
**THE EFFECTS OF POVERTY TOWARDS STUDENTS' ACADEMIC PERFORMANCE
IN SECONDARY SCHOOLS. A CASE STUDY ON SOROTI SECONDARY SCHOOL
SOROTI DISTRICT.**

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ABSTRACT

The general purpose of the study was to determine the effects of poverty on the academic performance of students in secondary schools, a case study of Soroti secondary school. The specific objectives were; to determine the effect of feeding on the academic performance of students in Soroti secondary school, to establish the influence of parent's income on the academic performance of students and to investigate the impact of school facilities and equipment on the student's academic performance. According to the findings, there is a significant relationship between academic performance and poverty, under feeding conditions, provision of school facilities and equipment 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 the statement. From the study it's evident that parents do not have stable sources of income as they do not pay fees in time and giving enough health facilities to students and also the study revealed that poverty leads to poor provision of school facilities and equipment especially health facilities which negatively affect students' academic performance. The study generally recommended that the government should gear poverty eradication programs among the parents in order to eliminate poverty among parents.

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

Background of the study

In Uganda training is vital and tremendously valued, thru schooling, children research precise capabilities such as literacy and quantitative abilities that aid in their development into practical adults (Anthony et al., 2023). furthermore, accurately acquiring those abilities all through youth

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and early life can cause a successful future as adults (Tumusabe Ezera et al., 2022). sturdy studying and math abilities are vital for secondary training and occupational fulfillment in contemporary Uganda. with reference to poverty as loss of simple need consisting of easy water, nutrition, health care, shelter, delivery and education (Joventa et al., 2023). within the observe we shall grade poverty as circle of relative's poverty, country wide, poverty and neighborhood poverty (Faridah et al., 2023). Employers are always looking for applicants with robust mathematical talents and exceptionally sounding academic achievements. alas, these skills are not fully advanced in all college students, as an

instance variation were observed between bad households and wealthy households (Zulaikah & Rebecca, 2023). the focus of this look at regards to success variations among college students from terrible families and wealthy households. studies look for viable motives why students living in poverty suffer academically, so far there is not a complete cause of the association among family income and academic achievement (Zulaikah & Rebecca, 2023). Poverty can be described as the lack or insufficiency of money to satisfy simple wishes including meals, garb and refuge. (Galm, 2006). This poverty can be measured in monetary phrases base at the monthly or annual

expenditure of a given person. It's a regular social hassle that cuts throughout nations, races, locations, subculture and religion. it's been in life from the instances of established order of human race on planet earth (1 Ourien Isaac, 2 Dr Ariyo Gracious Kazaara, 2023).

In the meantime, poverty stays a cussed truth of life even in advanced international locations. In keeping with Harns (2006) complicated internet of social relationships college students revel in with friends, adults in the school and circle of relative's participants a mile's super pressure impact on their instructional overall performance (Ntirandekura et al., 2022). As soon as college students are in

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faculty the twin elements of socialization and social reputations make a contribution extensively to academic overall performance (Godfrey et al., 2023). The sector bank assessment (1995) demands for ok and efficient education structures as a fundamental human right for all people no matter their state of affairs in existence.

Problem Statement

Evidence suggests that in Uganda the range of those in poverty has endured to boom every yr. by using 1986 when the national resistance movement got here into power, it turned into expected that 70% of Ugandans lived in poverty (Micheal et al., 2023). In recent years, there has been controversy via the minds of Ugandans via the poverty status of the state

or even circle of relatives has effect on students' instructional performance (Victoria et al., 2023). In evaluation of this take a look at intends to research the effective and the negative influences of college students' instructional performance. The overall performance of rural, poorly facilitated colleges is generally terrible as compared to the one's schools in urban areas and well facilitated. This changed into confirmed with the aid of the Makerere Institute of Social research (MISR) report (October 2000) that city schools excel in educational overall performance better than rural faculties. There are numerous factors which might be accountable for these such as, poor best

instructors, parental profits, and lack of feeding at faculty, school room and studying sources (Oromo et al., 2023). Poverty conditions characterized by way of feeding, mother and father' income may be one of the elements affecting academic overall performance of secondary schools in Soroti district. If college students are to make the maximum of their educational possibility, it's crucially vital that they experience good enough facilities for accommodation, non-public examine and wholesome undertaking. The poverty situations in schools are presumed to be some of the elements that affect college students' performance.

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Objectives of the study.

- To examine the effects of family poverty on students' academic performance
- To determine the relationship between poverty and other factors on students' academic performance.
- To identify the solutions to reduce poverty amongst parents of Soroti secondary school.

Research questions.

- What are the effects of poor academic performance in Soroti secondary school?
- What are the effects of poverty on student's academic performance in Soroti secondary school?
- What can be done to reduce poverty?

Methodology**Research design.**

The study employed both qualitative and quantitative descriptive survey methods to provide detailed information on the effects of poverty on students' academic performance in Soroti secondary school in Soroti district. The proposed can be characterized as a correlational study using archival data. The current study attempts to show the relationship between family poverty and academic achievement scores in reading and math. The mediating variables, parental income was also measured for each participant in order to provide detailed information on the effects of poverty on students' academic performance in Soroti secondary school in Soroti district. The study involved the teachers, students and the parents of the school.

Respondents		Population
Student		500
parents	Poor parents	100
	Rich parents	100
Teachers		80
Total		780

Study Population

Population Sampling Design.

The targeted were 500 students, 80 teachers, and 200 parents and were drawn from different classes, departments and residences. Respondents from different departments were then selected using simple random sampling techniques to make results objective and inferences based on them more valid.

Research Instruments.

The researcher developed both primary and secondary sources of information and data. In collecting primary data, the researcher used questionnaires as tools for collecting data for secondary data, publications by re-known authors in this field.

Questionnaires.

This choice of tool was due to the fact that the targeted population was literature and therefore capable of filling in the questionnaires. It gave the respondents adequate time to give well thought answers. Questionnaires were also administered and provided a quick means of collecting data from a large population sample.

Reliability of the research instruments.

The validity of the questionnaire was determined by initially carrying out a pilot study. The pilot study was conducted on different students, teachers, and parents before the real data collection exercise took place to ensure consistency in its findings. The validity of interviewing was done since the study area the language used there was known by the researcher which allowed effective communication for the researcher to collect the data that he needed.

Data analysis.

The data was analyzed using multiple regressions, frequency tables and percentage distribution to display data when attempting to identify mediating relations, the researcher first established a relationship between the predictor variable and the outcome variable using SPSS (Nelson et al., 2022).

RESULTS

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

ITEMS	Responses %					
	N	SD	D	N	SA	A
I get enough food from home	180	11.1	15.5	16.7	27.8	28.9
My parents give me enough money for lunch	180	18.8	16.7	20.0	16.7	27.8
Poor feeding affects academic performance	180	10.1	1.7	13.3	40.6	44.4
I get breakfast from home	180	45.6	31.1	15.0	5.0	3.3
I eat a variety of food from home	180	59.4	23.9	10.6	2.2	3.9
Average index feeding =3.39						

The average index 3.39 according to the results in table 4.3 shows that the students in the school are moderately satisfied with the quality feed served at their school. This is from the fact that 56.7% the students agree that they get enough food from home, 44.5% agree that their parents give 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 food from home.

Table 2. Distribution of students' response on provision of school facilities and equipment.

ITEMS	Responses %					
	N	SD	D	N	SA	A
We have enough text books	180	11.1	15.5	16.7	27.8	28.9
We have enough classrooms	180	10.9	13.4	20.0	14.1	39.4
Practical materials are enough	180	18.8	16.7	13.3	32.1	51.7
We have all necessary laboratories	180		1.7	15.0	16.7	27.8
We have enough desks and black boards	180			10.6	40.6	44.4
We have good school clinic	180	45.6	31.1	15.0	5.0	3.3
Average index of provision of school facilities and equipment's 4.01						

With an average index of 4.01 according to table 4.4, results show that there is moderate provision of facilities and equipment. This is evidenced by the facts 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 44.5% of the students say that the school has all necessary laboratories more so 55% 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.

ITEMS	N	SD	D	N	SA	A
My parents are not poor to provide all my school needs	8.9	9.4	15.0	29.4		37.2
The poverty at home affects my academic performance	45.0	39.4	15.6			
I do not get good health facilities from home at all time	31.7	20.0	33	470		5.01
My school fees are paid in time		45.0	5.0	3.3		
Average index of family related factors =3.75						

With average index of 3.37 according to results in table 4.5 show that home related factors are moderate enough for students to perform fairly well at school at 66.6% of the students are in agreement that their parents are not poor to provide their school needs, 84% do not agree that 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.

Table 4. Distribution of teacher's response on poverty and academic performance.

ITEMS	Responses %					
	N	SD	D	N	SA	A

Library is well equipped with enough students	50	-	-	5.0	27.2	67.8
Students get required school materials both from school and home	50	-	-	18.3	37.8	45.9
The classrooms are not enough for students	50	49.4	15.0	10.0	6.7	16.7
School has all the necessary fully equipped science laboratories	50	-	5.0		33.9	47.8
Parents are generally poor	50	60.0		10.0	0.6	1.0
Poverty affects the academic performance of students	50	5.0.	27.8	8.9	27.8	53.3
Average index of response from teachers=4.56						

An average index of 4.06 according to table 4.6 shows positive responses from teachers. The majority of the teachers 95% of the teachers are in agreement that the library is well equipped with enough text books, 81.7% of the teachers agree that the school has well equipped science laboratories for students to perform well, 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 Parent's response on poverty and academic performance.

ITEMS	Responses %					
	N	SD	D	N	SA	A
I do not pay fees for my child in time	180	8.9	9.4	15.0	29.4	37.2
I give enough scholastic materials to my child	180			15.6	45.0	39.4
I have a stable source of income	180					45.0

I feed all my children very well	180	3.3	5.01	5.0	31.7	
I give enough pocket money to my child	180		1.7	13.3	40.6	44.4
Poverty entirely affects the performance of students	180	4.0	3.3	15.0	45.6	31.1
I give enough transport to my child	180	59.4	23.9	10.6	2.2	3.9
Average index of responses from parents 3.35						

With the average 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 by the fact that 66.6% parents agree that they do not pay school fees for their children in time, 84.4% of the parents agree that they give enough scholastic materials to their children, 66.7% of the parents have a stable source of income, 76.7 agree they feed their children very well, 85% agree that they give enough pocket money 76.7% of the parents are in agreement that poverty entirely affects the performance of students whereas 83.3% parents do not agree that they give enough pocket money to their children.

Table 6: Regression coefficients

Independent variable	Coefficients	Std. Error	P-value
Feeding conditions	1.92	0.413	0.000
Position of school equipment's	0.130	0.273	0.025
Home related factors	1.139	0.404	0.001
Sex			
Male	0.483	0.213	0.285
Female	0.000	0.673	0.120
Age			
Less than 14years	0.885	0.724	0.486
14-19years	0.239	0.673	0.120
Above 20years	0.000		
Period spent at school			

Less than one year	0.788	1.264	0.486
1-2yeaes	0.643	0.123	0.246
Above 2 years	0.000		

Note dependent variable is academic performance n=180

R –square =0.687 standard error of estimates=0.550,

F=0.00057 and P= 0.000 reference category.

According to table 4.8 academic performances increased with improvement in feeding at school and related school factors, and also increased 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, provision of facilities and equipment's and school related factors of students and students' characteristics by age sex and period spent in school (Victor et al., 2022). The remounting 43.3% of the variation is academic performance is explained by the other factors not taken into consideration in the study. It further indicated that F-value is significantly at 0.00057 (Nelson et al., 2023). The variables that were found to be significantly associated with academic performance are feeding conditions provision of facilities and equipment at school and home related factors.

Poverty of students at home is positively associated with academic performance. Limited poverty in form of being well equipped with all the needs does not only stop students from failure but also enhances students' brains and attention in class students whose families are totally poor do not get enough resources to facilitate their academic s this affects their academic performance negatively.

Conclusions

According to the findings, there is a significant relationship between academic performance and poverty under feeding conditions, provision of school facilities and equipment and home related factors. The study interred that poverty affects academic performance of the students and the day-to-day management of the school.

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 the school with the necessary school equipment since head teacher inferred that the school is poorly facilitated in order to improve the management of school activities thus improving the academic performance (Damasus et al., 2023).

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