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POVERTY AND ACADEMIC ACHIEVEMENT: AN EXAMINATION ON SENIORSECONDARY SCHOOLS STUDENTS IN NGURU LOCAL GOVERNMENT AREA OF YOBE STATE

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Abstract
Survey design was adopted for the research aimed at finding the poverty and the academic achievements of the students in secondary schools in Nguru local government area of Yobe state Nigeria. Three objectives and three research questions were formulated to guide the research. Two secondary schools were selected within Nguru local government area of Yobe state and one hundred students were randomly selected to participate in the study. The instrument used for data collection was questionnaire. Descriptive statistic, simple percentage was used to analyze the data collection. The findings revealed that students attending school regularly and also scoring 70 and above in their main exams. The students do not have textbooks for all subjects and personal library at home. At the end some recommendations were given to both parents and government.

Keywords: Poverty, Academic Achievement, Examination and Students

1.0. Introduction

Education is not a way to escape poverty .It is a way or means of fighting it (Nyere2001). Poverty is much more complex than simple income, deprivation poverty entails lack of opportunity as well as lack of income and capital. Poverty is one of the factors militating against man from carrying out his educational activities perfectly. Because of the various perception and complexity of the term poverty, universally agreed the definition cannot be arrived at. Poverty is thus both a cause and effects of insufficient to or completion of quality education. Children of poor families are less likely to enroll and complete schooling because of the associated costs of attending school even when it is provided free. The cost of school uniform that choices have to be made, and choices is often to drop out of school or to deny schooling to girls while enrolling the boys there by contributing directly maintaining the inferior status of girls. Furthermore, dropping out of school because of poverty virtually guarantees perpetuation of the poverty cycle since the income potential of the child isreduced, not to mention overall productivity, receptivity to change and capacity to improve quality of life .Lacks of bloke access to schooling eliminating poverty education. Leroy and Synes (2001).The relationship between education and poverty reduction is elite straight and Linear as education is empowering. It is to enable the perform to participateIn the development process , it indicates the knowledge and skills needed to prove the income earning potentials and in turn the equality of life .

1.1. Statement of the problem

The academic achievement of students in our secondary school today varies. It is believed that all students are from different background,some from poor family while others are from rich family.

Therefore, as the academicachievement varies among students in secondary school this study is being carried out in some selected secondary school in Nguru local government area of Yobe statetso see how poverty affect the academic achievement of students in secondary school.

1.2. Objective of the study

1-To examine the effects of poverty on student academic achievements in senor secondary school in Nguru local governmentYobe state

2-To investigate the factors affecting student academic achievements in senior secondary school in Nguru

3- To examine the relationship between poverty and the student academic achievement in senior secondary school in Nguru

1.3. Research questions

1-What are the effects of poverty on the academic achievements of the students in senior secondary school in Nguru local government area of Yobe state?

2-What are the factors affecting students academic achievements in senior secondary school in Nguru local government area of Yobe state?

3-What are the relationship between poverty and the academic achievements of the students?

2.0. Literature Review

Poverty is general scarcity or state of one who lacks certain amount material possessions or money. It is a multifaceted concept which include social, economic and political element. Absolute poverty refers to the lacks of means necessarily to meets basic needs, such as food, clothing and shelter. Absolute poverty is considered to be about the same independent of location relative poverty when people of a country do not enjoy a certain minimum level of living

standards as compared to the rest of the population and so ward varied from country to country sometime within the country.

2.1. Poverty in Form of Wealth

The rich has large and differentiated assets such as one or more houses land and real estate, house shares and other financial assets of whose fluctuations in value can be much larger than his current income generating potentials and realized gain and loses.

2.2. Academic Performance

Academic achievement is the extent to what a student teachers or institution has achieved their sort or long term educational goals. Cumulative GPA and commodities of educational degress such high school and bachelor degree represent academic achievements. Academic achievement is commonly measured through examination or continuous assessment but there is no general agreement on how it is best evaluated or which aspect are most important procedure knowledge such as facts. Furthermore, there are inclusive result which individual factors successfully periodic academic performance, element such as test anxiety, environment, motivation and emotion requires consideration who developing models of school achievement

2.3. Poverty and Academic Achievement

For a discussion of poverty it is that part of production which takeplace outside the formal sector,much of which is characterized by self- employment in rural areas and pre-urban areas. There has therefore been much interest in examining the extent to which education affects production pattern in those activities. It has been shown that earning of the self- employed including those in urban and informal sector activities are higher for the educated than for the uneducated

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Furthermore, it has been demonstrated that increasing the schooling of women brings beneficial effects for their own control of fertility for their own health and that of their family.

Poverty is much more complex than simple income deprivation. Poverty entails lacks of empowerment, lack of knowledge and lack of opportunity as well as lack of income of education, the poor proportionate women socially disadvantageous groups, the physically disabled person in remote regions are often deprived of a basic education .And when basic education is available the poorest are unable to avail of it because direct opportunity costs attached to it are quite high for them.

Poverty is thus both a cause and effect of insufficient access to or from completion of quality education. Children from poor family are less likely to enroll in a complete schooling because of the associated costs of attending school even when it is provided free. The cost of uniform supplies and transportation may be beyond the means of poor family, especially when the family have many children of school age. This simply means that choice are often to withdraw from the school even deny schooling.

Moreover, dropping out of school because of poverty virtually guarantees perpetuation of the poverty cycles since the income earning potentials of child is reduced ,not to mention overall productivity to improve the quality of life. Lack of education perpetuated poverty constrains access to schooling. Eliminating poverty entails providing access to quality education.

Children from low socio-economic status live in environment in social income .It is not their choice that they live in poverty, it is not their choice that their parents may unemployed or disable and it is not their choice to be born in poverty. They often have the feeling they want to escape this environment and do better, but they feel they want to control over the nature and quality of their lives. The concept of agency is that an individual can internationally make things

happen though actions. This is an underlying concept in social learning and social cognitive theory. If we show that, they can be agents, we in their self-development and take responsibility for their learning personal development and achievement (Brophy 1998, Bandum 2002).

Human capital theory draw a line between education and poverty, in term of education as a means of poverty eradication or reduction through investment in education raise issues of financing and affordability of education to poor.

Education is powerful tools for introducing members of society to the system of government and the concept of governance. The school curriculum to essential idea of nation hood and government, participation by school government lays a foundation for participants as adult in local government. The different in academic achievement among children from different classes or group is referred to as achievement gap. Children of poverty generally achieve at lower level than children of middle and upper classes the causes are numerous and are related both the social environment in which poor children live and the education they receive in school. Factors such as quality of students learning behaviors, home environment, teaching attitude are among the many influence that school have powerful impact on the academic achievement and success of all children by viewing them as promise rather than at risk and preparing item to reach their full potentials

A good education is often the only means of breaking the cycle of poverty for poor children. Children in need of education are founded in high standard and high expectation, curriculum alignment must exist to ensure that to aligned curriculum and assessment accompany occurs in our school aligned the standard what occurs in our classroom have a significant impact on students achievement.

The curriculum should be challenging to prevent decreased opportunity for higher education which transforms into less opportunity in life for them (Ciacio 2000, Brophy 2000)

2.4. Poverty and School Attendance

A student who has withdrawn from secondary school is defined as secondary school age person who does not have chance in enrolling or attending secondary school. The researchers checked enrollment students who were not in school of the expected or either the previous year or the following year. If a student who was not enrolled in school for two consecutive section and hence was not indicate, that the student had completed secondary school, the students will be flogged as dropout or categorized as a withdraw. Finding from Manitoba data indicates that more living in low socio-economic status areas are more likely to withdraw from higher socio-economic areas.

Woffle (1914) noted that ability to pay is undoubtedly one of the important determinations of who goes to school. He also further emphasis on motivational factors, he also draws on different American studies to shows that economic barrier are by no means that most important reasons preventing secondary school students from continuation in school and then eventually lead to withdraw. That only 5% of the school dropout gives clear evidence on having live because of financial reason s Good (1970)

Redly (1963) pointed out that our first need is a culturally rich environment of neighborhood, the home and the school with which a child can learn and grow. He observes that home and social class influence are stronger than those of the school are in fact taken into school. A child love will fundamentally affect and his personal relationship which are also the factors that enhance continuation in secondary school.

Durby and Thakur (1981) stressed that Scio-economic background of the neighbor of learners is considered their academic achievement in school,that is either continuation or withdrawal.

Johnson(1972) opined that a child is not possible recipient of environmental experiences but is involved in the environment. A rich environment supplies more materials to work in other to help or to improve the child mental development there by leading to academic achievement.

One of the social issues facing who are from poor homes is emotional trauma. The emotional climate can cause very stressful and emotional depriving. The lack of emotional nurturing can lead to feeling of alignment inadequacy depression and anxiety. Aggressive or implosive behavior and social withdrawal can also result emotional security and self- esteem are often lacking. There is a for attending and belonging (Ciaccio, 2000 and Braphy, 2000) the features that are lacking in the poverty environment are those that they help foster learning and academic success. Emotional drainage and negative selective can literally kill or destroy the motivation to learn cut children.

Meanwhile, as agent children do not simply undergo experience they became actively engage participant by the use of sensory motor and cognitive processes of manipulation and influence of the environment. When many children from low socio-economic status run in to difficult challenges they bear the characters of negative self- talk and may not increase their failure as challenges they cannot overcome. They may not increase their efforts and may become miserable and also feel unhappy

Children from poverty start out in life at a demerit. Their matters may have none or inappropriate pre-natal care , they may have insufficient early health care (Salvin 1998)

In addition, poor children do not have the kind of experience that children of other classes or home do. The experiences they miss out in the process of living are those that could help them in

the development of skills and academic performance. Parenting home computer, availability of reading materials 200 visitation exposure to pre- school programs availability of literature coming in contact or interaction with educated literature and well spooking adult being read to by parent. Through parent the children are lead to so many exposure as a result they experience the world. Children rely on their parent to mediate their environment ,response to their needs and provide emotional stimulation and support it because poverty related stresses, the parents does not do this, the child development could be delayed or be otherwise negatively affected.(Kalseran and Dalaney, 1996)

One of the most prominent emotions in children of poverty is fair, they may be poorly developed both emotionally and physically and that their home environment are often emotionally stressful can explain why their often encounter difficulties in school. The effects of poverty on the academic achievement of students have prevented families from enrolling all or some of their children and hence deprive them the opportunity of getting good education.

Children born into socio-economic disadvantages families exhibited more externalizing behavior and more depressive symptoms. Moreover, there are suggestion that the effect of poverty on children may be accumulated over development and way in part be contributed initially to parents expectation of their infants knowledge or the child development and understanding of child rearing principles as well as their relationship with their children and quality of their interaction from birth.

3.0. Methodology

Methodology adopted for the study. The areas concerned will be discussed under the following

The study adopted is descriptive survey research design. Survey research design according to Osuala (1982) studies both large and small population by selecting and studying sample chosen

from the population to discover the relative incidence, distribution and their relation with sociological and psychological variables.

Similarly, Ndagi (1984) lamented that a survey research is a type of descriptive research in which respondents for testing hypothesis concerning the status of some educational problem are measured. It is also a techniques comprise large number of person and described population characterized by the selection of unbiased sample. It involved using questionnaire and some times interview test and generalizing the result of the survey to population from which drawn.

In this study, the target population are all the students in the two (2) selected secondary schools within nguru local government area of yobe state, Namely: Government unity college nguru (G U C NG) and Government Girls secondary school Nguru (GSSNG) were selected using sample random sampling techniques.

The samples were selected using sample random sampling techniques.The most important instrument use in this research for collecting information is questionnaire. The questionnaire was divided into four (4) section. Section A contained personal information of the respondents, Section B Contained poverty and school attendance, Section C comprised the effect of poverty on academic performance and section D comprised of poverty and acquiring learning materials. In each selection five 5 research questions were raised, the questions were constructed in a simple and clear language for the respondents to give their opinion.

The researchers directly give all questionnaires to the respondents and informed them to fill the questionnaire and give it back to the researchers for analyses. The administration was done outside the classroom, the researchers divided themselves to cater the four 4 different level of questionnaire. On the process of administrating the instrument, the researchers faced some difficulties from the respondents, some of the students decided not to collect the instrument at all

until they were enlighten its purpose and importance by the researchers, while others decided to go home with the instruments instead of filing it and return to the researchers instantly with these therefore, researchers used two days to collect the questionnaire.

Similarly, some of the students claimed that, they should be paid before accepting to fill the instrument. After the two days exercise (administration of the instrument) was a successful, all the instrument that were given out were return back to the researcher.

Data can be collected randomly but cannot be analyze the same way for easy analyses. The data collected were organized and analyze into simple percentage. After getting the data from the respondents each question was scored according to the table.

After recording all responses for all questions the tallies in each column against each items was added up. This will give total responses for each question. After representing the data, the analyze was further deal with qualifying the percentage of each responses through simple percentage using the formula:

That is to say, the respondents who tick one response which could be either YES or NO the number of such response now be counted from each item will be the obtained scored would be divided by the maximum questionnaire and multiply by hundred e .g 70/100 x100 means that seventy students responses yes or no of the hundred

4.0. Findings

4.0 Should be: Results and Discussion, use 12 font size and show your results

The result revealed that the students come to school as early as the school begins. Similarly students have almost 75 percent attendance in Subject. Also students have 65 percentage class attendance every term and students have 70 percent every term this shows that the students attending school regularly

The second findings of study on the effect of poverty on the student academic achievement revealed that the students are scoring 70% and above in the main exams, they are scoring 50% in C. A and majority of the students have been promoted to the next class

Finally, findings on poverty and acquiring learning materials, shows that not all the students have text books for all the subjects and have personal library at home for private reading after school hours or otherwise. It also indicated that many students do not have adequate audio-visuals materials, like wise writing materials.

5.0. Conclusion and Recommendations

5.1. Conclusion

Based on the findings of the research the study concluded that the students come to school as soon as the term begins, they also have 100 percent attendance in all the subjects. It is also showed that students have fifty (50) percent attendance every term. Only few students have less than 50 percent class attendance every term.

Furthermore, the study revealed that students scored 70 and above in main exams. Students score 50 percent in C.A and majority of the students have been promoted to the next class. It is also indicated that many students do not have adequate audio- visual materials and enough exercise books

5.2. Recommendation

1-Parents should encourage their children to attend school as soon as the term begins

2- Efforts should be made much more by the parents and state ministry of education to provide adequate writing materials and other reading materials for the students. The basic things a student need in the school to influence good learning and writing materials such as exercise book, pen etc. and reading materials such as textbooks, chalkboard etc

3- School authorities should motivate students periodically

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