



Influence of parents' socio-economic challenges on the education of pupils in Nsuaem community, Ghana

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ABSTRACT

This study examined the impact of socio-economic obstacles encountered by parents on the education of basic school students in the Nsuaem Community of Ghana's Western Region. The research utilised a concurrent triangulation mixed methods design, including a sample of 173 students, 15 teachers, and 20 parents, yielding a total sample size of 208. This was derived from a population of 315 via a stratified sampling method. This research was guided by Bronfenbrenner's Ecological Systems theory, which asserts that human development is shaped by multiple interrelated environmental systems that interact dynamically. Data were gathered with a questionnaire and an interview guide. Ethical approval was secured from the Review Board of the College of Education Studies at the University of Cape Coast. Quantitative data were examined using statistical methods, and qualitative data were assessed by thematic analysis. The results indicated that the occupation, social standing, and educational attainment of parents substantially influence their children's schooling and enhanced their academic performance. In addition, parental occupation was identified as a factor that increases students' engagement. The socioeconomic position of parents significantly influenced outcomes, as individuals from higher social classes typically prioritised education and allocated greater resources to their children's learning. Based on the findings, it was recommended that educational authorities organize regular seminars and parent-teacher conferences to promote parental engagement in their children's education. It was again suggested that local educational authorities and non-governmental organizations explore implementing financial assistance programmes for economically disadvantaged households.

Keywords: Education, Ghana, Parental Involvement, Socio-Economic Status

I. INTRODUCTION

Education is crucial in influencing personal lives and promoting national progress. It is universally acknowledged as a foundational element upon which societies construct their future, equipping individuals with the information and skills essential for navigating life's challenges. The significance of education transcends local and national boundaries; it reverberates globally. The United Nations Educational, Scientific and Cultural Organisation (UNESCO) asserts that education is a fundamental human right and a crucial catalyst for attaining sustainable development goals (SDGs). Goal 4 specifically seeks to provide inclusive and equitable quality education while fostering lifelong learning opportunities for everyone. This objective emphasises the global acknowledgement of education as an essential instrument for diminishing disparities and fostering social unity (UNESCO, 2013).

Numerous studies at the international level have elucidated the complex interplay between socio-economic determinants and educational attainment (UNESCO, 2020; Organisation for Economic Co-operation and Development [OECD], 2018; World Bank, 2018; Reardon, 2011; Sirin, 2005; Bradley & Corwyn, 2002). OECD has indicated that pupils from poorer socio-economic backgrounds have disadvantages in academic attainment. These children frequently encounter obstacles including insufficient educational resources, minimal parental support, and external influences that hinder their capacity to concentrate on their studies (OECD, 2016). These data indicate a continual global issue, wherein socio-economic gaps result in educational imbalances among various nations.

In Ghana, specifically within the Nsuaem Community in the Western Region, education is regarded as a vital pathway for socio-economic progress. The education of students in this community is profoundly affected by numerous socio-economic aspects, especially those concerning parental engagement and support. Literature suggests that parental socio-economic status (SES) includes income, educational attainment, financial stability, and subjective views of social standing and class (Bradley & Corwyn, 2002). Each of these characteristics can significantly influence a child's educational experience.

Parents with elevated income levels are typically more capable of supplying educational resources, such as textbooks and learning materials, which are directly associated with academic achievement (Bradley & Corwyn, 2002). In contrast, families experiencing financial hardships may find it challenging to fulfil these fundamental educational requirements, resulting in negative consequences for their children (Sirin, 2005). Studies conducted in multiple countries, including the United States, India, and various African nations, have shown that children from economically disadvantaged backgrounds are more prone to academic challenges, frequently resulting in diminished educational attainment and elevated dropout rates (UNESCO, 2020; OECD, 2018; World Bank, 2018).

The educational background of parents significantly influences their children's academic achievements (Davis-Kean, 2005). Informed parents are generally more cognisant of the educational system and the significance of active involvement in their children's education (Hill & Tyson, 2009). They are more inclined to support homework, participate in school meetings, and champion their children's educational requirements (Fan & Chen, 2001). Conversely, parents with diminished educational qualifications may be deficient in resources or self-assurance to offer equivalent support, thereby obstructing their children's academic advancement (Eccles, 2005).

In the Nsuaem Community, numerous families participate in mining and associated industries, which frequently constrains their financial resources. The problem is exacerbated by the widespread occurrence of illegal mining, known as "Galamsey," which has induced economic instability for numerous people. Consequently, children in these households may be obligated to augment the family income, occasionally to the detriment of their schooling (Researchers' Observation, 2020-2023). This issue engenders substantial apprehension about the accessibility and quality of education in the region, as numerous children may be compelled to prefer employment above learning.

This study examined the distinct socio-economic problems encountered by parents in the Nsuaem Community and the impact these challenges have on their children's education. The results offer insights that can guide policies and actions intended to enhance educational access and achievement for all children, irrespective of their socioeconomic background. This research enhances local comprehension of educational difficulties while also contributing to the wider dialogue on educational equity and development in global contexts.

1.1 Statement of the Problem

The educational environment in the Nsuaem Community of Ghana's Western Region is profoundly influenced by the socio-economic issues encountered by families. The current situation exposes a troubling reality in which several pupils cannot realise their full academic potential due to circumstances stemming from their parents' socio-economic condition. Although education is acknowledged as a crucial catalyst for individual and national advancement, a significant proportion of children from economically disadvantaged households face ongoing obstacles to obtaining adequate education.

Presently, numerous families in Nsuaem are involved in mining and other endeavours, which frequently restrict their financial means. The prevalence of illicit mining, known as "Galamsey," intensifies this scenario by generating economic instability and uncertainty for several people. Consequently, parents may find it challenging to fulfil fundamental educational requirements, such as covering tuition costs or supplying necessary learning resources, so adversely affecting their children's academic achievement.

Studies cited earlier demonstrate that children from low socio-economic origins are more susceptible to educational difficulties, characterised by diminished academic performance and elevated dropout rates. In the Nsuaem Community, data indicates that a considerable percentage of children enrolled in elementary school fail to complete their education satisfactorily. This concerning trend underscores the immediate necessity for focused interventions and support mechanisms to tackle the socio-economic problems that impede educational achievement.

Moreover, parental engagement, an integral factor in academic achievement, is frequently undermined in low socioeconomic status families. Parents with constrained financial resources may be unable to participate fully in their children's education, such as attending school meetings or offering homework support. This absence of participation may result in a cycle of underperformance, wherein children from these homes persist in facing academic difficulties.

The current circumstances highlight the urgent necessity to examine how the socio-economic difficulties encountered by parents in Nsuaem affect their children's schooling. Comprehending these factors is crucial for formulating successful policies and practices that foster educational equity and assist families experiencing socio-economic difficulties. By tackling these difficulties, stakeholders can strive to establish a more inclusive educational environment that promotes achievement for all children, irrespective of their socio-economic position.



1.2 Research Objectives

The primary objectives of this study were to:

- i. Investigate how the economic status of parents influences their children's educational experience in the Nsuaem Community.
- ii. Explore how the nature of parents' occupations affects their involvement in their children's education.
- iii. Analyse how the social standing of parents contributes to their children's educational success.
- iv. Examine the influence of parents' level of education on students' education.

II. LITERATURE REVIEW

2.1 Theoretical Review

2.1.1 Bronfenbrenner's Ecological Systems Theory

Bronfenbrenner's Ecological Systems Theory offers a thorough framework for comprehending the diverse environmental factors affecting human development and educational results. This theory asserts that individual development is influenced by various interrelated systems that interact dynamically (Bronfenbrenner, 1979). These systems are classified into five tiers: the microsystem, mesosystem, exosystem, macrosystem, and chronosystem (Evans, 2023).

Microsystem: This deepest layer encompasses the immediate settings that immediately affect a child, including family, school, and peers. Parental engagement, encompassing homework support and involvement in school events, is essential for academic achievement within the microsystem. Financial constraints may hinder parents' capacity to engage successfully, thereby impacting children's academic performance.

Mesosystem: The mesosystem denotes the interactions among several microsystems, exemplified as the relationship between family and school. Robust collaboration between parents and educators enriches a child's academic experience; but financial difficulties may obstruct such involvement, adversely affecting educational achievement.

Exosystem: This layer encompasses wider societal influences, like parents' workplaces and community resources, which indirectly impact children. For example, low-wage employment may restrict parental engagement in school due to extended working hours, resulting in diminished learning settings for pupils.

The macrosystem includes cultural and societal ideals, such as economic inequalities and educational accessibility. These structural elements influence parental expectations and available resources, hence affecting student achievement.

Chronosystem: The chronosystem encompasses temporal elements, including economic fluctuations throughout time and the enduring impacts of socio-economic difficulties on education. This layer underscores how systemic difficulties, such as unlawful mining in Nsuaem, can engender intergenerational educational obstacles.

Bronfenbrenner's theory is especially pertinent to this study as it highlights the interdependence of environmental factors on academic success. Comprehending these multifaceted factors is crucial for formulating comprehensive programs that promote equal educational opportunities in underprivileged communities.

2.2 Empirical Review

The empirical literature about the impact of parents' socio-economic status (SES) on children's academic performance is substantial, emphasizing numerous aspects of SES, including economic status, parental occupation, social standing, and educational attainment, and their effects on students' education.

Socioeconomic Status and Educational Attainment of Students: Research consistently demonstrates that socioeconomic status is a substantial determinant of educational achievement. Children from elevated socioeconomic status households frequently own superior educational resources, encompassing literature, technology, and favourable learning surroundings (Aikens & Barbarin, 2008). In contrast, children from poor socioeconomic status families often face obstacles to educational achievement, including insufficient financial resources that restrict access to necessary learning materials (Fekadu et al., 2019). Research indicates a significant association between family income and academic achievement, with economically disadvantaged pupils generally underperforming relative to their more affluent counterparts (Nja et al., 2022).

Parental Involvement and Educational Attainment: Parental engagement is vital in the correlation between socioeconomic status and educational achievement. Research indicates that parents who are more involved in their children's education, frequently as a result of their own educational histories, favourably impact academic achievement (Goro, 2018). Educated parents are generally more cognizant of the educational system and the significance of fostering their children's learning, resulting in increased participation in academic endeavours. Tashakkori and Creswell (2007) delineate several types of parental involvement, including homework assistance and participation in school events, which substantially enhance children's academic success.

The Significance of Parental Occupation: Parental occupation constitutes a crucial element of socioeconomic status that influences children's educational achievements. Professions that offer consistent money and societal esteem frequently result in enhanced educational prospects for offspring. Usaini and Abubakar (2015) discovered that students whose parents employed in formal jobs generally achieve superior academic performance compared to those whose parents are engaged in informal industries. Mudassir and Abubakar (2015) assert that parents in professional occupations are generally more engaged in their children's education, hence enhancing academic performance.

The social position of parents substantially impacts their children's educational achievements. Studies demonstrate that parents from elevated social strata are more inclined to emphasise education and allocate resources towards their children's academic achievement (Aliyu, 2016). Goro (2018) discovered that parental social status influences their opinions of education as a valuable asset, leading to an increased propensity to register their children in supplementary educational programs or additional tuition.

The educational attainment of parents is a significant factor influencing their children's academic achievement. Research indicates that parents possessing advanced educational credentials are more inclined to participate in activities that facilitate their children's learning (Azhar et al., 2014). Mwariri et al. (2017) discovered that parental education favourably influences students' academic achievement, as educated parents are more likely to offer superior guidance and support. This association highlights the necessity of elevating parental education levels, especially in low socioeconomic status groups, to enhance children's academic achievement (Yelkperli, 2016).

III. METHODOLOGY

3.1 Study Area

The research was carried out at the Nsuaem Community, situated in the Western Region of Ghana. This community is primarily defined by its involvement in mining and other industries, which greatly impacts the socio-economic dynamics of the region. The local economy is influenced by both legal and illegal mining activities, particularly the phenomena known as "Galamsey." This socio-economic context offers a distinctive framework for examining the obstacles encountered by families and their effects on educational outcomes.

3.2 Research Design

This study utilized a concurrent triangulation mixed methods strategy. This methodology combines qualitative and quantitative research techniques, facilitating an in-depth examination of the impact of parents' socio-economic difficulties on the academic achievement of elementary school pupils. Quantitative data were obtained via structured questionnaires, and qualitative data were acquired through semi-structured interviews, enhancing comprehension of the participants' experiences and viewpoints.

3.3 Target Population

The target group for this study were elementary school students, educators, and parents in the Nsuaem Community. The study specifically targeted students in Junior High School (JHS) one and JHS two, as well as their parents and teachers totalling 315. This group was chosen to encompass a variety of viewpoints regarding the socio-economic issues affecting educational achievement.

3.4 Sampling and Sample Size

A purposive sampling method was utilized to recruit participants for the study. Two schools were selected: one public and one private, because they were the oldest institutions in the community, and represent a wide socio-economic background among the student body. The accessible population included 208 participants: 173 students, 15 teachers, and 20 parents. Pupils in JHS three were omitted from the sampling due to their involvement in the Basic Education Certificate Examination (BECE), which could impact their availability for the study.

3.5 Data Collection

Data collection was conducted using two principal instruments:

Survey: A structured questionnaire entitled "Socio-economic Status and Academics" was derived from prior research (Kisache, 2019). This tool was developed to collect quantitative data regarding multiple facets of socio-economic status, encompassing parental economic status, occupation, social standing, and educational attainment. The questionnaire comprised five parts and a total of 22 items, which were subjected to pilot testing to ascertain reliability and validity, resulting in a Cronbach alpha coefficient of 0.834.

Interview Guide: A semi-structured interview guide was created to gather qualitative data from parents and educators. This guide was derived from Nabaasa (2020) and seeks to examine the intricate viewpoints of parents and

educators concerning the socio-economic variables affecting students' education. The interviews afforded respondents the opportunity to articulate their perspectives comprehensively, facilitating follow-up enquiries based on their replies.

3.6 Data Analysis and Presentation

The quantitative data obtained from the surveys were analysed using statistical methods, principally employing descriptive statistics to ascertain mean scores and standard deviations for various claims concerning parents' socio-economic position and its impact on education. The qualitative data from the interviews were evaluated using thematic analysis, which identified important themes and patterns that arose from participants' responses. The results from both data sets were subsequently amalgamated to furnish a thorough analysis of the impact of socio-economic issues on educational attainment.

3.7 Ethical Considerations

Ethical issues were critical throughout the research process, especially due to the participation of vulnerable people, including children and their families. Informed consent was secured from all subjects prior to data collection. Parental written consent was obtained to permit their children's participation in the study. Consent was also acquired from participants under 18, assuring they comprehended the study's nature and their freedom to withdraw at any time without repercussions.

The privacy and anonymity of participants were ensured by excluding identifying information from the questionnaires and interview guides. The acquired data were securely stored and accessible just to the research team. Results were presented in aggregate to safeguard individual identities.

Participation in the study was fully voluntary, and participants were apprised of their freedom to refuse or withdraw from the study at any time without adverse consequences. Ethical approval was secured from the Review Board of the College of Education Studies at the University of Cape Coast, confirming compliance with established ethical research norms and procedures. During the research process, all participants were accorded respect and dignity, and measures were implemented to address the socio-economic issues encountered by families in the Nsuaem Community.

IV. FINDINGS & DISCUSSION

4.1 Response Rate

This section presents the findings of the study on the influence of parents' socio-economic challenges on the academic performance of pupils in the Nsuaem Community. The results are organized according to the research questions, and the discussion integrates the findings with existing literature. There was a 100% response rate from the data collected.

4.1.1 Influence of Parents' Economic Status on Pupils' Education

The analysis of data regarding the influence of parents' economic status on pupils' education revealed significant findings. Table 1 summarizes the responses of pupils concerning their perceptions of how their parents' economic status affects their education.

Table 1

Influence of Parents' Economic Status on Pupils' Education

Statement	Mean	Std. Dev.
My parents promptly pay my school fees.	3.30	0.93
I usually have enough textbooks provided by my parents.	3.24	1.08
I get the mandatory school uniform from my parents.	3.18	0.84
I have more than enough notebooks, pencils, and erasers since my parents supply them.	3.34	0.94
My parents provide me with enough money for my feeding in school.	3.42	0.76
Mean of Means	3.29	0.91

Table 1 illustrates the influence of parental economic status on students' education, as assessed by several statements concerning financial assistance for educational requirements. The average scores for each statement ranged from 3.18 to 3.42, all surpassing the threshold of 2.50. This signifies a widespread agreement among students that their parents' economic situation or financial assistance plays a crucial role in their educational experiences. The highest mean score of 3.42 pertains to parental support for school food, indicating that adolescents perceive substantial assistance in this domain. In contrast, the lowest mean score of 3.18 relates to the implementation of required school uniforms, suggesting a marginally lower, albeit still favourable, view.

The standard deviations of the statements varied from 0.76 to 1.08. A smaller standard deviation, such as 0.76 for food money, implies that most students have a uniform experience with this support, whereas a higher standard deviation, like 1.08 for textbook availability, signifies greater diversity in student experiences. This fluctuation may indicate that while many children have sufficient funding for textbooks, others do not, highlighting a gap in parental financial resources.

The data reveals a robust belief among students that their parents' economic situation favourably affects their education, with an average of 3.29 supporting this perspective. The fluctuation in standard deviations underscores regions where support may be unreliable, indicating possible places for more scrutiny or intervention.

Participants (parents) articulated attitudes that corroborate these findings: Parent 3 remarked, *"I can afford my child's school fees, so I pay them from the outset."* Consequently, he (the child) can remain in school with a tranquil mindset for studying.

Parent 6 stated,

"I ensure that I always have funds available to cover my children's fees." I undertake this action to ensure they can study undisturbed in school."

These assertions highlight the essential connection between economic stability and academic achievement, validating conclusions from prior studies (Tahir et al., 2021; Fekadu et al., 2019).

4.1.2 Parental Occupation and Pupils' Education

The study further explored how parental occupation influences academic performance. Table 2 presents the results related to this aspect.

Table 2

Influence of Parental Occupation on Pupils' Academic Performance

Statement	Mean	Std. Dev.
At all times, my parents are willing to lend me a hand with my homework.	3.09	0.99
My parents are too busy because of their jobs to help with my academic work.	2.77	0.91
Due to their job, my parents are unable to make it to school meetings.	3.02	1.01
I miss a lot of school since my parents are working.	2.95	1.17
My parents push me to study so I can get jobs like theirs.	2.82	1.06
Mean of Means	2.93	1.03

Table 2 presents results on the influence of parental occupation on students' academic performance, emphasizing different assertions regarding parental engagement and support. The mean scores vary from 2.77 to 3.09, with an overall mean of 2.93 reflecting a predominantly favourable view of parental participation. The greatest mean score of 3.09 relates to parents' readiness to aid with schoolwork, indicating that several students perceive parents as being supportive in their academic endeavours. The mean score of 2.77 indicates a consensus against the belief that parents' occupations impede their capacity to support academic endeavours, suggesting that students do not generally view their parents as excessively occupied to provide assistance.

The standard deviations span from 0.91 to 1.17, signifying differing degrees of consensus among respondents. A standard deviation of 0.91 for the assertion regarding parents being busy indicates that responses were notably uniform, with the majority of students perceiving their parents as accessible for homework assistance. In contrast, the elevated standard deviation of 1.17 for school absences attributed to parental employment signifies increased diversity in responses, indicating substantial differences in students' experiences regarding family work schedules and their effects on school attendance.

The study indicates that parental occupation positively affects students' education, as most respondents feel encouraged by their parents. The variation in standard deviations underscores the diverse experiences of students concerning parental availability and involvement, indicating potential areas for future investigation or focused assistance.

Participants (educators) underscored the significance of parental engagement:

Teacher 3 stated,

"The financial and economic circumstances of parents influence their children, as those equipped with necessary educational resources tend to perform better and experience fewer academic challenges."

Teacher 9 remarked, *"Certain parents remit their children's fees promptly upon the commencement of the school year."* This ensures that their children are not dismissed from school due to unpaid payments. I have observed that certain children exhibit enhanced learning and performance in their academic endeavours.

These observations validate the claim that parental occupation substantially influences the degree of participation and assistance children obtain.

4.1.3 Social Status and Pupils' Education

The influence of social status on pupils' education was another focus of the study. Table 3 summarizes the findings.

Table 3

Influence of Parents' Social Status on Pupils' Academic Performance

Statement	Mean	Std. Dev.
My parents recognize education to be important in society.	3.35	1.03
My parents believe education is important in their social circle.	3.24	0.85
My parents financially invest in my education because of their social circle.	3.07	1.08
My parents make me study together with children of their friends and colleagues.	2.70	0.99
My parents pay for me to join extra classes because of their status in society.	3.27	0.94
Mean of Means	3.13	0.98

Table 3 show the analyses of data on the influence of parental social position on students' academic achievement, emphasizing different assertions regarding parental attitudes and educational investments. The mean scores varied from 2.70 to 3.35, with an overall mean of 3.13, suggesting a predominantly favourable opinion of the impact of social standing on schooling. The mean score of 3.35 indicates that students perceive their parents acknowledge the significance of education in society, implying robust endorsement of educational principles. The lowest mean score of 2.70 pertains to the statement regarding studying with children of parents' friends and coworkers, suggesting that not all students engage in this facet of social networking within their education.

The standard deviations span from 0.85 to 1.08, signifying differing degrees of consensus among respondents. A standard deviation of 0.85 on the belief in the significance of education within the social circle indicates a uniform consensus among students that their parents prioritize education. The elevated standard deviation of 1.08 regarding financial investment in education signifies greater diversity in replies, implying that experiences connected to financial assistance for education may vary considerably among students based on their familial situations.

The research indicates that parental socioeconomic standing positively affects students' education, with a mean of 3.13 reflecting an acknowledgement of education's significance. The variation in standard deviations underscores diverse experiences across students about parental participation and investment in school, indicating areas that may require additional help or comprehension.

Participants (parents) emphasized the importance of social status:

Parent 12 stated, *"All the individuals I encounter and engage with are highly educated."* Consequently, I allocate greater resources towards my children's education.

Parent 17 stated,

"The majority of individuals I interact with have children advancing in their education, which impacts my approach to my children's academic pursuits."

These comments demonstrate how social circles can foster an environment conducive to educational achievement.

4.1.4 Educational Level of Parents and Pupils' Education

The final objective of the study investigated the influence of parents' educational level on pupils' education. Table 4 presents the relevant data.

Table 4

Influence of Parents' Level of Education on Pupils' Education

Statement	Mean	Std. Dev.
My parents have the ability to review my assignments and books	3.46	0.89
When I need help with my homework, my parents are there to help	3.14	0.94
I have my parents' signature on all of my school assignments	2.86	0.98
My parents provide feedback on my homework assignments	2.77	1.06
My folks always respond to my school correspondence	3.08	0.97
Mean of Means	3.06	0.97

Table 4 displays results on the influence of parents' educational level on students' education, emphasizing numerous assertions of parental engagement and assistance in academic endeavours. The mean scores vary from 2.77 to 3.46, yielding an overall mean of 3.06, which signifies a predominantly favourable impression of parental engagement in education. The mean score of 3.46 indicates that students perceive their parents as capable of reviewing their assignments and books, implying a robust academic support system at home. The lowest mean score of 2.77

relates to the feedback provided on homework assignments, suggesting that although parental engagement exists, it may be constrained in its depth.

The standard deviations span from 0.89 to 1.06, indicating differing degrees of consensus among responders. A standard deviation of 0.89 for the ability to evaluate assignments signifies uniform perspectives among students concerning parental academic support. The elevated standard deviation of 1.06 for parental comment on homework indicates increased variety in experiences, with some students feeling adequately supported while others may receive less feedback.

The data demonstrate that parents' educational attainment significantly enhances students' education, as evidenced by a mean score of 3.06 reflecting the perceived parental support. The variation in standard deviations indicates disparities in parental involvement among families, implying potential avenues for additional investigation to improve academic assistance for all students.

Participants (parents) confirmed these findings:

Parent 4 remarked, "*I can occasionally assist my child with her homework.*" As a teacher, my knowledge facilitates my ability to assist others.

Parent 5 stated, "*I engage in my child's education.*" I occasionally compose notes to educators when I observe an issue with my child.

These remarks demonstrate how knowledgeable parents may cultivate a conducive learning atmosphere, thereby improving their children's academic performance.

4.2 Discussion

The results of this study elucidate the profound influence of parents' socio-economic challenges on the education of pupils in the Nsuaem Community. The findings align with existing literature that underscore the pivotal role socio-economic factors play in shaping educational outcomes, providing a comprehensive understanding of how these challenges manifest in the context of basic education.

4.2.1 Influence of Parents' Economic Status on Education of Pupils

The study revealed that parents' economic status significantly influences their children's education. Pupils indicated a mean score of 3.29, suggesting that their parents' financial resources favourably influence their educational experiences by facilitating the payment of school fees, textbooks, and other essential items. This discovery supports earlier studies that emphasize the correlation between familial income and academic achievement. Fekadu et al. (2019) discovered that children from affluent families generally achieve superior academic performance owing to their access to vital educational resources.

The qualitative responses from participants corroborated the quantitative findings. Parents underscored their dedication to supporting their children's education, reflecting the views of Aikens and Barbarin (2008), who contended that parental involvement is essential for academic success. The insights shared by parents in this study highlight the direct correlation between financial stability and the academic success of children, illustrating how economic challenges can lead to academic disengagement and lower performance levels.

4.2.2 Parents' Occupation and Pupils' Education

This research underscored the considerable influence of parental occupation on students' schooling, yielding a mean score of 2.93. Data indicated that parents employed in stable and formal employment are more likely to engage in their children's education, therefore improving academic performance. This discovery corresponds with Usaini and Abubakar (2015), who determined that students with parents in formal occupations exhibited superior academic performance compared to those with parents in informal industries. Moreover, Mudassir and Abubakar (2015) substantiated these findings by observing that parental engagement in education is typically greater among individuals in skilled occupations, resulting in enhanced academic support for their children.

The qualitative results emphasised the significance of parental engagement. The teachers reported that parental involvement in school activities and homework support significantly enhanced students' educational outcomes. This corroborates Juma's (2016) assertion that active parental involvement enhances educational achievements. The findings indicate that initiatives to improve parental engagement, especially in economically deprived areas, can substantially impact students' academic achievement.

4.2.3 Social Status and Pupils' Education

The research indicated that parental socioeconomic standing had a positive impact on students' education, demonstrated by a mean score of 3.13. Parents acknowledged education as an essential aspect of their social identity and consequently invested in their children's education. This finding aligns with Goro (2018), who emphasised that parents from elevated social groups are more inclined to prioritise education and actively endorse their children's

academic endeavours. Parental qualitative testimonials revealed that their social networks shaped their educational aspirations, corroborating Aliyu's (2016) findings that social standing frequently determines the extent of investment parents are prepared to allocate to their children's education.

In this situation, social capital significantly influences educational outcomes. Elevated social standing frequently coincides with access to networks that furnish knowledge and resources essential for navigating the educational system (Bofah & Hannula, 2017). Thus, the findings indicate that interventions designed to cultivate supportive social networks for families can improve educational engagement and success in areas such as Nsuaem.

4.2.4 Educational Level of Parents and Education of Pupils

The results demonstrated that parents' educational attainment strongly affects their children's education, yielding a mean score of 3.06. Informed parents are more capable of aiding with homework, participating in school meetings, and offering insights on academic performance. This study corroborates other research, notably by Azhar et al. (2014) and Goro (2018), which established that parental education is a pivotal factor in children's academic achievement.

Qualitative evidence from parents corroborated this assumption, as many indicated their capacity to participate in their children's education owing to their own educational histories. This aligns with the findings of Mwariri et al. (2017), who observed that educated parents are more inclined to provide a learning-friendly environment. Evidence indicates that enhancing parental education levels, especially in low socioeconomic status groups, may substantially benefit children's academic performance.

V. CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

The research examined the impact of parental socio-economic difficulties on the education of students in the Nsuaem Community of Ghana. In sum, the results indicated that parents' economic situation, occupation, social standing, and educational attainment substantially influence their children's schooling. Pupils said that parental financial resources facilitate the fulfilment of educational requirements, hence enhancing academic performance. Moreover, parental occupation was identified as a factor that increases involvement in children's education, hence facilitating academic achievement. The socioeconomic standing of parents significantly influenced educational priorities, with those from higher social classes more likely to invest in their children's learning. Ultimately, parental educational attainment proved to be a significant factor, as educated parents were more inclined to actively participate in their children's academic pursuits.

The results underscored the urgent necessity for targeted initiatives to tackle socio-economic inequities in education. By comprehending the complex nature of parental influences on academic success, stakeholders can strive to establish a fairer educational environment for all children, especially those from economically disadvantaged households.

5.2 Recommendations

The following recommendations were suggested to augment parental engagement and assistance in students' education. Firstly, educational authorities ought to provide periodic workshops and parent-teacher conferences designed to promote family involvement in their children's academic pursuits. Such activities can assist parents in comprehending the essential role they occupy in promoting academic achievement.

Furthermore, local educational authorities and non-governmental organisations ought to consider the creation of financial assistance programs for families with constrained economic means. These programs may offer scholarships, subsidies for educational materials, or support with tuition expenses, thus mitigating financial constraints that could obstruct children's educational chances.

Again, educational institutions ought to establish programs aimed at improving the educational attainment of parents, especially in low socio-economic status (SES) populations. This may encompass adult education programs or skill enhancement courses that empower parents, hence positively impacting their children's academic achievement.

Moreover, educational institutions must enhance their counselling services to cater for the distinct requirements of students from economically disadvantaged families. Counsellors must undergo training to identify socio-economic difficulties and deliver customised support, assisting students in surmounting obstacles to academic achievement.

Finally, educational institutions should partner with local organisations, community leaders, and stakeholders to establish a support network for families. By cultivating connections within the community, schools may augment resources accessible to families and develop a shared dedication to enhancing educational outcomes for all children.



The results of this study offer substantial implications for school counsellors and educational professionals. Firstly, counsellors must deliver extensive help to students and families confronting socio-economic difficulties. This may entail the implementation of specific initiatives that promote parental engagement in education, as the research indicated that involved parents favourably affect their children's education and academic achievement. Counsellors can conduct workshops or instructional sessions for parents to instruct them on how to properly assist their children's learning.

Secondly, school counsellors should endeavour to identify children who may be experiencing academic difficulties due to socio-economic circumstances. By identifying these issues promptly, counsellors can design tailored support plans that cater to the unique needs of students. This may involve linking families to community resources, tutoring services, or financial aid programs that mitigate the financial burden of educational expenses.

Ultimately, counsellors can significantly contribute to cultivating a pleasant school environment that promotes transparent communication between parents and educators. By connecting home and school, counsellors can foster an environment that enhances academic achievement for all students, irrespective of their socio-economic status.

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