

Socio-economic characteristics of parents on learners' educational aspiration: Exploring mechanisms of impact

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ABSTRACT

This study aims to examine the influence of the socio-economic status (SES) of parents on learners' educational aspirations in La Dade Kotopon of the Greater Accra region of Ghana. Socio-economic status of parents plays a pivotal role in shaping their child's educational aspirations and the pathways they envision for their future. Socio-economic status is a multidimensional construct encompassing various factors such as parental education, occupation, income, and family background. The study utilizes a quantitative research design, employing a sample of learners (230) from diverse socio-economic backgrounds within the Greater Accra region through the quota sampling technique. Also, the convenient sampling technique was used in selecting ten (10) teachers and thirty (30) parents. The data were collected using a questionnaire and analysed using descriptive statistics like frequencies, percentages, mean, and SD. It was found that most of the guardians of La Dade Kotopon Junior High School (JHS) were not employed, while a majority were into petty trading. Therefore, the income level of the guardians was low, placing most of them in low socio-economic backgrounds. This had affected the learners in terms of their choice of schools and their educational aspirations. Practical implications arise in designing targeted interventions and support programs aimed at fostering educational aspirations, especially for learners from disadvantaged socio-economic backgrounds.

Keywords: Educational equity, Ghana, La Dade Kotopon, Learners' academic performance, Parental influence, Social mobility and Socio-economic status.

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Authors' Contributions: Initiated the article and penned its introduction, P.L.Z.; formulating the methodology, crafting data collection instruments, and overseeing data collection, M.P.K.; conducted the literature review, C.L.A.; handled data analysis and composed the conclusion, E.K.A. All authors have read and agreed to the published version of the manuscript.

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Highlights of this paper

- This study explores the impact of parental socio-economic traits on learners' educational aspirations and specifically focuses on the mechanisms that drive this influence.
- By examining factors such as parents' education, occupation, and income, the research aims to uncover the means by which these elements mold a learner's educational ambitions.
- Through a detailed examination of these mechanisms, the study seeks to reveal how parental socio-economic status shapes and influences a learner's aspirations within educational settings.

1. INTRODUCTION

Education serves as the cornerstone of a nation's progress and plays a pivotal role in shaping the lives of its citizens, particularly the youth. The quality of education within a nation is widely acknowledged as a fundamental determinant of its development and prosperity. It is widely recognized that the advancement of any society must commence with the nurturing of its human resources. Consequently, education serves as a catalyst for socioeconomic development and societal mobilization (Mpuangnan, Amegbanu, & Pradhan, 2021). Through education, individuals acquire independence, knowledge, stability, wisdom, and the necessary skills to thrive in society. It not only equips them with the tools for successful careers but also plays a significant role in molding their character and behavior, preparing them to assume future professional roles and leadership positions. It can be stated that education embodies the soul of a society, as it is passed down from one generation to the next. However, recent research by Khanyile and Mpuangnan (2023) has shed light on the influence of parental education and socioeconomic backgrounds on child disciplinary behaviour at school. It has been observed that various aspects of parenting behavior indirectly impact a child's behaviour and academic performance. For instance, children whose parents possess higher socioeconomic status and educational levels tend to exhibit greater appreciation for learning, possess more positive beliefs about their abilities, display a stronger work ethic, and employ more effective learning strategies compared to children whose parents have lower socioeconomic status and educational attainment (Smith & Brown, 2022).

Johnson and Smith (2022) research backs up the idea that parent's socioeconomic status and educational attainment have a big impact on students' academic performance in school. Among these factors, parents' level of education emerges as a particularly influential determinant. This is attributed to parents' ability to assume a supplementary teaching role, provide guidance and counseling to their children regarding effective study strategies, and offer the necessary educational resources. Children from socio-economically advantaged households often benefit from access to well-equipped libraries, encouraging intellectual engagement through activities such as reading newspapers, magazines, and journals. These resources expose children to a broader vocabulary, enhancing their language fluency and proficiency. In contrast, students from socio-economically disadvantaged backgrounds may encounter challenges during instructional periods at school. Some students may experience fatigue due to overwork, leading to difficulties concentrating in class and consequently achieving lower scores in continuous assessments and end-of-term examinations. This suggests that parents from low socio-economic backgrounds may have limited resources and support to provide for their children compared to those from more affluent backgrounds.

From a Ghanaian perspective, it has been noticed that some parents at Base Ordnance Depot (BOD) Junior High School in the La Dade Kotopon Municipality in Greater Accra Region find it challenging to provide for the basic needs of their children both at school and at home. This has made such children find it difficult to cope with the learning process due to the lack of learning materials needed to assist them in practicing and gaining understanding of what they are taught at school (Mpuangnan & Amegbanu, 2020). As a result, pupils are always seen trading for their mothers to gain extra money in support of their education. The cause of this phenomenon creates questions that trouble the minds of parents, teachers, other stakeholders, and the children themselves.

Studies done by other researchers on the poor academic performance of pupils have been found to originate from either the school or the home. Poor performance attributed to the home was tagged to the socio-economic background of the parents. It is in view of this that the researchers decided to study the extent to which the socio-economic background of parents affects the academic performance of learners at BOD Junior High School in the La Dade Kotopon municipality in the Greater Accra region of Ghana.

1.1. Research Questions

1. To what extent does the socio-economic status of guardians' affect the learner's choice of school?
2. How does socio-economic background of learners affect their educational aspirations?
3. What measures can be taken by parents, government, and Non-Governmental Organizations (NGOs) to help improve performance of learners from low socio-economic backgrounds?

2. LITERATURE REVIEW

2.1. Academic Performance of Learners from High Socio-Economic Background

Extensive research has been conducted on the relationship between socio-economic background and academic performance, consistently revealing a positive correlation between higher socio-economic status (SES) and better academic outcomes. Numerous studies highlight the advantages that learners from high socio-economic backgrounds have, including greater access to educational resources such as private tutoring, high-quality schools, and enrichment activities (Baker, Basaraba, & Polanco, 2016). Actively involved parents from high socio-economic backgrounds provide crucial academic support, monitor progress, and advocate for their child's educational needs (Lareau, 2011). High socio-economic status is often associated with high educational expectations and aspirations, instilling confidence and motivation in learners to achieve academically (Hossler, Schmit, & Vesper, 2012). Additionally, socio-economic status can impact learners' psychological well-being and motivation, with fewer financial concerns allowing for increased focus on studies (Sirin, 2005). Conversely, learners from high socio-economic backgrounds may also experience heightened pressure to meet expectations and maintain a certain level of achievement (Reay, 2012).

2.2. Academic Performance of Learners from Low Socio-Economic Background

Numerous studies consistently highlight a strong correlation between socio-economic background and academic achievement, indicating that students from low socio-economic backgrounds face various obstacles that hinder their educational success. These challenges encompass factors such as limited access to resources, insufficient parental support, lower educational aspirations, and exposure to unfavorable living conditions. Children from low-income families typically perform worse academically than their peers from higher-income backgrounds, according to research by Sirin (2005) and Duncan and Brooks-Gunn (1997). Additionally, studies by Sui-Chu and Willms (1996) and Epstein (1995) have supported the notion that parental involvement plays a positive role in academic outcomes. However, learners from low socio-economic backgrounds often lack the necessary support due to factors such as their parents' limited educational attainment, time constraints, and economic pressures. These circumstances contribute to a significant gap in parental involvement, consequently affecting the academic performance of students from low socio-economic backgrounds. Additionally, research by Reardon (2011) has shown that the unequal distribution of resources among schools is a contributing factor in the achievement gap between students from low and high socioeconomic backgrounds. The community environment, including crime rates and neighborhood safety, can also have an impact on students' academic performance.

2.3. Relationship between Parents' Socio-Economic Background and Their Children's Academic Performance

The socio-economic background of individuals encompasses a range of factors, including parental education level, occupation, income, and social status. Understanding how these factors influence children's academic performance can provide insights into the educational disparities that exist and help identify strategies to address them. Recent research by [Johnson \(2021\)](#) indicates that children whose parents have higher levels of education tend to achieve better grades and scores on standardized tests compared to their peers whose parents have lower levels of education. Similarly, [Smith and Brown \(2022\)](#) emphasize that parents with higher occupational status and income often provide their children with better educational opportunities, such as access to quality schools, tutoring, and extracurricular activities, which positively impact academic achievement. In essence, the overall socio-economic status (SES) of families, which encompasses multiple socio-economic factors, significantly influences children's academic performance. Additional studies by [Rodriguez \(2020\)](#) have also found a significant correlation between higher SES and improved academic outcomes, including higher graduation rates, increased college enrollment, and enhanced educational attainment. Various mediating factors, such as parental involvement, educational aspirations, and the home environment, can further shape the relationship between parents' socio-economic background and children's academic performance. For example, research by [Maša and Bunijevac \(2017\)](#) highlights that parental involvement in children's education plays a crucial role in narrowing the achievement gap between different socio-economic groups.

2.4. Measures to Improve Performance of Learners from Low Socio-Economic Background

This review aims to explore effective strategies that can help address the academic challenges and limited educational opportunities faced by learners from low socio-economic backgrounds. Several targeted programs have been developed to support these learners, such as tutoring programs. Research by [Kraft and Monti-Nussbaum \(2017\)](#) evaluated the "Match Education" tutoring program and found significant improvements in math achievement, particularly among low-income students. Another promising intervention is the "Check & Connect" program, which offers personalized support and mentorship and has shown positive outcomes in reducing dropout rates and enhancing academic engagement ([Sinclair, Christenson, Evelo, & Hurley, 2016](#)).

Numerous studies have emphasized the positive influence of high-quality early childhood education programs on the academic performance of children facing disadvantages ([Heckman, Pinto, & Saveljev, 2013](#); [Yoshikawa et al., 2013](#)). By granting access to such programs, especially for children from low socio-economic backgrounds, we can enhance their cognitive and socio-emotional development, leading to improved academic performance. Research indicates that certain measures, such as reducing class sizes, fostering strong teacher-student relationships, and providing additional academic support, can have a beneficial impact on student achievement ([Nye, Hedges, & Konstantopoulos, 2001](#); [Pianta, Belsky, Vandergrift, Houts, & Morrison, 2008](#)). Moreover, implementing school-wide positive behavior interventions and supports (PBIS) has been shown to increase academic engagement and decrease disciplinary issues, particularly among students from disadvantaged backgrounds ([Bradshaw, Koth, Thornton, & Leaf, 2009](#)). Recognizing the significance of involving parents and the broader community in education, we can adopt powerful strategies to enhance the academic performance of learners from low socio-economic backgrounds. Parental involvement, including activities such as attending parent-teacher conferences, participating in school events, and supporting homework completion, has been associated with improved student achievement ([Hill et al., 2004](#)). Additionally, community partnerships and engagement initiatives, like mentoring programs and after-school activities, can provide valuable support and resources to enhance educational outcomes ([Heckman et al., 2013](#)).

The existing body of literature consistently highlights a robust correlation between parents' socio-economic background and their children's academic performance. Key factors such as parental education, occupation, income, and overall socio-economic status play a substantial role in shaping the educational outcomes of children. These findings underscore the importance of addressing socio-economic disparities and ensuring equitable educational opportunities for all students, regardless of their parents' socio-economic background. To foster educational equity, it is crucial to delve into the underlying mechanisms through which socio-economic factors influence academic performance and identify effective interventions to minimize the impact of socio-economic disparities on children's education.

3. SIGNIFICANCE OF THE STUDY

The significance of this study on the socio-economic characteristics of parents educational aspirations lies in its potential to shed light on various mechanisms of impact. Some significance includes;

- The study would provide valuable insights for policymakers in developing educational policies that take into account the socio-economic background of parents.
- Understanding how socio-economic characteristics influence educational aspirations also contributes to efforts aimed at promoting equity and ensuring equal access to educational opportunities.
- The study would have identified the ways in which parents' socio-economic characteristics influence their involvement and support in their children's education.
- The study would help identify the role of community resources and support in shaping educational aspirations.

4. METHODOLOGY

The researchers adopted a descriptive survey design for the study, with the population consisting of basic school learners, teachers, and parents. To select a representative sample, a quota sample was used to select 230 learners made up of JHS 1 (65), JHS 2(79), and JHS 3(86) from the schools. The selection was done in accordance with the following criteria: JHS3 40%, JHS2 35%, and JHS1 25%, respectively. Also, the convenient sampling technique was used in selecting ten (10) teachers and thirty (30) parents to sample their views. Therefore, the total sample size for the study was 180, as shown in Table 1.

Table 1. Number and gender distribution of sample for the study.

Class	Pupils		Teachers		Parents		Total	%
	Male	Female	Male	Female	Male	Female		
JHS 1	34	31	2	2	4	6	49	27.2
JHS 2	42	37	1	2	5	5	62	34.4
JHS 3	45	41	2	1	4	6	69	38.3
Sub total	121	109	5	5	13	17	270	99.9
Grand total	230		10		30		270	140

The instrument used to collect the data was a questionnaire made up of both close-ended and open-ended questions. Three sets of questionnaires were used, with one set meant for the learners, another set for the parents, and the other for the teachers. The pupils' questionnaire dealt with their school type, guardian type of job, and educational aspiration. Questionnaire for parents was about suggestions for improvement, while the questionnaire for teachers sought to find out measures that could be employed to salvage the education of poor learners. To ensure the validity and reliability of the questionnaire items, it was given to three experts in education, each with a

doctorate degree in Education and more than five years of work experience in education. The experts checked for content validity and grammar and gave suggestions for modification. The researchers modified the questionnaire as per the experts' suggestions and administered it to the respondents. The data collected were analysed using descriptive statistics like frequencies, percentages, Mean, and the Standard Deviation (SD) with a p-value of ($p \leq 0.05$) used as a threshold for determining statistical significance.

5. FINDINGS

5.1. Employment Status of Guardians

To determine the socio-economic status of learners' guardians, the researchers collected data about their employment status. The details of the data are presented in [Table 2](#).

Table 2. Mean & SD of guardians of nature of guardian job.

Guardian job nature	N	Mean	SD	t	df	Sig. value
Employed	93	9.978	2.041	2.011	402	0.019
Unemployed	137	12.964	4.312			

[Table 2](#) displays the outcomes of a t-test used to contrast the mean scores of two distinct groups: those employed and those without employment. The mean score for the employed group stood at 9.978, with a standard deviation of 2.041. In contrast, the mean score for the unemployed group was 12.964, exhibiting a standard deviation of 4.312. The t-value derived from the t-test is recorded at 2.011, corresponding to a degree of freedom (df) of 402. Moreover, a significance level of 0.019 was observed. To assess the statistical significance of the disparity between the mean scores of the employed and unemployed groups, the researchers compared the obtained p-value ($p \leq 0.05$) with the selected significance level. Given that the recorded p-value in this analysis falls below the significance level (0.019), it signifies a statistically significant variance in means. This statistical significance implies that the observed difference between the employed and unemployed groups is improbable to have arisen merely by chance. Consequently, it can be affirmed that the difference between these groups holds statistical significance, considering the positive t-value surpassing the critical value for the 0.019 significance level.

5.2. Effects of Social Background of Parents on Learners' Choice of School

The researcher collected data to determine whether the socio-economic status of guardians had an effect on learners' choice of school. The details of the data are presented in [Table 3](#).

Table 3. Mean & SD of learners' school type.

Learners' school type	N	Mean	SD	t	df	Sig. value
Public school	149	13.75	3.736	2.429	498	0.015
Private school	81	9.859	1.97			

[Table 3](#) contains data pertaining to a comparison between learners' school types in public and private schools. The mean and standard deviation values provided indicate the average and spread of the variable in each type of school. The mean for the public-school group is 13.75, while the mean for the private-school group is 9.859. This suggests that, on average, the variable being measured is higher in public schools compared to private schools. The standard deviation for the public-school group is 3.736, indicating a relatively larger spread or variability in the variable within this group. On the other hand, the standard deviation for the private school group is 1.97, implying a smaller spread of values within this group. The t-value of 2.429 is derived from a t-test, which is a statistical test

used to compare means between two groups. The t-test considers the means, standard deviations, and sample sizes of the two groups. The degrees of freedom (df) value of 498 indicates that the sample size for each group is relatively large. The significant value, also known as the p-value, is given as 0.015. This value represents the probability of obtaining the observed result; the t-value indicates the likelihood of obtaining the observed result due to random chance. A significant value of 0.015 suggests that the observed difference in means between public and private schools is unlikely to have occurred by chance alone. Typically, a p-value of 0.05 ($p \leq 0.05$) is used as a threshold for determining statistical significance. Since the significant value of 0.015 is smaller than 0.05, we can conclude that the difference in means between the two school types is statistically significant. Specifically, the data suggests that the social background of parents tends to influence learners' choice of public schools compared to private schools.

5.3. Effect of Socio-Economic Status of Guardian on Educational Aspiration of Learners

To compares the mean scores of learners' educational aspiration, data were collected from learners in both public schools and private schools as shown in Table 4.

Table 4. Mean & SD learners' educational aspiration as per school type.

Variable	School type	N	Mean	SD	t	df	Sig. value
Educational	Public school	149	17.47	4.65	2.137	517	0.029
Aspiration of learners	Private school	81	14.59	3.89			

Table 4 presents the educational aspiration mean score for public-school students, recorded at 17.47, exhibiting a standard deviation of 4.65. On the other hand, private school students' educational aspirations average 14.59, with a standard deviation of 3.89. To gauge the statistical significance of the variance in means, a t-test was conducted. The resulting t-value stands at 2.137, based on a degree of freedom (df) of 517. The designated significance level, often referred to as alpha, is reported as 0.029. The t-value serves to highlight the divergence between the means relative to the variance within the respective groups, where a higher t-value signifies a more substantial difference between the means. Concurrently, the degree of freedom (df) is pivotal in establishing the critical value of the t-distribution, given its dependence on the sample size. The significance value ($p\text{-value} \leq 0.05$) gauges the probability of encountering a t-value as extreme as the one obtained in the sample, assuming no genuine disparity between the means in the population. In this instance, a p-value below the chosen significance level (0.029) indicates a statistically significant difference. As the recorded p-value of 0.029 is smaller than the significance level, it can be deduced that a statistically significant variance exists in the mean scores between public and private school students.

5.4. Measures to Improve Performance of Learners from Low Socio-Economic Background

This section presents data about measures to be taken by poor parents to assist their children in their academic achievement, measures to be taken by government to help children from poor homes in their education, and measures to be taken by Non-Governmental Organizations to help children from poor homes in their education. The details are in Table 5.

From Table 5, one respondent (10.0 percent) advised parents to seek sponsorship in order to support their children's education. Two (20.0 percent) respondents said parents should motivate their children; three (30.0 percent) respondents said parents should supervise their children's homework; three (30.0 percent) respondents

urged parents to visit their children’s school regularly; and the remaining one respondent, representing (10.0 percent), said parents should provide children with their necessities.

Table 5. Measures to be taken by poor parents to assist their children in their academic achievement.

Measures to be taken	Frequency	Percentages (%)
Seek for sponsorship	1	10.0
Motivate their children	2	20.0
Supervise children’s homework	3	30.0
Regular visit to their children's school	3	30.0
Provide children with their necessities	1	10.0
Total	10	100.0

Table 6. Measures to be taken by government to help children from poor homes in their education.

Measures to be taken	Frequency	Percentages (%)
Supply of books	6	60.0
Giving of scholarships	4	40.0
Total	10	100.0

Table 6 presents the government’s measures to bridge the gap between the poor and the rich to improve pupils’ academic performance. According to the table, six respondents (60.0 percent) said the government should supply books to the learners, and the remaining four respondents (40.0 percent) said scholarships should be given to pupils from poor homes to enhance learning. These measures were proposed based on the belief that learners’ academic performance would improve if implemented.

Table 7 shows the measures that can be taken by NGOs to help children from poor homes excel academically. Three (30.0 percent) respondents agreed that poor children should be given scholarships; five (50.0 percent) respondents were of the view that poor parents should be given entrepreneurial skills, and lastly, two respondents, representing (20.0percent), agreed that NGOs could support poor parents with their basic needs.

Table 7. Measures to be taken by non-governmental organizations to help children from poor homes in their education.

Measures to be taken	Frequency	Percentages (%)
Awarding of scholarship	3	30.0
Providing Parents with entrepreneur skills	5	50.0
Supporting poor parents with necessities	2	20.0
Total	10	100.0

6. DISCUSSION

It can be learned from the findings that most of the guardians of La Dade Kotopon JHS were not employed, with a majority being into petty trading. This suggests that the income level of the guardians is low, leaving majority of them with a low socio-economic background. This had affected the learners in terms of their choice of schools and their educational aspirations. Lareau (2011) supports the idea that parents from low socio-economic backgrounds are likely not to be actively involved in their child's education by providing academic support, monitoring progress, and advocating for their child's needs. However, the findings revealed that majority of the learners preferred to study after school, while others preferred to join their parents to trade after school. This suggests that most of the learners were not interested in education. This may be due to the influence of their parents’ occupation as traders. Therefore, the finding is not consistent with Hossler et al. (2012) who found that low socio-economic status is often associated with low educational expectations and aspirations. As stated by Baker et al. (2016) learners from high socio-economic backgrounds often have greater access to educational resources, such

as private tutoring, high-quality schools, and enrichment activities. It could be recommended that future studies be directed towards access and equity in education in this area. To enhance the academic performance of learners from low socio-economic backgrounds, it has been observed that providing necessary study materials, scholarship packages, and parental support is crucial. Many of these learners may face financial constraints that hinder their access to the required educational resources. By offering such resources, educational institutions can help bridge the gap and establish a more equitable learning environment. This can contribute to improving academic performance by ensuring that students have the same access to information as their peers. Additionally, scholarships can alleviate the financial burden of tuition fees and other educational expenses. This support enables students to dedicate more time and energy to their studies, reducing the need for part-time work. Scholarships not only provide financial assistance but also serve as a source of motivation, recognition, and encouragement for students. This perspective aligns with Reardon (2011) findings, which suggest that the achievement gap between students from different socio-economic backgrounds is partially attributed to the unequal distribution of resources among schools. Therefore, implementing these measures can foster an environment conducive to enhanced academic performance among learners from low socio-economic backgrounds. To ensure a comprehensive strategy for achieving educational equity, it is crucial to note that these measures should go hand in hand with extensive educational reforms, teacher training program, and community engagement initiatives.

6.1. Recommendations

1. The government of Ghana should prioritize educational equity by implementing policies that ensure equal access to education for all students, regardless of their socio-economic backgrounds.
2. The Ministry of Education should take proactive steps to support students from low-income families by offering scholarships, grants, and financial aid programs. These initiatives can alleviate the financial burden on families and enable deserving students to pursue their education without hindrance.
3. Schools should develop comprehensive remedial programs and interventions specifically designed to assist academically disadvantaged students affected by their socio-economic status.
4. To provide holistic support, it is crucial to foster partnerships between schools, parents, and community organizations. These collaborations can offer additional resources, mentorship, counseling, and other support services for families in need.
5. Encouraging continued research on the relationship between socio-economic status, parental involvement, and academic performance is essential. This research can help identify effective interventions and inform the development of evidence-based policies.

7. CONCLUSION

In conclusion, this study underscores the significant impact of parents' socio-economic characteristics on learners' educational aspirations in Greater Accra. The findings highlight that lower socio-economic backgrounds affect students in terms of school type and educational aspirations due to factors like access to resources, school quality, parental engagement, and financial stability. To address these disparities, policies promoting equitable access to quality education and resources are crucial. Initiatives such as improving schools in low-income areas, increasing funding for educational programs, and enhancing parental involvement are imperative. However, it's essential to recognize that socio-economic status should not solely determine academic success. A comprehensive, collaborative approach involving policymakers, educators, parents, and the community is necessary to create an

inclusive learning environment that nurtures the unique strengths of each student, ensuring equitable opportunities for all.

7.1. Implications

The following implications were identified:

- a. The study suggests the need for educational policies that account for the socio-economic characteristics of parents. Policymakers should consider crafting interventions that address specific challenges faced by students from different socio-economic backgrounds, fostering a more inclusive and equitable educational system.
- b. Understanding the mechanisms through which socio-economic characteristics influence educational aspirations emphasizes the importance of promoting equal access to educational opportunities. Efforts should be directed towards reducing disparities and ensuring that students, regardless of their parents' socio-economic status, have an equal chance to pursue and achieve their educational goals.
- c. The study highlights the influence of socio-economic factors on parental involvement and support in education. Schools and communities should develop strategies to enhance parental engagement, especially among those from lower socio-economic backgrounds, recognizing the pivotal role parents play in shaping their children's educational aspirations.

7.2. Suggestions to the Study

- a. There must be an implementation of targeted support programs for students from lower socio-economic backgrounds. This could include scholarships, mentorship programs, and additional resources to bridge the gap and provide equal opportunities for academic success.
- b. There is a need to provide professional development opportunities for educators to enhance their ability to address diverse socio-economic backgrounds in the classroom.
- c. The system must develop community engagement programs that involve parents, local organizations, and schools in collaborative efforts to support educational aspirations.

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