

Impact of Parental Involvement and Educational Status on Primary School Children's Academic Achievement

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Abstract: *This work focused on the effects of parental involvement and education of the child on the academic performance of the primary school students in Otuocho education zone, Anambra state. The research adopted a descriptive survey research design to assess and provide the current profile of the sampled primary schools in the Otuocho education zone, Anambra State. A cross-sectional study was conducted among the students and teachers 13 253 respondents a sample of 200 participants was selected randomly from five schools. A structured questionnaire which has been developed based on the literature review, reviewed by experts, and reliability tested yielded index 0. 82 was employed to collect data. Measures of perceived influence of home environment on academic achievement were made using a 4-point Likert scale. The scores attained were analyzed with use of mean values with 2. It was hypothesized that there is positive influence when the Beta value is equal to or greater than 5. To make sure the questionnaires were completed fully, the researchers administered them and personally collected them. The study shows that the aspects of parental involvement that includes hiring home tutors, helping with homework exercises, and the provision of tutorial materials all are strong boosts to academic performance. On the other hand, parental neglect leads to poor performance in children's academic achievements. Furthermore, a study shows that higher parental education status has a positive effect on child academic performance as it enhances positive self images, self efficacy and cognitive skills of the learner. The above findings confirm that parental involvement and educational background are instrumental determinants of the academic achievement of primary school children.*

Keywords: *Parental involvement, educational status, academic achievement, primary school, Otuocho education zone.*

I. Introduction

Parental involvement and educational status current themselves influences children's improvement in primary school. Those parents who are involved with school support for example helping the child with homework, school events, and regular meetings with teachers foster good learning conditions (Schmid & Garrels, 2021). This involvement boosts children's desire, self-esteem and their feelings about learning which has an impact on their performance. More literally, the type of parental involvement in children education can be defined to extend to any activity that a parent can get involved with or take a positive interest on the learning process of their child (Akpuokwe et al, 2024). This would encompass home based activities like homework and reading as well as school based activities like; getting involved in a parent-teacher meeting, assisting in school functions and speaking, participating in policy making in a school. School-Embedded Parental Involvement can help in creating a positive learning environment, increase students' motivation rates and promote better academic performance among students (Wang et al, 2016).

Other studies show that children who have their parents involved in school activities have better grades, and are more disciplined and socially competent in class. Such participation can assume diverse shapes, such as furnishing educational items at home, talking about school activities, and expecting the child to excel academically (Liu et al, 2024). However, the research also found that the significance of parental involvement lies in participation in communication with the teachers and working together to solve academic issues. It is not a matter of luck or a fluke to receive a good education that is achieved through proper teaching, hard work, commitment from teachers, schools, learners, and supportive home environment (Khamidi et al, 2024). A major area of focus of Babylonian education was to prepare young people for useful citizens, something that starts at home. The family through parents or guardians, who provide the home where the child lives, is the first agent of socialization where societal norms, values, and attitudes are learned. It has a significant impact on development and the processes of socialization, defines such aspects of life as basic motor skills, sphincter control, social-emotional development, and intellectual development, as well as communication and teamwork (Wesarg-Menzel et al, 2023).

The home environment, therefore, plays out its part during that formative period when the brain is very much malleable. Similarly, Adesehinwa and Aremu (2010) agreed and argued that home is a social unit designated for early stimulation and the provision of experiences fundamental to children. The community, particularly the home is best defined as a primary group of intimate people characterized by high levels of interaction in that they have frequent face-to-face communication and the group has standardized behavioural expectations of the families. Therefore, education that is acquired at home plays a crucial role in the overall behavior and academic performance of a child during his/her developmental stage (Kulkarni & Sullivan, 2022). Home environment and overall achievement of a child have been discovered to be in close relationship with each other. According to Jensen et al (2024), a warm home offers emotional support and is an important requisite to excel in class work. Key findings of the study included parenting practices such as involvement and motivation of children to attend school influences their academic achievements. Performance can be defined as the level of achievement of education goals and more particularly through external assessments that are generally referred to as examinations performance (Bozzato, 2024).

Primary school children's academic achievement pertains to the ability of students in academic courses in the grades comprising of the initial stages of the academic years including; kindergarten, First-grade, second, third-, fourth-, fifth-, and in some systems sixth-grade (Taniguchi, 2024). This performance is measured through testing standards, classroom performance, teacher/NY recommendations and any other academic achievements. These measures assess competencies such as reading, writing, arithmetic, application of knowledge, and understanding in subjects such as mathematics, language, science, and social studies (Yu et al, 2022). There are several factors that determine students' performance in academic activities in a given class or school particularly in the early years of primary schools. These include; instructional methods and classroom practices, classroom qualities and resources, parental involvement, family characteristics, social status and; personal characteristics such as student motivation and learning capacity. Final academic success has its origins right in early academic performance, which may have an impact on future educational experiences and learning (Hiroshi, 2024). It has been highlighted that students' success during the first years of school has a positive impact on their future achievements, such as graduation rates, college attendance, and career fulfillment.

In many cases, low academic achievement is attributed to teachers and principals and school managers when the home contribution is hardly recognized. The society has so many parents who have wrong perceptions when it comes to their children's learning environment, and this makes them have wrong expectations as well as responsibilities (Owens, 2022). Some

attribute school success or failure to teachers and school systems, while others say the socio-economic status has an influence on the academic performance. One of the primary socializing agents is the home environment and raising a hypothesis that the academic achievement can be positively or negatively influenced by the parental social climate (Khilji et al, 2022). Some of the other factors include parents' education level, parents' economic status, parents' occupation and the perception parents have about education all influence the progress a child makes through the academic process. Family background and resocialization factors reflect support available to a child based on socio-economic status of a home and stability.

This, in essence, establishes the fact that parental income stands as a key determinant of the academic performance regime. Socio-economic status plays the role as far as distribution of educational resources is concerned because it determines learning outcomes. Lack of food affects concentration while economic or wherever a child maybe positioned, it will enhance or demoralize his/her learning attitude (Butler, 2014). Many children from low income homes are at risk of hunger, homelessness, illness, and failure wherein they end up being learning disabled (Zamfir & Mocanu, 2020). Parental education is also an essential factor that cannot be dismissed when it comes to determining poverty levels or the likelihood of falling into this category. These parents will be more involved in influencing their children and guiding them in their education as they act as models to emulate. On the other hand, the illiterate parents may lack the knowledge of the educational needs of incentives, whereas the educated parents will encourage good study habit and proper use of language (Long et al, 2023).

Comprehensive research has postulated the importance of parental involvement in determining the child performance. Equally important is the acknowledgement of parents' education level as one of the factors which affect children's educational achievements (Zajda, 2024). Nonetheless, there are still questions, which have not been answered by the research literature, concerning specific processes and context factors determining these relations, especially in different socio-economic and cultural conditions (Davis-Kean et al, 2021). Perhaps the most significant issue is the scarcity of data on the association between parental involvement and academic success on one hand, and educational status on the other, among primary school children from various regions. There are also a number of studies, which only concentrate on the role of parental involvement or educational status of the parent, whereas the interaction between both factors has not been studied well. This has hampered the formulation of synchronized strategies that solve both aspects at the same time.

Additionally, most of the existing studies have been conducted within developed societies while there is a lack of probe into these predictors in developing regions such as Southern Nigeria. The cultural and economic disparities in these areas may result in variations in the involvement of parents and schooling for children's performance (Wiborg & Grätz, 2022). This absence of region-specific information limitations the innovative strategies that are culturally and contextually appropriate. Another crucial area is disregard of the challenges that parents experience when trying to be involved in their children's learning process. These include socio-economic issues, low education levels and, lack of comprehension of the need for participation of community members which are sometimes not well considered (Vadivel et al, 2023). Recognition of these barriers is important for purposes of developing strategies that facilitate parental involvement enhancement across different SES levels.

It is necessary to conduct more research that continues the assessment of the parental involvement and educational status changes. Current research mainly employs cross-sectional data which does not adequately capture the impact and the dynamics of any involvement changes that may occur as the child transitions through their education system. It is paramount to fill these gaps to determine the right educational policies and interventional

strategies that can be implemented to enhance learning achievement among the targeted primary school children in the yet research limited Southern Nigeria.

1.1 Objectives

1. The influence of parental involvement on their children academic achievement.
2. The influence of parental educational status on primary school children academic performance.

1.2 Research Questions

1. To what extent does parental involvement influence their children academic achievement?
2. To what extent does parental educational status influence primary school children academic performance?

II. Review of Literatures

2.1 Resource Framework Theory

One relevant theory is the Resource Framework Theory developed by Pierre Bourdieu in 1986 that provides a broad perspective on how different forms of capital affect people's life opportunities and social mobility. This theory identifies four primary types of capital: The two types of capital, therefore, include economic, cultural, social, and symbolic. Economic capital refers to money and wealth, which can be used by families to buy educational necessities such as private tutoring and academic resources. By cultural capital meanings knowledge, skills, and educational achievement that educated parents can inculcate in their children thus the attitudes towards learning and academic achievement. This may indicate that social capital, in the form of relationships and networks, can assist parents to gain further support and opportunities for their children within educational contexts. Symbolic capital, in the other hand, refers to status and accreditation that parents may have in social context, through which they are able to facilitate emulation of their achievement, in this case motivating their children to enhance their performance in their classes.

Based on this analysis, the relevance of the Resource Framework Theory is demonstrated when analyzing the topic of parental involvement and educational status in the academic performance level of primary school children. The authors pointed out that parents with more economic and cultural capital provide better home environment for learning so their children perform better at school. These parents can help their children with school work, offer assistance, promote their child's learning undertakings at home, and be involved with the teaching staff and school programs. Also, the theory shows how distribution of capital may contribute to the creation of educational relations which are unequal. Parents who are unable to find and secure these resources can fail to support their children adequately and, therefore, their performance in school. In other words, the Resource Framework Theory stresses on the reciprocal interaction between different forms of capital and their influence on education outcomes.

2.2 Parental involvement influence on children academic achievement

This paper will mainly focus on the effect of parental involvement on the academic achievement of children, an area of research interest in education since the past three decades.

A lot of research has pointed out the importance of parents in enforcing learning and academic success, conducive environments. Participation of parent means providing assistance in completing homework, attending school meetings and involvement in any educational

simply activities within the family. Chen, (2024) framework categorizes these activities into six types: learning environment, parent-Teacher associations, home-schooling, interactions, decision making, and homes-school relations. It is worth mentioning that all of these types of motivation have been found to affect student performance in a positive manner. For instance,

Al-Murshidi, Mansor, & Jamil, (2023) affirmed that there is a direct link between parents' involvement, like attending school functions and talking with teachers and enhanced academic achievement.

Several studies find that learners whose parents are engaged in the learning process do better in school compared to their counterparts whose parents are not involved in their learning.

According to a meta-analysis conducted by Ma et al (2022), parental involvement holds positive and significant impact on students' achievements. This has been supported by the research conducted by Şengönül (2022) who also established that parental engagement of students proved to be more effective as compared to other factors such as family characteristics, or SES. Another type of parental involvement is in completing assignments which ranks as the simplest manner of engagement. Research has demonstrated in several occasions that assisted home-tutorial, can bring about improved work accomplishment.

Quijano et al, (2023) also identified that among the parental involvement strategies that facilitated homework completion, it was most effective when parents provide direction rather than doing the work for the child. Nevertheless, it is important to distinguish between different types of involvement here, and Park et al, (2023) pointed out that constructive involvement is helpful, while intrusive or controlling involvement is negative.

Another crucial component of involvement is the expectations of parents. Harsh parental expectations influence increased levels of academic performance and motivation among children. According to Curran and Hill (2022), children have a propensity to absorb their parents' anticipation for success in school, putting an immense impact on their self-conception about school achievement and academic achievement. Along the same line, Zulfiqar et al (2023) have mentioned that the encouragement and | high expectations from students actually promotes academic motivation and study readiness. Therefore, parental involvement as a predictive factor of academic performance is contingent on socioeconomic and cultural variables. Studies show that in parent involvement moderating role, the influences differ depending with economic status. For example, Xing et al, (2024) revealed that, overall, increased parental involvement is in the best interest of all the students, but the effect of this involvement is even more marked among the students from overrepresented socioeconomic backgrounds. Often that is right because basics like resources and parental education level determine the type and quality of involvement.

There are other aspects too that come into play regarding the mode of parental engagement and its effects and one of these is culture. Comparing the different parenting style, Sok and Schwartz (2021) noted that Asian-American parents practice direct viewpoint on involvement due to their cultural belief system in education compliance and authoritative figures. The use of this method has been associated with high academic performance in this category of students.

2.3 Parental educational status influence on primary school children academic performance

The effects of parental educational attainment on children's academic achievement has been looked into many times and it has been proven that parental education status enhance academic achievement rates among children. There are so many researches which have confirmed the relationship between parents educational achievement and that of their children. Lu et al, (2024) concluded that the performance of the children in school is higher in families with high educational standards as compared to the parents with low educational

standards. This association has been credited to the resources and sponsorships from parents who themselves are educated. Since the parents can read the book, then they will most often provide for environment at home that facilitates learning such as provision of books and other teaching aids and having a specific area set apart for study (Vadivel et al, 2023).

The educational level of parents influence children's early cognitive experience and learning that determine academic achievement. Using data from LaMonica et al, (2024), children from highly educated families were found to have a higher level of stimulation and encouragement for the development of their intelligence during their initial years in school. Elementary social learning could also refer to educational activities such as reading, games that develop problem solving skills, and discussions that increases brain power. Also, parents with education are skilled in ensuring their children use appropriate language in writing through reading to them or even encouraging them to participate in discussions, which is key to academic achievement, (Brown, 2023). Parents with high academic standards are those who are educated, hence they expect their children to perform well in school and are more involved. According to Karabacak-Çelik & Aşantugrul, the children of education families appear more confident/assertive and more academically motivated partly due to parental influence where education is valued and expectations high. This supports the observations of Parmar and Nathans (2022), where they noted that socially and economically empowered parents encourage their children to excel in their studies.

Resource availability is another variable that is impacted by the level of education attained by the parents. In the study conducted by Shao et al, (2022) noted that parents with high levels of education contribute and afford to provide their children with relevant necessities to excel in their learning including tutors, sporting events, and computers. From this context therefore, the 4 resources can help in closing the gap between different learning contexts and provide the necessary support that children require in enhancing their academic achievements (Wang et al, 2016). Parents are more likely to be involved in school activities, especially those with an education background and this improves students performance. In the use of these social capital variables, the study found that educated parents are more likely to attend parent teacher meetings, engage in the school functions, and offer their services to school functions. Such participation aids the parents in monitoring their children's academic progress and the school's standards and be in a position to offer even better support at home (Lu et al, 2024).

Furthermore, the educated parents can participate in school activities they set and get good results from the children due to the encouragement they receive from the schools.

On the other hand, children coming from families with low levels of parental education experience various challenges thereby hampering their performance in school. Such difficulties may relate to education, including fewer educational materials, low academic standards, and limited participation in school-related events (LaMonica et al, 2024). Brown (2023) found children for whom education at home is low receive low stimulation, encouragement samples, and low levels of cognitive development all of which reduce academic achievement.

III. Research Methods

The method adopted in the study was a descriptive survey research. A descriptive survey design aims at capturing or describing phenomena in their state or the current status of what is studied without controlling for cause. It builds up a picture of what is the case rather than why it is so and this makes it suitable for use in this study as the study mainly focused on the perceptions of the respondents and the available resources in the Milimani Study Area.

This study was carried out on the teachers in the Otuocha Education Zone, Anambra State, which is a commercial city with several government-owned primary schools. This study

involved all the primary schools in this zone, and five were selected randomly for the purpose of having balance between the genders. The population involved students and teachers from all the government primary school in Otuocha education zone. In all 13, 253 respondents were sourced including 307 teachers drawn from the Post Primary Schools Services Commission (PPSSC), Otuocha zone of Anambra state and 13, 146 pupils. Among the fifty, the five primary schools were selected using simple random sampling techniques. For this research, 30 students and 10 teachers from each of the selected schools were used, making the total number of the respondents 200. To mention some of them, stratified random sampling made sure that gender was well represented. The major data collection method that was used was a structured questionnaire. It consisted of two parts: Section A where the demographics of the respondents was obtained and Section B where data on the influence of home environment on students' academic performance was obtained. Responses were recorded on a 4-point Likert scale: SA, A, D, SD.

The validity of the instrument was established in consultation with the project supervisor and from the two specialists in measurement and evaluation. They got a feedback session, from which a final version was compiled. In this case an initial reliability test was done using the Test-retest method, with the interval set at two weeks. When the data was analyzed by using the Pearson product-moment correlation coefficient the reliability index given was 0.82 which is an appreciable coefficient of reliability for the instrument used. The authors then physically administered and retrieved the questionnaires from the selected schools to ensure 100% completion. Scores for each item were computed and measured by the mean in order to assess the level of agreement or disagreement. The decision rule was based on a mean score of 2.5; scores of 2.5 and above were considered positive influences, while scores below 2.5 were considered negative influences.

IV. Results and Discussion

4.1 Results

- a. Research Question One: To what extent does parental involvement influence their children academic achievement?

Table 1. Mean response score of the respondents on how parental involvement influence their children academic achievement.

S/N	Items	$\bar{X}$	SD	Decision
1	Parents employing home teacher for their children will enhance academic performance	3.41	0.67	Accepted
2	Parents assistance with children study at home enhances their academic performance	3.41	0.52	Accepted
3	Children whose parents provide all their materials need perform well in academics	2.92	0.97	Accepted
4	Parents lack of interest on their child studies motivates them to perform well in school	1.73	0.92	Rejected
5	Adequate parental support on their child studies can enhance children academic performance	2.61	1.24	Accepted
6	Students perform better academically when their parents provide basic educational aids and equipment for their studies.	2.78	2.33	Accepted

7	Parental monitor of children out of school activities can enhance their academic activities	2.52	1.09	Accepted
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The mean response scores from Table 1 indicate that respondents believe parental involvement significantly influences children's academic achievement. Items such as employing a home teacher ($\bar{X} = 3.41$, $SD = 0.67$) and assisting with studies at home ($\bar{X} = 3.41$, $SD = 0.52$) were highly accepted as enhancing academic performance. Providing all necessary materials ($\bar{X} = 2.92$, $SD = 0.97$) and basic educational aids ($\bar{X} = 2.78$, $SD = 2.33$) were also seen as beneficial. In contrast, the notion that parental lack of interest could motivate academic performance was rejected ($\bar{X} = 1.73$, $SD = 0.92$). Overall, the data underscore the positive impact of various forms of parental support on children's academic success.

b. Research Question Two: To what extent does parental educational status influences primary school children academic performance?

Table 2: Mean response score of the respondents on influence of parental educational status on academic performance of primary school children

S/N	Items	$\bar{X}$	SD	Decision
8	Higher parental education of the student's family has influence on the students' academic performance.	3.37	0.70	Accepted
9	The educational background of the student influences a child's self-esteem and confidence in school.	3.25	0.88	Accepted
10	The academic level of parents and positive attitude towards the education of their children can enhance their child academic performance.	3.23	0.95	Accepted
11	Educated parents exposes their children to learning environment in the home, which in turn better his/her academic achievement	3.22	0.94	Accepted
12	Children from educated parents are always provided with more useful forms of instruction that will shape their intellectual development in distinctive ways	3.29	0.80	Accepted
13	When a child comes from an educated home they are more likely to perform higher in academics because their parents always influence their ability or willingness to learn.	3.13	1.49	Accepted
14	Children from an educated background always speak good English because they are provided with literary text at the younger stage.	3.18	1.47	Accepted

The mean response scores from Table 2 demonstrate a consensus that parental educational status positively influences the academic performance of primary school children.

Respondents strongly agreed that higher parental education impacts students' performance ($\bar{X}$ = 3.37, SD = 0.70) and enhances self-esteem and confidence ($\bar{X}$ = 3.25, SD = 0.88). Additionally, the educational background of parents fosters a positive attitude towards education ($\bar{X}$ = 3.23, SD = 0.95) and creates a supportive learning environment at home ($\bar{X}$ = 3.22, SD = 0.94).

4.2 Discussion of Findings

The findings of the research questions analyzed in the study have highlighted the following key discussion points that are supported or opposed by a number of pieces of literature. They are explained one after the other and in details in the following paragraphs looking at each of them systematically. As discussed in the first research question on the effects of parental involvement on academic accomplishment of primary school children, comprises the use of home teacher, helping children study at home, providing the necessary materials needed for study, supporting children academically, equally supporting children with basic educational requirements such as books and stationery, and supervising children's activities when out of school (Tarricone et al, 2023). It should also be noted that the level of parents' engagement is one of the significant factors that influence children's performance in school, and the literature reflects this aspect emphatically. For example, Berry et al, (2016) showed that the practice of contracting home tutors enhances performance as it entails one-on-one coaching. In the same respect, Hameed (2023) pointed to the idea that parents helping with homework and study schedules rehearses positively to their children's learning, acknowledging the role of direct learning support. However, it was established in Chen et al, 2017 that parents' provision of required learning materials was important in their context because; lots of resources led children to perform better than their counterparts. Rebulanan and Samala (2021) agreed with the aforementioned work stating that basic educational aids and equipment is important for the learners. Inghram et al (2008) for instance posit that resource availability strongly determines education outcome hence showing that these specific studies balance the concept of the resource availability in education. Furthermore, active supervision of children's social activities has been deemed to have a positive effect on the performance of children in school. According to Tadesse et al, (2022), children who have their out of school activities kept under check by their parents are more focused and are more determined to study. This is in conformity with the current literature stating that parents' involvement enhances disciplinary outcomes and academic performance. Melkman's (2024) study debunked the tendency of laissez-faire parenting by showing that children need adequate parental attention in order to excel in school.

In table two, the result reveal that majority of the respondent either strongly agree or somewhat agree that parental level of education play role in children's academic achievement. The scholars also supported this by arguing that children from illiterate families may possibly learn little or nothing from home that will create them gain interest in the academics. Another finding of the study is that parents with formal education create a favourable environment for writing at home. Parent education level affects primary school students' performance in countless ways, and parents should endeavor to attain the highest education level possible.

Meta-analyses reinforce the hypothesis that parental education levels influence student performance since educated parents are likely to give birth to intelligent children. For instance, Vadivel et al, (2023) that revealed the fact that children that have their parents with higher education level have higher chances to perform well in academics as compared with children whose parents have low education standards. This finding is in line with Wiborg and Grätz (2022), who noted that among other factors, children's parental education is a critical determinant of their cognition as well as their learning achievements. On the other hand, children who come from families with low parental education mean experience hurdles in

education and low academic achievement as pointed by Davis-Kean et al, (2021). Furthermore, the level of education of the parents affects self-esteem and confidence of the children in the school settings according to Zajda (2024) the children with educated parents' were found to be more confident and positive in their academic performance. Furthermore, research by Long et al, (2023) and Zamfir and Mocanu (2020) highlights parents as influential sources as they help in developing meaningful home environments, positive learning attitudes and early initiation to education activities. It greatly enhances the linguistic and sociolinguistic competency of children which can be evidenced by the study by Butler (2014), which showed that children from educated homes effectively speak good English language.

V. Conclusion

From this study, it was ascertained that home environmental variables have an effect in the performance of primary school children; the most dominant is parental education. The parents who have a higher educational level are aware of the importance of education and are better placed to assist their children in their academic activities thus there is positive relationship between parental education and student performance. This provides a greater support to the hypothesis that children who are raised in supportive homes with educated and involved parents are more likely to perform well in their academic endeavors. Hence, the home environmental factors and parenting styles associated with them are significantly related and contributory to overall student academic performances in primary schools. The research gives useful insights to parents, students, and teachers. Educated parents' children are more likely to excel academically since they receive intellectual stimulation and their parents directly engage them. This advantage can be offset for students from uneducated families through improvement of school facilities and encouragement from teachers so that students can feel that they can achieve well.

Another implication is that school authorities should desist from categorizing students according to their ability and intelligence since students come from different backgrounds and have different capabilities. For the creation of balanced and competitive environment at the classroom, students should be allocated randomly. The study also emphasized the importance of writing, literacy and awareness creation for both the literate and the illiterate parents with more emphasis to the rural areas where such programs are more required.

Recommendations

Based on the research findings and conclusions, the study recommends:

1. The Government and Non-Governmental Organizations should provide mass education to inform parents and caregivers about the importance of a supportive home environment for children's academic achievement.
2. The Government should ensure that students in need are equipped with necessary school facilities, including books and learning materials.
3. The Government should enforce laws to protect school children from child labor prevalent in their communities.
4. Parents should be encouraged to stay actively involved in their children's academic affairs to improve academic outcomes.
5. Parents should be encouraged to develop strategies to improve their income, enabling them to provide basic and school needs sustainably.
6. The Government should build hostels for public schools, allowing students to stay at school and avoid excessive household chores, giving them more time for self-study.
7. Parents and significant others should make homes conducive and stimulating for learning, covering both school subjects and general education.

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