
**POVERTY AND ACADEMIC PERFORMANCE OF STUDENTS IN
SECONDARY SCHOOLS. A CASE STUDY OF KAMPALA ISLAMIC SECONDARY
SCHOOL IN WAKISO DISTRICT.**

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Abstract

The general purpose of the study was to determine the effect of poverty on the academic performance of students in secondary schools. The specific objectives were; To examine the effect of feeding on the academic performance of the students in Wakiso district. To establish the influence of parents' income on the academic performance of students in Wakiso district and to investigate the impact of school facilities and equipment's on the students' academic performance Wakiso district. According to the findings, there is a significant relationship between academic performance and poverty under feeding conditions, provision of school facilities and equipment's and home related factors. The study inferred that poverty affects academic performance of students and the day-to-day management of the school. The study found out that poor feeding conditions affect the performance of students as most of the respondents agreed with this statement. From the study it is evident that parents do not have stable sources of income as they don't pay fees in time and giving enough health facilities to students and also the study revealed that that Poverty leads to poor provision of school facilities and equipment's especially health facilities which negatively affects students' academic Performance. The study generally recommended that the government should gear Poverty eradication programs among parents in order to eliminate poverty among parents as this generally affects the academic performance of the students.

**Key words: poverty, academic performance, students and
secondary schools**

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Background of the Study

Education is a fundamental instrument for enhancing the quality of human life and ensuring social and economic progress (Derrick et al., 2023). Further, education is a key to creating, adopting and spreading knowledge. In this regard, the World Bank Development Report 1998-1999 notes that the gains in access to education have been unevenly distributed with the poor rarely getting their fair share (S. Godfrey et al., 2023). According to the World Bank (2002), formal education makes a considerable contribution to the economic and social development (Francis et al., 2023). Education is crucial in: Promoting economic growth and enhancing productivity, reducing poverty through individual earnings, reducing hunger and malnutrition, promoting gender equity and empowering women and lastly reducing child mortality rates (Jac & Kazaara, 2023). Poverty can be best defined as lack or insufficiency of money to meet basic needs including food, clothing and shelter (Zulaikah & Rebecca, 2023). This poverty can be measured in monetary terms based on monthly or annual expenditure of a given individual. It's a universal social problem that cuts across nations, races, locations, culture and religion (Sylvia & Peter, 2023). It has been in existence from the times of establishment of the human race on planet earth. Farlex (2003) defined feeding as give or supply food with nourishment or the act of consuming nourished food (Faridah et al., 2023). Good feeding was operationalized as serving good quality food in its right quantity, nutritious diet, and the safety of drinking water provided to students. United Nations' Children's Education Fund (UNICEF) (2006) reported that sanitation has not been taken as a priority and as a result some schools have failed to take sanitation seriously with appalling results such that some students have expressed open dislike and dissatisfaction with the state of sanitary facilities in their school (W. Godfrey et al., 2023), hand washing facilities at lower priority level, lack of access to safe water and many other dislikes. Still, the Uganda Education Standards Agency (Anthony, Kazaara, Kazaara, et al., 2023) revealed that boarding schools particularly those that are poorly facilitated have limited space in dormitories and the students sleep on triple deckers (Anthony, Kazaara, & Kazaara, 2023).

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Statement of the Problem

Evidence shows that in Uganda the number of those people living in poverty has continued to increase every year. In the report which was published by Uganda Bureau of Statistics (UBOS) conducted by the Uganda national house hold survey in 2012/2013, it showed that 19.7% of the Ugandan population was living in poverty (Christopher & Micheal, 2022), but according to recent report which was conducted in 2016/2017 and published in September 2017 it shows that the percentage of people living in poverty has increased to 27% (Ntirandekura et al., 2022). The performance of rural poorly facilitated schools also known as third world schools is generally poor compared to those schools in urban areas and are well facilitated (Mercy et al., 2023). This was confirmed by the Makerere Institute of Social Research (MISR) Report (October,2000) that urban schools excel in academic performance better than rural schools (Christopher, Komunda, et al., 2022). There are several factors that could be responsible for this, such as poor-quality teachers, parental income, lack of feeding at schools, classrooms and learning resources (Anthony, Kazaara, Kazaara, et al., 2023). However, it is hypothesized that the poverty conditions as characterized by feeding, parents' income and school facilities, could be one of the factors affecting academic performance of secondary schools in Wakiso District (Victoria et al., 2023). If students are to make the most of their educational opportunity, it is crucially important that they enjoy adequate facilities for accommodation, private study and health recreation (Shamim et al., 2023). The poverty conditions in schools are presumed to be some of the factors that affect students 'academic performance. The report of National Inspection Programme (2003) revealed that poverty level in most households of Mpigi, Nakasongola and Mubende districts were miserable, feeding had been neglected to some extent and students are not given enough scholastic materials due to rampant poverty among households. It is not clear whether the situation is the same in Wakiso district (Victor et al., 2023). Therefore, this study will seek to establish in detail the effect of poverty on academic performance of students in Kampala Islamic Secondary School in Wakiso district.

Objectives Of the Study

- To examine the effect of feeding on the academic performance of the students in Wakiso district
- To establish the influence of parents' income on the academic performance of students in Wakiso district.
- To investigate the impact of school facilities and equipment's on the students 'academic performance Wakiso district.

Methodology

A cross sectional survey design was to be used. Both quantitative and qualitative methods were used to collect data from selected school which were formed a representative sample.

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Amin (2005) argues that this design helps to gather opinions from a cross section of the population. The design was used to obtain information about preference, attitudes, practices, concerns and opinions about poverty and how it affects the academic performance of students.

Target population was defined as a compute set of individuals, cases/objects with some common observable characteristics of a particular nature district from other population.

The study area was Kampala Islamic secondary school Wakiso district. The population will be comprised of head teacher, teachers, parents and Learners. The total population of students was 330. The target population consisted of parents and learners. The target population categorized was sampled because the effect of poverty impacts towards learner's performance therefore was able to assist in management of discipline after the ban of corporal punishment these learners are considered to have views about how poverty has impacted on their academic excellence in the school which they may have encountered in their stay at school and have had them resolved by management through alternative ways. This study used a stratified random sampling and purposive techniques to select sample for the study. As stated by Mugenda (1999), stratified random sampling was used to group schools in different categories to avoid biasness. Schools were grouped into public and private schools. These schools were further categorized into partially day and boarding and those that are pure day. The study involved collection of data through the use of

Questionnaires on the effect of poverty on the students' academic performance in Kampala Islamic secondary school. Questionnaires preferred for this category (head teacher, teachers, parents and Learners) of respondents as it limits the amount of information and gave only the relevant information that the study requires. The study used both primary and secondary data and this was to be done through utilization of quantitative methods of data collection. In qualitative research the design was developed at the beginning of research and deviation if any kind of deviation was not permitted as such deviation is thought to cause problems, communication and interaction objectively define the fashion, data analysis took place only when the process of data collection was completed the data collection methods were standardized and fixed leaving no options for correction and adjustment. The reason for carrying out data processing is to prepare raw data for statistical analysis and presentation. After all data was collected, the research conducted data, cleaning, which involved identification of incomplete or inaccurate responses which was corrected to improve the quality responses. Also, data analysis was done after collecting the raw data from the field, editing and checking for accuracy of information, consistency and uniformity. The collected data will be analyzed both qualitatively and quantitatively. Quantitative data was grouped and statistical description such as tables showing frequencies and percentage was developed using SPSS (Nelson et al., 2022).

RESULTS

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Table 1: Distribution of students' responses on feeding at school

Items	N	Responses				
		SD	D	N	SA	A
I get enough food from home	100	11.1	15.5	16.7	27.8	28.9
My parents give me enough money for lunch	100	18.8	16.7	20.0	16.7	27.8
Poor feeding affects academic performance	100		1.7	13.3	40.6	44.4
I get breakfast from home	100	45.6	31.1	15.0	5.0	3.3
I get a variety of foods from home	100	59.4		10.6	2.2	3.9
			23.9			

Average index of feeding =3.39

The average index 3.39 according to the results in table 1 shows that the students in the schools are moderately satisfied with the quality of feeding services at their schools. This is from the fact that 56.7% of the students agree that they get enough food from home, 44.5% agree that their parents give me enough money for lunch, 85% agree that Poor feeding affects academic performance while 76.6 of respondents disagreed with the statement that they get breakfast from home and also 83.3% disagreed with the statement that they eat a variety of foods from home (Anthony, Kazaara, & Kazaara, 2023).

Table 2: Students' opinion on provision of school facilities and equipment's

Items	N	Responses				
		SD	D	N	SA	A
We have enough text books	100	11.1	15.5	16.7	27.8	28.9
We have enough class rooms	100	10.9	13.4	22.2	14.1	39.4
Practical materials are enough	100			16.2	32.1	51.7
We have all necessary laboratories	100	18.8	16.7	20.0	16.7	27.8
We have enough desks and black boards	100			13.3	40.6	44.4
			1.7			
We have a good school clinic		45.6	31.1	15.0	5.0	3.3

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With an average index of 4.01 according to table 2, results show that there is moderate provision of facilities and equipment's. This is evidenced by the fact that 56.7% of the students agree that there are enough text books at school, 53.5% of the students say that they have enough classrooms at school, 84.5% practical materials are enough (Christopher, Moses, et al., 2022), 44.5% of the students say that the school has all the necessary laboratories more so 85% of the students agree that the school has enough desks and black boards whereas 76.7% of the students do not agree that the school has a good clinic.

Table 3: Distribution of student response on family related factors

	N	Responses (°/0)				
		SD				
My parents are not poor to provide all my school needs	100	8.9	9.4	15.0	29.4	37.2
The poverty at home affects my academic performance	100	45.0	39.4	15.6		
I don't get good health facilities from home at all time	100		20.0	33	7.0	
School fees is paid in time.	100	31.7	45.0	5.0	3.3	5.01
Average index of family related factors=3.75						

With an average index of 3.75 according to results in table 3 show that home related factors are moderate enough for the students to perform fairly well at school as 66.6% of the students are in agreement that their parents are not poor to provide their school needs, 84.4% do not agree that the poverty at home affects their academic performance, 47% strongly disagree that they get enough health facilities from home whereas 76.7% do not agree that their parents pay school fees in time (Alex & Kazaara, 2023).

Table 4: Distribution of teachers' responses on poverty and academic performance.

Item	N	Responses (°/0)				
		SD	D	N		
library is well equipped with enough text books for the students to revise	40			5.0	27.2	7.8
Students get required school materials both from home and at school	40			18.3	37.8	43.9
The classrooms are not enough for students	40	49.4	15.0	12.2	6.7	16.7
School has all the necessary fully equipped science laboratories	40			18.3	33.9	47.8
Parents are generally poor	40	60.6	27.8	10.0	0.6	1.0

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Poverty affects the academic performance of students	40	5.0	5.0	8.9	27.8	53.3
Average index of responses from teachers=4.06						

An average index of 4.076 according to table 4 shows positive responses from teachers. The majority 95% of the teachers are in agreement that the library is well equipped with enough text books ,8 1.7% of the teachers say that students get required school materials both from home and at school,64.6% of the teachers rejected the classrooms are not enough for students,8 1.7% of the teachers agree that the school has the well-equipped science laboratories for students to perform well (W. Godfrey et al., 2023),88% of the teachers do not agree that parents are generally poor and 81.1% of the teachers agree that poverty generally affects the academic performance of students .

Table 5: Distribution of head teachers/D.O. S' responses poverty and student's academic performance.

Items	N	Responses (%)				
		SD	D	N		
Poverty among parents is generally high	10	27.8	8.9	16.7	11.1	15.5
The school is poor to some extent	10	10.9		22.2	14.1	39.4
Students get enough scholastic materials	10			16.2	32.1	51.7
Parents offer enough support to students like fees scholastic materials and transport in time	10	18.8	16.7	20.0	16.7	27.8
The school has enough facilities for all the student like separate toilets for boys and girls, water an	10		1.7	13.3	0.6	44.4
Poverty entirely affects the performance of students	10	3.3	5.0	15.0	31.	45.6
poverty affects the general performance an management of the school and enrolment	10	3.9	23.9	10.6	2.2	59.4
Average index of responses from head teachers/D.O. S=3.35						

With an average index of 3.35, it is evident that that head teachers and the Directors of studies have aggregate knowledge about the effect of poverty on academic performance of students. This is evidenced by the fact that 56% them disagree that parents are generally poor,53.5% of them agree that the schools are poor to some extent,83.3% of them agree that the students get enough scholastic materials (Zulaikah & Rebecca, 2023),44.5% of them agree that the parents offer enough support to students like fees, scholastic materials and transport in time,85% of them also agree that the school has enough facilities for all the students like separate toilets for boys and girls, water and enough food,76.6% of them agree that poverty entirely affects the academic performance of the students and finally

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61.6 % of them agree that poverty affects the general performance and management and enrolment of the school (Christopher, Moses, et al., 2022).

Table 6: parents' responses on poverty and academic performance.

Items	N	Responses (%)				
		SD	D	N	SA	A
I do not pay school fees for my child in time	30	8.9	9.4	15.0	29.4	37.2
I give enough scholastic materials to my child	30			15.6	45.0	39.4
I have a stable source of income	30	6.7	20.0	33.3		
I feed all my children very well	30	3.3	5.0	5.0	31.7	45.0
I give enough pocket money to my child	30		1.7	13.3	0.6	44.4
poverty entirely affect the performance of students	30	5.0	3.3	15.0	45.6	31.1
I give enough transport to my child	30	59.4	23.9	10.6	2.2	3.9
Average index of responses from parents =3.35						

With the average index of 3.35 of responses from parents, it means that the parents have the aggregate knowledge about the effect of poverty on the academic performance of students. This is clearly evidenced by the fact that 66.6% parents agree that they don't pay school fees for their children in time, 84.4% of the parents agree that they give enough scholastic materials to their students, 66.7% of the students have a stable source of income, 76.7% of the parents agree that they feed their children very well, 85% agree that they give enough pocket money to their children, 76.7% of the parents are in agreement that poverty entirely affects the performance of students whereas 83.3% of the parents do not agree that they give enough pocket money to their children (W. Godfrey et al., 2023).

Table 7: Regression Coefficients

Independent Variable	Coef	Std.Error
Feeding conditions	1.192	0.413
Provision of school equipment's home related factors	0.130 1.139	0.273 0.404
Sex		
Male	0.483	0.213
Female	0.000	
Age	0.885	0.724
Less than 14 years	0.239	0.673
14-19 years	0.000	

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Above 20 years		
Period spent at school		1.264
Less than one year	0.788	
1-2 years	0.643	0.123
Above two years	0.000	

10: Regression Coefficients p-value

According to Table 7, Academic performance increased with improvement in feeding at school and related school factors and also increased with increase in provision of facilities and equipment's. R- Square of 0.687 implies that 68.7% of students' academic performance is explained by feeding at school (Nelson et al., 2023), Provision of facilities and equipment's and school related factor of students and students' characteristic by age, sex and period spent in school. The remaining 43.3% of the variation in academic performance is explained by the other factors not taken into consideration in the study. It further indicates that F-value is significant at 0.0005 7. The variables that were found to be significantly associated with academic performance are feeding conditions, provision of facilities and equipment's at school and home related factors Poverty of students at home is positively associated with academic performance.

Conclusions

According to the findings, there is a significant relationship between academic performance and poverty under feeding conditions, provision of school facilities and equipment's and home related factors. The study inferred that poverty affects academic performance of students and the day-to-day management of the school. From the study it is evident that Poverty leads to poor provision of school facilities and equipment's especially health facilities which negatively affect students' academic performance.

Recommendations

The government should gear poverty eradication programs among parents in order to eliminate poverty among parents as this generally affects the academic performance of the students.

The government should support schools with the necessary school equipment's since some head teachers inferred that schools are poor especially government schools in order to improve the management of the school activities thus improving the academic performance of students

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