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**EFFECT OF POVERTY ON THE ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN MAIDUGURI METROPOLIS, BORNO STATE, NIGERIA**

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***Abstract***

*This study examined the “effects of poverty on the academic performance of secondary school students in Maiduguri Metropolis, Borno State; with the objective of identifying the prevalence of poverty in the study area; determine the causes of poverty; examining the relationship between poverty and students academic performance and determining the effects of parental status on students’ academic performance. The study utilized primary and secondary data. Primary data was obtained through the use of questionnaires and personal interview. A sample of 100 respondents was selected for the population. The results of the findings revealed that “there is a significant relationship between social status of parents and the performance of their children in secondary schools. The study recommends that parents should minimize the birth rate of children based on their income so as to be able to cater for the educational needs of their children and again, parents should clearly monitor the educational pursuit of their children and try as much as possible to provide their educational needs.*

***Keywords:*** *Effect, Poverty, Academic, Performance, Students, Secondary*

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**Background to the Study**

Education is a process through which individual acquires skills, competencies and attitude. It is the right of every child to be educated, be it traditional or western. Thus, education is been regarded as culture to man, people and the nation of the world at large. This explains why man

has to educate himself and his offspring in the society. Poverty is one of the factors militating against man from carrying out his educational activities perfectly, because of the various perception and complexities of the term poverty, a universally agreed definition cannot be arrived at. But then poverty according to the Oxford Advanced Learners Dictionary (2000) is a state of being poor. Mike (2005) sees poverty as a way of life characterized by low calorie intake, unemployment and under-employment. Leroy and Symes (2001) consider poverty as a major anti-risk factors relating the concept poverty to Nigeria, it will therefore be considered in a broader way which implies that it has been viewed in various perspectives which include one national state and home background. At the national level, a nation can be considered poor when her economic standard is very low and this automatically makes the nation under-developed. The economy of a country that that not reach certain stage of development in the mind of people that if the poor status of any society or nation, even family can really have an impact on the students educational performance.

In view of this, the study intends to investigate the positive and negative impact of poverty on the student's education in Maiduguri Municipal Council and Nigeria in general. This is because diversity of the word poverty by different scholars who have used it in their course of study and how it has affected learning and performance of the students in their educational development.

Goldstren (1976) admitted this concept when he said that the fact that much of the youth educational development takes place in a circle or home, the child begins to attend school in psychological tourism, an attempt would be made to determine the influence of parent's socio-economic performance and impact of poverty on students' education. There is a group which contends the poor have right to e assisted on the bases of group solidarity. Oijkstra (1984) we know that in Africa the system of the extended family addresses the issues of poverty in the community.

### **Statement of the Problem**

Despite the desire to expand secondary education on issues of enrolment, retention, completion, and pass rates beginning 2005, yet the quality of

students' academic performance in Nigerian secondary schools, has increasingly declined year after year (MOEVCBEST, 1998-2012; Twaweza, 2013). This is despite the ongoing processes of teaching and learning in secondary schools, whereas so many researchers have paid great attention to investigate the factors affecting academic in the secondary schools. Consequently, there was a knowledge gap between what was known and unknown in addressing the raised grand question of the current study, How do poverty indicators affect the students' academic performance in secondary schools in particular in Maiduguri Metropolis.

### **Objectives of the Study**

The general objective of this research is to examine the effect of poverty on the academic performance of secondary school students in Maiduguri Metropolis while the specific objectives are to:

- i) determine the prevalence of poverty in the study area;
- ii) determine the causes of poverty in the study area;
- iii) examine the relation between poverty and students academic performance;
- iv) determine the effects of parental status on students academic performance;

## **LITERATURE REVIEW**

### **Conceptualization of Poverty**

The identification of poverty in Nigeria began right from independence, due to ignorance and diseases, and poverty is enemy of the people. The source describes poverty as result of many and mutually reinforcing factors, including lack of productive resources to generate material wealth, illiteracy, and prevalence of diseases. It is added that the factors are discriminative socio-economic and political systems, natural calamities such as drought, floods, HIV and man-made situations such as wars (URT, 1999).

The World Bank (2005) characterizes poverty as pronounced deprivation of the wellbeing of a person whereas one is thought to be poor if one does not have enough income or consumption. However, the World Bank criteria differ from Nigeria ones by also looking the position and the

capability one has in the society. It may be concluded that there is a general consensus between the WB and developing countries like Tanzania that the dominant criteria of identifying the poor are just its indicators poor lack capabilities and in most cases they may have inadequate education, income, poor health, feel powerless and lack political freedom (WB, 2005).

### **Global Poverty Status**

The IFAD (1992) report estimated that more than one billion people in the world population lived below poverty line in 1992. Among these 939 million were found in rural areas of the world. In particular, Asia was pointed out to have the highest number of people living in rural areas, where the poor were estimated to be 633 million. In comparison with the Sub-Saharan Africa it had 204 million people. The Latin America and Caribbean followed by having 76 million poor people. The rest were the near East and North Africa countries (IFAD, 1992). Later on the WB (2000) reported that, between 1987 and 1998 the population in the developing countries lived on less than one dollar a day.

### **Education as an Approach to Poverty Alleviation**

The fundamental role of education in the national development cannot be over emphasized. The investment in education is self-evident in order for any countries to achieve higher levels of economic growth and productivity in particular (WB, 2000). The secondary education increases chances for poverty alleviation as currently the world economies require the supply of the educated and trainable labor force with secondary education as the minimum qualifications. The URT (2004) country report asserts that the eminence of secondary education in Tanzania has been regarded as the necessary condition for economic competitiveness in the context of globalization and liberalization.

Moreover, the secondary education has been exhibited as an essential for the improvement of the quality for primary education leavers. In making the poverty Reduction Strategy a reality, secondary education is considered as one of the major components of the strategy as per (URT, 2004). It is in the same line whereby the Tanzanian government had embarked on the expansion of the secondary school system aiming at

increasing the rate of economic growth and productivity for her own people. Moreover, it is confirmed that the expansion of education increases the chances of children from poor families attending secondary school and thereby ultimately improving their living conditions (URT, 2004).

The same source URT (2004) reports, that only 9 percent of the labour force has received education beyond primary school, while the productive skilled labour force has been below what is required. This in turn acts as one of the major constraints on increased domestic and foreign investment. However, there are reports of decreasing in the formal employment in the government and parastatal sectors as well as in the private sectors. Greater anticipation is placed on the informal sector requiring secondary education to perform in a modest way.

### **Poverty and Academic Performance**

Bakare (1994) specifically talks on issues of poverty and the academic performance. For this author the underperformance means any achievement that falls below the desired standard. The author theorizes that the criteria of excellence could be estimated from 20 to 100 percent depending on the subjective yardstick of the evaluator or assessor. Besides those perspectives, Aremu (2000) asserts that the poor academic performance among other things is dependent on the decision of the examinees towards failing to reach the expected standard. The interpretation of this expected or desired standard is better appreciated from the perpetual cognitive ability of the evaluator of the performance.

The evaluator or assessor can therefore give different interpretations of achievement depending on some factors. It is from the above contentions that the investigations on the factors that affect students' performance have attracted many researchers, so that through their research findings they would come up with various suggestions. From these findings, many factors and ways forward have been pointed out, but still yet the problems of underperformance scenarios still persist at the level of secondary school. Clemens and Oelke (1967) attributed the causes of poor academic performance to be the combination of personal and institutional factors.

In the same vein Wiseman (1973) study attributed among other issues, had examined the causes of poor academic performance among primary school

students. This study identified factors such as the intellectual abilities, poor study habits, and motivation, lack of vocational goals, low self-concept, poor family structure and anxiety. The study too found that the consequences of lacking the identified attributes were attributed to the causes of indiscipline in schools and low level of educational standards. Another study is that of Daily Sketch Published study on the “causes and cures of poor performance in West African School Certificate Examination WASCE (2006), which identified and categorized problems responsible for students’ poor performance.

It is added that although, the school related factors are responsible for the experiences it bears to an individual’s life during school life, yet parents and the individual’s experiences at home play tremendous roles in building the personality of the child and making the child what he/she is. In unison with previous study report, Ichado (1998) concludes that the environment in which the student comes from can greatly influence their performance at school. Based on the previous study reports, it is clear that the socio economic factors besides other factors have greater influence on an individuals’ academic performance.

Elaborating how the poverty contributes to the poor academic performance the researcher Emeke (1984) identified how the poor income families affected the primary school pupils’ outcomes performance. The study findings concluded that family income affects learners’ performance outcomes in primary schools. On top of those reported findings, Bakare (1994) studied the factors for poor performance identifying that the children who attended school either without school uniforms or with dirty ones, as well as the bare-foot or wearing slippers were psychologically affected. Secondly, the study reports that pupils who were physically unprepared to participate in the learning process, were those who attended school without having any breakfast, and stayed there for eight hours without any lunch.

Fourthly, the pupils studied in dilapidated classrooms that were poorly furnished. The researcher concluded that it is difficult for pupils to make good academic progress. Sogbetan (2000) suggests that some parents in poor households were not only poor financially but also in terms of their knowledge, awareness and interest in schooling. This affected the

children's schooling. As a result, some children were either not enrolled in school, or even if they were, were not motivated to attend school. On the whole, low human capital affected the children's schooling in various ways: Not only that but also Makori, (2001) argues that extra family income might also matter if parents use the money for child-centered goods like books, for quality daycare or preschool programs, for better dependent health care, or to move to a better neighborhood. Until recently, empirical studies linking poverty and income to child outcomes have done little to eliminate biases caused by the omission of unobserved family and child characteristics.

These sources have in common suggesting that any discussion of how the social capital affects behaviors must take into account the resources within the network as well as the potential resources that can be drawn upon from outside the network. These sources are in consensus that, the family's resources, physical, human, cultural and social capital) are necessary in enhancing children's education. These forms of capital are the determinants of the children's schooling behavior.

The family's resources determine the pupils' attitudes, perceptions, and aspirations, learning behavior, school achievement, school outcomes and school commitment. Parents' involvement in education is widely cited as an important strategy for improving pupils' schooling behavior outcomes, effective learning, and education quality (Hassan, 2004).

### **Influence of Poverty on Educational Performance**

Research on educational production functions has provides an improved method for understanding the influence of specific inputs on student performance. The study Coleman (1966) indicated that school controlled inputs have little effect on achievement independent of the family background that has had a major impact on public attitudes and public policy toward education. Higher performance in the private schools relative to the public schools, Murnane (1984) had generated increased interest in the importance of school controlled inputs in the education process. Coleman and Hoffer (1987) suggest that the community structure is important in explaining this differential. Greely (1982) finds that minority students (blacks and Hispanics) in Roman Catholic high schools

performed better than those in public schools because of different family backgrounds, personal characteristics and superior instruction. According to Greely (1982), Catholic schools are most successful with the poor.

Datcher-Loury (1989) using data from the ETS-head presented the longitudinal study on low income black children and it found that differences in family behavior and attitudes had large and important long term effects on the academic performance. Andrews (1991) found that the school, family, and community inputs were significant in the educational process and they were considered in any attempt to improve educational performance. The racial composition, family structure, early school programs, parental education and private school enrollment were all important variables in the estimated model.

The researcher Barton (2003) elaborates that since in the US a large percentage of students, who live in poverty come from single parent households, there can be a range of sibling family, and elder-care responsibilities thrust upon them that their more affluent peers do not, in general, experience. These additional familial responsibilities influence students' success at school. Students' academic preparation, attendance rates, behavior, and the amount of effort they are able to put into their schoolwork are particularly susceptible to the deleterious effects of poverty. The effect poverty has on students' preparation to achieve academically is well documented (Barton, 2003).

The study shows that the students' perception that they were constantly being sent signals of not conforming to the norms of the school. This perception says Barton (2003) can propel students to push back, skip school, or simply withdraw from active participation. Student's effort is also affected by poverty. Many of the circumstances of poverty cited above are said to lead to the behavioral issues which can also undermine the amount of efforts students put in their schoolwork. This set up a number of counter-productive dynamics: first there are students who pass key exams but receive low or failing grades because they have accumulated multiple zeros for not completing assignments (Barton, 2003). The students assume that because they passed the test, they were warranted to pass the course. When they fail the course, they attribute the failure to the teacher not liking them, rather than recognizing that the course failure



stems from not turning in their assignments. Students' misunderstanding of the source of their poor course performance prevents them from reflecting on what they might need to do to improve their academic performance (Barton, 2003).

Second, because many students who have experienced the sting of course failure in earlier grades they seek to shield themselves from again experiencing the negative feelings associated with this failure by denying effort. In this way, the anticipated course failure can be attributed to the fact that students do not care or try, something that could be self-corrected in the future, rather than putting themselves in situation in which they believe they tried their hardest and still failed. Alternatively, some students act out in this situation because they would rather be viewed by their classmates as bad than dumb (Barton, 2003).

In the United States (USA) the gaps in achievement among poor and advantaged students are substantial Rowan, Cohen, Raudenbush (2004). Through multiple studies, the U.S. Department of Education in 2001 has indicated results that clearly demonstrate that student and school poverty adversely affect student achievement. The U.S. Department of Education (2001) found the key findings regarding the effects of poverty on the student achievement in a study conducted in standards three across the standard five. It is reported that students from the survey of 71 high-poverty schools, scored below norms in all years. It is added that the tested students, who lived in poverty scored significantly worse than other students in other schools with children who came from middle income families scored significantly worse initially but closed the gap slightly as time progressed. Numerous individual studies have found similar results as follows.

On one hand, the students from low income families consistently, regardless of their ethnicity or race, scored well below the average (Bergeson, 2006). The example is sited that in one study, 43.5% of low-income students did not successfully meet any of the required subject area assessments, while only 13.2% of low-income students met all of the required subject area assessments (Bergeson, 2006). Similar studies have found comparable results (Bergeson, 2006). Poverty effects on the child increase with the duration of poverty. "Children who lived in persistently

poor families scored 6 to 9 points lower on the various assessments than children, who were never poor” (Smith, 1997).

The extent at which poverty affects the academic performance has been confirmed with a significant effect in (Smith, 1997). This study reports that children from the very poor households, with income below 50% of the poverty line scored 7 to 12 points lower than children from near-poor households while children in the poor households, income between 50 to 100% of poverty line, scored 4 to 7 points lower. Through multiple studies on various age groups, middle adolescents tend to display the effects of poverty most prominently (Omary 1999). For middle adolescent students, the family economic risk and the level of neighborhood risk predicted behavior risk factors for all subgroups (Omary 1999).

### **Relationship between Parents’ Income Status and Students’ Academic Performance**

In contrast, a few studies have found little correlation between family incomes and the academic achievements. The family income level was a predictor of school completion for all subgroups as well in the study of (Omary 1999). An additional study conducted by Mayer (1997) studied the test scores of siblings. It tested the testing of one sibling prior to an increase in parental income and one sibling after an increase in parental income. The study found that “changes in income between siblings had a very small and statistically insignificant effect on children’s test scores and educational attainment” (Mayer, 1997).

Demir (2009) conducted a study about factors influencing the academic achievement of the Turkish urban poor in Turkey. Its purpose was to estimate the individuals and combined effects of selected family, students and school characteristics on the academic achievement of poor, urban primary school students in the Turkish background. The researcher used the survey method in collecting the study data to achieve the purpose which was to investigate the variables related to students’ characteristics including the teaching and learning activities as well as required services that influence the academic achievement. The researcher used the sample

of 719 respondents from standards six; seven and eight of primary school pupils from 23 schools near and away the city squatter settlements.

The findings of this study indicated that first, set of variables comprising students characteristics including poor at scholastic activities and support showed that largest amount of variables in academic achievement among were at work in urban poor (Demir, 2009). The second finding from this study was the specification of particular variables to include: the family background characteristics and school quality indicators which were also found to be significant related to students' academic achievement.

Besides European study there is another related empirical study of Geoffrey & Laura (2001) from North America about the academic success among poor and minority students. Its aim was to explore the educational growth and opportunities. The researchers specifically, identified personal features that distinguished academic success, or resilient, among the third grade students from minority and low socioeconomic status. Also, the researcher analysed the competing models of school effects in Washington. Among the findings of the study suggested that the minority students from the poorer family backgrounds were exposed to the greater risks and fewer chances to resilient improved conditions than otherwise to similar low white students. The researchers concluded that the minority students from the poorer levels of the internal local control and academic self-efficacy were those, who were found to the school environments that were less good to support the academic improvement. The study furthermore, suggested that the white families from good economic backgrounds performed better compared to those who came from the low economic backgrounds. Although the study data showed that the poorest students performed substandard in examination, but the study too showed the deference, between white of lower status quo and African pupils who came from poorer backgrounds.

The former white group despite their low status quo economically, but still yet they were better of academically compared to their African counterparts, who originated from poorer backgrounds performed poorly. This study implied that poverty and academic performance relate.

Furthermore, Bezerra, Kassouf and Kuenning (2009) carried a study about the impact of child labor and school quality on academic achievement in

Brazil. Its purpose was to analyse the impact of child labour on students' academic performance. The researchers used the Brazilian school achievement test data to achieve their research ends. The researchers too used the control for "endogeneity" of child labour instrument of variables techniques. The labour instrumental variables referred to average wage for estimating unskilled labour in the nation. One of the findings was that child labour caused a loss in students' school achievement.

The researchers too found that adolescents who did not work had better school performance more than students who worked. The study found that for students who worked two hours a day their school performance had no statistical significance decrease. However, for students who had worked beyond two hours per day, their academic performance was decreased significantly statistically. It was generalised that the researchers' differences in working conditions affected students' school performance.

The issues of poverty in relation to the academic performance are not only the experience of one continent but of all continents as exhibited in the study of Dasand Karuna (2013) from Asia in particular the country of India. That study was about the prevailing academic scenarios of a representative group of secondary schools in Assam secondary schools with special references to students' performance in general subjects and mathematics performance in particular.

The researchers assessed this performance in the state of Assam as one of the representative of poor regions economically in India which also are witnessing socio-political disturbances mainly centered with the younger population. Among the findings from this study was that: the financial and managerial statuses of the schools were found to be the major factors influencing the academic performance particularly mathematics performance in the government and private schools that were better than the schools not getting government capitation grant.

Okoz, Aluede, Justina and Akpaida (2012) present their study results from West Africa reported in the published paper about the secondary school students' perception of environmental variables influencing the academic performance in Edo state of Nigeria. Specifically, these researchers investigated the influence of three environmental variables such as: the learning environment, teachers' method of teaching and students' family

backgrounds. The “Environmental factors in students academic performance instrument was employed in that study. A survey of 1500 students was drawn from multistage proportionate sampling technique that constituted the sample of the study. The study findings confirmed that the three variables namely: learning environments, teacher’s method of teaching and parental socio-economic status, were found out to mediate in influencing students’ academic performance significantly.

Not only that but also, Sunday (2011) conducted a study that was presented in the published paper about the relationship between the school location and the students’ academic achievement of secondary school in Ekiti state of Nigeria between 1990 and 1997. The main purpose of that study was to prove that students in urban areas had better academic achievement than their rural counterparts. The study dealt with graduate population results of the West African School Certificate Examinations (WASCE) in 50 secondary schools of both rural and urban areas in the said state.

The results from that study showed that there was a significant difference between students’ academic achievement of rural and urban secondary schools in senior school certificate examinations. Furthermore, the findings of that study confirmed that in the rural areas where poverty reigns, its most graduated students performed poorly compared to those in the improved urban areas. Findings from students’ responses on the other hand, showed that while teachers’ qualifications and students’ environment influenced students’ poor performance, teachers’ method of teaching and learning materials did not.

Munda and Odebero (2019) is another empirical related study from East Africa, which was conducted at Bungoma in Kakamega County of Kenya about the influence of educational costs on students’ academic performance. Its main purpose was to investigate the relationship between the educational unit cost and students’ academic performance in secondary schools at Bungoma. The researchers involved 80 class teachers from 20 schools, who were selected randomly. The descriptive survey design was applied to collect the feedback from the study participants. The structured questionnaire method was used to collect teachers’ feedback.

In analysis of the data the Pearson correlation was to measure the degree of relationship.

Among the findings from that study included: that a significant positive relationship existed between unit cost and academic performance, and that the government efforts to provide financial subsidy to education were still not adequate to cover vulnerable groups. The researchers concluded that the current funding approaches in Kenya involved the wide range of stakeholders. Conclusively, the researchers recommended that there was a need to reformulate such approaches to assist the government efforts and mitigate the deprivation that vulnerable groups endured.

The above presented studies are not the only ones about the relationship between poverty worldwide; there are others like that of (Komba, Hizza, Winledy and Jonathan, 2013). These researchers did a study, which they presented in the published paper about the factors influencing the academic performance of ward secondary schools in Moshi Tanzania. The focus of their study was on investigating the links between variables of education providers, facilitators, and learning environments and the influence they have on students' academic performance. It also assessed whether the availability of all required facilities and infrastructures, were adequate or not so as to influence students' performance in ward secondary schools at district level. The study involved 100 students, 4 heads of schools, 8 teachers, 4 ward education officers, and 2 municipal or district education officers. Surveying interview method, elite interviews and document review were methods used to collect data. The data were analyzed both qualitatively and quantitatively. The study ended by giving various factors that affects performance of students in the studied study area.

### **Involvement of Parents and Families in Academic Performance**

It is further claimed that developing the positive relationships with parents and families of low socio-economic status and getting them involved with their children's education and school activities is a challenge. It is added that parenting is a critical process affecting many developmental outcomes for children living in poverty. Moreover, parent ability is weakened by

living in poverty conditions and by the emotional and psychological stress associated with living in poverty (Kaiser and Delaney, 1996).

### **Conceptual/Theoretical Framework**

The conceptual or theoretical models in this study referred to the mental schemas or the simplified methodological conceptual arrangement that describe the relationships between and among concepts and variables (Krishna, 2006). The framework of emerging model with emerging concepts helped to unite the collected facts and provided guidance towards collection of suitable information. This is held by the fact that without the conceptual or theoretical frameworks to bind fact together, one would be having uneven discrete segment of knowledge as confirmed in (Katani 1999, Kajembe, 1994). Many researchers base their studies on certain theories. These theories act as guides of the particular studies. However, these theories should not be taken as the only truth; one needs to be critical to such theories so that one may have some balanced view of issues (Holmarsdottir, 2001). According to Aurbach and Silverstain (2003), theoretical framework is a set of beliefs about psychological and social process with which the researcher approaches the study (Galabawa and Lwaitama, 2008). Some of its characteristics that are suitable to the context of this study will be adopted and the researcher will add some from the studied area conceptually. The authors elaborate that the areas with low per capital incomes tend to have low enrolment ratios. Likewise, the current study might be understood in the light of some features of the Dependency Theory (DT) which was introduced under the director of the United Nations Economic Commission for Latin America, Raul Prebisch (Ferraro, 1996). This theory was introduced through the United Nations Technical Assistance to Latin American countries. Once again the Dependency theory is related to historical era, but now has wider application (Makori, 2001). On the other hand, Madman (1996) comments that with regard to the developing countries' politics, the dependency theory has to be defined from the colonial legacy which is to be blamed for developing countries' economic stagnation.

Brock-Utne and Philipson (2000) have seen the dependency of developing countries as affecting people's lives because it is concerned with the

economic ways of living. The dependence of African countries is perpetuated in the continent through the use of loans and other donor support. Because of dependence on donors, in a country like Tanzania does not fully utilize its local resources for developing schools. It is therefore, assumed that Tanzania fails to achieve quality education for all because of its economic dependency.

In recent years Nigeria from 1986, embarked on the privatisation economy and abandoned the socialism policies that underscored the Western model of capitalism. Since then it has been a dependant country on the donors' fund contributions, cost sharing and donations from agencies (Kuleana, 2001). The trend that is backed up by westerners' through the WB policy strings. This means that the educational development, which is seen as a tool for fighting poverty, cannot be achieved if the above mentioned contributors are not willing to support social services education (Rodney, 1974; URT, 2004).

This theory is suitable for this study because the study examined factors which contribute to school poor academic performance in secondary schools. It is the Dependency theory that explains the reasons why Nigerian government depends much on contributions from the parents and community to develop these schools, the parents and the community at large has been failing to contribute to the schools, which remain in a bad situation of having dilapidated classrooms, houses for teachers, text books and other teaching and learning materials, (Kuleana, 2001). This theory has been helpful in my study because in looking for factors contributing to school poor academic performance in community secondary schools, it has been found that poverty is one of the causes and provision of education to the children in the study area depends on parents' contributions. Since parents are poor, they fail to contribute; they want their children get to married and work so that they can get something for the family. This study adopts it due to dependence of the country to donors, leading to less utilization of the local resources for developing schools and students' performance.

## **RESEARCH METHODOLOGY**

### **Research Design**

Research design is the plan on how to conduct research in which how data will be collected and analysed Bogdan (1998). This study involved case



where individuals respondents were interviewed on how poverty affects their academic performance. Case study was selected as it could provide in depth the experiences on how academic performance was affected by poverty in Maiduguri Metropolis.

### **Population and Sample**

The targeted populations of this study were all parents and students of selected secondary schools in Maiduguri Metropolis, Borno state from SS1-SS3 with total population of one thousand (1,000) students. Purposive random sampling was used to get the sampled population of three hundred (300) respondents; this is based on Kreyce Robert and Morgan (1971) population and sample size format. Similarly, this can give is a fair representation of women who married early in Borno State and the specific population used.

### **Research Instrument**

The instrument used for this study was a Self Developed Evaluative Questionnaire (SEQ). The questionnaire consisted of three (3) sections (A, B and C). Section (A) seek information on Bio Data of the respondents, section (B) on effect of poverty on academic performance (C) was a two point Likert's (Yes and No) which sought information on effect of poverty on students academic performance. Moreso, expert in the department were consulted for face validity of the research instrument and constructive criticism were raised and corrected.

### **Procedure for Data Collection**

An introductory letter from the Head of Unit, PGDE programmes, Ramat Consultancy was obtained; thereafter, the letter was taken to the principals of the selected secondary schools in Maiduguri for permission to carry out research in the school. Two weeks after, the questionnaire was taken to the school, I pleaded with the principal to allow me use her teachers as research assistants of which she consented. However, the researcher went from class to class introducing himself and the purpose of the study to the respondents. Respondents who did not understand any items on the questionnaire were assisted accordingly without any influence to ensure

reliability. All questionnaire administered were retrieved because the respondents were monitored closely by their form masters.

### **Validity and Reliability**

In qualitative study studies issues of validity and reliability are termed as transferability, commensurability and credibility (Patton, 1990). The claim also finds support and it is exhibited that "...reliability is the degree to which an assessment tool produces stable and consistent results and validity referring to how well a test measures what it is supposed to measure..." (Cozby, 2001). For Patton the validity and reliability is the positivists' language for studies that aim to generalise information from the deductive studies, but not fit for inductively non-positivists whose studies with ungeneralisable purposes. The author furthers that non positivists' credibility and the transferability echo the soundness and consistency of the study.

### **Method of Data Analysis**

Descriptive statistics were used to analyse data collected for the study. According to McCall, (1975), as cited in Ogbonna and Dakun, (2003); descriptive statistics refers to procedure for organizing, summarizing and describing quantitative information or numerical data and making conclusions or inferences based on such analysis. The statistical data were organized in a tabular form to find out the percentages of the responses to the total number of respondents on the parameter of items Agree and Disagree

### **DATA PRESENTATION, ANALYSIS AND DISCUSSIONS**

The data used in this study was collected from different respondents and it is presented and analysed based on the nature of the questionnaire which was administered. One hundred and twenty copies of questionnaire were distributed and the exact number was retrieved from the respondents.

### **DATA PRESENTATION**

In this study, the questionnaire was used to present and analyse data as shown on the below:

Table 4.1: Relationship between financial status of parents and students' performance

Variables	Agree responses (%)	Disagree responses (%)	Undecided responses (%)	Total percentage (%)
Student who cannot pay their school fees in time because of their parents financial deprivation are unduly sent out of school which leads to absenteeism in classroom activities	83	17	0	100
Children from poor homes perform badly in school as compared to those from rich families	50	30	20	100

Source: Field Survey, 2019

Relationship between family size and students' performance in secondary schools

Variables	Agree responses (%)	Disagree responses (%)	Undecided responses (%)	Total percentage (%)
The size of the students' family has an effect on a child academic achievement	92	18	0	100

Source: Field Survey, 2019

Relationship between social status of parents and performance of their children

Variables	Agree responses (%)	Disagree responses (%)	Undecided responses (%)	Total percentage (%)
Student from literate parents perform better than those from illiterate parents	71	29	0	100

Most rich families have money to further their children's education unlike those from poor homes	91	9	0	100
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Relationship between hard working children and their performance in secondary schools

Variables	Agree responses (%)	Disagree responses (%)	Undecided responses (%)	Total percentage (%)
Student from poor homes are hard working and contented with any type of work they may be subject to unlike those from affluent homes	67	33	0	100
Both children of the rich and poor may perform equally in school	83	10	7	100
Children from poor families may perform better than those from rich families	75	25	0	100
Most of the students from poor families do indulge in other menial jobs to earn and save some amount before they could further their education	58	42	0	100

Source: Field Survey, 2019

Relationship between social status and students' performance in secondary schools

Variables	Agree responses (%)	Disagree responses (%)	Undecided responses (%)	Total percentage (%)
The social class in which a child belongs to has effects on his academic achievement	75	16	9	100
It is not socio-economic factors that affect a child	50	34	16	100

<b>academic achievement but the school which he/she attends</b>				
<b>Children from the lower class have no time to go over their class work, as they are compelled to work after school hours for the survival of the family</b>	<b>91</b>	<b>9</b>	<b>0</b>	<b>100</b>

Source: Field Survey, 2019

### DATA ANALYSIS

Table 4.1 showed the relationship between financial status of parents and students performance, it clearly indicates the responses accordingly and it showed that most of the people agreed on the statement that those student who cannot pay their school fees as at when due because of their parents' inability to pay are unduly sent out of school which consequently affect their studies drastically. Thus, 83% of the respondents agreed to the above assertion, only 17% of the respondents disagreed. 50% of the respondents agreed that children from poor families perform badly in schools than those from rich families, while 30% disagreed with the above assertion and 20% are undecided. Therefore, from the above responses, it clearly show that there is strong relationship between the financial status of parents and students' performance.

In table 4.2 it reveal the relationship between family size and students' performance in secondary schools. Item 7 is a statement which states the family size has an impact on the academic achievements on students. 82% of the respondents agreed to the fact that the family size affects the overall performance of the students and 18% disagreed with the statement.

The above responses revealed the dependence of the students' performance on factors that bothers on family size and how it affects students' performance in school. Table 4.3 showed the relationship between social class of parents and the performance of their children in secondary schools. It clearly indicated or showed that most people are in agreement with the statement which states that educated parents or children from literate parents perform better than those from illiterate parents because they attended private lessons. 71% of the respondents

responded positively to the statement but 20% disagreed. The other items on the table are the statement which says that most wealthy families have money to further their children's education than those of poor families. 91% of the respondents responded positively to the assertion while only 9% responded negatively. From the responses, it can be deduced that socio-economic status is a great determinant of children's educational performance.

Table 4.4 related the performance of a student with the extra effort he/she puts in his study and the responses agreed either positively or negatively to the corresponding questions raised. Item 2 has 67% who believes or agreed that students from poor houses are hard working and contented with the toils and rigours of the academic work unlike some children of affluent homes that tend to be less serious or hard working while 33% disagree with this. Item 4 is a statement which asserts that both children of rich and poor parents perform equally in school. 83% agreed to it while 10% disagreed and 7% undecided. Item 11 has 75% responses who agreed to the saying that children from poor homes perform better than those from rich families while 25% disagreed with this assertion.

The last item on the table is a statement which says that most children from poor families indulge in other menial jobs in order to raise money that can cater for their education. 58% agreed while 42% disagreed with the statement. From the responses gathered on this table, the researcher concludes that the personal effort on the side of the student contributed greatly to his educational performance. Table 4.5 signified the relationship that exists between the parents' social status and their children's performance in school, 75% agreed while 16% disagreed and 9% undecided on the saying that the social class of parents has effect on the child's scholastic achievement. On the other hand, the statement which asserts that it is not the social status of parents that affects the child's educational performance but the school which the child's attended, 50% agreed to this statement 34% disagreed and 16% were undecided.

Another item on the table that was responded 91% agreed and 9% disagreed on the saying that children from lower class or status have no time to go over their class work as they are compelled to work for the survival of the family. The above assertions clearly indicate the

relationship that exist between the social class or status and the performance of students.

### **MAJOR FINDING OF THE STUDY**

From the foregoing discussion, the research shows that there was a very strong positive relationship between socio-economic status of parents and the student academic performance at schools. Furthermore, this chapter tries to delve into the reasons for the difference in performance amongst secondary school students and those variables that are responsible for the difference.

There is strong positive relationship between social parents and the performance of their children in secondary schools. The financial status of parents has positive effects on students' academic performance of the children. Taking a close look at the above statement one will agree with the fact that, the socio-economic status of parents has effect on the students' performance because some parents find it difficult to sponsor their children to school due to family size or other factors. It can also be established that those students who are brought up in wealthy homes stands better chance of having a highly educational programme while those who are brought up in poor homes has low academic performance or standard which is usually found among students with poor socio-economic status or background.

### **CONCLUSION AND RECOMMENDATIONS**

#### **CONCLUSION**

The conclusion is based on the major findings of this research work and they are:

- i) Socio-economic background of parents influences the overall academic performance of children.
- ii) Financial status and academic performance are variables that determine the educational future of an individual.
- iii) Motivation also plays a great role in determining the educational performance of a child.
- iv) Emotional disposition of an individual and family size from which a child comes from also affects his educational performance.

In line with the above, Lawrence (1983) states:

“If a child lives with criticism, he learns to condemn; if a child lives with hostility, he learns to fight, if a child lives with ridicule, he learns to be shy, if a child lives with shame, he learns to be guilty, if a child lives with tolerance, he learns to be pliable, if a child lives with encouragement, he learns confidence, if a child lives with praise, he learns to appreciate, if a child lives with fairness, he learns justice, if a child lives with security, he learns to have faith, if a child lives with approval, he learns to like himself and if a child lives with acceptance, friends, he learns to find love in the world.

The above statement by Lawrence simply means everything a child is exposed to have an effect on the child. Therefore, the researcher concludes here that the socio-economic status of parents affects the educational performance or achievement of the child either negatively or positively depending on the class or position occupied by their parents.

## **RECOMMENDATIONS**

The following recommendations are suggested to the grand stakeholders in the educational sector for consideration.

- The school management should highlight the needs of children in school during Parents Teachers Association (PTA) meetings with a view to creating awareness on the part of the parents. The government should improve the socio-economic standards of its citizens so that children would have equal opportunities for sound education. Government should give adequate finance to the educational sector in its budgetary allocations so as to help provide all the necessary learning facilities and for teaches development in the school.
- Government should enforce on the education of all children that have reached school age more especially those that are living in the rural areas.
- Parents must clearly monitor the educational pursuit of their children and try as much as possible to provide their educational needs.



- Parents should minimize the birth rate of children based on their income, to be able to cater for the educational need of their children.
- Finally, I wish to state here that all stakeholders, more especially the parents, school proprietors, federal government, states government and local governments to take a critical look at the down sliding pattern of the educational performance of students, more especially those in the public schools, it would be realized that it was mostly due to socio-economic reasons and these reasons could be tackled if it is taken whole-heartedly with a view to solving the problem once and for all.

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