parental income is enough to meet the educational needs. On the other hand, whose father's income 1-10 thousand they think that their parental income isn't enough to meet the educational needs.
69. According to results of table 4.40.1, $F(5, 299) = 2.424$, $P = .036$ indicate that the participants showed significant result about the statement. All the groups of people show different response.
70. Table 4.41 Indicated that students whose father's income above 50 thousand they think that they are more satisfied with pocket money. On the other hand, whose father's income 1-10 thousand they think that they are less satisfied with pocket money.
71. According to results of table 4.41.1, $F(5, 299) = 2.141$, $P = .061$ indicate that the participants showed a non-significant result about the statement. All the groups of people show almost the same response.
72. Table 4.42 showed that students whose father's income 31-40 thousand they think that university affect the life styles of students. On the other hand, whose father's income 1-10 thousand they think that university doesn't affect their lifestyles.

73. According to results of table 4.42.1, $F(5, 299) = 3.424$, $P = .005$ indicate that the participants showed a non-significant result about the statement. All the groups of people show different response.
74. Table 4.43 Indicated that students whose father's income above 50 thousand they think that university support their mental status. On the other hand, whose father's income 41-50 thousand they think that university doesn't supports their mental status.
75. According to results of table 4.43.1, $F(5, 299) = .770$, $P = .572$ indicate that the participants showed a non-significant result about the statement. All the groups of people show almost the same response.
76. Table 4.44 revealed that students whose father's income above 50 thousand they think that the financial support provide them more self-confidence. On the other hand, whose father's income 41-50 thousand they think that financial support doesn't provide self-confidence.
77. According to results of table 4.44.1, $F(5, 299) = 2.873$, $P = .015$ indicate that the participants showed significant result about the statement. All the groups of people show different response.
78. Table 4.45 Indicated that students whose father's income 31-40 thousand they think that they have enough medical facilities. On the other hand, whose father's income 1-10 thousand they think that they haven't enough medical facilities.
79. According to results of table 4.45.1, $F(5, 299) = 3.204$, $P = .008$ indicate that the participants showed a non-significant result about the statement. All the groups of people show the different response.
80. Table 4.46 Indicated that students whose father's income 31-40 thousand they think that conveyance affect their economic status. On the other hand, whose father's income above 50 thousand they think that conveyance doesn't affect economic status.
81. According to results of table 4.46.1, $F(5, 299) = 1.659$, $P = .145$ indicate that the participants showed a significant results about the statement. All the groups of people show almost the same response.
82. Table 4.47 showed that students whose father's income 41-50 thousand they think that fruits are more used with the increase in economic status. On the other hand,

whose father's income 11-20 thousand they think that fruits are less used with the increase in economic status.

83. According to results of table 4.47.1, $F(5, 299) = .922$, $P = .467$ indicate that the participants showed a significant result about the use of fruits is affected by economic status. It shows that people have same views about the statement.

CONCLUSIONS

1. The majority of students belong to female students.
2. Maximum numbers of students belongs to urban locality.
3. The maximum percentage fall between 21-24 years.
4. The majority of students belong to upper class family.
5. The majority of student's father's educations were bachelor.
6. The majority of student's father's occupation was government employ.
7. Mostly students have own house.
8. The majority of students belong to 2 earning member family.
9. The mother educations of student were under Matric.
10. The mother reputations of student were house wife.
11. The majority of student CGPA between 3.01-3.50.
12. These results showed that the students whose father's income between 11-20 thousand they think that they are more able to solve the problem by yourself, more able adjust changes in routine, they have more knowledge about the world, think that communicate with others to solve problems, they follow more seriously their father's income rules, they are incapable of making decisions, their parental support greatly affect their attitudes and more able to adjust changes in routine.
13. These results showed that the students whose father's income between 21-30 thousand is more satisfied with the self respect of other students, responsible for your actions, they are more able adjust changes in routine, they have more impulsive acts without thinking, they are incapable of making decisions, they are no good at all, they think that they do not have much to be proud of and they more self-respect for themselves.

14. These results showed that the students whose father's income between 31-40 thousands are more attentive in class, they think that they are seemed to be more unhappy and depressed, more satisfied with themselves, they have no of good qualities, thousands they think that they are more satisfied with the availability of educational facilities, university affect the life styles of students, they have enough medical facilities and conveyance affect their economic status.
15. These results showed that the students whose father's income between 41-50 thousand they think that they try to help someone who has been hurt, they think that they certainly useless, they are totally a failure, thousands they think that they are more satisfied with the availability of educational facilities and fruits are more used with the increase in economic status.
16. These results showed that the students whose father's income above 50 thousand they think that they are looked more anxious and fearful, financial problems have great influence on academic performance, they have great worth, they took positive attitudes towards their selves, they were more satisfied with the overall atmosphere at homes, their parental income is enough to meet the educational needs, they are more satisfied with pocket money, they think that university support their mental status and financial support provide them more self-confidence.

Recommendations

5.5 Suggestions for future research work

- Due to limited resources and time the present study title "Relationship between Economic Status of Parents and Emotional Adjustment of Students at University Level" was carried out only in Faisalabad District of Punjab Province. More studies can be carried out in other parts of the country.
- This research is carried out in university only. Therefore, it is suggested that this kind of research should be carried out at all levels i.e., from primary level to other level.

- Qualitative research methods may also be used in the future research work title “Relationship between Economic Status of Parents and Emotional Adjustment of Students at University Level” to check the validity of the quantitative research methods.
- This research should be carried out in private sector for comparison between public and private sectors.

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