# PARENTS' SOCIO-ECONOMIC STATUS AS A DETERMINANT OF STUDENTS' DROPOUT RATES IN SECONDARY   SCHOOLS IN KENYA

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**Abstract:** Education is the natural right of every human being and is an integral part of every human life. The purpose of the study was to investigate the influence of parents' socio-economic status on secondary school students' dropout in public day secondary schools in Kenya. The article is an extract from a study done in public day secondary schools in Kitui central sub-county, Kitui County, Kenya.  The study was guided by Bertalanffy's (1968) Systems Theory. The study adopted descriptive survey research design. The study population was 25 schools and a sample size of 384 comprising of 22 principals, 22 form three class teachers and 340 form three students. Questionnaires for principals, class teachers and students were used to collect both quantitative and qualitative data. Data analysis was done using Statistical Package for Social Sciences (SPSS) version 26. The findings show a moderate correlation ($r =0.449$; $p = 0.036$) between the education level of the parents and school fee payment and a strong correlation ($r =0.609$, $p =0.046$) between family income and students' dropout. The researcher therefore concluded that students drop out of school is attributed to factors like parents' financial status and educational background, parents' attitude and family size. The study thus recommended that the government should enhance adult learning policy as this would empower the parents to have better income in order to pay school fees and meet other education costs as well as encourage the parents to change their attitude towards education of their children.

**Keywords:** Determinants; Socio-economic status; Dropout rate; Public Day Secondary School; Kitui Central Sub County.

## INTRODUCTION

Education is a natural right for every human being and is an integral part of every human life. The United Nations Universal Declaration of Human Rights (1948), article 26, emphasises that every person has a right to education and that basic education should be compulsory. Dropout is a term used to describe learners who abandon the system of education before completing the academic year they started; the ones who do not persist to get the final results and be issued a certificate to show that they completed the particular year of primary or secondary school (Estevao & Alvares, 2014). Dropping out of school is a big issue in developing countries where one thirty million learners have dropped out of school (UNESCO, 2015). In many countries in the world, dropout has become a great concern and the countries are developing policies, interventions, and strategies to reduce the number of school dropouts and enhance progression among its students (UNESCO, 2018). The number of registered students is very high during the early stages of schooling, however, the number of those who quit school increases at the secondary education levels, leading to many countries having very few students completing their education (World Bank, 2018).

The National Statistics Institute's indicators on education for 2016 in Spain (INE, Statistics National Institute, Spain 2017), show that 15.4% of girls and 23.2% of boys do not finish Compulsory Secondary Education. The EU created Europe 2020 Strategy in 2009 to promote EU economic recovery. Among its objectives was to lower the rates of early school leaving however, the rate was still to reach 15% in Spain which was the desired rate (Escolano-Pérez & Bestué, 2021). In 2019, status dropouts (the percentage of 16- to 24-year-olds who do not

attend school and have no high school certificate) were 2.0 million (5.1%) in the USA (National Centre for Education Statistics (NCES) (2021). Studies in African countries also show that students' dropout was an issue. The Ghana Statistical Service (GSS) carried out a survey that showed that as high as 25% of youth who should be in Senior High School are not in school (Yusuf, 2019); the rate of student dropout in Tanzanian secondary schools is about 36% (Mduma, 2019). The Kenyan government intended to make education affordable and accessible to all children in Kenya (Musangi et al., 2017) as well as address the low completion rates (Oprong, 2016) through free primary education (FPE) and free day secondary education (FDSE).

Zuilkowski et al. (2016) highlight that school dropout is not simple but is a result of events and environmental conditions interactions. This led the researcher to conduct research to find out if the parents' socio-economic status, students' gender, parental academic expectations of the students, and social media has an effect on the rate of students dropping out of secondary schools in Kitui County. However, this article focuses on the influence of parents' socio-economic status on students' dropout rate in public day secondary schools. Socio-economic status is the social standing or class of an individual or group and is often measured as a combination of education, income and occupation (American Psychological Association, 2022). A study by Maina (2021) on Influence of Household Income Level on Secondary School Dropout in Kenya adopted a descriptive research design and questionnaires were used to collect data from 300 dropouts from day secondary schools in Murang'a East Sub-County. The findings were that the level of household income had a bearing on secondary school dropout.

## Statement of the Problem

Education is the key to social and economic growth of any nation. With the introduction of FDSE, it was anticipated that all students enrolled in secondary schools would complete the secondary cycle of education. Mwangi (2018) carried out a study to investigate the influence of educational subsidies on completion rates in public day secondary schools in Kitui County and found that the influence on completion rates was very significant. However, data from Kitui Central Sub County Director of Education's office (2022) (one of the sub counties in Kitui county) showed that; out of 2059 students enrolled in form one in the public secondary schools in 2014, 1766 completed form four in 2017 (293 dropped out); in 2015, 2281 students enrolled in form one, 1885 completed form four in 2018 (396 dropped out); in 2017, 1858 enrolled in form one, 1403 completed form four in 2020 (455 dropped out). This therefore raises a lot of concern on the dropout rates which continue to increase despite the FDSE, bursaries, grants and other interventions the government has put in place. While studies on dropout rates and other parameters that affect learners' stay in schools have been done in other parts of the country, no study on determinants of dropout rate has been done in Kitui central sub county, hence the need for this study.

## Study Objective

To determine the influence of parents' socio-economic status on students' dropout rate in public secondary schools in Kitui central sub county, Kitui County, Kenya.

## LITERATURE REVIEW

### Parents' Socio-Economic Status and Students' Dropout Rate

Socio-economic status (SES) is the measure of the social standing of an individual or a family, and is determined by various variables that are responsible for income, education, occupation, family effluence, physical assets, social position, social participation, caste, political influence, and muscle power (Mwania, 2017). Wani, 2019). Nita et al. (2021) investigated the effect of penury and family characteristics as determinants of school dropout in a countryside community in South-Western Romania. It was quantitative research which was based on the survey method. They used questionnaires as the research tool and 363 people all aged above 18 years participated in the study. Findings were that children from poor families (where at least one parent does not work), where parents are devoid of education or their education level is low, are liable to follow the models offered by parents that education is not a priority. Unlike the study where all the respondents were over 18, the current study had some respondents (students) who were below 18 years.

Zeb et al. (2021) assessed the socio-economic determinants of school children's dropout in rural areas of District Peshawar, Pakistan using a convenient sampling technique. Heads of 400 households from which children had dropped out of school had data collected from them using interview methods and questionnaires. Data analysis showed that the principal reason for learners' dropout of school was poverty. Other factors like; distance to school, parents' education, and illiterate community were also considered to be somehow responsible for children's leaving school. In contrast to Zeb's study which used convenient sampling, the present study used purposive and random sampling methods to identify its participants.

It was investigated by Effiong et al. (2019) in Yakurr Local Government Area of Cross River State, Nigeria, how the dropping out of students in secondary schools is influenced by the family background. The study used a descriptive survey design selected 5 secondary schools in the area under investigation and had 150 students randomly sampled out of the schools. Data was collected using questionnaires while independent t-test and paired t-test were utilized in analysis of the collected data. Findings were that factors such as parents' attitude, size of the family, parents' educational background, and parents' socio-economic status, were associated with dropping out of school of the students. The study used 150 students only, while this study used 340 students, 22 principals, and 22 class teachers.

Abotsi et al. (2018) did a study on the economic implications of dropouts' issues in rural communities in Ghana. A descriptive research design was utilized and the investigation targeted households in communities in the Nchiraa Circuit that had dropouts. Using a systematic sampling technique, 50 households were selected and data gathered using a structured questionnaire. Findings were that the dropouts' number per community was relatively enormous (55.4%) and the main factors associated with dropouts in the research were the parents' low level of education, poverty, and long distances to school. The study's target population was households in the community while this study's target population was students, teachers, and principals in schools. In another study conducted by Cheloti, Mwikya, & Mulwa (2019) on Influence of cost of education on transition rates from primary to secondary schools in Kenya, the study found that most children from poor socio-economic backgrounds failed to transit to secondary schools. The study also noted that some dropped out in the first or second year of secondary school. This shows that parental socio-economic status has a direct influence on learner retention in school.

A study by Murage and Kisaka (2018) on Socio-economic factors and students' retention and completion rates in public secondary schools in Kilifi County, Kenya, employed a descriptive study design. The study involved 250 respondents (200 parents and 50 head teachers who were purposively sampled). Data collected using questionnaires and interviews after analysis showed that the economic and educational backgrounds of the parents had a lot of effect on the education of their children. The study respondents were parents and head teachers while this study did not involve parents but involved students, class teachers, and principals.

**Study Theory**

This study was anchored on Systems Theory. Systems theory was proposed in the 1940's by the Austrian biologist Ludwig von Bertalanffy (General Systems Theory, 1968), and furthered by Ashby (Introduction to Cybernetics, 1956). The premise of the theory is that organizations are social systems which are dependent upon the environment in which they exist for inputs (Katz & Kahn, 1978). Systems receive input from the environment either as information or in the form of resources. They process the input internally (throughput), and release outputs into the environment in an attempt to restore equilibrium to the environment. The system then seeks feedback to determine if the output was effective in restoring equilibrium. All schools are open systems and consists of; inputs (students entering the system), a transformation process, outputs, feedback and the environment. School system exists to achieve objectives through the collective efforts of individuals in larger community and institutional settings. School dropout rates can be therefore explained as a product of dysfunctional elements within the education system. The elements do not operate in isolation but are interrelated making school dropout a process. The strength of systems theories lies in the interdependency, adaptability, and exchange of resources and energy from the different systems. Weakness of the theory is that it only agrees with changes that stabilize the system hence only slow and steady change can occur rather than radical changes. However, despite the weakness it is still the best theory for this study. In the study, systems theory holds that household, school related and community related factors that influence students' dropout in public day secondary schools in Kitui Central Sub County emerge from the interactions schools have with their external environment.

## RESEARCH METHODOLOGY

The study adopted descriptive survey research design to investigate the determinants of students' dropout rate from public day secondary schools in Kitui Central Sub County, Kitui County. A descriptive survey entails gathering data to answer questions about the present situation of the area being studied (Mugenda, 2008). The design was perfect since it allowed the researcher to collect qualitative as well as quantitative data from a huge number of cases at a set-out period using existing data. The data for this study was collected using questionnaires for principals, form three class teachers and form three students. Data was analysed using SPSS version 26 and presented in figures, tables, and narratives.

## FINDINGS

## DESCRIPTIVE STATISTICS

The objective of the study was to determine the influence of parents' socio-economic status on students' dropout in Kitui central sub county, Kitui County. The researcher sought to assess the influence of the education level of the parents and the family income/poverty level on students' dropout rate. The findings are presented in Table 1 and 2 below.

**Education level of parents**

**Table 1: Father's highest level of education**

|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| University | 11 | 3.4 | 3.4 | 3.4 |
| Secondary | 134 | 40.8 | 40.8 | 44.2 |
| Primary | 181 | 55.2 | 55.2 | 99.4 |
| None | 2 | 0.6 | 0.6 | 100.0 |
| **Total** | **328** | **100.0** | **100.0** | |

The information in Table 1 shows that many fathers, 181 representing 55.2% had only attended primary school. They were followed by those who had gone to secondary school at 134, representing 40.8%. The information further shows that 11 fathers equivalent to 3.4% had gone to the university while two representing 0.6% had not attained any formal education.

**Table 2: Mother's highest level of education**

|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| University | 0 | 0 | 0 | 0 |
| Secondary | 134 | 40.9 | 40.9 | 40.9 |
| Primary | 194 | 59.1 | 59.1 | 100.0 |
| None | 0 | 0 | 0 | 100.0 |
| **Total** | **328** | **100.0** | **100.0** | |

From Table 2, there was no mother with a university education, but all had at least attended school. Most of the mothers, 194 representing 59.1% went up to primary school while the remaining 134 representing 40.9% went up to secondary school. This shows that although the mothers had some education, it was low (primary education). Generally, from the information gathered, very few parents had university education and these were only fathers. Majority of the parents (both fathers and mothers) had only attained primary education. This means that the degree of ignorance was high and they may not value their children's education much leading to dropping out of

some of them. Low education level meant the parents' chances of getting employment were low leading to low income. Low education level also meant that the students lacked role models thus increasing dropout rate.

**Family Income/Poverty Level of the Family**

The researcher gathered information on the total monthly gross income of the family from the students and the data is presented in Table 3.

**Table 3: Monthly gross income of the family in thousands**

| Gross income | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| 1 - 4k | 174 | 51.2 | 51.2 | 51.2 |
| 5 - 9k | 65 | 19.1 | 19.1 | 70.3 |
| 10 - 14k | 38 | 11.2 | 11.2 | 81.5 |
| 15 - 19k | 13 | 3.8 | 3.8 | 85.3 |
| 25 - 29k | 26 | 7.6 | 7.6 | 92.9 |
| above 30k | 24 | 7.1 | 7.1 | 100.0 |
| Total | 340 | 100.0 | 100.0 | |

From Table 3, 51.2% of the families earn less than four thousand per month. 11.2% of the families earn 10–14 thousand and 3.8% earn 15–19 thousand. Cumulatively, 85.3% earn less than 20 thousand in a month. 7.6% of the families earn 25-29 thousand while only 7.1% earn 30 thousand or more in a month. This is an indication that most of these parents are very poor hence cannot afford to pay school fees. This makes some students to drop out of school unless the parents find other means of school fees payments. For good retention of students in schools, these parents need to be empowered through various socio-economic activities to have some form of income and better livelihood and make them afford school fees and other related school costs.

**School Fees Payment for the Student**

The researcher carried out an investigation to know who paid fees for the student and the information gathered is presented in Table 4.

**Table 4: Responses on who pays school fees for the student**

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| Parents | 272 | 82.9 | 82.9 | 82.9 |
| Sponsor | 31 | 9.5 | 9.5 | 92.4 |
| Siblings | 16 | 4.9 | 4.9 | 97.3 |
| Guardian | 9 | 2.7 | 2.7 | 100.0 |
| **Total** | **328** | **100.0** | **100.0** | |

From Table 4, most of the students, 272 representing 82.9% had their fees paid by their parents. 31 of them, which is 9.5% had sponsors paying their school fees, 16 of them equivalent to 4.9% had their fees paid by a guardian, while nine representing 2.7% had their fees paid by their siblings.

**INFERENTIAL STATISTICS**

**Correlation Analysis**

The relationship between the dependent and independent variable was assessed by carrying out a Pearson's correlation analysis which was computed at a 95 percent level of confidence. The correlation coefficient ranges from −1 to 1 while a value of 0 implies that there is no linear dependency between the variables. Between 0 and 0.3, the correlation is weak, 0.3 and 0.5 is moderate, while greater than 0.5 is a strong correlation. A positive coefficient denotes a positive or direct relationship while a negative coefficient denotes an indirect or negative

relationship.

**Table 5: Correlation analysis on students' responses showing parents' education level, family income level and school fees payment**

| | | Parents' education Level | Family income level | School fees payment |
|---|---|---|---|---|
| Parents education level | Pearson Correlation | 1 | .213 | .449* |
| | Sig. (2-tailed) | | .341 | .036 |
| | N | 328 | 328 | 328 |
| Family income level | Pearson Correlation | .213 | 1 | .607** |
| | Sig. (2-tailed) | .341 | | .003 |
| | N | 328 | 328 | 328 |
| School fees Payment | Pearson Correlation | .449* | .607** | 1 |
| | Sig. (2-tailed) | .036 | .003 | |
| | N | 328 | 328 | 328 |

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

The information presented in Table 5 shows a moderate correlation between the education level of the parents and school fee payment (r =0.449; p = 0.036). The correlation coefficient is also statistically significant since the value of p, 0.036 is less than 0.05 (significance level). This shows that parents who had higher education had a higher commitment to paying their children's school fees than parents with lower education. The illiterate parents and those with low education do not pay fees well for their children and since the research found most parents in Kitui central sub county had secondary education and below, they were reluctant to pay school fees for their children. This led to some students abandoning school thus proving that the education level of the parents influences the dropout rate. The discovery of the study agreed with that of a study by Gitonga and Khatete (2021) in the Western Province of Rwanda. It investigated how internal efficiency (repetition and dropout rates) of public primary schools was influenced by parental educational levels. The study used a descriptive research design and 529 respondents (pupils, teachers, head teachers, and District Directors of Education) were involved. Questionnaires were used as research instruments. Conclusions from the study were that; the education of the mothers was more significant in influencing internal efficiency, and that increase in parents' education led to less repetition and dropout rate.

**Table 6: Correlation results for principals' responses on selected factors/parameters and dropout rates**

| | | Dropout rate | Gender | Social media influence | Parents' academic expectations | Parents socio-economic status |
|---|---|---|---|---|---|---|
| Dropout Rate | Pearson Correlation | 1 | .527* | .675* | .425* | .534* |
| | Sig. (2-tailed) | | .022 | .006 | .039 | .010 |
| | N | 22 | 22 | 22 | 22 | 22 |
| Gender | Pearson Correlation | .527* | 1 | .236 | .436* | .335 |
| | Sig. (2-tailed) | .022 | | .289 | .042 | .128 |

| | | Dropout rate | Gender | Social media influence | Parents' academic expectations | Parents socio-economic status |
|---|---|---|---|---|---|---|
| | N | 22 | 22 | 22 | 22 | 22 |
| Social media influence | Pearson Correlation | .675* | .236 | 1 | .307 | .424* |
| | Sig. (2-tailed) | .006 | .289 | | .164 | .049 |
| | N | 22 | 22 | 22 | 22 | 22 |
| Parents' academic expectations | Pearson Correlation | .425* | .436* | .307 | 1 | .415 |
| | Sig. (2-tailed) | .039 | .042 | .164 | | .055 |
| | N | 22 | 22 | 22 | 22 | 22 |
| Parents socio-economic status | Pearson Correlation | .534* | .335 | .509* | .415 | 1 |
| | Sig. (2-tailed) | .010 | .128 | .016 | .055 | |
| | N | 22 | 22 | 22 | 22 | 22 |

*Correlation is significant at the 0.05 level (2-tailed).

The correlation matrix in Table 6 on principals' responses depicts a strong correlation between parents' socio-economic status and students' dropout rate (r=0.534, p=0.010) which is statistically significant since p=0.01 which is below 0.05 (significance level).

**Table 7: Correlation for class teachers' responses on certain factors/parameters and students' dropout**

| | | Dropout rate | Gender | Social media influence | Parents' academic expectations | Parents socio-economic status |
|---|---|---|---|---|---|---|
| Dropout rate | Pearson Correlation | 1 | .437* | .698* | .516* | .612* |
| | Sig. (2-tailed) | | .042 | .016 | .031 | .022 |
| | N | 22 | 22 | 22 | 22 | 22 |
| Gender | Pearson Correlation | .437* | 1 | .320 | .477* | .424 |
| | Sig. (2-tailed) | .042 | | .112 | .001 | .062 |
| | N | 22 | 22 | 22 | 22 | 22 |
| Social media influence | Pearson Correlation | .698* | .320 | 1 | .413 | .469* |
| | Sig. (2-tailed) | .011 | .112 | | .074 | .003 |
| | N | 22 | 22 | 22 | 22 | 22 |
| Parents' academic expectations | Pearson Correlation | .516* | .477* | .469* | 1 | .415 |
| | Sig. (2-tailed) | .031 | .001 | .003 | | .055 |
| | N | 22 | 22 | 22 | 22 | 22 |

| Parents socio-economic status | Pearson Correlation | .612* | .424 | .509* | .415 | 1 |
|---|---|---|---|---|---|---|
| | Sig. (2-tailed) | .022 | .062 | .016 | .055 | |
| | N | 22 | 22 | 22 | 22 | 22 |

*Correlation is significant at the 0.05 level (2-tailed).

The correlation matrix in Table 7 on class teachers' responses showed that the parents' socio-economic status had a strong correlation, r=0.612 which is statistically significant since the p-value, 0.022 is below 0.05 (significance level).

The correlation analysis results in table 6 (from the principals' perspective) and table 7 (from class teachers' perspective) show that there is a strong positive correlation between parents' socio-economic status and students' dropout rate. Further, correlation analysis of students' responses on family's level of income and payment of students' fees shows a strong positive correlation too (r=0.607, p=0.003) which was statistically significant. The findings are in agreement with those from studies by Nita et al. (2021), Zeb et al. (2021), Effiong et al. (2019), Abotsi et al. (2018), and Murage and Kisaka (2018) who all found a positive correlation between parents' socio-economic status and students' dropout rate.

## DISCUSSION AND INTERPRETATION OF RESULTS.

The study aimed to establish the influence of parents' socio-economic status on the rate of dropout of students in public day secondary schools in Kitui Central Sub-County, Kitui County, Kenya. Some socio-economic factors that may affect students' dropout rates were investigated. The education level of the parents presented in Tables 1 and 2 showed that majority of the fathers (55.2%) and mothers (59.1%) had only attended primary school. The parents who had secondary education were 40.8% of the fathers and 40.9% of the mothers. The information in the tables further showed that 3.4% of the fathers had a university education while no mother had university education. All the mothers had attained formal education but 0.6% of the fathers had not attained any formal education. Generally, from the information gathered, very few parents had university education and these were only fathers. Majority of the parents (both fathers and mothers) had only attained primary education. This means that the degree of ignorance was high and they may not value their children's education much leading to some of them dropping out of school. Low education level meant the parents' chances of getting employment were low leading to low income. Low education level also meant that the students lacked role models thus increasing dropout rate.

Fees payment for the students was affected by the level of education of the parents as shown by the correlation matrix on parents' education level and payment of school fees for the student presented in Table 4. It showed a moderate correlation between the education level of the parents and school fees payment (r = -0.449; p = 0.036) which was statistically significant since the value of p was 0.036 which is below 0.05 (significance level). This shows that parents who had higher education had a higher commitment to paying their children's school fees than parents with lower education. The illiterate parents and those with low education do not pay fees well for their children, and since the research found most parents in Kitui central Sub County had secondary education and below, they were reluctant to pay school fees for their children. This led to some students abandoning school thus proving that the education level of the parents influences the dropout rate.

The discovery of the study agreed with that of a study by Gitonga and Khatete (2021) in the Western Province of Rwanda. It investigated how internal efficiency (repetition and dropout rates) of public primary schools was influenced by parental educational levels. The study used a descriptive research design and 529 respondents (pupils, teachers, head teachers, and District Directors of Education) were involved. Questionnaires were used as research instruments. Conclusions from the study were that; the education of the mothers was more significant in influencing internal efficiency, and that increase in parents' education led to less repetition and dropout rate.

The gross monthly income of the family was investigated and is presented in Table 3. It revealed that most of the parents were relatively very poor as 51.2% of them earn less than four thousand per month. Cumulatively, 85.3% earn less than 20 thousand in a month and only 7.1% of the families earn above 30 thousand a month. This is an

indication that most of these parents are very poor, hence cannot afford school fees and other family needs. The students also gave information on who was responsible for paying their school fees (Table 5). It was found that 82.9% of the students' fees was being paid by parents, 9.5% by sponsors, 4.9% by a guardian, and 2.7% by their siblings. From the findings therefore, since most of the students' fees is paid by the parents, and the parents have been found to be poor, some students abandon school if they do not get other means of school fees payments. The findings are supported by those of research done by Zira and Zoru (2020) in Zumo Development Area of Adamawa State, Nigeria, on perceived factors responsible for students' abandoning secondary schools. The study used a descriptive survey research design and involved 20 dropped-out students. Data was collected using questionnaires and it was found that financial constraints and poverty were significant in the dropout occurrence.

## CONCLUSIONS

Based on the study findings, the researcher concluded that parents' socioeconomic status affected students' dropout rate. Parents' low level of education made them not value the education of their children leading to some of the students dropping out of school. Also, poverty and low income among the parents led to the poor payment of school fees and meeting other school expenses. This led to students going to do casual work such as farm work, herding cattle, brick making, and sand harvesting to raise funds to help their parents. Finally, the students dropped out of school. The study finding further showed that there is a strong correlation between the family income and students' dropout rate. From the study therefore, it can be concluded that both poverty level of the family and education level of the parents positively influence students' dropout from school.

## RECOMMENDATIONS

The study recommended that the government should intensify adult learning policy to ensure parents get an education. This would enable the parents pay school fees and meet other related school costs. It would also help to minimize students' absenteeism due to casual jobs they sometimes engage in to earn some money. There should be massive education campaign to enlighten the parents on the value of education of their children so as to support their children in pursuit of education.

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