

Unlocking Bright Futures: Empowering Street-Raised Children Through Education - A Comprehensive Mixed-Method Investigation At The Child Protection & Welfare Bureau

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ABSTRACT

This comprehensive mixed-method study aims to achieve two specific objectives. Firstly, it seeks to explore the factors that influence students' performance at the Child Protection & Welfare Bureau in Punjab. Secondly, it aims to examine the changes in students' classroom performance after receiving assistance from the Child Protection & Welfare Bureau in Punjab. Through a sequential mixed-methods design, the research concurrently collects qualitative insights from teachers and quantitative data on student performance, resulting in a profound understanding of the research problem. The study encompasses a population of 40 teachers at the Child Protection & Welfare Bureau. For the qualitative component, a sample of 6 teachers is involved, while the quantitative survey comprises 17 male and female teachers. Recommendations for future research encompass longitudinal studies and the inclusion of students, families, and community perspectives. This study provides valuable insights into enhancing child protection and education for vulnerable populations.

Keywords: Socio Economic, factor, child, child protection, performance.

INTRODUCTION

Ensuring the well-being and future prospects of mistreated and homeless children is a core mission of the Child Protection and Welfare Bureau. This government agency operates not only to shield children from abuse, neglect, exploitation, and violence but also to uphold the sanctity of family bonds. The importance of this work was underscored by the United Nations General Assembly's 1989 resolution, particularly Article 49, emphasizing the protection of children from violence.

Prior to the international resolution, Pakistan had already taken strides in child

protection by establishing the "National Commission for Child Welfare & Development (NCCWD)" within The Division of Civil Rights in 1979. Further, in 2006, the government dedicated itself to combatting child abuse and aiding its survivors by creating a dedicated agency. Notably, the "Punjab Destitute and Neglected Children Act, 2004" made child abuse illegal within the region. This department operates under the aegis of the Department of Human Rights and formed the legislative framework to prevent, protect, and rehabilitate abused and neglected children (Pulla, Tarar & Ali, 2018).

The creation of Child Protection and Welfare Bureaus across various cities, Bahawalpur, Rahim Yar Khan, Gujranwala, Sialkot, Faisalabad, Lahore, Rawalpindi, and Multan as a result of "The Punjab Destitute and Neglected Children Act, 2004," symbolized a significant commitment to providing underprivileged and overlooked children with education, training, care, and rehabilitation. These initiatives are championed by dedicated professionals, including law enforcement, psychiatrists, doctors, and child protection officers, who aim to shield children from harm and guide them toward becoming contributing members of society after receiving rehabilitation. A helpline (1121) was established to offer assistance and rehabilitation to children in need (Pulla, Tarar & Ali, 2018).

Rationale of the Study

The rationale for conducting the study titled "Unlocking Bright Futures: Empowering Street-Raised Children Through Education - A Mixed-Method Study in Child Protection & Welfare Bureau" is grounded in the pressing global concern of child labor, with particular emphasis on its prevalence in developing countries such as Pakistan. Child labor poses a multifaceted challenge as it not only infringes upon children's inherent right to education but also perpetuates cycles of socioeconomic disadvantage, which has been extensively substantiated in prior research. However, a notable gap exists in the understanding of how these socioeconomic factors precisely impact students' academic performance, particularly within the unique context of the Child Protection & Welfare Bureau (CP&WB) in Punjab.

By undertaking a thorough research, our work seeks to close this information gap into the intricate interplay of socioeconomic variables with the complex issues of child labor, education, and academic achievement. By unlocking the potential of these resilient street-raised children through a combination of legislative measures

and educational interventions, this research endeavors to form a substantial addition to the corpus of current knowledge. Ultimately, it seeks to provide empirically grounded insights and evidence-based strategies, which can serve as guiding principles for the development of policies and programs aimed at empowering and uplifting street-raised children. The rationale for this study is firmly grounded in its potential to drive positive transformation, elevate educational outcomes, and break the vicious cycle of child labor for a more equitable and just society.

Statement of the problem

The primary intent of education is to facilitate learning, and a student's socioeconomic background may have an impact on their academic progress.

The study's statement of the problem addresses the intricate challenges related to child labor, education, and the academic achievements of street-raised children in Punjab, Pakistan. Child labor is a persistent issue in many developing nations, often depriving children of educational opportunities as they engage in economic activities. The study explores the role of socioeconomic factors in perpetuating child labor, acting as a hindrance to educational access. Furthermore, it examines the efficacy of the legislative framework and interventions implemented by the Child Protection & Welfare Bureau (CP&WB) in safeguarding these children and enabling their empowerment through education. The ultimate objective is to identify policy and programmatic implications that can contribute to the establishment of a more supportive and equitable learning environment, thereby breaking the cycle of child labor and enhancing the well-being and future prospects of these vulnerable children.

Objectives of the Study

The researcher used the literature review as a basis for creating the following goals:

1. To explore the factors influencing students' performance at the Child Protection & Welfare Bureau in Punjab.
2. To examine the transformation in students' classroom performance following the assistance provided by the Child Protection & Welfare Bureau in Punjab.

RESEARCH QUESTIONES

1. Do the key socioeconomic and psychological factors influencing the academic performance of street-raised children at the Child Protection & Welfare Bureau in Punjab?
2. How does the intervention and support offered by the Child Protection & Welfare Bureau impact the classroom performance and overall development of street-raised children in Punjab?

Significance of the Study

The primary objective of this study are to explore factors 's influence on student classroom performance and examine the transformation in student's performance after provision the assistance at the Child Protection and Welfare Bureau in Punjab. This research aims to achieve the following:

1. Provide valuable insights to educators, enabling them to tailor their teaching methods to better address the needs of students affected by these socio-economic factors.
2. Offer administrators the information needed to formulate new policies or enhance existing ones, aligning them with the specific challenges and opportunities presented by students' socio-economic backgrounds.

Definition of the terms

Socio Economic

The idea aims to investigate differences between groups with respect to people's socioeconomic status and conditions. The principal aim is to promote scholastic success and reduce the growing disparity between pupils who come from different socioeconomic backgrounds. Higher education is widely recognised to be associated with increased living conditions and an enhanced socio-economic standing (Cambridge Dictionary online, 2021).

Factors

An event or circumstance that influences how something turns out (online Cambridge dictionaries).

Child

A child is defined as any individual under the age of eighteen, unless the law applicable to the child stipulates a different age of majority (Cohen, 1989).

Child Protection

The term "child protection" encompasses all efforts directed at preventing, safeguarding, and addressing incidents of violence, exploitation, and abuse against children (Leone, 2019).

Performance

Performance is a socially manufactured idea that exists within people's perceptions rather than a tangible embodiment of a goal that can be quantified, measured, and evaluated in a particular area. According to the author, performance can include a range of elements, outputs, results, and impacts. It can also be related to factors like equity, cost-effectiveness, economy, efficiency, and effectiveness (Elena-Iuliana & Maria, 2016).

The Child Protection and Welfare Bureau is a government department in Pakistan established to protect neglected and vulnerable children from violence, exploitation, abuse, and neglect. Its mission is to promote family stability and safeguard adolescents and children. The

Bureau has institutes in various Punjab cities to provide rehabilitation, care, and education to these children. The department collaborates with agencies like Police, Social Welfare, UNICEF, Health, Law, and Education to provide support and coordination. The Bureau also works with experts to understand socioeconomic factors and challenges in child protection.

Factors that Affects Students' Performance

"One who actively contributes to the preparation of a result" is the definition of the term "factor" (Webster, 2021). Student performance is influenced by a wide range of factors, including educational, environmental, socioeconomic, and personal/societal influences. But the main focus of this research is on how socioeconomic variables affect things.

Socio Economic

Social economics is the name of the academic discipline that investigates the connection between economics and social behaviour. It explores the ways in which public purchasing trends and consumer behaviour are influenced by society ideas, ethics, and prevailing feelings. To predict the effects of societal or economic changes in the future, social economics makes use of historical data, current events, political dynamics, and other social sciences (Tarver, 2020).

Parental education, employment, and the family's social status—which includes things like organization memberships, community activity, and the general public's opinion of the family—all have an impact on the state of parental relationships. A person's socioeconomic status (SES), which is determined by their work, education, and income, is a frequent indicator of their financial well-being employment, or a family's standing in terms of others' social and economic standing. A family's socioeconomic

status is determined by looking at both parents' educational and work histories, their combined income, and their unique characteristics (Saifi and Mehmood, 2011).

The combination of a student's parents' income, professional positions, and educational accomplishments determines their socioeconomic status (SES) (Salameh et al., 2018).

Economic Factor

The social and economic factors that affect our income, education, work, social security, and support networks all have a major impact on our well-being and lifespan. Roberts' (2007) theory of educational productivity divides these variables into three groups, each of which has nine elements that affect the standard of instruction. These elements fall into three categories: the learning environment (which includes the home, classroom, peers, and teachers); qualities (which include aptitude, development, and motivation); and instructions (number and quality). These elements work together to affect learning skills in emotional, cognitive, and behavioural domains (Farooq, Chaudhry, Shafiq & Berhanu, 2011).

A family's social standing is influenced by several elements, including the family's financial situation, the parents' work and educational backgrounds, and the family's standing in the community. This status is impacted by things like ties to the community, membership in groups, and how the community views the family (Saifi & Mehmood, 2011).

Socio Economic Factor

While numerous socio-economic factors exist, this study specifically concentrates on the following key socio-economic determinants:

Income

"Income" includes income from a mortgage, earnings, labour costs, and other sources of income, and it can be considered from both

subjective and objective perspectives. Maynard Keynes proposed a comprehensive income-expenditure relationship in which spending increases with rising income, albeit not in perfect proportion. The wealth gap is expanding because, according to Boushey and Weller (2005), lower-income households frequently place a higher priority on providing for their current needs than building money for future generations. In contrast, wealthy families are able to strike a balance between meeting their current needs, saving for the future, enjoying luxury, and skillfully handling financial setbacks (Saifi & Mehmood, 2011).

Students depend on their expenses to cover their financial obligations, and their academic performance may suffer if these requirements are not met. On the other hand, meeting the financial needs of students may improve their academic performance (Salameh et al., 2018). Income from the family has an impact on pupil's academic performance (Hanafi, 2008).

Education

Nowadays, in the age of globalisation and technological advancement, education is commonly acknowledged as the foundation for all human endeavours. It is closely related to someone's overall health and possibilities for a better life. In addition, education is essential to the growth of human capital (Farooq et al., 2011).

According to Battle and Lewis (2002), a person's education has a significant impact on their prospects in life, level of income, and general well-being. Zill, Collins, West, and Germino-Hausken (1995) discovered that a lack of emerging literacy in preschoolers and the use of minority languages are linked to poor mother education levels and a variety of difficulties. Li-Grinning (2007) ascribed this problem to parents' ignorance of and inability to comprehend the requirements of their kids (Saifi and Mehmood, 2011).

Numerous research studies, such as Mitchell and Collom (2001), Caldac and Bankston (1997), Jeynes (2002), Parelius (1998), Ma and Klinger (2000), and others, have reported a positive relationship between students' academic performance and parental education and family socioeconomic status (SES) levels. Fantuzzo, Tighe, and Childs (2000), on the other hand, contend that children whose parents have higher test scores may do worse on standardised examinations than children whose parents have diverse educational backgrounds (Hamid and Jabor Al-Muslimawi, 2019).

According to Plomin, Lichtenstein, Pedersen, McClearn, and Nesselrode (1990), parental educational background may be the main factor impacting the success of a child in school. According to Haveman and Wolfe (1995), parents with greater educational attainment can pass intellectual qualities to their kids, helping them to succeed in school and pursue higher education. According to Marjoribanks (1998), parents usually have somewhat greater educational backgrounds than teenagers. Similarly, Portes, Zady, and Dunham (1998) found that moms with lower levels of education had lower levels of passion for studying when they were younger (Hanfi, 2008).

Occupation

Numerous studies have examined the connection between family employment status and school performance, and the results generally indicate that children from families where the parents hold professional or white-collar positions are more invested in their education. In contrast, compared to the number of students pursuing higher education, just one-third of students have parents who work in the blue-collar sector. Hayden, Carpenter, Long, and Williams (1993) discovered that students whose parents are professionals enrol in college at significantly higher rates than students whose parents are members of lower professional groups (Salameh et al., 2018).

Furthermore, as noted by Janny and David (2005), lower-paying positions are typically more labor-intensive, financially demanding, physically exhausting, and give less autonomy (Saifi & Mehmood, 2011).

Child

As per the laws of children, a person is deemed a kid if they are younger than eighteen years old, as stipulated by the United Nations Resolution 44/25 from 1989. Similarly, a kid is defined as an individual below the age of eighteen under the Punjab Destitute and Neglected Children (First Amendment) Act, 2007.

Performance

In essence, performance is the achievement of financial and emotional fulfilment through a certain undertaking. Positive effects can be shown in almost every area of a person's performance when they are content both emotionally and physically (Salameh et al., 2018).

Performance, in the words of Noyé (2002), is the achievement of goals inside the confines of an organization. From his point of view, performance is the outcome of comparing actual outcomes with predetermined goals rather than just the chase of results. According to Lebas (1995), performance is an idea that looks ahead and is intended to reflect the unique qualities of any organisation or person. It is predicated on an all-encompassing model that includes elements and results (Elena-Iuliana and Maria, 2016).

Wholey (1996) contends that effectiveness is not a fact that can be measured or evaluated objectively in a particular setting. Rather, it is seen as a socially produced idea that, if it exists at all, existing only in people's imaginations. Performance can encompass various dimensions, including elements, products, results, impacts, and there are considerations for productivity, success,

economy of use, and even fairness. The significance of seeing performance as both thematic and descriptive is emphasized by Lebas (1995) and Wholey (1996), especially in light of its relationship to bare bone thresholds. This emphasizes how complex the idea is by nature. According to Elena-Iuliana and Maria (2016), performance is intrinsically linked to meeting predefined criteria, often known as success goals.

Rolstadas (1998) argues that a definitive definition of performance remains elusive due to its dependence on seven performance criteria, which are inherently fluid and challenging to precisely define. Performance is shaped by the environment, the attainment of goals, and relevant, identifiable attributes. Fallon adopts multiple definitions for the concept of performance, acknowledging the need to analyze and quantify it from various perspectives. Neely, Adams, and Kennerley (2002) propose that performance should encompass a comprehensive understanding of actions and their level of effectiveness, which can be expressed through both qualitative and quantitative measures. Performance is defined either at the group scale or at the individual level inside a group, according to Kane (1996). It demonstrates comprehension of the outcomes attained (Elena-Iuliana & Maria, 2016).

PHILOSOPHICAL RESEARCH PARADIGM

RESEARCH DESIGN OF THE STUDY

This study employs a sequential mixed-methods design and is conducted at the Child Protection & Welfare Bureau in Punjab (CP&WB). This approach is highly suitable as it enables the simultaneous collection of various data types, which, in turn, enhances the depth of insight into the research problem (Creswell & Creswell, 2017).

Research Methodology

This research utilized a comprehensive mixed-method research design to investigate the complex dynamics of child labor, the impact of socioeconomic factors, and the subsequent transformation of classroom performance among street-raised children within the supervision of the Child Protection & Welfare Bureau in Punjab. Data gathering and analysis using both qualitative and quantitative methods were integrated into this mixed-method approach providing a holistic understanding of the research objectives. According to Bigler et al. (2019), approaching a research subject from an integrative perspective nearly always necessitates the employment of mixed methodologies.

The qualitative component involved in-depth interviews with 6 teachers from the Child Protection & Welfare Bureau to gather detailed insights and experiences. Thematic analysis was applied to identify recurring themes, in line with best practices in qualitative research (Smith, 2018).

Additionally, a quantitative survey was administered to 17 male and female teachers for structured responses on student performance, which was statistically analyzed using descriptive statistics (Creswell & Creswell, 2017). Ethical considerations, validity, and reliability were carefully addressed throughout the research, following established research ethics guidelines (Johnson & Christensen, 2017).

The population size for this study consisted of 40 teachers working at the Child Protection & Welfare Bureau in Punjab. A sample size of 6 teachers was selected for the qualitative component, it is thought that a sample size of three to sixteen is adequate (Wealiou, Barnett, Thorpe, & Young, 2018; Campbell et al., 2020). A sample size of 17 male and female teachers was chosen for the quantitative survey. Simple technique of random sampling was employed to guarantee fair and impartial

reporting and generalizability of findings to the broader population (Smith, 2018).

The study's findings have important implications for policy and programmatic reforms to enhance child protection and educational opportunities for vulnerable children. This mixed-method research methodology enabled a comprehensive exploration of the intricate issues surrounding child labor, education, and academic performance.

DEVELOPMENT OF RESEARCH TOOL

The following are the tools used for data collection:

- i. Interview protocol for Teachers
- ii. Students' performance Questionnaire for Teachers

INTERVIEW PROTOCOL FOR TEACHERS

The interview protocol for this study was developed to explore various aspects of street-raised children's classroom performance, including the impact of child labor, socioeconomic factors, initial challenges, academic achievement, classroom engagement, and their progression over time. It also included questions related to ethical considerations, as it is crucial when dealing with vulnerable populations. This protocol allowed for a comprehensive understanding of the subject matter, drawing insights from teachers with direct experience working with these children (Smith, 2018; Johnson & Christensen, 2017; Creswell & Creswell, 2017).

STUDENTS' PERFORMANC

The student performance questionnaire for teachers in this study served as a valuable tool to assess various aspects of the classroom behaviors and academic progress of street-raised children

within the supervision of the Child Protection & Welfare Bureau. After testing it was use. This carefully crafted questionnaire included 25 items related to classroom performance, reading proficiency, learning capabilities, communication skills, attentiveness, responsiveness to instructions, and classroom conduct. The questions were designed to align with the research objectives, focusing on child labor, socioeconomic factors, initial challenges, academic development, and the transformation of these students. By gathering quantitative data, this questionnaire complemented the qualitative insights, contributing to a comprehensive understanding of the research topics. Ensuring ethical considerations, validity, and reliability, it played a pivotal role in addressing the study's research questions (Creswell & Creswell, 2017; Johnson & Christensen, 2017).

PROCEDURE OF DATA COLLECTION

Data collection in this study employed a sequential mixed-approaches strategy. The collection of qualitative data involved semi-structured interviews with six teachers at the Child Protection & Welfare Bureau in Punjab, focusing on the experiences and insights regarding street-raised children. Simultaneously, quantitative data was gathered by a structured questionnaire survey carried out to 17 male and female teachers at the same institution, assessing

student performance in various domains. Ethical considerations, confidentiality, and data quality were rigorously maintained. Thematic analysis was applied to the qualitative data, whereas the quantitative data was analyzed using descriptive statistics. This multifaceted data collection approach provides a comprehensive understanding of child labor dynamics and the impact of interventions on student performance.

RESEARCH ETHICS

CONFIDENTIALITY

In this investigation, confidentiality is of the utmost importance. All participant data will be protected from any external disclosure and kept in strict confidentiality. Respondents' identities will be completely anonymised when disclosed, in an effort to further protect their privacy.

INFORMED CONSENT

Throughout this study, informed consent a fundamental ethical principle was scrupulously followed. Before any data was collected, participants were given adequate details about the study's objectives, procedures, and rights. Formal authorization was obtained from the relevant authorities to ensure that the data gathering procedure was conducted ethically and using respondents' full knowledge and consent.

Table 1: Main Themes and sub Themes from the gathered data

Main Themes	Sub Themes
1. Children as Laborers	Energetic and adaptable - Less demanding - Source of income
2. Age Appropriate Work for Children	After 18 years of age - Focus on personal tasks - Not physically harmful
3. Initial Status	Living on the streets - Orphans - Lack of parental care - Family issues - Poor manners and social graces

4. Academic Achievement	Beyond grades - Developing abilities - Teaching life lessons - Instilling values - Encouraging collaboration
5. Classroom Engagement and Learning Attitudes	Unprepared for learning - Lack of interest - Poor attitudes - Varying learning capacities - Task-dependent engagement - Aversion to studying
6. Progressive Enhancement	Rapid learning and improvement - Teaching style impact - Enhanced behavior and cleanliness - Instilled moral and social values - Improved teamwork - Overcoming past hardships

Qualitative Thematic Analysis

I. Child Employment

According to the majority of participants, children are often perceived as cost-effective laborers. They possess boundless energy and willingly engage in tasks, often outperforming adult servants. Additionally, children are viewed as less demanding and more adaptable compared to their adult counterparts. In the words of one participant:

Every country has a different circumstance. Many families find it difficult to devote their financial resources to their kids' education under the country's current educational setting. Offering their kids meals has also grown to be difficult. As a result, some parents see their kids as future revenue streams, thinking that their kids can improve the family's financial situation (Participant 2).

We call our country a developing nation. It is common and inexpensive to engage in child labour. Children from low-income homes frequently work as extra resources for their families, which helps them earn money (Participant 6).

2. Age Appropriate Work for Children

A consensus among most participants was that government regulations prohibit children under the age of 18 from engaging in laborious work. It is considered inappropriate to assign them to strenuous tasks akin to servitude. The general belief is that children thrive and learn most effectively during the critical age range of ten to eighteen years. As expressed by numerous individuals:

Children should work on projects that don't damage their self-esteem, in my opinion. For example, if a child works at a hotel, the insulting names they may hear could damage their self-esteem. But if there are no other options and it becomes necessary, a child should learn practical skills like sewing so they may make a living without sacrificing their dignity. When the child is at least a teenager, it is ideal for this transition to occur (Participant 3).

Children are physically capable of performing duties that do not endanger their health after they turn eighteen. It is now appropriate for them to assist their family. While teaching youngsters about personal accountability and self-care. They should not be subjected to physically demanding work at a young age (Participant 4).

It is important to teach and empower kids to take on personal responsibilities like taking care of their personal hygiene and helping out around the house (Participant 6).

3. Initial Status

The majority of participants reported that these kids frequently feel confused when they enter a school for the first time. They are homeless and may not have parental care, making them orphans. In rare instances, their parents might be abusing drugs or engaging in other criminal activity. These kids usually don't have basic manners and social graces. Participants offered a range of viewpoints on this issue:

These kids come from different origins, and each has their own special situation. Many suffer from severe mental and psychological issues, which are frequently brought on by traumatising events that have left lasting impressions on their minds and destroyed families. They frequently participate in disruptive behaviours because, in certain situations, they may be motivated by a desire for vengeance from society (Participant 5).

Extreme deprivation characterises their whole situation. They have noticeably poorer language, health, and educational levels (Participant 1).

These kids come from dysfunctional households and have either been neglected or have parents who are drug addicts. Their mental health is severely impacted, and when they first walk into the classroom, they feel alienated (Participant 2).

4. Academic Achievement

Most participants have the same opinion that students' performance in the classroom goes beyond just getting good grades. It includes developing children's abilities, teaching them

important life lessons, teaching them basic manners and morals, and teaching them the differences between right and wrong. The process of learning, encouraging collaboration, boosting positive behaviour, promoting sharing, and preserving the friendship spirit are all closely linked to classroom performance. Diverse opinions are expressed by participants on this issue:

Despite having poor beginning grades, I have gradually improved as I have learnt new things and expanded my horizons. I see a wide range of qualities that go into classroom success, such as intelligence, creativity, practical knowledge, adaptability to social standards, and the capacity to forge a unique identity within a community (Participant 1).

It's not just memorising textbooks by heart; it should also involve developing one's unique abilities and instilling moral principles. Each student has individual skills, whether they are in writing, reading, or painting. It is our duty to teach moral principles in addition to academic content (Participant 3).

Performance is a complex idea that shouldn't be broken down into discrete components. In my opinion, a student's success in the classroom indicates their capacity to understand what is being taught, work cooperatively with peers, and display decent behaviour (Participant 5).

5. Classroom Engagement and Learning Attitudes of street Children

These children, hailing from street backgrounds, often arrived at the educational setting unprepared for learning (Participant 1).

Many of them exhibited a lack of interest in education, often arriving with preconceived

notions that posed challenges for educators (Participant 3).

Upon rescue from the streets, these children, aged between 3 and 12, had little to no prior exposure to formal schooling. Their initial experiences with education were marked by a generally poor attitude towards learning (Participant 4).

These children come from environments where the concept of schooling is foreign to them. While some expressed a desire to study, others did not share the same enthusiasm. Variances were observed in their learning capacities, with some displaying more aptitude than others (Participant 5).

Their level of engagement was task-dependent. If the task piqued their interest, they would participate, but often, their engagement was driven by a desire for entertainment rather than genuine learning (Participant 2).

In my experience, I had yet to encounter a child who was initially enthusiastic about studying. It took considerable effort to nurture their interest (Participant 3).

For some, the allure of new stationery and interesting activities made the learning process engaging, but this enthusiasm often waned quickly (Participant 5).

6. Progressive Enhancement

The majority of participants observed substantial progress in the children's learning abilities over time. Some children demonstrated rapid learning and improvement, often influenced by the teaching style. The consensus among participants

Table 4.1 Gender

Statements	Frequency	Percentage
Male	8	47.1%
Female	9	52.9%
Total	17	100.0%

is that these children possess remarkable intelligence. Consequently, students consistently exhibit improved after attending the institute, they performed better in the classroom. Various opinions expressed by the participant's state:

At first, these kids lacked discipline, were bad-mannered, and had never been in a formal learning setting. But the institute had a major influence on how they behaved, teaching them self-control and cleanliness, which significantly improved their situation (participant 3).

The kids' improved educational experiences were greatly aided by the institute's positive standing. There are clear differences between their previous and present situations because the institute instilled in them important moral and social ideals, teamwork abilities, and empathy for others (participant 6).

Their labour responsibilities and hardships of the past are now history, as a committed team at the institute works nonstop to address and resolve their problems. These kids have changed remarkably from their initial refusal to learn and stubbornness (Participant 1).

There is no denying the improvement they have made some have advanced two grades in a year, demonstrating extraordinary intelligence. After spending time at this institute, students' performance in the classroom and personal growth clearly change. They pick up vital life skills including speaking, writing, reading, and cleanliness along with good manners (participant 5).

QUANTITATIVE DATA

Table # 4.1, 52.9% of the teachers in this study were female and 47.1% of the teachers were male.

Table #4.2 Students' initial performance

Students' initial performance	10 to20 percent	21 to 40 percent	41 to 60 percent	61to80 percent	81to100 percent	M	S.D
Students did well in the classroom.	41%	24%	12%	18%	7%	2.24	1.348
Pupils had strong reading skills.	35%	29%	12%	24%	0%	2.24	1.200
Students understanding were good in learning their lesson	35%	35%	12%	12%	7%	2.18	1.237
Pupils could speak with confidence.	29%	41%	12%	18%	0%	2.18	1.074
Pupils were focused on their coursework.	41%	35%	6%	18%	0%	2.00	1.118
Pupils were paying attention to the directions.	35%	35%	23%	6%	0%	2.00	.935
Students were effectively communicate	24%	41 %	30%	5.9%	0	2.18	.883
Students' actions disrupted the classroom.	18%	18%	24%	41%	0	2.88	1.166
Students were mistreating another students	29%	0%	29%	41%	0	2.82	1.286
Pupils made disturbances in class.	12%	24%	18%	47%	0	3.00	1.118
Pupils were disciplined	47%	29%	12%	12%	0	1.88	1.054
Students' misbehavior affects my teaching	24%	24%	12%	35%	6%	2.76	1.348

Table # 4.2 Describe that, approximately 41% of teachers found that 10-20% of students exhibited commendable classroom performance, while 36% highlighted that 10-20% excelled in reading. Additionally, 35% of teachers observed that 10-40% of students demonstrated proficiency in learning their lessons. Furthermore, 41% of teachers stated that 21-40% of students exhibited confident communication skills, with the same percentage noting that 10-20% of students maintained focus on their studies. The responses also indicated that 35% of teachers noticed that 10-40% of students actively engaged in listening to instructions. Furthermore, 41% of teachers

found that 21-40% of students were effective communicators. However, a concerning 41% of teachers reported that 61-80% of students' behavior caused disruptions in the classroom, and the same percentage mentioned that 61-80% of students were involved in intimidating or abusive interactions with their peers. Moreover, 47% of teachers noted that 61-80% of students frequently interrupted classes, while another 47% of teachers remarked that 10-20% of students displayed disciplined behavior. Finally, 35% of teachers expressed that 61-80% of students' undisciplined conduct adversely affected their teaching efforts.

Table# 4.3 Student achievement following a six-month stay at the institute

Student achievement following a six-month stay at the institute	10 to20 perce nt	21 to 40 perce nt	41 to 60 perce nt	61 to 80 perce nt	81to100 perce nt	Mean	S.D
The way students do in class is acceptable.	0%	29%	24%	47%	0%	3.18	.883
Pupils have strong reading skills.	0%	18%	53%	29%	0%	3.12	.697
Students understanding is good in learning their lesson	0%	6%	77%	18%	0%	3.12	.485
Pupils can speak with confidence.	0%	12%	47%	41%	0%	3.29	.686
Pupils are focused on their coursework.	0%	18%	59%	24%	0%	3.06	.659
Pupils are paying attention to the directions.	0%	12%	47%	35%	0%	3.35	.786
Students are learning their lesson	0%	12%	47%	41%	0%	3.29	.686
Students are effectively communicating	0%	12%	41%	41%	6%	3.41	.795
Students actions are causing less classroom disruption	18%	29%	12%	41%	0%	2.76	1.200
There was a reduction in bullying among fellow students.	18%	18%	29%	35%	0%	2.82	1.131
Pupils make fewer disturbances in class.	0%	29%	35%	35%	0%	3.06	.827
Pupils are more disciplined	12%	17%	29%	29%	12%	3.12	1.219
Students' misbehavior affects my teaching	6%	29%	18%	29%	18%	3.24	1.251

Table # 4.3 Describe that, 47% of teachers reported that a significant portion, 61-80%, of students exhibited commendable classroom performance. 53% of teachers recognized that 41-60% of students excelled in reading, and a significant 77% of teachers found that 41-60% of students demonstrated proficiency in learning their lessons. 47% of teachers observed that 41-60% of students displayed confident communication skills. The majority of teachers, accounting for 59%, acknowledged that 41-60% of students consistently maintained focus on their studies. Similarly, 47% of teachers highlighted that 41-60% of students actively engaged in listening to instructions. 41-60% of students effectively absorbed the lesson content, with 47% reiterating this sentiment. 41% of teachers recognized that 41-80% of students effectively communicated. However, concerns were raised by 41% of teachers who reported that 61-80% of students' behavior often led to classroom disturbances, while another 35% emphasized that

61-80% of students engaged in intimidating or abusive interactions with their peers. Nevertheless, the majority of teachers, accounting for 35%, indicated that interruptions during lessons had decreased, involving 41-80% of students. Furthermore, 29% of teachers noted that 41-80% of students displayed disciplined behavior, although another 29% expressed concern that the undisciplined behavior of 61-80% of students negatively affected teaching and learning in the classroom.

DISCUSSION

The study's conclusions provide significant and fresh insights into the complex issues surrounding child labor, education, and academic performance. In 2006, a legislative framework was established to prevent, protect, and rehabilitate abused or neglected children (Pulla, Tarar & Ali, 2018). Socioeconomic factors play a pivotal role in child labor, particularly in

developing nations, where limited family finances often take precedence over the value of education, leading to the exploitation of children as a source of inexpensive labor. To anticipate future impacts of social or economic changes, social economics leverages historical data, contemporary events, political dynamics, and insights from various social sciences (Tarver, 2020). The overwhelming consensus among study participants is the support for legislation safeguarding minors under the age of 18 from hazardous employment, underscoring the critical importance of the 10-18 age bracket for effective learning. This approach is designed to preserve children's self-esteem, equip them with valuable skills, and promote self-care and individual responsibility.

The report also emphasizes the various difficulties that kids encounter when they start formal schooling, such as serious mental and psychological problems brought on by traumatic experiences. Many of these kids don't have social graces, basic politeness, or a sense of belonging in the classroom, resulting from their varied upbringings.

The participants' depiction of classroom performance goes beyond scholastic grades. It includes helping kids develop their skills in all areas, imparting moral principles, teaching them life lessons, and encouraging teamwork. Performance is intrinsically linked to the achievement of predefined standards, which can be viewed as performance objectives (Elena-Iuliana & Maria, 2016). In order to succeed in the classroom, participants emphasise the value of traits like wit, inventiveness, practical knowledge, adaptability, and moral ideals.

Participants report that street-raised children have benefited from educational institutions; they have gone from being unmotivated and disorderly to being self-controlled students with improved moral and

social values. Learning and academic achievement frequently significantly improve as a result of this transition.

The information also sheds light on how teachers view students by giving them useful insights into how they observe student behaviour and classroom performance. This study's conclusion emphasises the necessity of a thorough strategy to address child labour and enhance the educational opportunities for children who are at risk. It draws attention to the necessity of addressing the obstacles faced by kids starting formal education, the function of educational institutions, and the value of governmental rules. Because classroom performance is multifaceted and educational institutions have a beneficial impact on children's lives, policy and programmatic reforms have the ability to create a more supportive and fair learning environment. Teachers' observations have ramifications that further improve classroom management practises and educational achievements.

Findings

Teachers Response (Quantitative) Findings

1. Child labor dynamics are complex, influenced by socioeconomic factors, particularly in developing nations where labor is affordable for low-income families.
2. Participants support government regulations against strenuous labor for children under 18, emphasizing 10-18 age range for effective learning, self-esteem preservation, practical skill development, personal responsibility, self-care, and domestic skills.
3. Children from diverse backgrounds face mental and psychological challenges, lower language proficiency, poorer

health, limited access to education, and alienation due to dysfunctional families, neglect, and drug addiction.

4. Classroom performance involves nurturing children's abilities, teaching life lessons, instilling morals, and promoting collaboration, emphasizing intelligence, creativity, practical knowledge, adaptability, and moral principles alongside academic content.
5. Street-raised children often lack formal education and exhibit limited interest, leading to a poor attitude towards learning. Engagement varies based on task appeal, and efforts are made to nurture interest, but enthusiasm fades over time.
6. The study found that children at an institute showed significant improvements in their learning abilities, with some showing rapid progress. The institute transformed them from lacking discipline to self-controlled individuals, instilling moral and social values, teamwork skills, and empathy. Some children advanced by two grades within a year.

Findings

Teachers Response (Qualitative) Findings

1. Table 4.1 reports that 53% of the teachers in this study were female and 47% of the teachers in this study were male.
2. Table 4.2 Describe that approximately 41% of teachers found that 10-20% of students exhibited commendable classroom performance, while 36% highlighted that 10-20% excelled in reading. Additionally, 35% of teachers observed that 10-40% of students demonstrated proficiency in learning their lessons. Furthermore, 41% of teachers stated that 21-40% of students

exhibited confident communication skills, with the same percentage noting that 10-20% of students maintained focus on their studies. The responses also indicated that 35% of teachers noticed that 10-40% of students actively engaged in listening to instructions. Furthermore, 41% of teachers found that 21-40% of students were effective communicators. However, a concerning 41% of teachers reported that 61-80% of students' behavior caused disruptions in the classroom, and the same percentage mentioned that 61-80% of students were involved in intimidating or abusive interactions with their peers. Moreover, 47% of teachers noted that 61-80% of students frequently interrupted classes, while another 47% of teachers remarked that 10-20% of students displayed disciplined behavior. Finally, 35% of teachers expressed that 61-80% of students' undisciplined conduct adversely affected their teaching efforts.

3. Table 4.3 Describe that, 47% of teachers reported that a significant portion, 61-80%, of students exhibited commendable classroom performance. 53% of teachers recognized that 41-60% of students excelled in reading, and a significant 77% of teachers found that 41-60% of students demonstrated proficiency in learning their lessons. 47% of teachers observed that 41-60% of students displayed confident communication skills. The majority of teachers, accounting for 59%, acknowledged that 41-60% of students consistently maintained focus on their studies. Similarly, 47% of teachers highlighted that 41-60% of students actively engaged in listening to instructions. 41-60% of students effectively absorbed the lesson content, with 47% reiterating this

sentiment. 41% of teachers recognized that 41-80% of students effectively communicated. However, concerns were raised by 41% of teachers who reported that 61-80% of students' behavior often led to classroom disturbances, while another 35% emphasized that 61-80% of students engaged in intimidating or abusive interactions with their peers. Nevertheless, the majority of teachers, accounting for 35%, indicated that interruptions during lessons had decreased, involving 41-80% of students. Furthermore, 29% of teachers noted that 41-80% of students displayed disciplined behavior, although another 29% expressed concern that the undisciplined behavior of 61-80% of students negatively affected teaching and learning in the classroom.

CONCLUSION

Objective 1: To explore the factors influencing students' performance at the Child Protection & Welfare Bureau in Punjab.

This study uncovers the complexities of child labor, strongly influenced by socioeconomic factors in developing nations. It emphasizes the necessity of government regulations to protect children from strenuous labor, particularly within the 10-18 age group. The research also highlights the diverse challenges faced by children, such as mental and psychological obstacles, language proficiency issues, and health concerns. Classroom performance, as shown, goes beyond academics to include fostering moral values, collaboration, and practical knowledge. The study underlines the importance of intelligence, creativity, and moral principles. Furthermore, it discusses the initial disinterest of street-raised children in learning and the efforts to rekindle their enthusiasm. The study concludes with insights

into the transformative journey of these children, showcasing significant academic progress and valuable life skills.

Objective 2: To examine the transformation in students' classroom performance following the assistance provided by the Child Protection & Welfare Bureau in Punjab.

The research involved both male and female teachers, with various observations regarding student performance. While some teachers noted commendable classroom performance and excellence in reading and learning among students, others expressed concerns about disruptive behavior and abusive interactions. On the positive side, there were students who consistently maintained focus on their studies and effectively absorbed lesson content. These findings offer valuable insights into the impact of the Bureau's support, highlighting areas of improvement and challenges in the educational environment.

RECOMMENDATION

1. Longitudinal studies tracking street-raised children's long-term development are recommended.
2. Future research should recommend incorporating students, families, and community perspectives for a comprehensive view of challenges and intervention effectiveness.
3. Expanding the scope of participants to include students' perspectives, families, and community members would give a deeper thorough grasp of the difficulties encountered by street-raised children as well as effectiveness of interventions.
4. Further qualitative exploration focusing on the personal narratives and experiences of street-raised children themselves can offer insights into their unique challenges and resilience factors,

aiding in the design of more tailored interventions.

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