

# **EFFECT OF POVERTY ON THE ACADEMIC PERFORMANCE OF PRIMARY SCHOOL PUPILS**

**(A CASE OF STUDY OF ODOGBOLU LOCAL  
GOVERNMENT, AREA OF OGUN STATE)**

***BY***

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**RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF PRIMARY  
EDUCATION, SCHOOL OF EDUCATION, TAI SOLARIN COLLEGE EDUCATION,  
OMU IJEBU**

**IN PARTIAL FULFILLMENT OF THE REQUIRMENTS FOR THE  
AWRDS OF THE NIGERIA CERTIFICATON IN EDUCATION (N.C.E)**

**NOVEMBER, 2021**

## **CERTIFICATION**

This is to certify that this project work was carried out by **Adekanbi Suliati** with Matriculation Number: **18032102030** in the Department of Primary Education, Tai Solarin College of Education, Omu –Ijebu Ogun State.

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## **DEDICATION**

I dedicate this work to the GREAT AND MIGHTY GOD for His grace, peace and mercy over me throughout my stay in the campus. To my precious parents Mr. Late Akanbi and Mrs. Adekanbi, I love you all and I will forever be grateful.

## **ACKNOWLEDGEMENT**

I appreciate God Almighty for giving me the opportunity and the grace for this work. My unreserved gratitude goes to a father and also in terms of guidance and correction during this research work, your effort shall definitely be rewarded. May the good Almighty favour, blessing and support you all your endeavors.

My profound gratitude goes to my respected supervisor Mrs. A. F Bakare thanks for your efforts towards the success of this research work.

My profound gratitude goes to my lovely, caring and very good parent; Mr. Akanbi Adeoye and Mrs. A Akanbi most especially my lovely mother for her moral, spiritual support during the course of my study and this researcher work.

To all lecturers in primary Education Department who has impacted, me with knowledge, who are always there for me and my colleagues during the work of this research, you are all acknowledged.

I want to express my appreciation to all my family members, my lovely sister Mummy Sodi, who always stood by me, my gratitude to Kadebee, Folarin – ayomide, Hassanat, Akanji busayo, Idayat, for their support during the course of my study and this research work.

My special thanks to my husband to be, Olabisi Ayoola. I cannot forget to appreciate my siblings Ridwan. Ibrahim, Amudat, Khadijat and Mutai.

I also appreciate all that has in one way or other contributed to my life that their names are not mentioned. Thank you so much.

## **ABSTRACT**

The study focused on the effect of poverty on the academic performance of pupils. The population of this study comprised of fifty (50) primary school pupils in Tai Solarin College of Education Odogbolu Local Government Area. The instrument used for data collection was structured questionnaire; data were analyzed using simple percentage method  $F/TN \times 100$ . The findings of the study revealed that economic status of parent affects academic performance of primary school pupils. Also, children whose parents lack education perform poorly on class. Based on the findings, the researcher recommended the government and donor organizations embark on poverty alleviation programmes that will make poverty stricken earn a living.

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# **CHAPTER ONE**

## **1.1 Background to the Study**

Education is a process through which individuals acquire 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 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 complexity of the term poverty, a universally agreed definition cannot be arrived at. However, poverty according to the Oxford Advance Learners Dictionary (2005) is defined as the state of being poor.

Oguw Mike (2010) 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 underemployment. Leroy and Symes (2012) consider poverty to Nigeria, it will therefore be consider in a broader way which implies that it has to be reviewed in various perspectives which include one's national state and home



background. At the national level, a nation can be considered standard is very low and this automatically makes the nation underdeveloped. As regard poverty in the family level, we are referring to the home background. Even before indigenous education or the western type of education, the home has always been the agency through which man learns various aspects of life to enable him live a meaningful life in his environment. The home which is also known as the traditional way of education is still regarded as the first school of a child before he enters the large society. 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, 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 student academic performance. In view of this, some factors that need to be considered in the home or family background are parents' academic qualification, socio-economic class and facilities available in the home environment as well as parent status.

## **1.2 Statement of the Problem**

Strong secure relationships devoid of poverty and lack help stabilize children emotionally and provide the core guidance needed to build lifelong social skills. Children who grow up with such relationships learn healthy, appropriate emotional responses to everyday situations, but children raised in poor homes often fail to learn these responses, to the detriment of their school performance. For example, student with emotional instability may get so easily frustrated that give up on a task when success was just moments away. Social dysfunction may inhibit students' ability to work well in cooperative groups, quite possibly leading to their exclusion by group member who believe they aren't "doing their part" or "pulling their share of load". This exclusion and the accompany decrease in collaboration and exchange of information exacerbate at risk students' already shaky academic performance.

## **1.3 Purpose of the Study**

The following are the purpose of this study:

1. To examine the effects of poverty on the academic performance of primary school pupils

2. To identify other factors affecting the academic performance of primary school pupils.
3. To determine the factor encouraging poverty in the society.

#### **1.4 Significant of the Study**

This is important when we looked at form of the concept of poverty and the three various factors, the national level, the community level and the home level or family background which influence pupil's educational needs. It is hoped that the study will definitely identify some of the essential factors existing in the various level as they influence primary school pupils academic performance.

The study will also give solution on how to improve primary school pupils' academic performance.

The study will also focus on the need for government to incorporate parents for their children. This is because the parents know best the environment under which students at home will learn and other viable which affect their performance.

## **1.5 Research Questions**

1. Does the economic status of the parent have an impact on the academic performance of primary school pupils?
2. Does the lack educational background of parent have any impact on academic performance is primary school pupils?
3. Does lack of equipment like textbooks affect the primary school pupils academic performance?
4. What is the other factors affecting pupil's academic performance?

## **1.6 Scope /Limitation of the Study**

This study is focused on the effect of poverty on the academic performance of primary school pupils.

The scope of this study will cover some selected primary schools in Odogbolu Local Government Area. The schools are a follow:

1. St. Paul Anglican Primary School, Omu-Ijebu
2. Zummuratul Isslamiyyah Primary School, Omu-Ijebu
3. St Michael Primary School, Jobore
4. Parako United Primary School, Jobore
5. Catholic Primary School

## **1.7 Operational Definition of Term**

**Poverty:** it is the lack of basics human needs, such as clean water, nutrition , health care, education shelter, transportation e.t.c. Poverty is said to exist when people or individual lack the means of satisfying basic needs.

**Family:** Family is the social group which consists of father, mother and children. In this study, we can classify family to be a man, his, wife, or wives, and children.

**Academic performance\Achievement:** This is how student perform in their academics. It also refers to as the score or grades obtained by students in examination in their various school. It could be high academic performance which means pass or low academic performance which means failure.

**Home Environment:** This refers to the surrounding in which the students live. In means the adequate facilities which the home has provided for student. It could be radio, sleeping space, television and reading room whether conducive for learning or not.

**Poverty Alleviation:** This is the act of reducing poverty. In this course of study, it refers to when the problem of poverty is resolved.

## **CHAPTER TWO**

### **2.0 Literature Review**

#### **2.1 Concept of Poverty**

The human conditions which we might classify as being in poverty have a long history with a variety of interpretations; these conditions are influenced by a number of factors including resources, contemporary standard and public perceptions of what is minimally acceptable. The history of poverty is extra ordinary long, including many well-known quotes: “the poor will always be with you” (Matthew 26: verse 11, NKV). The persisting theme is that those living in poverty have a standard of living that is “unacceptable” because it is unfair. To this day, poverty remains a social problem.

An idea of acceptability and standard of living remains contentions. This implied that, the role of the society n ensuring the care and general well-being of all persons, different person of all income groups, have various ideas as to what is “unacceptable”. Sen, (2010) stated that poverty is a standard at which one cannot achieve adequate participation in communal activities and be free from public shame from failure to satisfy convention. Poverty is the

state of one who lacks a usual or socially acceptable amount of money or material possessions. Poverty is said to exist when people lack the means to satisfy their basic needs (Encyclopedia Britannica, 2013).

Although poverty is a phenomenon as old as human history its significance has changed over time. Under tradition (i.e. non industrialized) modes of economic production, widespread poverty had been acceptable as inevitable. The total output of goods and services, even if equally distributed, would still have been insufficient to give the entire population a comfortable standard of living by prevailing standards with the economic productivity that resulted from industrialization, however, this ceased to be case, especially in the world's most industrialized countries where national outputs were sufficient to raise the entire population to a comfortable level if the necessary distribution could be arranged without adversely affecting output (Encyclopedia Britannica, 2013).

### **2.1.1 Types of Poverty**

#### ***Situational Poverty***

Is generally caused by sudden crisis or loss and often temporary. Events causing situational poverty include environmental disasters, divorce or severe health problem (Whitener, Gibbs & Kusmin, 2013).

#### ***Generational Poverty***

This occurs in families where at least two generations have been born into poverty. Families living in this type of poverty are not equipped with the tools to move out of their situations (Whitener, Gibbs & Kusmin, 2013).

#### ***Absolute Poverty***

This is a level of poverty defined in term of the minimal requirements necessary to afford minimal standard of foods, clothing, health care and shelter (Babylon Free Dictionary, 2012). For the measure to be absolute, the line must be the same in different countries, culture and ethnologies levels. Such an absolute measure should look at the individual's power to consume and it should be independent of any changes in income distribution.



### ***Relative Poverty***

Refers to the economic status of a family whose income is insufficient to meet its society's average standard of living (Whitener, Gibbs & Kusmin, 2013)

### ***Urban Poverty***

This occurs in metropolitan areas with population of at least 50,000 people. The urban poor deal with a complex element consisting of serious and urgent environmental condition including limited access to employment opportunities and income, inadequate and unhealthy environments, little or no social protection mechanism and education opportunities. (Whitener, Gibbs & Kusmin, 2013, World Bank 2011).

### ***Rural Poverty***

This refers to poverty found in rural areas, including factors of rural society, rural economy and rural political systems that give rise to the poverty (Janvry, Sadoulet & Murgai, 2006). Poverty remains a predominantly rural problem with a majority of the world's poor located in rural areas tend to

have less access to social services, worsen the effects of rural poverty (Idris, Mouhiuddin & Panuccio, 2009).

## **2.2 Effects of Poverty on Academic Achievement**

Poverty negatively affects academic achievement in a number of ways. Poverty delay proper human development in physical, mental language and social related items. One's education achievement is also grossly affected by poverty in the sense that poor parents fail to provide adequate financial and material resources that are a pre-requisite to admission at school. Gibson (2011) says that, "...the poor tend to physical impairment and other birth defects." This means that the shortage of adequate nutritional food leads to malnutrition which delay proper mental and physical development.

Davidoff (2008) points out that poverty is associate with a number of educational disadvantages that entail poor attitudes to school, low academic skills, little interest in formal lesson on the part of parents. In this way, lack of motivation on the part of student and parent leads to academic incompetence by poor students and active parental support. The absence of these two aspects yields low levels of academic achievements. What emerges from this review is that poverty is an overall forum of deprivation cutting

across the physical, mental economic and social needs. The causes of poverty are varied. Theorist explain the causes of poverty from different perspectives however no single theory can sufficiently explain this phenomenon's.

It is observed that there is a high risk of poor academic performance for children who are from low-income background. This often is a process that begins in primary schools for some less fortunate children. In the educational system, these children are at higher risk than other children for retention in their grades, special placement during the school's hours and even not completing their primary school education. There are indeed many explanations for why students tend to drop out of school. For children with low resources, the risk factors are similar to excuses such as juvenile delinquency rates, higher levels of teenage pregnancies, and the economic dependency upon their low income parent or parents (Bergeson, 2011). Families and society who submit low levels of the education and development of less fortunate children end up with less favorable results for the children who see a life of parental employment reduction and low wages. Higher rates of early with all the connected risks to family, health and well-being are majority important issues to address since education from preschool

to high school are both identifiably meaningful in a life. Poverty often drastically affects children's success in school. A child's "home activities, preferences, mannerisms" must align with the world and in the cases that they do not these students are at a disadvantages in the world and in the school and most importantly the classroom. Therefore, It is safe to state that children who live at or below the poverty level will have far less success educationally than children who live above the poverty line. Poor children have a great deal less healthcare and this ultimately result in much absence from the academic year. Additionally, poor children are much more likely to suffer from hunger, fatigue, irritability, headaches, ear infection, flu and colds. These illnesses could potentially restrict a child or student's focus and concentration in school. Allington et al. (2010) found in a study that the relationship between poverty and students performance is not simple and direct. It concluded that poverty is an important factor accounting for difference in performance and achievement across the nation.

However, the study concluded that poverty alone does not account for all the differences in the performance of the students. Bobonis G. et al, (2011), opined that poverty has elastic effects on children academic works as

they lack enough resources and funds to sponsor their education and good school, good housing facilities and medical care and social welfare services. Poverty of the parents has made education and learning impossible for children especially disable children in the rural areas (James, 2007). He lamented that poverty has further caused other problems, such as disease, frustration, poor performance, and psychological problems and so on. Ipaye (2009) in the same vein reiterated the effects of poverty of the parents on the children. According to him, poverty syndrome imposed by economic crunch, corruption and emergency closure of firms has imposed hardship among parents/workers. They in turn have not been able to provide adequately for the basic functional, social and academic needs of the students. Many students have thus abandoned school to engage in commercial sex or child labor to make ends meet to support themselves. By this, they spend much time on these acts than schooling; this has terrible affects their academic performance in their schoolwork and public examination.

### **2.3 other related factors affecting pupils' academic performance**

Following all efforts of the government towards poor academic performance in besides cultural factors, still more policies and actions need now to be

directed at ensuring that pupils complete a full course of primary schooling in addition to safeguarding standards. in a nutshell, these challenges call for stepping up effort to be directed at addressing causes that keep children out of school after enrolment; such causes may be labor demands, early pregnancies and inability participate in all academic requirements of their children, the situation will be healed and the performance will eventually be better. The listed above are some of social factors for poor academic performance. However, these are not sole factors, there are also polygamous habit, over-alcoholism, over-reproduction and mutual social relationship.

Home background according to Okpala, (2009) influences academic and educational success of students, while socio-economic status reinforces the activities and functioning of the teachers and students. From the above, it is revealed that the quality of parents and home background of a student goes a long way to predict the quality and regularity of the satisfaction and provision of a child's functional survival and academic needs. Poor parental care with gross deprivation of social and economic needs of a child, usually yield poor academic performance of the child. On the other hand, where a child suffers parental care and material deprivation due to divorce or death

of one of the parents, the child's schooling may be affected as the mother alone may not be financially buoyant to pay school contributions, purchase books and uniforms, such child may play truant, thus his performance in school may be adversely affected (Shittu, 2014).

Likewise, good parenting supported by strong economic home background could enhance strong academic performance of the child. This further predicts academic performance where the child is properly counseled in the choice of his/her courses and vacation that matches his mental ability, interest and capability whereas the children to the care of the illiterate mothers will find themselves roaming about the street laboring to make ends meet. Ebong (2012), said that street hawking among young school students have psychologically imposed other problems, like sex networking behavior, juvenile delinquent behavior, which takes much takes much of the student school time that necessitated the poor performance and drop out of syndrome noticed among pupils. Nevertheless, they also lamented that the maternal and paternal deprivation of the essential needs of the young students have prompted their poor performance in National examination. Learning environment that is free barriers, or obstacle such as noise, gas/smoke

pollution and so on can constitute health hazards, which in turn affect or reduce students “concentration or conceptual focus to learning (Sprinthall, 2007)”. Markets and garages located near schools have always endangered students’ life and concentration. Therefore, for an effective learning and high academic performance, schools in both rural and urban areas should be located off zones, characterized with smoke/gas pollutions, market centers or garages. As conducive learning environments stimulate learning, understanding high academic achievements and performance include good teaching, counseling, good administration, good seating arrangement and good building. Dilapidating buildings, lacking mental stimulating facilities that are characterized with low or no seating arrangement will also be destructive. Danesy (2014), however, lamented that the innovative environment do stimulate head start learning and mental perception, not only that, it has been proved that students that come from simulative environment with laboratory equipment or those that taught with rich instructional aids, pictures and allowed to demonstrate using their functional peripheral nerves like, eyes, hands and sense of taste performed better than those trained under theoretical and canopy of abstraction.



Thus, teaching and learning should be done under organized, planned, and fortified environment with learning instructional aids to stimulate students' sense of conception, perception and concentration to facilitate systematic understanding and acquisition of knowledge in them. In sum, a combination of a healthy family background living in good environment plus the child being educated in a conducive environment with a fortified learning or instructional will promote academic performance and lack of it will delay or hinder academic performance of students. Jimoh (2010) also expressed his opinions on lack of funds, materials and priority attention being paid to our schools and education of our students with disabilities in the past constituted reasons for their poor academic performance. According to him, the combinations of poverty and disability in the life of primary school pupils have imposed serious hardship and other devastating psychological effects on the students in schools.

### **2.3.1 Parental Involvement**

Parental involvement has been hailed as a major component to closing the achievement gap for underperforming students (LaRocque et al., 2011). Parental involvement is seen as a practical and necessary strategy for

ensuring student success, which at least in theory, leads to academic success for pupils. Parental involvement has been linked to higher graduation rates, increased attendance, and fewer discipline problems (Larocque et al., 2011).

In an age of greater school accountability, much of the academic burden has been placed on parents and has taken on many forms. Schools expect parents to fulfill the traditional duties of attending parent-teacher conferences and helping student with homework. In addition, many schools are asking for parental help in volunteering in the school, or shouldering the responsibility of providing extra supplies for the classroom or items for school events (Zelman & Waterman, 2008). This places a financial burden on families, and for those who are unable to provide such resources, they may be viewed as “uninvolved.” Low-income parents face a number of obstacles that may affect student achievement. One such obstacle may be the hours a parent works. Many parents who struggle financially may work jobs in the service industry, labor, or clerical jobs that may require hours that fall outside of the school day (Kyle, 2011). Parents in this situation who wish to be involved in their child’s education may find it difficult to participate at the level the school requests. Low socio Economic Status can also limit what

educational resources parents can afford to offer their children. In the homes of low SES student who are seceding academically, parents ensure that students have access to books and writing materials (Milne & Plourde, 2009).

However, other obstacle may present themselves in the way of transportation, childcare, preschool expenses, and other academically engaged activities (Ducan et al., 2013). Low-income parents may be unable to attend conferences, but may stop in for unscheduled visits and have informal conversations with the teacher (bower & Griffin, 2011). There are also differences in parenting styles among poor and middle/upper class parent that may impact academic achievement. Well-educated, affluent parents aim to raise children who are independent learners who have high self-esteem. They tend to use more encouraging language. When they discipline their children, they tend to use reasoning and guilt. Low income less parents, on the other hand, tend to focus on obedience and compliance from their children from their children, have a higher ratio of discouraging remarks, and are more likely to use physical forms of punishment and discipline (Putnam, 2015). Putnam claimed these approaches to parenting are a practical response to environmental factors. When placed in a safe environment, parent can

encourage their children to pursue their strengths and interests. However, in low-income areas where dangers outnumber opportunities, parents use discipline as a preventative strategy for keeping their children safe in rough neighborhoods and out of trouble (Putnam, 2015).

#### **2.3.4 School Resources**

Children spend many hours a day in the classroom, and this academic setting is an important aspect that should not be overlooked when considering the effect of poverty on the achievement gap. The money that schools have to spend on resources comes from a variety of sources. A small portion of the funding comes from the federal government, but the majority of the money coming from the grants, parent organizations, and local businesses (Jimenez-Castellanos, 2010; Woodruff, 2008). The monies that schools receive often have stipulations regarding how it can be spent. This money is allocated to schools with the intention of aiding schools in helping reach students who are failing or at risk of failure. (Jimenez-Castellanos, 2010) Parent organization often plan school events and coordinate fundraisers for the school. The money raised can be spent where the school needs it most, as deemed by the principal and teachers. Schools often struggle to obtain this kind of parental

support, perhaps due to the nature of their jobs, financial hardship, or other barriers such as childcare or transportation (Bower & Griffin, 2011; Jimenez-castellanos, 2010). Jimenez-castellanos (2010) found that the school buildings that served more low-income students tended to be older, with less space per pupil in common areas, and more portable classrooms. These schools had lower daily attendance rates than the newer, more spacious facilities of the schools that served wealthier neighborhoods. All of these factors indicate that the school itself, the programs it offers, and the building staff have a tremendous effect on students.

## **2.4 Poverty Reduction Strategies/Policies in Nigeria**

In Nigeria the poverty alleviation measures implemented so far have focused more on economic growth, basic needs and rural development approaches while qualitative education is left behind. For the purpose of clarity, the strategies taken so far by the government will be grouped into three (3) areas with references to the Structural Adjustment Programme (SAP) initiated by the Babangida regime (1985). These eras include the pre SAP era, SAP era the democratic ere.

## **The Pre-SAP Era**

During this era, poverty reduction was not a direct focus of development planning and management. Government only showed interest indirectly.

For example, the objectives of the first National Development Plan (NDP) in Nigeria include the development of opportunities in health, employment and education as well as improvement of access to these opportunities. These objectives, if achieved could no doubt lead to poverty reduction, but only emphasized increase in real income of the average citizen as well as reduction of income inequality among other things(Ogwmike, 2012).

## **The SAP Era**

Government intervention at eradicating poverty began fully during the Structural Adjustment Programme (SAP) the severe economic crisis in the early 1980s worsen the quality of life most Nigerians. The implementation of SAP further worsened the living condition of many Nigerian especially the poor who were the most vulnerable group. This mandated the Government to design and implement many poverty relief programmes between 1886 and 1993 under the deregulation that spanned the period 1993-1998, more poverty reduction programmes were put in place by Government.

## **The Democratic Era**

At the introduction of the present democratic Government, many Nigerians were meant to believe that poverty relief was the many goal of the current Government. However, at the end of year 2000 budget implementation, many Nigerians were yet to feel the impact of Government poverty alleviation programmes like fuel shortage and as many others as poverty seems to have defiled the effort of the narrow agencies whose activities impact on poverty alleviation. But there is still a conscious effort needed to examine the laws that give rise to existence of poverty. This requires the review of ownership of assets, access to social services with particular emphasis on education and health. The government has also tried to reduce poverty in recent times through upward review of salaries and wages. For example, those who are pushed into temporary or transitory poverty, especially in the civil services and during SAP, are gradually been moved out of poverty through this process (Ogwumike, 2012).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the methods and procedures employed in conducting this research work. It discusses the research design, study population, sample size, sampling technique, research instrument, instrument administration, validity of the instrument, reliability of the instrument, and method of data analysis.

#### **3.2 Research Design**

The descriptive survey, research method will be adopted for the conductive of this research. However, survey research method involves collection data through asking people question either in self-administered questionnaires, interview or observation techniques. This design is considered appropriate to this research because it focuses on collection of data from the population or universe through a structured questionnaire.



### **3.3 Study Population**

The target population for this research is drawn from Odogbolu Local Government Area, I Ogun State. For the clarity of perspective, primary school teachers will be chosen. They will comprise of male and female teachers from different classes.

### **3.4 Sample Size and Sampling Technique**

A sample size of fifty (50) respondents (teachers) will be drawn from five primary schools and ten teachers will be selected from each schools in Odogbolu Local Government.

### **3.5 Research Instrument**

A self-developed and structured questionnaire will be used to gather information from the respondents. The questionnaire instrument will be structured and divided into two sections (A & B).section A focuses attention on socio-demographic information of the respondents, while Section B deals with the issues raised to elicit information on the topic being examined from the respondents.

### **3.6 Instrument Administration**

The questionnaire will be personally administered by the researcher. The questionnaires will be distributed to the respondents and will be collect back immediately after completion. This is to ensure adequate return rate of the questionnaires.

### **3.7 Validity and Reliability of the Instrument**

The instrument (questionnaires) will be face and content validated by the project supervisor in which the necessary corrections made will be effected before the final copies are produced for administration. The reliability of the instrument will be guaranteed through the use of test retest reliability method.

### **3.8 Method of Data Analysis**

The data collection for this study will be properly analyze, interpret and discusses through the uses of simple percentage method.

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

#### 4.0. Introduction

In this chapter, effort was made to present and analyze the facts gathered from the respondents. The data presentation and description were guided by the researcher questions, which were first stated, after which the data collected with regard to each of the questions were descriptively analyzed in tabular form. Fifty (50) questionnaires were distributed to the respondents and were filled and returned. The researcher used the fifty questionnaires for the analysis. The researcher also used simple percentage.

#### 4.1. Presentation of Personal Data

**Table 1:** Distribution of Respondents according to their age

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
25-30yrs	15	30%
30-35yrs	24	48%
35 & above	11	22%
<b>Total</b>	<b>50</b>	<b>100%</b>

Result from the table above shows that 15(30%) of the respondents were from the age range of 25-30years, 24(48%) were from 30-35years while the remaining respondents 11(22%) were from 35 years and above.

**Table 2:** Distribution of Respondents according to their sex

<b>Sex</b>	<b>Frequency</b>	<b>Percentage</b>
Male	13	26%
Female	37	74%
<b>Total</b>	<b>50</b>	<b>100%</b>

The table above revealed that 13 respondents representing 26% were male while 37 representing 74% were female. This shows that majority of the participants were female.

**Table 3:** Distribution of Respondents according to their Religion

<b>Religion</b>	<b>Frequency</b>	<b>Percentage</b>
Christianity	35	70%
Muslim	10	20%
Other	5	10%
<b>Total</b>	<b>50</b>	<b>100%</b>

Table 3 above shows that 35(70%) of the respondents were Christian, 10(20%) of the respondents were Muslim while the remaining respondents 5(10%) of the respondents were traditional worshiper.

**Table 4:** Distribution of Respondents according to their teaching experience

<b>Teaching Experience</b>	<b>Frequency</b>	<b>Percentage</b>
2yrs-4yrs	10	20%
4yrs-6yrs	25	50%
6yrs and above	15	30%
<b>Total</b>	<b>50</b>	<b>100%</b>

Table 4 above shows that 10(20%) of the respondent have 2-4years of teaching experience, 25(50%) have 4yrs-6yrs while 15(30%) of the respondents have 6years and above of teaching experience.

## 4.2. Analysis of Questions

**Table 5:** some children only had one day which affects them during school hours.

Option	No of Respondents	Percentage %
A	7	14%
SA	10	20%
D	20	40%
SD	13	26%
Total	50	100%

Table 5 above revealed that respondents representing 14% of the respondents agreed that some children had one meal per day which affects them academically, 10 respondents representing 20% disagree and 13 respondent representing 26% strongly disagreed with the statement.

**Table 6:** Economic status of parents affects academic performance of primary school pupils.

<b>Option</b>	<b>No of Respondents</b>	<b>Percentage %</b>
A	15	30%
SA	20	40%
D	13	26%
SD	2	4%
Total	50	100%

The table above shows that 15(30%) of the respondents agreed that economic status of parent affects primary school pupils academic performance, 20(40%) strongly agreed while 13(26%) disagreed and 2(4%) strongly disagreed.

**Table 7:** Children which their parents lack education perform poorly in class.

<b>Option</b>	<b>No of Respondents</b>	<b>Percentage%</b>
A	15	30%
SA	13	26%
D	15	30%
SD	7	14%
<b>Total</b>	<b>50</b>	<b>100%</b>

Analysis from the table 7 above shows that 15(30%) of the respondents agreed that children that children whose their parents lack education perform poorly in class, 13(26%) strongly agreed while 15(30%) disagreed and 7(14%) strongly disagreed.



**Table 8:** pupils who walk long distance to attend school have poor academic performance.

<b>Option</b>	<b>No of Respondents</b>	<b>Percentage%</b>
A	23	46%
SA	12	24%
D	10	20%
SD	5	10%
<b>Total</b>	<b>50</b>	<b>100%</b>

Result from the table above shows that 23(46%) of the respondent agreed that pupils who walk long distance to attend school have poor academic performance, 12(24%) strongly agreed while 10(20%) disagreed and 5(10%) strongly disagreed.

**Table 9:** Some children drop out of school due to some shortage of human resources.

<b>Option</b>	<b>No of Respondents</b>	<b>Percentage%</b>
A	7	14%
SA	15	30%
D	8	16%
SD	20	40%
<b>Total</b>	<b>50</b>	<b>100%</b>

Table 9 above revealed that 7(14%) of the respondents agreed that children drop out of school due to shortage materials need in school, 15(30%) strongly agreed while 8(16%) disagreed and 20(40%) strongly disagreed.

**Table 10:** Female are more prone poverty than male probably because they would be preoccupied with household duties

Option	No of Respondents	Percentage%
A	25	50%
SA	12	24%
D	8	16%
SD	5	10%
Total	50	100%

The table above shows that 25(50%) of the respondents agreed that female are more prone poverty than male, 12(24%) strongly agreed while 8(16%) disagreed and 5(10%) of the respondents strongly disagreed.

**Table 11:** death of one parent is the major cause of poverty

Option	No of Respondents	Percentage%
A	30	60%
SA	10	20%
D	10	20%
SD	-	-
Total	50	100%

Table 11 shows that 30 respondent representing 60% agreed that death of one parent is the causes of poverty, 10 respondents representing 20% strongly agreed while 10 respondents representing 20% disagreed and none of the respondents strongly disagreed with the issue.

**Table 12:** Single parents are more prone to poverty than their married colleagues.

Option	No of Respondents	Percentage%
A	25	50%
SA	19	38%
D	2	4%
SD	4	8%
<b>Total</b>	<b>50</b>	<b>100%</b>

Result from the table 12 above revealed that 25(50%) agreed that single parents are more prone to poverty than their colleagues, 19(38%) strongly agreed while 2(4%) disagreed and 4(8%) strongly disagreed.

**Table 13:** Poor parent fail to provide adequate financial and material resources to process admission of their children to school.

Option	No of Respondents	Percentage%
A	15	30%
SA	10	20%
D	10%	20%
SD	15	30%
Total	50	100%

From the table 13 above, its shows that 15(30%) of the respondents agreed that poor parent fail to provide adequate financial and material resources to process admission of theirto school, 10(20%) of the respondents strongly agreed while 10(20%) strongly disagreed.

**Table 14:** Children who their parent participate in their academic perform excellently in class.

<b>Option</b>	<b>No of Respondents</b>	<b>Percentage%</b>
A	28	56%
SA	4	8%
D	16	32%
SD	2	4%
Total	50	100%

Table above revealed that 28(56%) of the respondent agreed that children who their parent participate in their academic perform excellently in class, 4(8%) strongly agreed while 16(32%) of the respondents disagreed and 2(4%) strongly disagreed.

## **CHAPTER FIVE**

### **5.1 Summary**

This study assessed the effect of poverty on academic performance of primary school pupils. A survey research designed on the case study population involved in the selected primary schools in Odogbolu Local Government which was selected randomly. The study found out;

- The effect of poverty on the academic performance of primary school pupils.
- Other factors affecting primary school pupils' performance.
- Factors encouraging poverty in the society

### **5.2 Conclusion**

The study found out that although there are numerous causes of poverty in Nigeria, death, unemployment and lack of Education emerged as the prime ones.

Poverty presents a number of negative effects on academic performance. It was noted that most poverty stricken make students to eat two meals a day, walk long distances to school and arrive late for lessons.

Poverty stricken students revealed that they had been suspended from attending lessons for failure to pay fees on time thereby losing valuable learning time. School drop-outs revealed that their main reason for not finishing their studies was financial shortages. School records on student's performance revealed that poverty stricken students performed lower than their poor counterparts. Although the majority of students were beneficiaries of the government's Basic Education Assistance Module (BEAM), they expressed facing shortages of stationary, school levies and other basic necessities. This would suggest that financial aid given by government to poverty stricken students does not meet all the educational requirements needed by students.

### **5.3 Recommendations**

- Government and other donor organizations embark on poverty alleviation programmes that will make poverty stricken parent earn a living.

- Donor community is urged to consider funding education for orphans and those students who belong to impoverished families in order to reduce the rate of school drop-outs.
- The access to scholarship and bursary still encourage as it reduces parent's burden at educating their children.
- Parents should stop develop strong, reliable, consistence and unconditional, guidance and support for their children.
- Government should provide mid-day-meal to students, provide low-income housing to poor families and develop good welfare package for children.
- Parents should avoid giving their children a luxurious life at school that makes a big difference with those from poor families, also luxurious items can lead to poor concentration in their studies.

#### **5.4 Suggestion for further studies**

More studies are required to carry out in another local government area on effect of poverty on academic performance of primary school pupils.



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**TAI SOLARIN COLLEGE OF EDUCATION P.M.B 2128**

**OMU –IJEBU, DEPARTMENT OF BIOLOGY**

**A QUESTIONNAIRE ON THE EFFECT OF POVERTY ON  
THE ACADEMIC PERFORMANCE OF PRIMARY SCHOOL PUPILS  
(A CASE STUDY OF ODOGBOLU LOCAL GOVERNMENT, AREA  
OF OGUN STATE)**

Dear Respondents,

This questionnaire is meant for research purpose please sincerely responds to all the items below as they to your views. I want to assure you that any information provided here will treat with utmost confidentiality.

Thanks for your co-operation.

**SECTION A**

Mark the appropriate box to your answer

Age: 25-30yrs ( ) 30-35yrs ( ) 35yrs and above ( )

Sex: Male ( ) female ( )

Religion: Christianity ( ) Muslim ( ) Others ( )

Year of teaching Experience: 2yrs-4yrs ( ) 4yrs-6yrs ( ) 6yrs and above ( )

## SECTION B

Please respond appropriate to all raised here by ticking any option of your choice.

SA –Strongly Agree

A – Agree

SD – strongly Disagree

D – Disagree

S/N	ITEMS	A	SA	D	SD
1	Some children only had one meal per day which affects them during school hours.				
2	Economic status of parent affects academic performance of primary school pupils.				
3	Children whose their parents affect academics performance of primary school pupils.				
4	Pupil who walk long distances to attend school have poor academic performance.				
5	Some children drop out of school due to some				

	shortage of human resources.				
6	Female are more prone poverty than male probably because they would be preoccupied with duties.				
7	Death of one parent is the major causes of poverty				
8	Single parents are more prone to poverty than their married colleagues.				
9	Poor parents fail to provide adequate financial and material resources to process admission of their children to school.				
10	Children who their parent participate in their academic perform Excellency in class				