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IMPACT OF POVERTY ON ACADEMIC PERFORMANCE OF STUDENTS IN SECONDARY SCHOOLS IN ILORIN SOUTH LGA, KWARA STATE

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Abstract

This study investigated the impact of poverty on the academic performance of students in secondary schools in Ilorin south Local Government Area of Kwara State. According to Kwara State Ministry of Education, there are one hundred and twenty-six (126) private secondary schools and twenty-three (23) public secondary schools. Ten (10) secondary schools using simple random sampling techniques constituted the study sample. Stratified sampling techniques was used by the researcher to select one hundred (100) Government students from the ten (10) secondary schools selected. A number of ten (10) Government students was chosen from each of the selected schools. A researcher designed questionnaire was used to elicit information from the respondents while descriptive statistics of mean was used to present and analyzed the data collected. The researcher used the inferential statistic of test-retest using Pearson Product Moment Correlation Coefficient. The correlation coefficient (PPMCC) obtained was (r) at 0.05 alpha level.

It was revealed from the findings that substandard education, financial constraint, low cognitive capacity etc. are the factors affecting academic performance of secondary school students in Ilorin South LGA. Based on these findings, it was recommended that parents should try as much as possible to provide for the needs of their children so that better academic performance can be enhanced.

Keywords: Impact, Poverty, Academic Performance

Introduction

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 being 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. The Oxford Advanced Learners Dictionary (2000) defined poverty as the state of being poor.

Mike (2005) sees poverty as a way of life characterized by low calorie intake, inaccessibility of adequate health facilities, low quality education system, low life expectancy, unemployment and under-employment. Relating the concept poverty to Nigeria, it will 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 underdeveloped. As regard poverty at the family level, it is referring to the home background. Even before the indigenous education or western type of education, the home has always been the agency through which man learns various aspect of life to enable him live a meaningful life in his environment.

In Nigeria, education has suffered because it has been neglected for so long due to the inadequate attention given to policy frameworks within the setting. Findings of research conducted in the educational setting confirmed the unsustainability of education in Nigeria. The national literacy rate is currently 57%. It was discovered that 49% of the teaching force is unqualified. Old infrastructures and buildings are maintained, there is a lack of facilities and acutely inadequate resources at all levels. Wide disparities persist in educational standards and learning achievements. Also the system emphasizes theoretical knowledge at the expense of technical, vocational, and entrepreneurial education (Action Aid, 2003, cited by Otive, 2007).

The role of the home cannot be over emphasized because the

general assumptions that states of poverty in the family or home goes to a long way to determine the extent of youth educational development. Education is seen by many as the route to alleviate poverty. There is no doubt that meaningful education is the most potent instrument for alleviating and eventually abolishing poverty. In considering the effect of poverty on academic performance of students to be precise, the home background is the most important phenomenon that needs to be seriously considered in order to enhance the effective study of the relationship between poverty and students' academic performance. In view of this, some factors that could be considered in the home or family background are parent's academic qualification, socio-economic class and facilities available in home or home environment as well as parent status.

Improving the educational attainment of the population is an important requirement to reduce poverty amidst the populace and foster development. Hence, it is imperative to understand the factors that affect educational attainment, particularly in the context of developing countries where poverty is a major impediment in access to education. Amano (2012). In the last three decades, the level of poverty in Nigeria has been on the increase, rising from 28.1 percent in 1980 to about 64.4 percent in 2004 (Evans, 2014). This increase has been observed by a number of studies that the factor responsible among others include; limited access to resources, lack of skills, location disadvantage, social exclusion, introduction of Structural Adjustment Reforms and changes in domestic economic policies that have resulted in price and exchange rate instability and increase in unemployment. Other factors are natural disasters such as drought and man-made disasters like wars, environmental degradation etc (Okojie, 2002).

It is pathetic to see a country such as Nigeria with abundant natural resources and copious human capital, but with 70 percent of its people living below the poverty line and surviving on less than \$2 per day. Poverty has torn the process of education apart and deprived people from getting access to it. Unlike the demand for goods and services, education attainment is a derived demand because it is not based on immediate consumption satisfaction. Instead, it is based on the desired for a long-term accumulation or improvement in what is sometimes

called human capital. Poverty determines children's faith. Huge numbers of boys are dropping out of school, loaded with evil intention and sophisticated weapon- declaring a war of robbery while girls fail to complete their studies and end up with early pregnancy. Some of them are so victimized by poverty that they have to sell their bodies on campus as a means of survival. (Brandly, 2006).

This study find answers to the following questions

Research Question One: To what extent does poverty influences academic performance of secondary school students in Government.

Research Question Two: What is the influence of poverty on academic performance of secondary schools

Hypothesis

Hypothesis One: *There is no significant influence of poverty on the academic performance of secondary school students*

Methodology

The research design adopted for this study is the descriptive survey method. The population of this study from which the sample was drawn in the course of this consists of 21 districts with total estimate of 149 secondary schools and is diverse in terms of location, twenty-three (23) public and one hundred and twenty-six (126) private secondary schools in Ilorin south local government. Ilorin south is an urban area with other semi-urban district such as Tanke, Pipeline, Fate, and Gaa-Akanbi. There are about one hundred and forty-nine (149) secondary schools in the Province schools in Ilorin South Local Government Area of Kwara State. The sample of the study was drawn from six public secondary schools of Tanke, Fate, Pipeline, GaaAkanbi, and Oke-Ogun, districts of Ilorin South Local Government Area. A total sample of sixty (60) government school students were randomly drawn from the six secondary schools in Ilorin South Local Government Area using balloting survey that is ten (10) from each school. Tanke, Fate, Pipeline, Gaa-Akanbi, and Oke-Ogun, districts were purposively chosen because they had the type of schools needed for the study.

In choosing the schools for the study, the random sampling method was

adopted for the study. The instrument used in collecting data for this study was a researcher designed questionnaire. The questionnaire consists of two sections A and B. Section A requires the respondents to give some background information such as gender, teaching experience, educational qualification while section B and C consists of 20 items respectively covering the research topic with four Likert response format (SA- Strongly Agree, A –Agree, D-Disagree and SD-Strongly Disagree). The respondents were expected to respond to all the items appropriately by ticking () the scale of their choice. The collected data were analysed.

Results

Two research questions were raised in this study. Research question one and two was answered using frequency count, percentage while research question two which had corresponding hypothesis was tested with the use of Chi Square at 0.05 level of significance.

Research Question One: What are the factors affecting academic performance of secondary school students in Ilorin South LGA?

Table 2: Mean rating on the factors affecting academic performance of secondary school students in Ilorin South LGA

S/N	Factors	Mean	Rank
1	Low cognitive capacity	3.54	2 nd
2	Emotional Trauma	3.22	6 th
3	High crime vulnerability	2.71	11 th
4	Inadequate supply of study equipment and stationeries	3.51	3 rd
5	Poor social relationship	2.68	12 th
6	Low self esteem	2.62	13 th
7	Low retentive ability	3.17	8 th
8	Poor standard of living	3.24	5 th
9	Distraction caused by family turmoil	3.18	7 th
10	Psychological instability	3.58	1 st
11	Substandard education	2.94	9 th
12	Financial constraints	2.88	10 th
13	Domestic violence and child labour	3.28	4 th

Table 2 shows the response on the factors affecting academic performance of secondary school students in Ilorin South LGA. With a benchmark mean of 2.5, any variable that is greater than 2.5 is considered as one of the factors affecting academic performance of secondary school students in Ilorin South LGA and any variable that is less than the benchmark mean is not considered as one of the factors. The result revealed that all the items were noted by the respondents as the factors affecting academic performance of secondary school students in Ilorin South LGA as all the items have a mean greater than 2.5. This shows that substandard education, financial constraint, low cognitive capacity etc are the factors affecting academic performance of secondary school students in Ilorin South LGA.

Research Question Two: *To what extent does poverty influence the academic performance of secondary school students?*

Table 3: The extent to which poverty influence the academic performance of secondary school students

Extent	Frequency	Percentage
Low	15	15.0
Average	64	64.0
High	21	21.0
Total	100	100.0

From table 3, result shows that 15% (15) of the respondents noted that the influence of poverty on the academic performance of secondary school students is to a low extent, 64% (64) of the respondents noted to an average extent while 21% (21) noted to a high extent. The result implies that majority of the secondary school students noted that the influence of poverty on the academic performance of secondary school students is to an average extent.

Hypothesis Testing

Research Hypothesis One: *There is no significant influence of poverty on the academic performance of secondary school students*

Table 4: Chi square analysis on the influence of poverty on the academic performance of secondary school students

Variables	N	Mean	SD	r	df	Sig (2 tailed)	Decision
Influence	100	20.2	4.23				
				0.621	98	.024	Reject
Performance	100	24.8	4.44				

$P < 0.05$

Results from table 4 shows the Pearson correlation analysis value yielded .621 which is significant with P value $.024 < 0.05$. This shows a significant result. Hence, the null hypothesis is rejected. This means that there is a significant influence of poverty on the academic performance of secondary school students.

Discussion of Findings

The outcome of this study revealed that the influence of poverty on the academic performance of secondary school students is to an average extent. This is in consonance with the findings of Almeida, Neupert, Banks and Sevido, (2005) who also found out that there is an extent to which poverty influence the academic performance of students in school. He discussed that although poverty influences students' performance, it is not in all cases, in other words, there are some selected cases where this does not apply. This finding is also in line with the findings of Hsuch (2007) who submitted that the extent to which lack of funds influence academic performance is average.

Another finding of this study also revealed that there is a significant influence of poverty on the academic performance of secondary school students. This is in line with the findings of Hsuch and Yoshikawa, (2007) who stated that a child who comes from a stressful home environment tends to channel that stress into disruptive behaviour at school and be less able to develop a healthy social and academic life.

Bradley and Corwyn, (2002) also noted that socio-economic status correlate positively with good parenting which research has found improves academic achievement. In the same vein, this finding is in support of DeGarmo, Forgatch and Martinez, (1999) who found that chronic stress of poverty impairs parenting skills and negative parenting in turn impairs children's school performance.

Conclusions Recommendations

Based on the findings and conclusions drawn in this study, the following recommendations were made:

1. Parents should try as much as possible to provide for the needs of their children so that better academic performance can be enhanced.
2. Government should provide and extend scholarships to indigent students.
3. Non-governmental organisations Should extend their sponsorship to the education sector
4. Government should ensure that all children of school going age are given equal opportunity and provided with materials required to be in school.

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