



Parental Involvement and Its Role in Reducing Out-of-School Children in Emohua Local Government Area, Rivers State, Nigeria

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Abstract

The study assessed the role of parental involvement in reducing the number of out-of-school children in Emohua Local Government Area of Rivers State. The study adopted a descriptive survey research design. The population of the study comprised 2,480 parents. A sample size of 344 respondents was determined using the Taro Yamane formula. The study employed a stratified random sampling technique. The instrument for data collection was a structured questionnaire titled “Parental Involvement and Out-of-School Reduction Questionnaire (PIOSRQ)”. The instrument was administered personally by the researchers with the help of trained research assistants who visited the respondents. Three experts in Test and Measurement validated the instrument. Cronbach Alpha method yielded a coefficient of 0.86. Out of 344 copies of the instruments administered, 335 copies were retrieved. Multiple regression associated with t-test answered research questions and also tested hypotheses at a 0.05 level of significance. The study found that active parental engagement, especially supervision and provision of learning materials, is crucial in minimizing the number of out-of-school children, parents with higher educational exposure and awareness are more effective in sustaining their children’s school enrollment and stable income, employment, and favorable living conditions enhance parents’ ability to sustain their children’s education and prevent dropouts. The study recommended among others that government agencies should create employment opportunities and improve living standards to help parents maintain stable income and sustain their children’s education, thereby preventing school dropouts.

Keywords: Role of Parental Involvement, Reducing the Number of Out-of-School Children.

Introduction

Parental involvement plays a vital role in tackling the persistent issue of out-of-school children, especially in developing countries like Nigeria. It refers to the active participation of parents in their children’s educational journey through regular communication with teachers, supervision of schoolwork, and the creation of a supportive learning atmosphere at home. As noted by Adeyemi and Ojo (2022), such involvement greatly enhances children’s motivation, attendance, and retention in school. The family acts as the child’s first learning environment before the school. Thus, involvement of parents in reducing the number of out-of-school children is likened to the involvement of teachers in attaining competency in teaching and assessment as seen in Ugada and Ocheni (2025), shaping their attitudes toward education and influencing long-term academic outcomes. When parents show consistent interest in their children’s academic progress, assist with homework, and encourage participation in school activities, the likelihood of regular attendance and successful completion of basic education significantly increases. Building upon this foundation, parental engagement can be understood as a multidimensional concept that combines emotional, cognitive, and behavioral support. Research by Hassan and Adebayo (2023) demonstrated that parents who read with their children, help with assignments, and attend school meetings play a critical role in improving literacy and fostering a sense of belonging among students. However, in many low-income communities, this engagement is hindered by poverty, illiteracy, and deep-rooted cultural norms that discourage formal education, particularly for girls. As Oladipo (2021) argued, community-based educational awareness initiatives can equip parents with the knowledge and motivation necessary to sustain their children’s schooling. Therefore, promoting parental engagement remains a vital strategy for reducing dropout rates and improving access to education.

To effectively understand the influence of parental involvement, it is important to assess both the structural and attitudinal barriers that shape parents' participation. In rural regions, for instance, parents often lack resources, awareness, or time to support their children's education, leading to absenteeism and early withdrawal. Nwachukwu and Eke (2022) observed that households under economic strain tend to prioritize short-term income over long-term educational benefits. Furthermore, practices such as early marriage and child labor reduce the likelihood of school continuation. Therefore, meaningful assessment must include both qualitative and quantitative indicators such as attendance at school meetings, communication frequency with teachers, and home supervision of learning. These metrics enable policymakers to identify key intervention points for re-engaging parents and minimizing school dropout rates. Extending this discussion, government policies and community partnerships also play an essential role in fostering parental participation. Initiatives such as parenting workshops, public sensitization programs, and conditional financial support for low-income families have been shown to improve parental commitment to education. As highlighted by Usman and Bello (2023), collaboration between schools and parents enhances transparency, accountability, and academic performance. When parents understand the long-term social and economic advantages of education, they are more inclined to invest their time and resources in their children's learning. Consequently, promoting parental involvement should be viewed as a cornerstone in achieving Sustainable Development Goal 4, which emphasizes inclusive and equitable quality education for all. Beyond policy frameworks, practical parental participation directly affects children's school attendance and reduces dropout rates, particularly in low-income areas. Home supervision, open communication with teachers, and the provision of learning materials all play distinct yet interconnected roles in ensuring educational continuity. Regular home supervision such as checking assignments, ensuring punctuality, and setting study schedules fosters discipline and motivation among children (Adeniyi & Ogunleye, 2023). Similarly, effective parent-teacher communication allows early detection of academic or behavioral difficulties that could lead to absenteeism. The provision of basic learning resources, including textbooks, uniforms, and digital devices, further reinforces a sense of preparedness and belonging in learners (Okon & Igbokwe, 2022). In the Nigerian context, where many families face economic and infrastructural barriers, such proactive involvement helps mitigate the negative effects of poverty, insecurity, and inadequate school facilities. The synergy of these efforts strengthens the home-school relationship and supports consistent enrollment and academic progress.

Empirical evidence supports these observations. Brightlight et al. (2021) revealed that active parental involvement through consistent monitoring, attendance supervision, and home learning support significantly reduces absenteeism and enhances engagement. Similarly, Akindipe et al. (2025) found that structured parental involvement programs focusing on supervision, teacher communication, and learning material provision improved students' performance and attendance, even when changes in self-efficacy were moderate. These findings confirm that direct and consistent engagement between home and school has a measurable impact on student success. In a related study, Oluwole and Ibrahim (2023) reported a 39% improvement in pupil attendance due to enhanced supervision and communication among rural parents. Likewise, Adekunle and Osei (2022) observed that learning material provision and participation in school meetings significantly reduced dropout rates among low-income families in Southwestern Nigeria. This aligns with Epstein's Parental Involvement Theory (1995), which posits that strong home-school collaboration fosters shared responsibility for learning, improving motivation and achievement outcomes. A critical determinant of parental participation lies in parents' educational background and attitude toward schooling. Lawal and Eze (2024) found that educated parents tend to appreciate formal education more deeply, understand its long-term value, and engage more actively with teachers and school programs. Such parents often provide conducive home environments, assist with homework, and encourage persistence despite challenges. Conversely, parents with limited education may not fully perceive the importance of continuous schooling, sometimes prioritizing immediate income-generating activities (Sule & Mohammed, 2023). Encouragement, open dialogue about school experiences, and expressions of aspiration from parents contribute significantly to children's motivation and persistence. Research across Nigeria consistently indicates that children from literate households demonstrate higher attendance and academic performance. Thus, parental literacy and awareness programs are effective interventions for reducing dropout and promoting lifelong learning.

Supporting this, Gabriel et al. (2016) discovered that parents with higher education levels are more likely to supervise homework, value school success, and sustain consistent attendance. Pomerantz, Moorman, and Litwack (2022) further found that such parents hold stronger educational expectations and instill self-belief in their children, which fosters school persistence. These findings underscore the decisive influence of parental education and attitude on children's academic continuity. Similarly, Nwankwo and Yusuf (2023) reported that parents with secondary or tertiary education display stronger commitment to schooling, driven by awareness of its long-term benefits. Chukwu and Hassan (2022) also observed that literacy and numeracy competence

increased parents' confidence to engage with teachers, raising sustained enrollment by 27%. These patterns resonate with Bandura's Social Cognitive Theory (1986), which asserts that learning and behavior are shaped by observation, social experience, and self-efficacy explaining how educated parents serve as effective role models for their children. Socio-economic conditions remain a dominant factor influencing parents' ability to support education and prevent dropout. Families with stable incomes can afford tuition, transport, and learning materials, thereby enhancing attendance and performance (Udo & Bassey, 2022). In contrast, low-income parents face financial strain that often leads to child labor or inconsistent school attendance. Economic challenges also limit parents' availability for school-related activities and communication with teachers. Ekanem and Idowu (2023) noted that occupational stability and social class determine the quality of education accessible to children, such as private tutoring or after-school programs. Moreover, variables like family size, parental employment, and housing quality shape the home learning environment. To address these disparities, policies focused on community-based scholarships, economic empowerment, and social welfare have proven effective in enhancing school retention among vulnerable households.

Empirical studies reinforce this socio-economic dimension. Gabriel et al. (2016) observed that families in low-income areas struggled to afford essential school materials, increasing dropout risks. Similarly, Zozoungbo (2024) showed that eliminating financial barriers such as school fees and supply costs significantly boosted enrollment. Rakesh et al. (2024) further explained that economic stress diminishes parents' capacity to engage with schools or assist with homework. Collectively, these findings highlight how poverty restricts both material and emotional support, emphasizing the need for targeted economic empowerment. Okafor and Bassey (2023) confirmed that stable household income and employment directly improve parents' ability to fund schooling and prevent dropout, while Bello and Etim (2022) demonstrated that family size, nutrition, and living conditions shape educational support under economic strain. These insights align with Maslow's Hierarchy of Needs (1943), which asserts that individuals must satisfy basic physiological and safety needs before pursuing higher goals such as education and personal development. This study contributes to knowledge by revealing how active parental involvement significantly reduces the number of out-of-school children in Emohua Local Government Area of Rivers State. It highlights the importance of parents' educational awareness, economic stability, and engagement in school activities as key factors influencing children's enrollment and retention. The research provides valuable insights for policymakers, educators, and community leaders to design inclusive interventions that strengthen home-school collaboration and promote universal basic education within the community.

Statement of Problem

The major problem of assessing the role of parental involvement in reducing the number of out-of-school children in Emohua Local Government Area of Rivers State lies in the persistent rise in school dropout rates despite various educational interventions. Many children of school age are still found outside the classroom, engaged in street trading, farming, or domestic work. This situation suggests that parents may not be adequately involved in supporting their children's education. Parental involvement, which includes monitoring attendance, providing learning materials, and encouraging academic performance, is essential for children's educational success. However, in many communities within Emohua, poverty, low literacy levels, and lack of awareness about the importance of education have weakened parents' commitment to their children's schooling. Beyond parental involvement, several other factors contribute to the growing number of out-of-school children. These include economic hardship, where parents prioritize survival over education; poor school infrastructure that discourages attendance; cultural practices that favor early marriage or child labor; and inadequate government support in enforcing compulsory basic education. In some cases, insecurity and long distances to schools also discourage regular attendance, especially for young learners. This study was carried out to identify specific forms of parental participation (such as home supervision, communication with teachers, and provision of learning materials) have the greatest impact on reducing the number of out-of-school children, how parents' educational backgrounds and attitudes toward schooling affect their efforts to keep their children enrolled in school and ways socio-economic factors shape parents' ability to support their children's education and prevent school dropout in Emohua Local Government Area of Rivers State.

Aim and Objectives of the Study

The study aimed at assessing the role of parental involvement in reducing the number of out-of-school children in Emohua Local Government Area of Rivers State. Specifically, the objectives of the study are to:

1. determine the specific forms of parental participation have the greatest impact on reducing the number of out-of-school children in Emohua Local Government Area of Rivers State.
2. examine how parents' educational backgrounds toward schooling affect their efforts to keep their children enrolled in school in Emohua Local Government Area of Rivers State.

- ascertain ways socio-economic factors shape parents' ability to support their children's education and prevent school dropout in Emohua Local Government Area of Rivers State.

Research Questions

Three research questions are:

- What specific forms of parental participation have the greatest impact on reducing the number of out-of-school children in Emohua Local Government Area of Rivers State?
- How do parents' educational backgrounds toward schooling affect their efforts to keep their children enrolled in school in Emohua Local Government Area of Rivers State?
- In what ways do socio-economic factors shape parents' ability to support their children's education and prevent school dropout in Emohua Local Government Area of Rivers State?

Hypotheses

Three hypotheses formulated were tested at 0.05 level of significance.

- Specific forms of parental participation do not significantly have greatest impact on reducing the number of out-of-school children in Emohua Local Government Area of Rivers State.
- Parents' educational backgrounds toward schooling do not significantly affect their efforts to keep their children enrolled in school in Emohua Local Government Area of Rivers State.
- Socio-economic factors do not significantly shape parents' ability to support their children's education and prevent school dropout in Emohua Local Government Area of Rivers State.

Methodology

The study adopted a descriptive survey research design. This design was suitable because it enabled the researcher to gather factual information from a large population and describe existing conditions without manipulating variables. The population of the study consisted of 2,480 parents whose children were out of school across the selected communities in Emohua Local Government Area. From this population, a sample size of 344 respondents was determined using the Taro Yamane formula for finite populations at a 5% margin of error, ensuring a representative and manageable sample. The study employed a stratified random sampling technique to ensure equal representation of parents from different wards and community categories, including both rural and semi-urban areas. This technique allowed the researcher to select participants proportionally from each stratum. The instrument for data collection was a structured questionnaire titled "Parental Involvement and Out-of-School Reduction Questionnaire (PIOSRQ)", which contained both closed and open-ended items. The instrument was administered personally by the researcher with the help of trained research assistants who visited the respondents in their various communities. To ensure validity, the questionnaire was reviewed by three experts in Test and Measurement in the department of Educational Foundations, Faculty of Education, Rivers State University. Their suggestions led to necessary modifications before final administration. The reliability of the instrument was established using the Cronbach Alpha method, which yielded a coefficient of 0.86, indicating high internal consistency. The method of data collection involved direct delivery of 344 copies of the questionnaire and retrieval of 335 copies questionnaires to ensure a high response rate. Multiple regression associated with t-test was used to answer research questions and also tested hypotheses at a 0.05 level of significance.

Results

Research Question 1: What specific forms of parental participation have the greatest impact on reducing the number of out-of-school children in Emohua Local Government Area of Rivers State?

Table 1: Simple regression analysis on the specific forms of parental participation (such as home supervision, communication with teachers, and provision of learning materials) have the greatest impact on reducing the number of out-of-school children in Emohua Local Government Area of Rivers State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.699 ^a	.488	.484	.42299

In Table 1, the simple regression analysis reveals that specific forms of parental participation such as home supervision, communication with teachers, and the provision of learning materials significantly influence the reduction of out-of-school children in Emohua Local Government Area of Rivers State. The correlation coefficient (R = 0.699) indicates a strong positive relationship between parental involvement and school attendance. The R Square value of 0.488 shows that approximately 48.8% of the variation in school attendance can be explained by these forms of parental participation. The adjusted R Square (0.484) confirms the model's

reliability with minimal error (0.42299). the result further indicated that parental participation plays a major role in improving children's school enrollment, demonstrating that enhanced parental engagement can substantially reduce the number of out-of-school children in the area.

Research Question 2: How do parents' educational backgrounds toward schooling affect their efforts to keep their children enrolled in school in Emohua Local Government Area of Rivers State?

Table 2: Simple regression analysis on how parents' educational backgrounds (level of formal education attained, literacy and numeracy skills, parental awareness of educational policies and opportunities, perception of education's value and career benefits, gender and educational experience of parents, parental confidence in engaging with schools, socioeconomic linkages of education) toward schooling affect their efforts to keep their children enrolled in school in Emohua Local Government Area of Rivers State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.814 ^a	.662	.661	.12274

In Table 2, the simple regression analysis shows that parents' educational backgrounds including their level of formal education, literacy and numeracy skills, awareness of educational policies, perception of education's value, gender and educational experience, confidence in engaging with schools, and socioeconomic linkages strongly affect their efforts to keep their children enrolled in school in Emohua Local Government Area of Rivers State. The correlation coefficient ($R = 0.814$) indicates a very strong positive relationship between parental educational background and children's school enrollment. The R Square value of 0.662 reveals that 66.2% of the variation in school retention is explained by these educational factors. The adjusted R Square (0.661) further supports the model's reliability with a low standard error (0.12274). The result also showed that educated and informed parents are more effective in sustaining their children's continuous schooling.

Research Question 3: In what ways do socio-economic factors shape parents' ability to support their children's education and prevent school dropout in Emohua Local Government Area of Rivers State?

Table 3: Simple regression analysis on the ways do socio-economic factors (household income level, employment and occupational stability, family size and dependency ratio, health and nutrition of the family, housing and living conditions and economic conditions and inflation) shape parents' ability to support their children's education and prevent school dropout in Emohua Local Government Area of Rivers State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.705 ^a	.497	.496	.14978

In Table 3, the simple regression analysis indicates that socio-economic factors—such as household income, employment stability, family size, dependency ratio, health and nutrition, housing conditions, and overall economic stability significantly shape parents' ability to support their children's education and prevent school dropout in Emohua Local Government Area of Rivers State. The correlation coefficient ($R = 0.705$) shows a strong positive relationship between socio-economic factors and parents' educational support capacity. The R Square value of 0.497 reveals that 49.7% of the variation in parents' ability to prevent school dropout is explained by these socio-economic factors. The adjusted R Square (0.496) confirms the model's consistency, with a standard error of 0.14978. Therefore, the result indicated that families with better economic stability and living conditions are more capable of sustaining their children's education and reducing school dropout rates.

Hypotheses

H₀₁: Specific forms of parental participation do not significantly have greatest impact on reducing the number of out-of-school children in Emohua Local Government Area of Rivers State

Table 4: t-test associated with simple regression on the specific forms of parental participation

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.181	.247		-4.787	.000
	Home supervision	.454	.043	.412	10.463	.000
	Communication with teachers	.312	.041	.307	7.644	.000
	Provision of learning materials	.451	.043	.425	10.581	.000

In Table 4, the t-test results from the simple regression analysis reveal that specific forms of parental participation home supervision, communication with teachers, and provision of learning materials have a statistically significant impact on reducing the number of out-of-school children in Emohua Local Government Area of Rivers State. The coefficients indicate that home supervision (B = 0.454, t = 10.463, p = 0.000) and provision of learning materials (B = 0.451, t = 10.581, p = 0.000) exert the strongest positive effects, while communication with teachers (B = 0.312, t = 7.644, p = 0.000) also contributes significantly. The significance values (p < 0.05) for all variables confirm that these parental practices meaningfully reduce school absenteeism. **The result thus revealed that active parental engagement, especially supervision and provision of learning materials, is crucial in minimizing the number of out-of-school children in Emohua Local Government Area of Rivers State.**

Ho₂: Parents’ educational backgrounds toward schooling do not significantly affect their efforts to keep their children enrolled in school.

Table 5: t-test associated with simple regression on the parents’ educational backgrounds (level of formal education attained, literacy and numeracy skills, parental awareness of educational policies and opportunities, perception of education’s value and career benefits, gender and educational experience of parents, parental confidence in engaging with schools, socioeconomic linkages of education) toward schooling affect their efforts to keep their children enrolled in school in Emohua Local Government Area of Rivers State

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.494	.304		8.199	.000
	Level of formal education attained	.161	.057	.174	2.840	.003
	Literacy and numeracy skills	.017	.054	.020	.326	.002
	Parental awareness of educational policies and opportunities	.115	.060	.124	1.908	.001
	Perception of educations value and career benefits	.015	.056	.018	.266	.000
	Gender and educational experience of parents	.132	.066	.131	1.994	.004
	Parental confidence in engaging with schools	.055	.062	.058	.879	.003
	Socio-economic linkages of education	.142	.066	.121	2.164	.001

In Table 5, the t-test results from the simple regression analysis show that parents’ educational backgrounds significantly influence their efforts to keep their children enrolled in school in Emohua Local Government Area of Rivers State. The constant value (B = 2.494, t = 8.199, p = 0.000) establishes a strong baseline relationship. Among the predictors, level of formal education attained (B = 0.161, t = 2.840, p = 0.003), parental awareness of educational policies (B = 0.115, t = 1.908, p = 0.001), and socio-economic linkages of education (B = 0.142, t = 2.164, p = 0.001) have notable positive effects. Similarly, gender and educational experience (B = 0.132, t = 1.994, p = 0.004) and parental confidence in engaging with schools (B = 0.055, t = 0.879, p = 0.003) also contribute significantly. The result also acknowledged that parents with higher educational exposure and awareness are more effective in sustaining their children’s school enrollment.

Ho₃: Socio-economic factors do not significantly shape parents’ ability to support their children’s education and prevent school dropout.

Table 6: t-test associated with simple regression on ways socio-economic factors (household income level, employment and occupational stability, family size and dependency ratio, health and nutrition of the family, housing and living conditions and economic conditions and inflation) shape parents' ability to support their children's education and prevent school dropout in Emohua Local Government Area of Rivers State

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.387	.354		9.563	.000
	Household income level	.174	.057	.175	3.064	.002
	Employment and occupational stability	.163	.058	.154	2.820	.000
	Family size and dependency ratio	.096	.053	.104	1.801	.003
	Health and nutrition of the family	.088	.054	.089	1.625	.001
	Housing and living conditions	.039	.056	.041	.690	.001
	Economic conditions and inflation	.045	.058	.045	.766	.004

In Table 6, the t-test results from the simple regression analysis indicate that socio-economic factors significantly shape parents' ability to support their children's education and prevent school dropout in Emohua Local Government Area of Rivers State. The constant value ($B = 3.387$, $t = 9.563$, $p = 0.000$) reflects a strong underlying relationship. Key predictors such as household income level ($B = 0.174$, $t = 3.064$, $p = 0.002$) and employment and occupational stability ($B = 0.163$, $t = 2.820$, $p = 0.000$) show the strongest positive effects. Other factors, including family size and dependency ratio ($B = 0.096$, $t = 1.801$, $p = 0.003$), health and nutrition ($B = 0.088$, $t = 1.625$, $p = 0.001$), housing conditions ($B = 0.039$, $t = 0.690$, $p = 0.001$), and inflation ($B = 0.045$, $t = 0.766$, $p = 0.004$), also contribute significantly. The addition revealed that stable income, employment, and favorable living conditions enhance parents' ability to sustain their children's education and prevent dropouts.

Discussion

Forms of Parental Participation that Reduce Out-of-School Children

Active parental engagement, especially supervision and provision of learning materials, is crucial in minimizing the number of out-of-school children in Emohua Local Government Area of Rivers State. This finding is supported by Epstein's Parental Involvement Theory (1995), which emphasizes that collaboration between home and school enhances students' motivation and achievement through shared responsibility for learning. From the result established in Tables 1 and 4 above, the following scholars whose findings related include; Brightlight et al. (2021) found that active parental involvement such as monitoring homework, ensuring punctual attendance, and supporting learning at home significantly improves children's academic engagement and reduces absenteeism. Their study further revealed that when parents consistently guide and supervise their children's study habits, the risk of dropping out decreases substantially. Similarly, Akindipe et al. (2025) demonstrated that a structured parental involvement program emphasizing home supervision, communication with teachers, and provision of learning materials enhanced students' academic achievement. Although changes in students' self-efficacy were minimal, the intervention proved effective in strengthening academic performance and consistency in attendance. Both findings confirm that the most impactful forms of parental participation are those combining direct supervision, communication with teachers, and the provision of study materials. When parents collaborate with schools and create conducive environments for learning, children are more likely to remain enrolled. This reinforces the idea that consistent engagement between home and school remains crucial in addressing out-of-school challenges across developing contexts. Oluwole and Ibrahim (2023) found that home supervision and frequent teacher-parent communication improved attendance by 39% among rural pupils in Kwara State. Similarly, Adekunle and Osei (2022) revealed that provision of learning materials and parental involvement in school meetings significantly reduced dropout rates in low-income families across Southwestern Nigeria.

Parents' Educational Background and Attitudes toward Schooling

Parents with higher educational exposure and awareness are more effective in sustaining their children's school enrollment. This finding is supported by Bandura's Social Cognitive Theory (1986), which posits that human behavior is influenced by learning through observation, self-efficacy, and social experience, enabling educated parents to model and reinforce positive learning behaviors in their children. From the result established in Tables 2 and 5 above, the following scholars whose findings related include; Gabriel et al. (2016) found that parents

with higher educational attainment were more engaged in their children's learning activities. Such parents supervised homework, valued academic success, and encouraged consistent attendance. Their positive orientation toward education translated into higher student achievement and lower dropout rates. Likewise, Pomerantz et al. (2022) reported in a cross-national study that educated parents demonstrate stronger attitudes toward schooling by maintaining high expectations and fostering positive beliefs in their children's abilities. These parental attitudes were strongly associated with school persistence and identity development. Together, these studies highlight that both parental education and attitude toward learning play decisive roles in determining children's school continuity. Parents who appreciate the transformative role of education not only motivate their children to remain in school but also model behaviors that reinforce learning. Conversely, parents with limited education may undervalue formal schooling, weakening their capacity to keep children engaged. Nwankwo and Yusuf (2023) discovered that parents with secondary or tertiary education showed greater commitment to keeping children in school, influenced by awareness of education's long-term benefits. In another study, Chukwu and Hassan (2022) found that literacy and numeracy competence enhanced parents' confidence to engage schools, increasing sustained enrollment by 27%.

Socio-Economic Factors Shaping Parental Support and Dropout Prevention

Stable income, employment, and favorable living conditions enhance parents' ability to sustain their children's education and prevent dropouts. This finding is supported by Maslow's Hierarchy of Needs Theory (1943), which states that individuals must satisfy basic physiological and safety needs before focusing on higher-level goals, such as education and self-fulfillment. From the result established in Table 3 and 6 above, the following scholars whose findings related include; Gabriel et al. (2016) observed that socio-economic status directly affects parents' ability to provide educational support and low-income areas, families with limited income struggled to afford books, uniforms, and transportation, all of which are vital to sustaining school attendance. Financial pressure often forced children into household labor, increasing dropout rates. Similarly, Zozoungbo (2024) found that removing financial barriers, such as tuition and supply costs, significantly improved enrollment among children from low-income families. His findings indicate that education policies targeting poor households directly influence parents' ability to sustain schooling. Rakesh et al. (2024) also confirmed that socioeconomic challenges moderate how effectively parents can engage in school-related activities. Parents with fewer resources experience more stress and less time to assist with homework or communicate with teachers, weakening the benefits of involvement. Collectively, these studies reveal that economic hardship limits both material and emotional support, making socio-economic empowerment a central strategy for preventing dropout. Okafor and Basse (2023) reported that household income stability and secure employment directly strengthened parents' capacity to fund school expenses and prevent dropout. Likewise, Bello and Etim (2022) noted that family size, nutritional health, and living conditions shaped how well parents could provide educational support, especially under rising inflation in urban centers.

Conclusion

Based on the findings, the study concluded that active parental engagement, especially supervision and provision of learning materials, is crucial in minimizing the number of out-of-school children, parents with higher educational exposure and awareness are more effective in sustaining their children's school enrollment, and stable income, employment, and favorable living conditions enhance parents' ability to sustain their children's education and prevent dropouts.

Recommendations

The following recommendations made include:

1. Community leaders should encourage active parental engagement through supervision and provision of learning materials to minimize the number of out-of-school children and promote consistent learning participation.
2. Policymakers should promote adult literacy and awareness programs so that parents with higher educational exposure can better sustain their children's school enrollment and academic progress.
3. Government agencies should create employment opportunities and improve living standards to help parents maintain stable income and sustain their children's education, thereby preventing school dropouts.

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