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An Analysis of the Role of Middle Leaders in Parental Involvement and Learner Discipline in Gauteng Province Middle Schools

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ABSTRACT

Objective: This study examines the function of middle leaders in fostering parental engagement and overseeing student discipline in middle schools located in Gauteng Province. Middle leaders, often department heads or senior educators, are essential in connecting school leadership with classroom implementation.

Methods: The study examines the methods by which these leaders include parents in fostering their children's educational and behavioral growth, as well as their execution and supervision of disciplinary rules.

Results: It also analyses the difficulties they encounter in reconciling these obligations and their impact on fostering a positive school culture. The study seeks to elucidate successful leadership techniques that promote collaboration between educational institutions and parents, while preserving a disciplined learning atmosphere.

Conclusions: Comprehending the function of middle leaders is crucial for enhancing learner behavior and parental involvement, hence boosting educational achievements in Gauteng middle schools.

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Introduction

The Basic Education Act of 2013 establishes a legislative framework for the discipline of school-aged children, emphasising the prohibition of discrimination, corporal punishment, and any forms of cruel or inhumane treatment. The implementation of the legislative framework mandates that parents enrol their children in school, contingent upon the provisions established for discipline. Consequently, it is essential for middle leaders in schools to cultivate discipline aimed at establishing a pleasant learning environment in which all students feel secure and empowered to learn and reach their full potential (Kihara et al. 2024). Schools function as institutions designed to cultivate students' character by instilling values that must be enforced as discipline within educational settings, thereby establishing rules and norms to educate students into disciplined individuals (Kintani & Maftuh 2024). Discipline is a crucial element of an effective learning environment that enables children to fully realise their educational potential; yet, data indicate a concerning rise in student indiscipline, which presents substantial issues for educators and parents (Kamara, 2024).

The growing complexity and demands of educational environments have highlighted the need of parental involvement in children's education in recent years (Miaohui & Farhana 2024). Parental involvement entails parents collaborating with the school to enhance students' educational experiences (Zhang et al. 2024). Parental engagement in a child's education is acknowledged as a vital determinant of academic achievement and overall well-being; when parents are actively involved, students exhibit higher grades, improved attendance, and more favourable attitudes towards school (Akpuokwe et al. 2024). This engagement can transpire both in and out of the classroom, encompassing actions such as assisting with homework, participating in parent-teacher conferences, volunteering at school events, and pushing for educational policies that benefit all kids (Eden et al. 2024). Schools must operate with the support of parental engagement.

Purpose: This study seeks to examine the methods by which middle leaders in Gauteng Province middle schools facilitate parental engagement and manage student discipline, while also evaluating the impact of their leadership on cultivating a collaborative and orderly school environment.

Research Question: How do middle leaders in Gauteng Province's middle schools influence parental participation and manage student discipline, and what impact does their leadership have on the school environment and student behavior?

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Literature Review

Parental involvement positive results

A study on parental involvement revealed that parents significantly encouraged their children in various facets of schoolwork by offering motivation, support, and consistent reinforcement of teachers' directives, which emphasised adherence to classroom rules and instructions, thereby fostering a structured and disciplined learning environment (Clemente & Ado 2024). A study aimed at identifying the parental involvement factor linked to academic performance among students during the COVID-19 pandemic revealed that parental involvement was positively correlated with students' academic success (Kang et al., 2024). Gu (2024) substantiated the findings of Clemente and Ado (2024) and Kang et al. (2024) by asserting that a favourable family environment characterised by high cohesion, cultural orientation, and low conflict, along with active parental involvement in children's educational lives through support and supervision, enhances academic achievement. Peng et al. (2024) found that heightened parental participation favourably affected students' academic performance, whereas adolescents' learning engagement levels improved and enhanced academic outcomes. Sivabalan et al. (2024) indicated that parental involvement facilitated actionable engagement, demonstrating that sustained, supportive, and informed participation by parents significantly enhanced their children's ability to recover from academic setbacks and improve their learning outcomes.

Negative parental discipline findings

The findings in the literature contradicted those presented in the preceding paragraph. A study indicated that many middle managers observed that parents lacked a comprehensive understanding of positive discipline as a disciplinary method, as they continued to view it as a Western concept not inherently applicable in an African context, leading to perceptions of positive discipline as an ineffective disciplinary strategy. Tshabalala et al. (2024). The inadequate educational attainment of parents and the prevalence of child-headed households have led to indiscipline in schools, as the parents' lack of education results in neglectful attitudes towards their children, thereby increasing the responsibilities placed on the children and exacerbating the issues associated with child-headed families. Sithole et al. (2024). Hugo and Mobara (2024) presented a supplementary report on detrimental parental involvement, indicating that when parents were invited to attend school, many failed to appear. Furthermore, those parents who did attend often exhibited

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aggressive behaviour towards middle leaders and engaged in physical violence, including slapping. Additional research indicated detrimental parental participation by parents. This text contains fragments from research conducted by Msacky et al. (2024) regarding adverse parental disciplinary practices. Most school leaders claimed they engaged parents in overseeing student attendance, despite parental reluctance to participate. Most parental involvement suggested a diminished engagement in evaluating their children's behaviour and understanding their friendships. The parents stated that they were unfamiliar with their children's pals both within and outside the school setting. "Parents expressed differing opinions regarding the acceptable conduct of their children in the community secondary school."

Further findings from the literature indicated adverse views on parental involvement. The conclusion of the findings indicated that middle leaders observed a direct correlation between learners' family backgrounds and their academic performance, as parents often failed to support their children's homework due to their insufficient educational backgrounds and low levels of education, which adversely affected the students' performance (Mzobe and Chinaka, 2024). Mzobe and Chinaka (2024) were supported by Hompashe (2024), who noted a prevailing norm among middle leaders that schools prioritising less academic success yielded lower returns in socioeconomic areas due to the low economic status of parents, resulting in students assuming parental roles that exacerbated disciplinary issues in schools. Tagaylo (2024) also reported data that concurred with the investigations of Hompashe (2024) and Mzobe & Chinaka (2024). Middle leaders indicated a deficiency in parental involvement in their children's academic endeavours, which adversely influenced school discipline and was indicative of a more profound issue that detrimentally affected a student's comprehensive development. The writers (Hompashe, 2024; Mzobe & Chinaka, 2024; Tagaylo, 2024) were further substantiated by the literature of Zondo and Mncube (2024). The study's findings indicated a deficiency in parental disciplinary obligations as stated by middle leaders. Evidence suggested that numerous students lacked sufficient discipline or oversight at home, thereby imposing the responsibility for their academic and social development on their educators; many students exhibited misbehaviour or irresponsibility because of their home upbringing; child-headed households contributed to student indiscipline, as these learners often viewed themselves as adults.

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Learner discipline negative results

Middle leaders among participants concurred that their challenges stemmed from their reluctance to enforce disciplinary measures due to concerns about infringing on children's rights, coupled with diminished confidence in previously effective management techniques, which resulted in increased misbehaviour among learners (Añonuevo 2024). A study was undertaken to examine the impact of suspension as a disciplinary measure on students' social and behavioural outcomes. Ijaz (2024) indicated that suspensions were an insignificant disciplinary measure, since they were perceived to potentially exacerbate disruptive behaviour, hence generating a self-perpetuating cycle of increased disruption among students. A further study indicated that the disciplinary environment in secondary schools was poor, leading students subjected to significant corporal punishment to adopt a "do me, I do you" mentality, which became a prevalent norm, granting individuals in positions of authority the right to administer punishment (Giwa and Yusoff, 2024). Additional papers were identified in the literature about the focal point topic. A study examining middle leaders' perceptions on the administration of student punishment was undertaken by Gloria (2024). The study report confirmed the influence of student disciplinary implementation, indicating that some learners encountered negative methods that resulted in absenteeism, and in severe cases, led to their cessation of attendance at school. Moreover, Li et al. (2024) reported that middle leaders tend to react strongly to negative incidents involving students they perceive as consistently disruptive, subsequently dedicating increased time and effort to these students, which often leads to the formulation of evaluations that result in student disengagement in the classroom. Bwambale et al. (2024) performed a study on student discipline. A middle leader respondent in the study report indicated that students are not attending school daily as anticipated, while some middle leaders exhibit a lack of attention, suggesting a deficiency in discipline among the learners and an absence of disciplinary measures, as the middle leaders appear disinterested in enforcing discipline.

Positive results

The literature revealed several favourable outcomes on good discipline. A study by Kihara (2024) revealed that the institutionalisation of school discipline policies significantly contributed to the promotion of positive behaviour among students and the school community. The clear guidelines provided to students regarding their conduct in classrooms, playgrounds, walkways, and corridors

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fostered positive interactions, improved safety, respect, gender sensitivity, and inclusivity within the learning environment. A study by Richard (2024) indicated that parental involvement in disciplinary processes enhanced children's respect for and adherence to school discipline regulations. The survey revealed that parental engagement was essential in promoting positive behaviour and a disciplined educational atmosphere. Kisisiwe et al. (2024) verified the findings of Kihara (2024) and Richard (2024). The study concluded that kids exposed to a positive punishment system exhibited reduced suspicions and enhanced trust, which fostered improved behavioural habits, academic performance, adaptive coping mechanisms for daily changes, and increased self-esteem. Astor et al. (2024) conducted further disciplinary studies. The research demonstrated that school-level decisions concerning equitable and constructive discipline significantly influenced teachers' interactions with students, resulting in reduced maltreatment and favouritism, while enhancing positive behaviours towards students, as noted by Kang et al. (2024).

Material and Methods

This study employed a qualitative research methodology, including purposive sampling and in-depth interviews, which is particularly helpful for exploring the complex experiences of middle managers in elementary schools. The researchers chose 13 participants—11 females and 2 males—to gain in-depth understanding of the emotional and physical health challenges faced by these educational leaders. This demographic composition demonstrates the usual gender distribution in educational leadership, with females often dominating the elementary education sector (Baker, 2019). In-depth interviews allow participants to articulate their personal experiences and coping strategies, providing insights that quantitative approaches may overlook (Creswell & Poth, 2017). This method clearly clarifies the complexities of emotional labour performed by middle managers, particularly in high-stress environments like educational institutions (Hochschild, 1983). The qualitative method highlights the particular challenges faced by these managers while also revealing broader systemic difficulties in educational leadership. However, the utilisation of purposive sampling may introduce bias, as the sample may not accurately reflect the entirety of middle managers in elementary education. The findings from this sample may not be relevant to male middle managers or individuals in diverse educational contexts. This technique is warranted when the aim is to achieve an in-depth comprehension of a specific event, rather than to extrapolate

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findings to a larger population (Patton, 2015). The results of this study can facilitate the development of tailored support systems and interventions aimed at enhancing the well-being of educational leaders.

Data analysis

The data analysis entailed verbatim transcription of tape-recorded interviews with 13 middle managers. The researchers employed an interpretive paradigm to examine the data, emphasising the comprehension of participants' subjective experiences and views. This methodology allowed the researchers to discern essential themes, patterns, and insights on the management of emotional and physical health by middle managers. The study highlighted the significance of the participants' responses, facilitating a more profound comprehension of their issues and coping mechanisms.

Trustworthiness

Purposive sampling is commonly employed in qualitative research to ensure that participants are selected based on certain characteristics relevant to the research question (Etikan, Musa, & Alkassim, 2016). The selection of schools from grades 3 to 6 reflects a targeted approach to examining middle management dynamics within a specific educational context. However, while purposeful sampling might enhance the relevance of findings, it concurrently poses issues with the generalisability of the results (Palinkas et al., 2015). The sample of 13 middle managers, comprising 11 females and 2 males, highlights a significant gender imbalance. This disparity may reflect broader societal trends in educational leadership, since female representation is typically more prominent in middle management roles (Baker et al., 2019). The limited number of male participants may skew the results, as gender may influence managerial perspectives and behaviours (Eagly & Carli, 2003). This raises problems about the generalisability of concepts generated primarily from female viewpoints to the broader group of middle managers. The reliability of qualitative research is generally assessed through credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985). Establishing credibility may involve triangulation, wherein many data sources or procedures are utilised to corroborate conclusions. The study's exclusive dependence on interviews with middle managers raises the potential for bias, particularly if the managers are aware of the study's objectives and may modify their responses accordingly (Merriam & Tisdell, 2015).

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Results

Key themes that emerged from the interview are as follows:

Lack of Parental Involvement

Parents not showing interest in their children's education is a significant issue. When parent-teacher meetings are held, those parents whose children need the most support are often absent. This lack of involvement can have a negative impact on students' academic progress.

Support Systems: Home vs. School

While teachers are providing support in school, it is equally essential that learners receive help from home. The absence of home support creates a gap in the student's overall learning experience, making it difficult for teachers to compensate entirely.

Disinterest in Education

A lack of interest in education among students, as noted, is problematic. This disengagement could be a result of various factors, including household issues, peer influences, or a lack of role models at home. When combined with external distractions like fighting, this disinterest undermines educational growth.

Poverty and Socioeconomic Challenges

Poverty plays a significant role in these challenges. Unemployment among parents and the financial instability of families limit access to educational resources. Some children come from child-headed households, forcing them to assume adult responsibilities, which detracts from their ability to focus on education.

Discipline and Respect Issues

Behavioral issues, particularly a lack of respect, are prevalent, especially in environments like school hostels (internes). This could be exacerbated by the lack of parental guidance or strained home environments, contributing to disciplinary challenges for teachers.

Child-Headed Households

Some students come from child-headed families, where they are responsible for running the household. This forces them into adult roles prematurely and takes a toll on their education and personal development.

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Discussion

Lack of Parental Involvement

The lack of parental engagement in their children's education is a considerable concern. During parent-teacher meetings, parents of children need the most assistance frequently do not attend. The absence of engagement might adversely affect pupils' academic advancement.

Parental engagement in school is essential for students' academic achievement and holistic well-being. Studies demonstrate that parental involvement in children's education correlates with enhanced academic performance and improved behavioral outcomes in pupils (Henderson & Mapp, 2002). Nonetheless, a critical problem in numerous schools is the insufficient parental engagement, especially among parents of pupils who necessitate the greatest assistance. A conspicuous instance of this problem is evident during parent-teacher conferences. Educational institutions frequently observe that parents of academically challenged pupils are less inclined to participate in these essential meetings. A study by Hill and Tyson (2009) revealed that pupils whose parents engaged in school events and communicated with instructors achieved markedly superior academic results compared to those whose parents did not participate. This absence can sustain a cycle of underperformance, as educators may not completely comprehend the difficulties these adolescents have at home. A multitude of variables contributes to the deficiency of parental participation. Socioeconomic status constitutes a substantial obstacle; parents engaged in numerous occupations may find it challenging to attend school functions (Fan & Chen, 2001). Cultural variations may also influence parental involvement, as some parents could feel intimidated by the school atmosphere or lack comprehension regarding the significance of their participation (Lareau, 2011). The absence of participation may result in emotions of alienation, so exacerbating the separation of parents from the educational process.

The ramifications of parental disengagement might be significant. Students may experience a lack of support and diminished motivation to achieve academically. Jeynes (2016) asserts that parental participation correlates with increased student motivation and accomplishment. In the absence of this assistance, kids may find it challenging to cultivate the requisite skills and attitudes for academic achievement, resulting in diminished grades and heightened dropout rates.

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Support Systems: Home vs. School

In education, the support systems accessible to students are vital for their academic performance. The home and school settings both play a crucial role in a child's educational experience, and a weakness in one can negatively impact the other. This discourse examines the significance of support from both home and school, emphasizing the consequences of lacking home support on student learning.

Home support comprises various elements, such as parental engagement, an enabling learning atmosphere, and emotional reinforcement. Studies demonstrate that adolescents with involved parents generally attain superior academic results, display enhanced conduct, and possess greater social skills (Henderson & Mapp, 2002). A study by Fan and Chen (2001) demonstrated that parental participation had a favorable correlation with students' academic progress in many educational contexts. This engagement may manifest in several ways, including assisting with assignments, participating in school functions, or cultivating an educationally supportive atmosphere.

The lack of home support might pose substantial obstacles to academic achievement. Students devoid of parental leadership may have difficulties with motivation and self-discipline, resulting in diminished academic achievement (Jeynes, 2016). A study examining low-income families revealed that children lacking active parental support had a higher propensity to disengage from school (Baker & Soden, 2020). This demonstrates that home support not only promotes educational achievement but also acts as a protective factor against school dropout rates. Although family support is essential, the significance of schools in fostering a conducive learning environment is paramount. Educators and school personnel are accountable for fostering an environment that encourages learning and participation. Effective pedagogical strategies, emotional assistance from educators, and availability of resources are vital elements of school support (Epstein, 2011). Educational institutions can establish initiatives designed to augment parental engagement, including workshops and consistent communication, thereby closing the divide between home and school assistance. Nevertheless, when students lack familial support, educational institutions frequently encounter difficulties in addressing this shortfall. Educators may have difficulties in sustaining student engagement and addressing learning deficiencies when students arrive unprepared or lacking motivation. A study by Wilder (2014) illustrates that

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insufficient parental involvement necessitates instructors to allocate more time to behavioral control, hence reducing instructional time. This scenario creates a cycle in which the lack of family support diminishes the efficacy of school treatments.

Disinterest in Education

Apathy towards education is a significant issue that may hinder students' academic achievement and overall development. Various factors contribute to this disengagement, including familial circumstances, peer influences, and the absence of robust role models. Furthermore, extraneous distractions, such as violence or disruptive conduct inside the educational setting, exacerbate the problem.

Students from unstable home backgrounds may experience emotional distress that impedes their academic concentration. Research indicates that familial influences, such as parental involvement and socioeconomic status, significantly impact kids' educational perspectives (Hill & Tyson, 2009). Students in poverty may encounter difficulties in fulfilling basic needs, leading to diminished academic engagement. The impact of peers is particularly pronounced during adolescence. Students that interact with peers that devalue education may develop similar attitudes, leading to a cycle of apathy. Wentzel (1998) asserts that positive peer relationships may enhance academic motivation, whereas negative affiliations can impede engagement. The absence of educational role models in a student's life may result in reduced expectations for academic success. Students may perceive education as irrelevant to their future when they witness insufficient academic success among their community or family members (Gonzalez, 2014). Students from low-income households who lack mentorship often struggle to realize the benefits of education.

External distractions, such as violence and conflicts in educational settings, can significantly hinder students' ability to focus on their academics. The National Centre for Education Statistics (2019) suggests that schools with high violence rates demonstrate reduced student engagement levels. When children sense a deficiency in safety or face conflict, their cognitive resources transition from learning to survival, which may lead to enduring disengagement.

Poverty and Socioeconomic Challenges

Poverty profoundly affects educational performance, frequently establishing a cycle that is challenging to disrupt. Children from economically disadvantaged families have various obstacles that impact their academic achievement and general welfare. This discourse rigorously analyses

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the correlation among poverty, parental unemployment, and educational accessibility, substantiated by pertinent literature.

Children from disadvantaged families frequently lack access to vital educational tools, like literature, computers, and extracurricular activities. Studies demonstrate that students from low-income households often enroll in under-resourced schools, which are deficient in proper facilities and qualified educators (Coleman et al., 1966). The deficiency of resources may result in diminished academic performance and increased dropout rates.

A study by Reardon (2011) indicates that children from affluent homes generally achieve superior academic performance compared to their less privileged counterparts, primarily due to differences in educational resources. Reardon determined that these gaps are influenced by socioeconomic factors, such as parental income and educational attainment, which directly affect children's academic achievement. The unemployment of parents intensifies the difficulties encountered by children in low-income families. Unemployed parents frequently face challenges in supplying fundamental necessities, resulting in a diminished emphasis on educational priority. Financial instability might adversely impact parental engagement in children's schooling. According to Fan and Chen (2001), higher levels of parental involvement are linked to better academic outcomes; however, parents facing economic hardships may lack the time or resources to engage effectively. In certain instances, children may originate from child-headed households, when they are compelled to undertake adult responsibilities, such as caring for siblings or overseeing domestic tasks. This circumstance undermines their capacity to concentrate on education and adversely impacts their mental and emotional health. The World Bank (2018) highlights that children in such situations frequently endure elevated levels of stress and anxiety, which might impede their academic achievement. An illustrative instance of the influence of poverty on schooling is evident in the situation of children residing in regions with elevated unemployment rates. In areas experiencing substantial economic downturn, educational institutions may face difficulties in sustaining a steady workforce, leading to elevated teacher turnover rates. A report from the National Centre for Education Statistics (2019) indicated that schools in economically disadvantaged regions frequently employ fewer experienced instructors, adversely affecting student learning outcomes.

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Furthermore, children from economically disadvantaged homes are more susceptible to food insecurity, which might hinder cognitive performance and attentiveness in educational settings. The United States Department of Agriculture (2019) indicates that food-insecure children face an elevated risk of academic failure, underscoring the significant correlation between socioeconomic position and educational attainment.

Discipline and Respect Issues

Studies demonstrate that children from unstable family contexts frequently display increased behavioral issues in educational settings. A study by Eisenberg et al. (2004) revealed that children from homes marked by conflict and insufficient support exhibit heightened aggression and diminished prosocial behavior. These behavioral disorders may appear as contempt towards teachers and students, hence providing a challenging setting for educators attempting to keep a courteous and conducive learning culture.

Moreover, Jones and Jones (2013) emphasize that a deficiency in parental participation may result in children' inadequate comprehension of appropriate behaviors and social standards. In the absence of continuous direction at home, children may find it challenging to manage the intricacies of interpersonal interactions and authority figures inside educational environments. This is especially pertinent in school dormitories, where children frequently depend on their classmates for social cues instead of parental figures. Educators are essential in regulating discipline and cultivating respect in the classroom. Marzano et al. (2003) assert that good classroom management practices are crucial for fostering a learning-conducive atmosphere. Educators who set explicit expectations and uniform repercussions for disrespectful behavior might markedly diminish occurrences of misconduct. Implementing a behavior management system that incentivizes positive conduct while administering suitable repercussions for undesirable actions helps foster a culture of respect.

The adoption of social-emotional learning (SEL) programs has demonstrated potential in mitigating behavioral challenges associated with respect. Durlak et al. (2011) discovered that SEL programs enhance kids' social-emotional competencies, concurrently diminishing behavioral issues and augmenting academic achievement. Educators can tackle the fundamental reasons of disrespectful behavior by instructing pupils in empathy, relational skills, and responsible decision-making. Notwithstanding the prospective advantages of focused interventions, educators

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frequently encounter considerable obstacles. The varied backgrounds and challenges that pupils present from their homes hinder the execution of standardized disciplinary measures. Students from marginalized populations may respond differently to disciplinary measures according to their distinct social backgrounds and experiences. This requires a sophisticated approach that takes individual circumstances into account while maintaining school-wide norms of respect and decorum.

Child-Headed Households

Child-headed households (CHHs) represent a notable occurrence in various regions globally, especially in environments impacted by socio-economic difficulties, health emergencies, and violence. In these households, youngsters assume adult responsibilities, frequently acting as carers for younger siblings and overseeing domestic duties. The premature assumption of adult responsibilities might significantly affect their academic performance and personal growth. Children from Child Headed Households frequently encounter several obstacles to education. Primarily, their obligations may result in heightened absenteeism. Mkhize (2012) asserts that youngsters in these households often forgo school to tend to siblings or fulfil domestic responsibilities. This absence disrupts their learning and can lead to lower academic performance. Research by Nyambedha, Wandibba, and Aagaard-Hansen (2003) revealed that children from Child-Headed Households (CHHs) in Kenya had lower school attendance rates than their counterparts from conventional family structures.

Furthermore, the emotional and psychological strain of household management might induce stress and anxiety, thereby impeding academic achievement. Braitstein et al. (2006) indicate that children in CHHs frequently encounter mental health challenges, which may present as focus and motivation difficulties, hence impacting their educational involvement. The obligations associated with participation in a CHH may hinder personal growth. Children may forfeit essential opportunities for social engagement and the acquisition of age-appropriate competencies. The United Nations Children's Fund (UNICEF, 2013) asserts that the absence of a nurturing familial environment can impede the emotional and social development of children, adversely influencing their future relationships and societal functioning. A study by Reddy et al. (2015) in South Africa indicated that teenagers in Child-Headed Households (CHHs) frequently experienced feelings of isolation and insufficient support, which may result in risky behaviors such as substance misuse

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and premature sexual activity. These factors influence not just their present well-being but also have enduring implications for their educational and life paths.

Conclusion

In conclusion, insufficient parental engagement in education, coupled with socioeconomic adversities such as poverty and child-headed families, significantly affects students' academic achievement. In the absence of parental support and direction, adolescents frequently encounter difficulties in maintaining engagement and motivation in their studies, hence intensifying concerns such as disinterest in education and behavioral challenges. The lack of support structures at home, along with financial instability, poses considerable obstacles to learning. Educators, despite offering essential support, cannot entirely mitigate the absence of parental engagement, and this disparity obstructs pupils' academic advancement. Resolving these difficulties necessitates a cooperative endeavor by families, educational institutions, and communities to furnish pupils with the requisite support for their success.

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Data availability statement

The original contributions presented in the study are included in the article/supplementary material, further inquiries can be directed to the corresponding author.

Ethics statement

The patients/participants provided their written informed consent to participate in this study.

Author contributions

All authors contributed to the study conception and design, material preparation, data collection, and analysis. All authors contributed to the article and approved the submitted version.

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Conflict of interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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