



Exploring the Socio-Economic Factors that Affects the Classroom Performance of Students of Child Protection & Welfare Bureau in Gujranwala

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ARTICLE INFO	ABSTRACT
<p>Article History: Received: February 28, 2023 Revised: April 10, 2023 Accepted: April 11, 2023 Available Online: April 12, 2023</p> <p>Keywords: Socio-economic Factors Classroom Child Child Protection Performance</p> <p>Funding: This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.</p>	<p>Socioeconomic factors affect us. Socioeconomics emphasises economics and society. Socioeconomics considers economic and social forces. These factors affect how different social classes work together. Classroom performance includes programme objectives, achievements, and goals. The CP&WB protects abandoned and destitute children from neglect, abuse, manipulation, and violence. This qualitative study examined how socio-economic factors affect Gujranwala child protection & welfare bureau students' classroom performance. The study used semi-structured interviews. Purposive sampling was used to interview male and female Gujranwala teachers. The methodology helped analyse socioeconomic data and understand how it affected student performance in class. The interviews yielded 19 themes, of which the research selected those relevant to the project: qualification, experience, values, street children, child labour, status, classroom performance, facilities, and improvement. The study found that socioeconomic status, such as shelter, food, income, education, and health facilities, has a significant impact on classroom performance. The government and policymakers could develop a mechanism to support and increase services to control issues by analysing how socioeconomic factors affect classroom performance.</p> <p>© 2023 The Authors, Published by iRASD. This is an Open Access article distributed under the terms of the Creative Commons Attribution Non-Commercial License</p>

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1. Introduction

The Child Protection and Welfare Bureau (CP&WB) is a Government Department, the main duties of this department is to protect the mistreated and needy children/street children from violence, misuse, exploitation, and carelessness. This department runs by the Government whose mission is to safeguarding minors and children it also strengthen family constancy. The General Assembly of United Nations passed a resolution in 1989. According to Article 49 of this resolution the main purpose of this resolution is to protect the children from violence (Cohen, 1989).

After passing above said resolution, several countries passed child protection legislations. Pakistan was also working on the children protection in country before this resolution. In 1979 Pakistan, developed a department which name is "National Commission for Child Welfare & Development (NCCWD)". Several governing bodies run this Commission. At that time Department of Human Rights had the hold of its charge. In 2006, Government takes a measure on child protection and decides that to build a department for safeguard of child ill-treat and restoration of children who have been maltreated. In 2004, the Government of the Punjab passed the "Punjab Destitute and Neglected Children Act, 2004" which forbids the ruin and mistreatment of children in Punjab. This department operates by the government bodies before the department of Human Rights. In 2006, a legal framework was made for the safeguard &

protection of children from maltreat and restoration of neglected children (Pulla, Tarar, & Ali, 2018).

"The Punjab Destitute and Neglected Children (2007)" had been passed by the Government of the Punjab. After its departments of CP&WB formed at Faisalabad Centre, Gujranwala Centre, Lahore Centre, Sialkot Centre, Bahawalpur Centre and Rahim Yar Khan Centre. These departments built for the purpose of Education, Care, Training and Restoration for the helpless children. With the support of enthused and well-educated professionals, like Psychoanalysts, Physician, Cops, Officers of Child Protection and officers of Law this department helps to make the children useful citizen after rehabilitation of him and their families, as well as the protection of these youngsters from criminals. A Helpline 1121 is also established for provide assistance and rehabilitation for child. Collaboration and direction is provided for the protection and custody by the institute. Present research will look into the affects of socio-economic (SE) factors on the performance of students at the CP&WB in Punjab. The meaning of the "factor" word is "doer" in Latin Language. In English "Factor" is defined as element and component of condition or capability. Success is influenced by one's capacity for paying attention. The lack of exercise may also contribute to the emergence of a flawed body. A factor denotes "one who actively contributes in the preparation of an outcome."

The educational level of kids at Punjab's Child Protection and Welfare Bureau is improved by a range of factors that take place both inside and outside of the classroom. The study concentrated on characteristics, particularly socioeconomic ones, that have an impact on students' academic progress. Socioeconomics is a branch of economics that focuses on how society's behaviour and economics interact. It investigates social norms, expectations, and the emergence of consensus. This and other forms of social hubris have an impact on consumer behaviour and community ordering patterns. Historians, current affairs, legislation, and other social abilities are utilized to determine the likely relevance of changes in society and the economy. Economic theories may not align with conventional economic perspectives. Older schools of thought frequently presuppose that actors have an interest in the result and make rational decisions. Themes outside the purview of conventional economics are frequently the subject of socioeconomic theories, such as how the environment affects consumption and wealth. The study of how social and economic factors interact in a community is the subject of social economics, commonly referred to as socioeconomic. These traits affect a group's or socioeconomic class's interactions in society as well as their consumer behaviour. (Tarver, 2020).

Performance has received a lot of attention recently and has stayed constant in almost all facets of human endeavour. The fact that performance is a subjective view of reality can be used to explain the concept's considerable echoes and the inspiration behind its tools. Performance is the process of using something special to produce emotional and monetary fulfilment. A person's success in nearly everything he undertakes will be evident if he or she is content in both their mental state and their social life (Salameh et al., 2020). The socioeconomic aspects' impact on students' academic performance in the classroom has been taken into account in earlier works. A child from a high-education household with a high socioeconomic standing performs better than a child from a low socioeconomic family, according to a study by Onocha (1985). Song and Hattie (2004) established that families from various socioeconomic groups create various learning environments that have an impact on the academic success of the kid. The effect of socioeconomic issues on the students of CP&WB in Gujranwala's current level of academic performance is not well addressed in the literature. Therefore, it is vital that study be done to examine how socioeconomic factors affect how well CP&WB school pupils perform in the classroom. The researcher created the following study objectives based on the literature review.

- To explore the socio-economic factors that affects the performance of students of Child Protection and Welfare Bureau in Gujranwala.
- To explore the change in students 'classroom performance after provision of socio-economic factors by Child Protection and Welfare Bureau in Gujranwala

The researcher's direction for future research development is set by the literature review of the research investigations. The key constructs being explored in this study are socioeconomic factors and student performance in the classroom. This section mainly focusses on how diverse

experts perceive performance, variables, and economic factors. Social and economic considerations, types of socio economic factors, child protection, and factors affecting child protection are among them. (Pulla et al., 2018).

2. Factors Affecting Students' Performance

"One who actively contributes to the preparation of a result" is what the word factor signifies (Webster et al., 2021). Many elements, including socioeconomic issues, environmental factors, educational factors, personal and societal factors, etc., have an impact on students' performance. However socio-economic aspects are the study's main focus.

2.1 Social Economics

Social economics is the study of how social behavior and economics are related. It examines the influence of social norms, morality, popular opinion, and other social ideologies on consumer behaviour and general purchasing trends. It forecasts future results from societal or economic changes using history, current affairs, politics, and other social sciences (Tarver, 2020). The status of parental connections is influenced by factors like home income, parental education level, employment status, and social standing in the community (e.g. community contact, group Association, and social perception of the family). Socioeconomic status (SES) is a common measure of a person's financial security based on their income, level of education, and occupation, or of their family's social and economic standing in relation to others. The mother and father's educational background, professional experience, joint income, and personal characteristics are taken into account when determining a family's SES (Saifi and Mehmood, 2011). The socioeconomic status (SES) of a student is determined by taking into account the educational attainment, employment status, and income of their parents (Salameh et al., 2020).

2.2. Economic Factor

How well and how long we live can be greatly influenced by social and economic factors like money, education, work, social security, and social support. (Roberts, Kuncel, Shiner, Caspi, & Goldberg, 2007) theory of educational productivity divides the nine components that have an impact on learning quality into three groups that have an impact on emotional, cognitive, and behavioural learning skills. These three groups are: Instructions (quantity and quality); Qualities (ability, development, and motivation); Environment (Home, Class, Peers, and Lecturer) (Home, Class, Peers, and Lecture (Farooq, Chaudhry, Shafiq, & Berhanu, 2011). There are two categories of factors: internal (student ability, skill, class: plan, size, environment, text books, examination system, learning facilities & skills) and external (extracurricular educational activities, family issues, work and financial condition, social & other issues) (Chaudhary, Nasir, ur Rahman, & Sheikh, 2023; Hamid, 2019; Khan, 2022; Shahid, Muhammed, Abbasi, Gurmani, & ur Rahman, 2022; Zahra, Nasir, Rahman, & Idress, 2023). The social standing of a family is influenced by factors including family income, parental education level, parental occupation, and social standing in the neighborhood (including things like neighborhood connections, group affiliations, and the society's concept of the family) (Saifi & Mehmood, 2011).

2.3. Socioeconomic Factor

There are many socioeconomic factors, but this study focuses on a few of them, including the following:

2.3.1. Income

"Income" includes things like wages, salaries, earnings, rents, and other sources of money. There are two ways to see income: as subjective or as pure. According to Maynard Keynes' theory of the overall income connection, expenditure increases along with income but not at the same rate. According to Boushey and Weller (2005), low-income households priorities meeting immediate needs above creating wealth that could be passed down to subsequent generations, which exacerbates inequality. High-income households can accumulate wealth, concentrate on pressing needs, and still appreciate and be able to enjoy luxury while enduring disasters (Saifi & Mehmood, 2011). The manner by which student bills are paid is called expenditure; if a student's financial duties are not met, it has an effect on his or her success in school; on the other hand, if the students' financial needs are met, their performance in school may improve (Salameh et al., 2020). Academic achievement of children is supported by family income (Hanafi, 2008).

2.3.2. Education

Education is recognized as the first step in all human endeavors in the current era of globalization and technological change. It is linked to a person's well-being and hopes for a better life and plays a key role in the development of human capital (Farooq et al., 2011).

According to Battle and Lewis (2002), a person's education has a direct impact on his or her chances for success in life, level of income, and standard of living. Poor mother education and minority language status provide less indicators of the ever-emerging literacy and the majority of the challenges in pre-schoolers, according to Zill (1995). Parental education and household SES levels are positively correlated with student quality standards, per (Jeynes, 2002; Mitchell & Collom, 2001; Parelius, 1998). Compared to children whose parents are educated, children of parents with higher standardized test scores have lower standardized test scores (Hamid, 2019). Plomin, Lichtenstein, Pedersen, McClearn, and Nesselroade (1990) assert that a parent's education degree may be the main factor influencing a child's academic success. Haveman and Wolfe (1995) assert that parents with higher education can foster their children's intellectual development to improve academic performance and encourage pursuit of postsecondary education. Marjoribanks (1998) found that parents had much greater levels of education than teenagers. (Portes, Zady, & Dunham, 1998) found that moms with lower levels of education had children who were less passionate about studying (Hanafi, 2008).

2.3.3. Occupation

Students are more likely to be involved with parents who work in professional and white-collar industries, according to several studies that looked at the association between parental professional position and student achievement. Compared to young people attending university, one-third work in blue-collar jobs with parents. According to Carpenter and Hayden (1993), students with professional parents were more likely to enroll in higher education than students from lower-level professional groups (Salameh et al., 2020). According to Janny (2005) Jobs that paid less were more costly, labor-intensive, dangerous to one's health, and less autonomous (Saifi & Mehmood, 2011).

2.3.4. Home Environment

The education of the parents gave them the knowledge and abilities to create a conducive learning environment at home. Physical surroundings and learning opportunities at home are important factors in maternal education. The child's actions are shaped by the economic and social capital that is available to them, even though parents are well aware of the importance of providing their home with appropriate learning materials in order to provide a conducive learning environment in addition to social interaction with the parents. They can play a crucial part in boosting kids' academic progress (Hanafi, 2008). Academic and non-academic success are both impacted by the student's home's socioeconomic situation (Dudaite, 2016).

2.3.5. Child

A child is defined as a person under the age of 18 until a plurality is reached under the applicable law (United Nations Resolution 1989). Those under the age of 18 are considered children according to the Punjab Destitute and Neglected Children (First Amendment) Act of 2007.

2.3.6. Performance

Performance is essentially the creation of emotional and monetary fulfillment from something exceptional. A person's performance in practically everything will be enhanced if they are mentally and socially fulfilled (Salameh et al., 2020). According to Noye (2002), performance entails attaining the objectives set forth for you in the direction of the business. According to him, performance is the outcome of a comparison between purpose and result rather than simply a quest for results. Lebas (1995) blends performance as a future-focused, tailored to each organization's / person's unique qualities, and built on a kazal model that integrates components and outputs (Elena-Iuliana & Maria, 2016). Performance, according to (Wholey, 1996), is a socially manufactured reality that exists in people's imaginations, if it exists anywhere at all. It is not an objective reality that can be measured and evaluated elsewhere. Performance can involve a variety of things, such as elements, products, outcomes, and consequences, as well as economy, effectiveness, and cost-benefit analysis. Due to its link with the minimal value lines, which highlights the ambiguous character of the notion, performance should be viewed as thematic and descriptive, according to Lebas (1995); Wholey (1996). The above criteria, which

may be thought of as performance goals, are directly tied to performance (Elena-Iuliana & Maria, 2016).

According to Rolstadås (1998), it is impossible to construct a precise definition of performance because it depends on a set of seven performance criteria. The environment, whether or not goals are accomplished, and relevant and distinguishable qualities all have an impact on performance. For the purpose of analyzing and quantifying performance from various angles, Fallon employs a variety of meanings for the term. Neely, This is interpreted as being knowledge of the outcomes (Elena-Iuliana & Maria, 2016).

3. Research Methodology

The current qualitative study used a qualitative research design with interpretivism as its paradigm. Open-ended questions are used in qualitative research, which invites participants to express their ideas freely and without restraints (Chih-Pei & Chen-Kuo, 2021). The population is the set of individuals from which members are chosen (Jabeen, 2016). All the male and female teachers CP & WB from Gujranwala were the population of the study. Sampling is the procedure of choosing demonstrative features from a given population that will form the sample. A sampling structure is a list involving all the components of the sample of a given population (Malhotra et al., 2014). Six people were chosen at random from the population using purposive sampling. When results are intended for a specific group and population generalization is not a concern, a sample size of between 3 and 16 is sufficient (Campbell et al., 2020; Vasileiou, Barnett, Thorpe, & Young, 2018).

Qualitative interviewing (Bryman, 2012; Creswell & Poth, 2016) was selected to gather data regarding the effect of the socio economic factors on the performance of the students of CP&WB school. It was helpful to collect data through interviewing technique because in this way the aims of the study could be met and it also allowed the teachers to share their experience (García & Welter, 2013). A semi-structured interview is a method where the researcher has a themes-based list and observes an informal approach of inquiry to hold the discussion inside the space of the study (Bryman, 2012).

4. Data Analysis

4.1. Integrating Values

As per participants consider it as a source of gaining Allah' will and virtuous. There were various answers were given by the teachers:

It was my desire to serve these type of children who will become the reason of benefit for my present life and life here after as per our teaching of Islam, According to ALLAH (SWT), "the virtuous in Paradise are those who looked after orphans during their earthly existence"(participant 1).

Serving humanity was reason behind this job. We earn from other jobs but a different this was that I can integrate my values in this job (participant 4).

My love towards these children. It is a work of virtue. Allah will be pleased by our good deeds (participant 5).

Being a Muslim my first preference was to work honestly and serve the humanity. In this institute I work with devotion (Participant 6).

4.2. Image of Street Children

As per the participants street children are those children who are not living in a structured normal environment. These children are facing lack of parental care. Their parents are drug addicted, criminal and do not take care of them. These children are facing mental and psychological problem because their parents were separated. Every unattended child who is on the road is street child. As per one participant:

Street children are also human being. It is our duty to work for their improvement. They are deprived from parental love and care. These children are very dis-hearted. They do not want to do any work. They are very hyper children (participant 5).

4.3. Child Employment

As per the most of the participants view children are cheap paid servants. They are very energetic, They do more work than adult servants. Adult servants are more demanding. It is easy to mold children ten adults. As per one participant:

It is different country to country. In the scenario of our country, it is very difficult for people to invest their resources on their children education. It has become difficult to feed the children. Because of these issues people consider their children as a source of income. They think their children also became earning hands and it will become easy for their survival (participant 2).

Our country is developing country. Child labour is very cheap and easily available in our country. Poor people use their children as a means of earning according to them more children and more resources for earning (participant 6).

4.4. Age-Appropriate Work for Children

Most of the participants having the view that according to the government policy, child labor is prohibited for every child under the age of 18. It is not appropriate for them to put them in laborious jobs as servants. Ten to Eighteen years of age is a learning age for children. As per the different participants view:

According to me children should do that type of work where their self-respect does not suffer. If a child works in hotels, his self-respect will suffer because people at those hotels called them with bad names. If it became a necessary for someone and there is no other way or choice for person then a child should learn some skills like stitching clothes. In this way he/ she can earn and their self-respect will not suffer. But a child should be a teenage at least (participant 2).

After 18 years of age when they became able to unrest and they should do such works which are not physically harmful for them and should support their parents. Children should train to do their personal task at early age but should not allow doing physically laborious work (Participant 3).

A child should learn and perform his personal tasks like self-cleanliness, helping their parents in little chore (participant 6).

4.5. Status Street Children when they Enter First Time in Classroom

According to the most participants when these children enter in classroom first time, they were confused. They belonged from streets. They are orphans, without parental care or their parents are drug addicted or criminals. They do not have basic etiquettes and manners. As per participants different views:

Different children have different status. Mental and psychological issues are very serious. Usually they belong from broken families. They have gone through some serious situations these incidents are firmly imprinted on their minds. They want to take revenge from society. That's why they are always busy in doing annoys activities (participant 3).

Their status was very low. Their health, education and language was very poor (Participant 4).

They belonged from broken family. Their parents had left them un-attendant or were drug addicted. Their mental status was very disturbed. They feel like an alien in the classroom at first time (Participant 5).

4.6. Attitude towards Learning

As per most of the participants their attitude towards learning was not good because these children come from shops they do not know much about learning. As per different views a of the participants:

These children come from streets they were not mentally prepared for learning (participant 1).

They do not want to learn. They come with certain type of knowledge it become very difficult for us to educate them (participant 3).

When we rescue them from roads, they do not know anything about education. These children are from the age of 3 to 12 years, they even do not go to the school for even ones. They have entered in school first time that is why their attitude towards learning was very poor (participant 4).

These children belong from such environment where they have not even seen a school. Some wants to study and some are not. Some were good learner and others take more time (participant 5).

4.7. Learning Improved with the Passage of Time

As per most of the participants view that learning of these children improved with the passage of time. One of the participants said some children learn very quickly and improve. It depends on teacher style of teaching. These children are very intelligent. As per the teacher's different views:

I have taught many children who passed primary school and got admission in the schools outside the institute (participant 3).

4.8. Past and Current Status

As per the participants their past status was very low they even don't have food and shelter. After entering in this institute their status improved. They have proper food, shelter, education and health facilities. According to participants views:

So many differences are found in their past and current status, they learnt social and moral values. They learnt to cooperate and became able to understand fellow's issues also (participant 1).

Their past status was about many struggles relating to earning money or they were laborer. But in this institute they may have problems but a team works for them to solve their problems (participant 2).

They were in bad condition, they were stubborn, not willing to learn at the beginning but their current status is very improved (participant 3).

4.9. Classroom Performance Increases

As per the most participants student's classroom performance improves after spending time in this institute. According the participants different views:

I personally observe good changes in their classroom performance after spending time in this institute (participant 3).

They improved a lot. While spending a year in this institute we can notice a huge difference in their classroom performance (participant 4).

A child came in pre nursery and gradually progress. Some are very intelligent they passed two grades in one year. They show progress within months (participant 5).

Their performance increases after spending some time in this institute. They learn to eat with proper manners, to dress and to maintain personal hygiene. They learn read, write and speak (participant 6).

4.10. Discussion

The first theme is about the image of street children. As per finding of the previous studies the finding are the consistant which includes the theoretical nature of the street children are those children who are not living in a structured normal environment. According to (de Moura, 2002) street children are homeless children. Dabir and Athale (2011) defined street children under three categories according to the different situation: one type of children is that spent

most of the time unattended on street and back home at night, The second category of children is those without family assistance, and the third category is the so-called "street children," who have cut ties with their families and are entirely self-sufficient. These children are facing lack of parental care. Their parents are drug addicted, criminal and do not take care of them. These children are facing mental and psychological problem because their parents were separated. Every unattended child who is on the road is street child.

Second theme is about the children employment rather than adult. The children are cheap paid servants They are very energetic, They do more work than adult servants. Adult servants are more demanding. It is easy to mold children ten adults. People consider their children as a source of income. They think their children also became earning hands and it will become easy for their survival. According to the parents who were illiterate and they were laborers in their childhood they involve their children to continue the practice and leave them restrained to life of poverty (United States Policies to Address Child Labour Globally, 2010). Child labor is easily available in our country. Poor people use their children as a means of earning according to them more children and more resources for earning. According to (Segal, 1999), the family's income frequently comes from the kids.

Third theme is about the appropriate age of laborious work for children. According to government policy child labor is prohibited for every child under the age of 18 years. "No child under the age of 14 years shall be engaged in any factory, mine, or other dangerous occupation," states Article 11(3) of the Pakistani Constitution. It is not appropriate for them to put them in laborious jobs as servants. Ten to Eighteen years of age is a learning age for children. Children should do that type of work where their self-respect does not suffer. If a child works in hotels, his self-respect will suffer because people at those hotels called them with bad names. If it became necessary for someone and there is no other way or choice for person then a child should learn some skills like stitching clothes. In this way he/ she can earn and their self-respect will not suffer. But a child should be a teenage at least. According their world (2023) all the work that are done by children are not called child labor. Children learn life skills by performing little chores, their health and education not compromised these works are not called child labor.

Forth theme is about the status of street children they enter in classroom first time, they were confused. They belonged from streets. They are orphans, without parental care or their parents are drug addicted or criminals. They do not have basic etiquettes and manners. These children were in worse condition and in most of the cases children belonged to lower class their mental and psychological issues are very serious. Their status was very low. Their health, education and language was very poor. Street children are deprived from basic needs like food, cloth, Health facilities, shelter, schooling etc (Islam, Kar, Debroy, & Sarma, 2014).

Fifth theme is about the classroom performance of the student. Classroom performance is more than just passing in a specific grade. Classroom performance is about teach children basic manners, polishing their skills, integrate good values in them and educate them about the difference between good & bad. It is about learning, cooperation, good behavior, sharing and friendship. Achieving all these goals are classroom performance according to me. Classroom performance comprises features such as the academic level, character, inspiration, abilities, benefits, learning ways, confidence or the teacher-student relationship (Gras-Marti et al., 2003). Classroom performance means creativity, intelligence, practical knowledge, ability to adjust in society and create you image in society.

Six theme is about the provision of the facilities by the institute. This institute is specially built to serve neglected and destitute children. This institute rescued the children from roads, violence and from abuse. This institute provides medical, psychological, educational and legal assistance. This institute provides them food, school, masjid, park, shelter, cloths and fulfill basic needs to specific needs. The Child Protection and Welfare Bureau is an institution created or recognized under (The Punjab Destitute and Neglected Children, 2007) Act, Article 3(f), for the admission, care, protection, and retraining of Destitute and Neglected children. Teach them social values and guide them about personal hygiene. We can say that this institute is providing a complete package free of cost. Primary education is provided according to the government public sector school's curriculum.

Seventh theme is about the past and current status of these children. Their past status was very low they even don't have food and shelter. After entering in this institute their status improved. They have proper food, shelter, education and health facilities. These children come here with worse health situation and other participant explained these children have learnt to talk, eat, and keep them clean and to behave in a good manner. These children were stubborn, not willing to learn. Their past status was about many struggles relating to earning money or they were laborer. These children have learnt social and moral values. They learnt to cooperate and became able to understand fellow's issues also.

Eighth theme is about student's classroom performance. After providing socio economic status and spending time in this institute student's classroom performance increase. During spending a year in this institute we can notice a huge difference in their classroom performance. child comes in pre nursery and gradually progress. Some are very intelligent they passed two grades in one year. They show progress within months. They learn to eat with proper manners, to dress and to maintain personal hygiene. They learn read, write and speak.

In conclusion, the findings of this data suggested several critical them related to classroom performance, include the characteristics socioeconomic factors, role of CP&WB institute, and role of facilities in increasing the classroom performance. In this study it is concluded that most of the teachers are integrating their religious values for the betterment of these neglected and destitute children. Every un-attendant child is street child. Child labor is big issue for our country and child labor is cheap and easily available in the scenario of our country. Children should not do labourous work however they can learn life skills. At the time of rescue and admission these children were in worse condition with very low socioeconomic status. Their behavior towards learning and cooperation and performing classroom task was not good. Socioeconomic status of this institute is up to the mark, which become the reason of improvement of classroom performance of these student as well as improve their health conditions.

4.11. Findings

The finding of the data suggested number of important themes in classroom performance, First the image of street children, child labor, and age of labors street children under three categories according to the different situation: one type of children is that spent most of the time unattended on street and back home at night, second type of children without parental support, third that those 'children of the street' who have detached from family and entirely on their own to survive. These children are facing lakh of parental care. Child labor is easily available in our country. Poor people use their children as a means of earning according to them more children and more resources for earning. According to government policy child labor is prohibited for every child under the age of 18 years.

These children were in worse condition and in most of the cases children belonged to lower class their mental and psychological issues are very serious. Their status was very low. Their health, education and language was very poor. This institute provides medical, psychological, educational and legal assistance. This institute provides them food, school, masjid, park, shelter, cloths and fulfill basic needs to specific needs. Their past status was very low they even don't have food and shelter. After entering in this institute their status improved. They have proper food, shelter, education and health facilities. They show progress within months. They learn to eat with proper manners, to dress and to maintain personal hygiene. They learn read, write and speak. Socioeconomic status of this institute is up to the mark, which become the reason of improvement of classroom performance of these student as well as improve their health conditions.

5. Conclusions

In conclusion, the most of the teachers are integrating their religious values for the betterment of these neglected and destitute children. Every un-attendant child is street child. Child labor is big issue for our country and child labor is cheap and easily available in the scenario of our country. Children should not do laborious work however they can learn life skills. At the time of rescue and admission these children were in worse condition with very low socioeconomic status. Their behavior towards learning and cooperation and performing classroom task was not good. Socioeconomic status of this institute is up to the mark, which become the reason of

improvement of classroom performance of these student as well as improve their health conditions.

5.1. Future Direction /Recommendations of the Study

1. This study is only limited to one center in Gujranwala and ignores others centers of child protection and welfare bureau in Punjab there is need to investigate other centers of CP&WB Punjab for future research purposes.
2. Another future direction is the limited study understanding the effect of socioeconomic factors on the classroom performance and there are other factors too that are highly impactful for class room performance.
3. Teachers were the respondents of this study it is recommended that student should be interviewed.
4. There is deficiency in current study, it was qualitative in nature it is recommended that quantitative approach may be used in future studies.

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