

## THE EXAMINATION OF POVERTY EFFECT ON STUDENT PERFORMANCE IN LOW-INCOME COUNTRIES

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### Abstract

Education is generally understood to have a crucial part in decreasing poverty and is allied with improvement results such as enhancing productivity. There's broad recognition that it is central to breaking through the generational connection of poverty. Academic achievement can be anticipated by socio-economic status. This study argues that the procedures by which education affects poverty are inadequately agreed upon, especially concerning intergenerational poverty connections. This research will be conducted to examine the effects of the low-economic status of parents as a factor in the academic output of school-going children in low-income countries. A qualitative research methodology has been used, and an open-ended questionnaire was distributed for the collection of data. Participants of the study, teachers, guidance and administrators were selected randomly in the four countries Sierra Leone, Liberia, Somalia, and Afghanistan. The result of the study students raised in low-income countries is more likely to experience cognitive lacks due to substantial changes in their physiological behavior in areas related to memory and emotion. Low income makes it difficult for parents to buy educational tools and books to help their academic achievement for their children, thereby triggering the children to have a lesser vocabulary and a more focused speech. Developmental delays are dominant for students raised in low-income countries as opposed to those raised in affluent homes. Low performance of students when asked to show their knowledge, behavioral problems in the classroom, concentration problems, low academic achievement, and emotional problems are also viewed more frequently in those students who have been raised in a lower socio-economic home.

**Keywords:** poverty, low-income, inadequate, education, student performance.

### Introduction

Poverty is a condition that limits a person or family's chances of meeting their basic needs or fundamental right to attain education, and at the same time, educational fulfillment is one of the best methods for avoiding poverty (Tickly and Barrett, 2011). Poverty is a stubborn emergency throughout the world and has harmful impacts on almost all qualities of family life and outcomes for children's academic performance. Academic accomplishment has been mainly associated with many issues. Most students are confronted daily with issues of coping with academics under significant emotional strains caused by a long walk to school in a low-income school environment and being tutored by unmotivated teachers. Combine with this, is the difficult-to-learn mindset of parents who more often struggle to provide for the needs of the family. These would not augur well for educational success stories.

This paper examines the mechanisms through which poverty affects education development and students' academic performance (Godah et. al., 2021). According to Casanova et.al., (2005), it is a sequence of these environmental concerns as well as the family impact that causes a student to perform successfully. If a student has not eaten for days and has clothes that don't fit, however, the student would not be able to keep focus in the classroom. Children coming from low-income families who are not given the same tools as the wealthy; are entering schools already behind those not living in similar circumstances (Li-Grining, 2007).

The absence of these educational resources by parents and the choice for students to attend low-income schools most times hinders learning. Irrespective of the financial reasons, good teachers frequently prefer to teach in richer schools. The right resource mixture may also be significant. Without good textbooks or classroom supplies, more teachers cannot inevitably improve the situation of learning. There appears to be a limit to what schools alone can do to overcome the effects of poverty on education. Poverty has various components and does not simply entail low levels of income or expenses. The research extends our understanding of poverty by defining it as a condition that results in a lack of independence to choose to arise from an absence of what is referred to as the ability to operate effectively in society. This multi-dimensional explanation moves far beyond the notion of poverty as being exclusively linked to a lack of financial resources. For example, Sen's view would suggest that inadequate education could be deemed as a form of poverty in many societies (Pillay, 2021).

When thinking about poverty's connections with a lack of adequate financial resources it is helpful to consider the two distinct elements of absolute and relative poverty. Absolute poverty is the absence of financial resources needed to provide a certain minimum condition of living. For example, an absolute poverty line can be set, based on conditions such as the financial resources needed for the most basic requirements, or the take-home pay level needed to pay for basic food needs (Fields, 2000). Such poverty marks need to be modified for inflation if they are to be used at various time points. A poverty line normally used by the World Bank for making international comparisons is US\$1 per individual per day, or sometimes US\$2 per person per day. This kind of absolute poverty line offers a fixed benchmark against which to measure change. For example, to see whether a country is making any progress in decreasing poverty, or to assess several countries or several regions.

### **Problem Statement**

The problems of poverty in education on students' and find out how it affects their performance in low-income countries. This as a major issue has shifted the educational performance and outcome of students living in low-income countries.

### **Importance of the Research**

This research aims to examine how the effect and problem of poverty in education affect students' performance in low-income countries. This research will give rise to further research in uncovering additional challenges and recommend ways to mitigate the issues of poverty on student performance in low-income countries.

## Methodology

### Research Design

This study was carried out as phenomenology research, one of the qualitative research methods. Focusing on the facts that we do not have a detailed understanding of and examining them in depth; is a method that reveals experiences, perceptions, and orientations and in this method, while reaching the cases, the interview process that can express the facts is applied. (Yıldırım & Şimşek, 2006). The study consists of an open-ended interview study designed. A very common and useful research method in various qualitative research methodologies has been the open and deep interview, carried out in a dialogical manner (Åkerlind, 2005).

### Scope of the Study

The participant of this study are teachers, parents, and guards against both private and public schools in West Africa and Asia listed in the World Bank report of 2022 as the poorest countries in the world. The world's poorest countries are classified as low-income economies in the four-tiered World Bank ranking system. This ranking is based on each country's gross national income (GNI) per capita, which is a measure of the country's total income divided by its population.

A sample random sampling was used to select Liberia, Sierra Leone, Somalia, and Afghanistan out of the world's poorest countries in 2022. For each of the four countries selected, random sampling was further used to select from each. From each of the participants selected.

The space of this study contains public and private school teachers from randomly selected countries throughout the second semester of the academic school year 2021-2022. The research comprises 15 teachers and 6 administrators as a sample. The participants who entered this research will be volunteers. The participants' demographic variables are given below:

**Table 1.**  
*Participants Demographic Variables*

				Guidance		Parents		Teachers	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
<b>Gender</b>	Female	15	71	2	100	7	64	3	37.5
	Male	6	29	0	0	4	36	5	62.5
<b>Title</b>	HSG	8	38	2	100	2	18	0	0
	Certificate	2	10	0	0	1	9	0	0
	B.Sc. Degree	7	33	0	0	6	55	7	87.5
	M.Sc. Degree	4	19	0	0	2	18	1	12.5
<b>Age</b>	20-29	9	43	1	5	2	18	2	9.5
	30-39	11	52	10	48	7	64	11	52
	40-49	1	5	4	19	2	18	6	29
	50-59	0	0	3	14	0	0	2	9.5
	60 Above	0	0	3	14	0	0	0	0

<b>National</b>	Sierra Leonean	6	29	2	33	3	50	1	17
	Liberian	4	19	0	0	3	75	1	25
	Somalian	7	33	0	0	4	57	3	43
	Afghans	4	19	0	0	4	100	0	0

The participants' demographic variables illustrate that most of the participants who participated in this research are females, 11 (64%) of the participants are teachers, 7 (53.8) of the participants' educational levels is bachelor's degrees (B.Sc.), 7 (53.8%) of the participants were between the ages of 31-35 (53.8%), and 9 (69.3%) of the participants are from Liberia, West Africa.

### Data Collection

The research conducted interviews through various tools, Google Meet, WhatsApp conversation, and Facebook messenger which took approximately about 30 minutes to complete. That helped gather the demographic variables of the participants who joined the research.

### Data Collection Process

The researcher used an open-ended question to collect the literature review of the study. The interview was validated after receiving views from an educational specialist in the department of education. The data were gathered between the dates 15<sup>th</sup> -26<sup>th</sup> of May 2022. The participant's view on the possibility and benefits of education as a means of poverty reduction was collected through WhatsApp calls and Google Meet.

### Researchers Role

The researcher intends to provide to the educational development and the effects of poverty on student's performance in schools and that others might use this work as a source for further research to improve the educational profession and sector now and in the future.

### Validity and Reliability

Following some changes during the research, files were submitted to the department of educational sciences for authorization on this research which was completed after confirming the research authenticity.

## Findings

The results obtained about each of the questions that are expected to be answered regarding the study goals created by the main purpose of the research are included. The participants were asked to answer all questions and share their opinions and suggestions.

**Table 2.**

*The Participant's View on How Poverty Has Affected Students' Educational Performance in Low-Income Countries*

<i>How poverty has affected students' performance in low-income countries</i>	<i>f</i>	<i>%</i>
Lower academic achievements	11	21
Create lower self-esteem among peers	3	6

Damage their chances of proper education	15	29
Limits their ability to reach their full potential	13	25
Reduces students' ability to concentrate in class.	10	19
<b>Total</b>	<b>52</b>	<b>100</b>

The table above presents the participant's views on how poverty has affected students' educational performance in low-income countries. 29% of the participants said, poverty damage students' chances of proper education, 25% said poverty limits their ability to reach their full potential to perform, 21% said poverty lower students' academic achievements, 19 percent said it reduces students' ability to concentrate in class and 6% said poverty creates lower self-esteem among their peer students.

*"Poverty serves as a wall that blocks students from achieving their goals, concentrating, limits his or her potential to do their best, lowers their self-esteem and keeps them from participating or showing their talents" (P:9).*

**Table 3.**

*Participants' Perception of What Challenges Low-Income Students Face That Affect Their Academic Performance in School*

<b><i>Challenges faced by low-income students that affect their performance</i></b>	<b><i>f</i></b>	<b><i>%</i></b>
Difficult to afford school supplies	8	22
Participating in extracurricular activities seems impossible	5	14
Eating every day might be a struggle	10	28
Bullying by peers	7	19
Insufficient sleeping time	6	17
<b>Total</b>	<b>36</b>	<b>100</b>

The table seen above presents the participant's perception of what challenges low-income students faced that affect their academic performance in school. 28% agreed that low income makes eating every day a struggle, 22% said it is difficult to afford school supplies with low income, 19% said they are bullied by peers because of low income, 17% said that low income creates insufficient sleeping time and 14% said low-income excludes them from participation in extra-curricular activities.

*"There are many challenges faced by low-income students which include but are not limited to struggle to eat every day, bullying by peers, exclusion from extra-curricular activities, no access to school supplies, and many more. To enhance learners' academic performance, learners need some of the basic needs to be met if not all" (P:1).*

**Table 4.**

*Participants' Opinion on How Corruption is a Problem in Student Performance in Low-Income Countries*

<b><i>Undermines educational development</i></b>	<b><i>f</i></b>	<b><i>%</i></b>
Increases poverty and inequality	15	27
Failed infrastructure development	15	27

Impunity and partial justice system	9	16
Rigged education and the economic system	17	30
<b>Total</b>	<b>56</b>	<b>100</b>

The table above demonstrates the participant's opinions on how corruption is a problem in students' performance in low-income countries. 30% agreed that corruption rigged education and the economic system that should benefit all, 27% said corruption increases poverty, inequality, and failed infrastructure development and 16% said corruption hinders impunity and a partial justice system.

*"Corruption is the giant problem if not the worst problem in low-income countries which affects student academic performance in every form or manner. Corruption undermines education development, increases poverty and inequality, rigged education, and economic systems for prosperity in all directions"* (P:6).

**Table 5.**

*Contributors' Perception of the Best Ways to Help Improve Students' Academic Performance in Low-Income Countries*

<i>The best ways to help improve student academic performance in low-income countries.</i>	<i>f</i>	<i>%</i>
Reduce the cost of education	15	28
Active school feeding programs for all	9	17
Improve resources and teachers	11	20
Eliminate corruption in education	10	18
Parents involvement	9	17
<b>Total</b>	<b>54</b>	<b>100</b>

The table seen above presents the perception of participants on the best ways to help improve students' academic performance in low-income countries. 28% said the reduction in the cost of education, 20% said improve resources and teachers, 18% said eliminating corruption in the education system and 17% said parents' involvement is key as the establishment of active school feeding programs in schools.

*"Here are some ways to help improve students' academic performance in a low-income country: a. Reduce the cost of education, b. Create an active school feeding programs for all students, c. By eliminating corruption in education, d. Getting parents and community involvement in the process. This will improve the school environment and improve students' academic performance"* (P:1).

**Table 6**

*Participants' Opinion on How You Have Contributed To Improving Education in Low-Income Communities for Student Performance*

<i>Contribution to improve education in low-income communities for student performance.</i>	<i>f</i>	<i>%</i>
Raised the standards of teachers	14	35
Advocate for salary improvement	9	22.5
Encourage school-based management system	10	25

Make funding schools a priority in my advocacy.	7	17.5
<b>Total</b>	<b>40</b>	<b>100</b>

The table above shows the views of contributors on them have contributed to improving education in low-income communities for students' performance. 35% of the contributors said, that they raised the standard of teachers, 25% said to encourage the implementation of school-based management systems, 22.5% said they advocated for salary improvement and 17.5 said to make funding schools a priority in their advocacy.

*"In my opinion making school funding a priority and rising the standard of teachers by promoting school-based management systems which allow the community, parents, and other qualified individuals to take ownership of the school management in improving the school and enhancing student academic performance in low-income countries"* (P:4-P:6).

**Table 7.**

*Participants' View on How Teacher Development Improves Teaching Techniques and Students' Performance in Low-Income Countries*

<b>Teachers' development in improving teaching techniques and students' performances.</b>	<b>f</b>	<b>%</b>
Improves teachers' ability to align instructions to learners' standards.	13	32
Improves teacher's assessments	14	34
Create clear expectations for lessons	8	19.5
Improves innovation in learning for students	6	14.5
<b>Total</b>	<b>41</b>	<b>100</b>

The table above describes the perception of contributors on how teacher development improves teaching techniques and students' academic performance in low-income countries. 34% of the participants agreed that teachers' development improves teachers' assessments of students, 32% said it improves the teacher's ability to align instructions to learner's standard, 19.5% said teachers' development improves the creation of clear expectations for learners, and 14.5% said it improves innovation in learning for students.

*"In my view, teachers' development improves teaching and learners' academic performance by enhancing their ability to assess students properly, teach according to student's level, and be more innovative in their teaching approaches for a better outcome"* (P:2).

**Table 8.**

*Contributors' Perception on Whether Poverty Has Affected Students' Academic Performances in Low-Income Countries*

<b>Student's academic performance in low-income countries.</b>	<b>f</b>	<b>%</b>
Yes	22	100
No	0	0
<b>Total</b>	<b>22</b>	<b>100</b>

The table above presents the perception of whether poverty has affected students' academic performance in low-income countries. 100% of the participants agreed that poverty affects students' performance in low-income countries, and none disagreed that poverty affects students' performance.

### **Discussion, Recommendation and Conclusion**

#### **Discussion**

The account for the poor academic accomplishment of a student from low-income countries or homes is that the parent has so many work and family tasks that need time, consideration, and money which they cannot meet with the importance of paying less attention to the education of their children (Pillay, 2022; Tonioli, 2022). Despite the supposed position of education, funding per student in less low-income countries is lower than that which is spent on richer students, teachers are less adequately trained, books are often out of date or in inadequate supply, facilities are few, and the taste of learning is under siege. This systemic failure of the schools is the reason poor people have low achievement, poor rates of graduation, and few who chase higher education. The electoral structure does not allow the benefit of the poor to be secure, and involvement is very low for this class (Ma and Bennett, 2021).

Low-income families are less concerned in political negotiations, their concern is weak in the political process, and they are excluded at many levels. Combined with cultural intolerance, poor people lack authority in the political system that they might use to organize economic advantages and justice. To a point, some parties of individuals are given social dishonor because of race, gender disability, religion, or other groupings, leading them to have restricted chances regardless of personal abilities. The above scene is typical of the Sierra Leonean, Somalia, Afghanistan, and Liberia conditions. The bulk of the people is lives at an abject poverty level. The political and social systems do not favor the poor who cannot satisfy the necessities of life as pointed out by this theory. The low-income families realize it is not easy to eat and the education of their children undergoes and hence the poor results at schools (Karim, et al., 2021).

#### **Conclusion**

The research paper established that poverty is an essential component accounting for differences in output and achievement across rural, suburban, and urban regions. Poverty is a reality today and will go on to be a major influence in our society. There will constantly be a split in society between those who can afford it and those who cannot. Students raised in low-income homes are indeed more apt to feel emotional and social challenges, concentration problems in their everyday life, and cognitive lags due to substantial changes in their life psychologically in areas related to memory and emotion. If we are truly devoted to closing the success gap between students raised in low-income homes and those raised in more affluent homes, we need to use the most present study, alter our classroom environments, empower students, teach social skills, embody respect, create inclusive classrooms, and recognize the signs of poverty. Our first and best approach for reducing the success gap due to poverty is to build strong connections between students and teachers (Engle, 2008).



As has been seen from the literature review that many issues impact the academic output of students. Schools are poorly financed and run by the government. The low income of parents is a major obstacle to academic achievement and the improvement of learners. Students' educational performance is projected by a string of socioeconomic issues inhabitant in parents, family links, and the government's contradictory nature of execution of its policies and financing of schools (Jordan et al., 2021). It is suggested that authorities should increase the provision of funds to offer more conveniences to enable learning in the schools and economic equality program should be embarked on to boost parents' income. Distinguishing which basic core talents students are missing and getting them the correct social help will help to enhance academic accomplishment. School teachers can make a change by making changes to their instructional procedures and being mindful of the risk factors. We can close the disparity through specialized instruction and providing students with a safe place to take risks in their education (Cedeño et al., 2016).

### **Recommendation**

Poverty is a dangerous factor in students' performance in low-income countries and limits students' performance and it may continue to affect them if the issues of poverty are not addressed. Poverty occurs in many dimensions than just income. So, empowering low-income families through effective investment in early child development has the potential to improve students' performance and reduce inequalities perpetuated by poverty, poor nutrition, and restricted learning opportunities so that they can contribute to economic growth need investments in education, health, and in social safety that will enable them to make correct decisions to improve their lives and enhance students' performance at school.

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