



AN INVESTIGATION INTO IMPACT OF POVERTY ON EDUCATION: A CASE STUDY OF THREE SELECTED DAY SECONDARY SCHOOLS IN MUNGWI DISTRICT OF NORTHERN PROVINCE OF ZAMBIA

Chebo Chanda Mwansa

Dmi-St. Eugene University, Zambia

Abstract- This paper examines the impacts of poverty on education. Poverty is a stumbling block in the way of achieving economic development. Cognizant of the essence of Millennium Development Goals (MDGs) and 'Education for All' program, education is considered as the primary weapon against poverty prevalence. Poverty is a vast and complex issue that plagues communities in a seemingly endless cycle. However, working together to find effective ways of solving issues caused by poverty, the future can become a brighter for the children growing up in poor communities.

Keywords- Poverty, Education, Economic development, Education for All, Millennium Development Goals (MDGs), Educational inequality.

I. Introduction

Poverty is a state or condition in which a person or community lacks the financial resources and essentials for a minimum standard of living. Poverty means that the income level from employment is so low that basic human needs can't be met. Poverty-stricken people and families might go without proper housing, clean water, healthy food, and medical attention. Each nation may have its own threshold that determines how many of its people are living in poverty. Poverty is the state of not having enough material possessions or income for a person's basic needs. Poverty may include social, economic, and political elements. Absolute poverty is the complete lack of the means necessary to meet basic personal needs, such as food, clothing, and shelter (Davidoff, 2008). In addition to a lack of money, poverty is about not being able to participate in recreational activities; not being able to send children on a day trip with their schoolmates or to a birthday party; not being able to pay for medications for an illness, these are all costs of being poor (Bird & Shepherd, 2009). Those people who are barely able to pay for food and shelter simply can't consider these other expenses. When people are excluded within a society, when they are not well educated and when they have a higher incidence of illness, there are negative consequences for society. The increased cost on the health system, the justice system and other systems that provide supports



to those living in poverty has an impact on our economy. Poverty has many faces, changing from place to place and across time, and has been described in many ways. Most often, poverty is a situation people want to escape.

Although education is a right, it still remains a distant dream for many of Zambia's children. Education is often referred to as the great equalizer: It can open the door to jobs, resource, and skills that help a person not only survive, but thrive. This is why access to quality education is a globally-recognized solution to poverty. Education is an essential building block of our society because it provides knowledge, skills and an environment to help people grow and in turn, they will help society grow. Access to quality education enables children to develop and flourish. They acquire the keys to solve everyday problems and to prepare their future. This research work was designed to find out the impact of poverty on education: a case study of Musenga, St. Anthony and Rosa day secondary schools in Mungwi district of Northern Province.

This research work consists of five chapters, the chapter one which consist of an introduction, statement of problems, purpose of the study, significant of the study, research questions, scope, limitation of the study and definition of terms. Chapter two cover the review of literature which entails the concept of poverty on education of the learners in Mungwi, the influence of parental economic status on the students at various levels, home environment and learner's education and parental education qualification. The third chapter examines research methodology covering the study research design and area of study, population, sample and sampling procedure, instrument for data collection, method of data collection and method of data analysis. Chapter four entails the presentation of data analysis. The last chapter which is the fifth chapter covers findings, recommendation and conclusion. The study will employ both quantitative and qualitative approaches. The target population will be 200 respondents. The sample size will be 50 including 30 pupils, 3 school administrators, 5 Guidance and counseling teachers, 9 officials from civil societies and 9 parents.

The study consists of five chapters. Chapter one provides the introduction of the research problem, background of the problem, objective of the study, research questions and the significance of the study. Chapter two provides literature review. Chapter three gives research methodology and chapter four offers the research finding. Chapter five provide the conclusion and recommendations.

STATEMENT OF THE PROBLEM

Poverty is a pervasive issue that significantly impacts various aspects of society, with education being one of the most affected domains. Despite efforts to improve educational equity and access, disparities in educational outcomes persist, with students from low-income households facing numerous challenges that can impede their academic achievement. Research has shown that poverty can lead to inadequate resources, unstable home environments, and limited access to quality education, all of which can contribute to poor academic performance, high dropout rates, and limited opportunities for further education and career advancement. This chapter aims to explore the specific ways in which poverty impacts education and to identify strategies for addressing these disparities to promote greater equity and access for all



students. The problem statement for the research topic "Impact of Poverty on Education" encompasses the following key aspects:

- Academic Achievement Disparities: How does poverty affect academic achievement levels among students from low-income backgrounds compared to their more affluent peers? What specific challenges do students living in poverty face in achieving academic success?
- Access to Quality Education: To what extent does poverty limit access to quality education, including resources, facilities, and opportunities for students in economically disadvantaged areas? How does the lack of access to quality education perpetuate the cycle of poverty?
- Dropout Rates and Educational Attainment: What is the correlation between poverty and high school dropout rates? How does poverty influence the likelihood of students completing higher education or pursuing post-secondary opportunities?
- Socioeconomic Factors and Educational Outcomes: How do socioeconomic factors associated with poverty, such as parental education levels, family stability, and community resources, impact the educational outcomes of students? What role do these factors play in shaping the learning environment and academic performance of students affected by poverty?
- Policy Implications and Interventions: What policies, programs, and interventions have been implemented to address the impact of poverty on education? How effective are these initiatives in mitigating the negative effects of poverty on educational outcomes, and what areas require further attention and improvement?

By addressing these key aspects through empirical research and analysis, this study aims to provide a comprehensive understanding of how poverty influences education and identify strategies to promote equitable access to quality education for all students, regardless of their socioeconomic background.

Worldwide, particularly in some developing countries like Zambia, the education system faces a lot of challenges of which poverty is the major one. Masses of children impoverished population who are at the margins of both economic and political power are prone to incomplete education while the children from the well to do families are powered with better education. In this view, it was the researchers concern of this study to look at the effects of poverty in primary schools of Mungwi district especially Musenga, St Anthony and Rose day secondary schools. Most children living in poverty attend public schools in economically disadvantaged neighborhoods.

This means that the schools are underfunded even though education has been regarded as an aspect of national development and launching of free education up to secondary level, but still children continue to drop out of school. While secondary education in Zambia has been considered important, there are many challenges to its provision including lack of teaching and learning materials, understaffed, and demotivated teachers as well as overcrowded classrooms (MoE, 1996). These impediments have led to producing students with no quality secondary education to help them go up the academic ladder or participate effectively in their local communities. The high dropout and repetition rates and poor school attendance, especially in the lower grades, suggest low quality of provision of secondary education in secondary schools. According to the Universal Declaration of Human



Rights (UDHR, 1948), everyone has the right to pursue an education which includes children. Children living in poverty and attending public schools not only have to deal with stressors from school but those dominating their personal lives as well. Whether or not everyone is receiving a quality education is debatable, (Common Wealth, 2021).

There is evidence of disparity in performance between low income schools and high income urban schools and the reason behind the occurrences is poverty. Poverty poses significant barriers to education at different levels, starting from access to education to educational quality. Some of the most prominent obstacles include: (1) financial constraints: For many families living in poverty, the cost of education, including school fees, transportation, uniforms, and textbooks, is often beyond their means. Parents may be forced to choose between sending their children to school and meeting their daily needs, such as food and shelter. In many cases, families choose to prioritize their basic needs over education, leaving children with little or no access to education. (2) Poor infrastructure: Schools in impoverished areas often lack adequate infrastructure, including classrooms, laboratories, libraries, and toilets. This lack of infrastructure leads to overcrowding, limited resources, and poor learning conditions, which in turn affect the quality of education. (3) Lack of qualified teachers: Schools in impoverished areas often struggle to attract and retain qualified teachers due to low salaries and poor working conditions. This leads to a shortage of teachers and a high teacher-student ratio, making it difficult for students to receive individual attention and support. (4) Health issues: Poverty often leads to poor health conditions, which affect children's attendance and participation in school. Children living in poverty are more likely to suffer from malnutrition, disease, and other health issues, which can affect their cognitive and physical development. Poverty, which forms a specific culture and way of life, is a growing issue in Zambia. The Zambian living in poverty is continually increasing. Poverty indicates the extent to which an individual does without resources. Resources can include financial, emotional, mental, spiritual, and physical resources as well as support system, relationships, role models, and knowledge of hidden rules. Poverty directly affects academic achievement due to the lack of resources available for student success. Bolarin (2011) says that low achievement is closely correlated with lack of resources, and numerous studies have documented the correlation between low socioeconomic status and low achievement, several strategies exist to assist teachers in closing the poverty achievement gap for students. Poverty presents various challenges that negatively affect academic success among the girl child. Children raised in an environment where there is lack of basic necessities face difficulties, socially and academically, that those from well-to-do families do not confront (UN, 2020). Besides emotional and social problems that such children tend to face in their academic journey, cognitive lags (being slow in understanding educational material) and issues to do with their health in general tend to slow their progress in the learning process (Bradshaw, 2009). In poverty-stricken homes, the environment is rarely stable and safe as primary caregivers are unable to offer their children consistent support and guidance because their attention is directed towards just how they must struggle to make ends meet.



II. LITERATURE REVIEW

Numerous studies have shown that poverty has a negative impact on educational outcomes. Research by Duncan, Brooks-Gunn, and Klebanov (1994) found that children living in poverty are more likely to have lower academic achievement, lower graduation rates, and lower college attendance rates compared to their wealthier peers. The researchers also highlighted that poverty can create additional stressors for children, such as unstable housing, limited access to healthcare, and food insecurity, which can further hinder their ability to succeed academically.

In a longitudinal study, Votruba-Drzal, Coley, and Nichols (2016) found that children from low-income families were more likely to have lower language and literacy skills, cognitive development, and social-emotional functioning compared to children from higher-income families. The researchers also noted that the effects of poverty on educational outcomes were cumulative, with children experiencing persistent poverty at greater risk of academic difficulties.

Furthermore, research by Sirin (2005) highlighted that poverty can also impact students' motivation, engagement, and sense of belonging in school. Students living in poverty may face stigma, discrimination, and low expectations from teachers and peers, which can affect their self-esteem and confidence. These negative experiences can lead to disengagement from school, lower academic performance, and an increased risk of dropping out.

Numerous studies have found a clear link between poverty and academic achievement, with students from low-income households consistently scoring lower on standardized tests and facing higher rates of grade retention and dropout compared to their more affluent peers (Sirin, 2005). Factors such as inadequate resources, limited access to educational materials, and unstable home environments have been identified as key barriers to academic success for children living in poverty.

A lot of studies have highlighted the detrimental effects of poverty on education outcomes. Children living in poverty often face a wide range of challenges that can hinder their academic success, including inadequate access to educational resources, unstable home environments, lack of proper nutrition, and limited exposure to enrichment activities. These factors can contribute to lower academic achievement, higher dropout rates, and reduced opportunities for post-secondary education among students from low-income backgrounds.

Poverty is an issue that more and more of our nation's children are coming face to face with. The price that children of poverty must pay is unbelievably high. Each year, increasing numbers of children are entering schools with needs from circumstances, such as poverty, that schools are not prepared to meet. The relationship amid poverty and children's development and academic performance has been well documented, beginning as early as the second year of life and extending through elementary and high school. The relation between poverty and low academic achievement has been well recognized. Poverty stricken children are at increased risk of parting with school without graduating or graduating with very poor grades. Bracey



(2006) defines poverty as a total lack of the minimum necessities to sustain and maintain life, wellbeing and bodily proficiency such as food, drinking water, clothing and accommodation. Gorski (2008) contends that poverty indicates the extent to which an individual does without resources. Resources can include financial, emotional, mental, spiritual, and physical resources as well as support systems, relationships, role models, and knowledge of hidden rules. Poverty directly affects academic achievement due to the lack of resources available for pupil's success. Poverty is a lack in health and survival, lack of knowledge, denial of opportunities for a creative and productive life as well as deprivation in income. What emerges from these citations is that poverty is a condition where an individual struggles to afford, shelter, health and education. Poverty is normally consistent over a long period in one's life. Low achievement is closely correlated with lack of resources, and numerous studies have documented the parallel between low socioeconomic status and poor academic achievement.

Poverty is a pervasive issue that affects millions of individuals and families around the world. One of the most significant consequences of poverty is its impact on education. Research has shown that children living in poverty are more likely to experience academic challenges, lower educational attainment, and reduced opportunities for success in the future. "There is a consensus that education brings a range of returns (monetary and nonmonetary) that benefit both the person investing in the education and the community in which they live" (Stiglitz, Sen, Fitoussi, 2009, p.46). Attaining these returns is not as easy as it may sound, considering the effects of poverty on communities in regards to education. This chapter will explore the various ways in which poverty can impact education and the implications for individuals, families, and society as a whole.

Blazer (2009) studied the effects of poverty on student achievement. In this study, students who lived in poverty had low performance on student achievement tests because they were affected by pollutants from the environment (such as poor water quality), especially with those who were living close to waste treatment plants, landfills, and other disposal areas. Lead and mold caused significant health problems. Children who lived in poverty were also affected by an untreated issue such as poor vision. Evan (2004) stated that poor vision was related to the low academic achievement (Fritz, 2018, p.21).

It is noteworthy that the 'education poverty' (lack of education) and 'income poverty' have a mutually reinforcing relationship with each other both at macro and micro levels. Lack of education is a key factor of income poverty and absence of sufficient income/earnings can't overcome the education poverty. Moreover, education helps in the fulfilment of basic needs (eradicating poverty) and basic needs themselves include the education availability, hence provision of education and fulfilment of basic needs both reinforce each other [6]. The inverse relationship between education and poverty has been recognized but there is a debate relating to the educational levels; whether primary education is enough for the ultimate outcomes or all educational levels (primary, secondary and higher education) have to be focused simultaneously. Even the Millennium Development Goals (MDGs) of the United



Nations and the Poverty Reduction Strategy Papers (PRSP) recommended by the World Bank focuses primarily upon the primary education and girls' education.

Research has stressed the importance of education in providing the skills and abilities that underpin economic production that can lead to a better quality of life (Leventhal & Brook-Gunn, 2003). If the schools in one's area have a high dropout rate or low standardized test scores, what options are available for students to attain the education level necessary to influence their quality of life? By recognizing the lack of knowledge and skills to take advantage of opportunities, a link between being born into poverty and failing to exit poverty as an adult could be exposed. In recent years, other options have surfaced as a way to provide kids living in poverty with quality education opportunities.

The students in impoverished schools often times lack self-efficacy. Financial struggles often lead to psychological struggles which affect daily choices and decision making skills (Yanagisawa, 2011). When students go home they may be in a place where they do not feel safe. Basic physiological needs should be met in order for learning and motivation to occur according to Maslow's hierarchy of needs (Wilson & Madsen, 2008). Another factor contributing to impoverished students falling behind their wealthy counterparts is the availability of enrichment summer programs.

Impoverished schools face many difficulties in preparing their students for success beyond high school. Some of the difficulties fall on the shoulders of the students while other difficulties are out of their control. When students go home, they may be exposed to some type of abuse, whether it is physical, verbal, or sexual. These forms of abuse can also occur at school, leaving a student in a no-win situation. Impoverished communities are impoverished for a reason, there are little to no material resources, high rates of unemployment, and overall stressful living conditions (Wilton, 2003). Students living in these communities suffer from the same things that affect their parents. Much of their free time, including summers, may be devoted to working to help support the household or spent abusing drugs and alcohol as an escape from the pressures in their lives. This reality leaves very little room for interest in summer enrichment programs.

This is concerning because as children grow, their overall psychomotor capacity will increase (Luce & Deutsch, 2014), but they need education to develop it. Along with the psychomotor development, their gross motor development is lacking without the physical education classroom providing an important setting for students to learn healthy activities that can be participated in over the course of a lifetime. One of the most significant ways in which poverty impacts education is through its effect on academic achievement. Children living in poverty often face a range of challenges that can hinder their ability to succeed in school. These challenges may include inadequate access to resources such as books, technology, and educational support, as well as unstable living conditions that can disrupt their learning environment. Additionally, children living in poverty may also experience higher levels of stress and trauma, which can impact their cognitive development and ability to focus in school.



To mitigate the impact of poverty on education outcomes, various interventions have been proposed and implemented. Research by Payne (2008) emphasized the importance of creating a supportive and nurturing school environment for children in poverty. This includes providing targeted academic support, access to mental health services, and opportunities for parental involvement. Payne also highlighted the need for culturally responsive teaching practices that recognize and address the unique challenges faced by students living in poverty.

Additionally, research by Enchikova and McEachin (2017) highlighted the benefits of programs that provide wraparound services, such as healthcare, nutrition, and social support, to children in poverty. These programs aim to address the underlying factors contributing to poverty-related barriers to education and promote holistic development. The researchers emphasized that such interventions can help improve educational outcomes and break the cycle of poverty. The listed below are the interventions:

1. Providing access to quality education: Ensuring that all children have access to free, quality education can help break the cycle of poverty. This can be done by investing in schools, teachers, and resources to ensure all students have equal opportunities to learn.
2. Support and resources for students in need: Providing extra support and resources for students from low-income families can help address the impact of poverty on education. This can include providing free meals, school supplies, tutoring, and other services to help ensure all students have the resources they need to succeed.
3. Early childhood education programs: Investing in early childhood education programs can help improve outcomes for children from low-income families. These programs can help address disparities in learning readiness and provide a strong foundation for future academic success.
4. Mentoring and support programs: Providing mentorship and support programs for students from low-income backgrounds can help provide the guidance and encouragement they need to succeed in school. These programs can help address social and emotional challenges that can impact academic success.
5. Financial assistance for higher education: Ensuring that students from low-income families have access to financial assistance for higher education can help break the cycle of poverty. Scholarships, grants, and other forms of financial aid can help make higher education more accessible for students from low-income backgrounds.
6. Addressing housing insecurity: Housing instability can have a major impact on a student's ability to succeed in school. Addressing housing insecurity and homelessness can help provide stability for students and families, allowing them to focus on their education.
7. Community partnerships: Building partnerships with community organizations, businesses, and other stakeholders can help provide support and resources for students from low-income families. These partnerships can help address the complex needs of students and families facing poverty and provide a holistic approach to supporting their education.



III. FINDINGS

The impact of poverty on education is a widely researched topic with numerous studies highlighting the various ways in which poverty can hinder educational outcomes. Below are some common research findings on this topic:

1. **Attendance and Dropout Rates:** Poverty can contribute to higher rates of absenteeism and dropout among students. Financial constraints may lead to issues such as lack of reliable transportation, unstable housing situations, and the need for older children to work to support their families.
2. **Parental Engagement:** Parents from low-income backgrounds may have limited time and resources to support their children's education. This lack of parental involvement can negatively impact a child's academic success.
3. **School Funding Disparities:** Schools in low-income areas often receive less funding than schools in wealthier areas. This can result in overcrowded classrooms, outdated resources, and fewer opportunities for enrichment programs.
4. **Mental Health:** Poverty is associated with higher levels of stress, anxiety, and depression, which can affect a student's ability to focus, learn, and engage in the educational process.
5. **Socioeconomic Segregation:** Residential segregation based on income has led to schools with high concentrations of poverty. This can create a cycle of poverty where students are less likely to be exposed to diverse perspectives and resources.
6. **Post-Secondary Education:** Students from low-income families are less likely to enroll in and complete post-secondary education due to financial barriers, lack of support systems, and lower academic preparation.
7. **Intergenerational Transmission of Poverty:** Children born into poverty are more likely to remain in poverty as adults, perpetuating the cycle of disadvantage across generations.
8. **Access to Resources:** Students from impoverished backgrounds often have limited access to resources essential for academic success, such as quality educational materials, tutoring, technology, and extracurricular activities. Poverty can have a significant impact on the provision of quality education.

IV. CONCLUSION

The conclusion drawn was that the effects of poverty can follow a child into adulthood, leading to chronic illness and lack of education or the ability to work. As such, a research on the effects of poverty on education was a very important task. The findings successfully highlighted the effects of poverty on education and an analysis had also been done. Based on the research there is a clear link between the poverty levels in a country and the standard of education. As clearly indicated by literature, educating the citizens of a country is a tool that can be used to reduce poverty in a country and increase economic growth and living quality for all. It was also established that many children in Mungwi have limited access to education due to various factors such as living in impoverished households, poor infrastructure and lack of resources. Government can ease this burden by helping schools obtain the



necessary resources to provide quality education to students. Due to poor education standards in Mungwi, there is a high level of unemployment, which leads to the abject poverty experienced by many people. This crisis can be addressed by government programs and initiatives implemented by the public sector, such as training programs and mentorships. The impact of poverty on education is profound and multifaceted, with far-reaching consequences for individuals and society as a whole. Poverty significantly limits access to resources, quality schools, and support services, creating barriers to academic success for students from low-income backgrounds. These challenges can lead to lower levels of academic achievement, higher dropout rates, and limited opportunities for economic and social mobility. This means that poverty hinders learner's academic achievements and affects the wellbeing of people as a whole. It also affects all aspects of human life including education, health, diet, housing, clothing, access to land and property. This therefore makes it hard for someone to get out of poverty trap and affects socio-economic development subsequently. It is therefore important that the government of the republic of Zambia implements programs aimed at alleviating poverty and improve the standard of living of the people particularly in Mungwidistrict of NorthernProvince.

The consequences of poverty on education extend beyond the classroom, shaping individuals' long-term economic, social, and health outcomes. Addressing the root causes of poverty and investing in strategies to improve access to quality education for all students is crucial in breaking the cycle of poverty and creating a more equitable society. By providing support to students from low-income families, we can empower them to overcome the challenges of poverty and achieve their full potential in academics and in life.

It is essential for policymakers, educators, and society to prioritize addressing the impact of poverty on education and implement sustainable solutions to create a more inclusive and equitable education system. By working together to remove barriers to education and provide opportunities for all students to thrive, we can ensure that every individual has the chance to reach their full potential and contribute positively to society.

The impact of poverty on education is a critical issue that requires attention from policymakers, educators, and society as a whole. Addressing the root causes of poverty and implementing strategies to improve access to quality education for all students is essential in breaking the cycle of poverty and creating a more equitable society. By investing in education and providing support to students from low-income backgrounds, we can empower individuals to overcome the challenges of poverty and achieve their full potential in academics and in life.

Poverty affects students' attendance and participation in school, as some may have to drop out to work and support their families. The study also revealed that poverty contributes to the inadequate training and professional development of teachers, resulting in low morale and job satisfaction. Policy interventions aimed at reducing poverty, increasing funding for education, and improving teacher training and support are needed to address this issue.



RECOMMENDATIONS

After discussing the causes and effects of poverty on academic achievement it is vital to mention a number of recommendations. It is important to remember that poverty involves the lives of people. It is not an abstract force that plagues people rendering them incapable of escaping it. It is also recommended that the Ministry of Education resurface the program of giving books, pens and pencils to pupils so as to help them in their academics.

The following are actions that should be taken on the basis of the findings of this study:

1. Provide access to high-quality early childhood education: Research shows that early childhood education has the potential to mitigate the impact of poverty on
2. outcomes (Reynolds, 2011). Investing in early childhood education programs, especially for children from
3. low-income families, can help level the playing field and set students up for academic success. Schools serving a high proportion of students living in poverty should implement targeted interventions such as tutoring, mentoring, and after-school programs to support students facing poverty-related challenges and address the unique challenges these students face. The NGO's should facilitate the school feeding programs and offering scholarship to vulnerable learners to ensure effective learning and minimize drop outs and absenteeism. These interventions may include mentoring programs, tutoring, and social-emotional support services (Reardon & Portilla, 2016). These interventions can help bridge the gap in educational attainment and provide additional support to those who need it most.
1. **Promote parental involvement:** Schools can actively engage parents and caregivers in their children's education by providing resources, workshops, and support networks. Parental involvement has been shown to enhance educational outcomes, particularly for students from low-income backgrounds.
2. **Increase access to resources:** The Government should allocate more resources to the education sector, particularly in areas where poverty is prevalent. Schools can work to provide essential resources such as textbooks, technology, and school supplies to ensure that all students have the tools they need to succeed. Additionally, schools can offer programs to address food insecurity, access to healthcare, and other basic needs that may be barriers to learning.
3. **Foster a supportive school environment:** Creating a positive and inclusive school culture can help students feel safe, supported, and valued in helping students living in poverty to thrive academically. Schools should promote a sense of belonging, provide opportunities for student engagement, and celebrate diversity (Owens et al., 2018). Schools can implement anti-bullying initiatives, social-emotional learning programs, and restorative justice practices to promote a welcoming and nurturing environment for all students.
4. **Offer professional development for teachers:** Teachers play a crucial role in supporting students impacted by poverty. Providing professional development opportunities on cultural competency, trauma-informed teaching practices, and



differentiated instruction can help educators better meet the diverse needs of students from low-income backgrounds.

5. **Advocate for policy changes:** School leaders, educators, and community stakeholders can advocate for policy changes at the local and state levels to address systemic inequalities that contribute to poverty-related disparities in education. This may include increased funding for schools in low-income areas, comprehensive social support services, and equitable school funding formulas.
6. **Collaborate with community partners:** The school administration should strengthen community engagements to address the needs of students from low-income backgrounds. . Prioritize addressing basic needs: One recommendation is to ensure that students' basic needs, such as food, housing, and healthcare, are met before expecting them to excel in school (Greenwood & Hickman, 1991). Schools should collaborate with community organizations and government agencies to provide support services for students living in poverty. Schools can collaborate with community organizations, nonprofit agencies, and other stakeholders to provide wrap-around services and support for students and families facing poverty. By working together, schools and community partners can leverage resources and expertise to address the multifaceted challenges of poverty on education.
7. **Conduct ongoing research and evaluation:** **Continuously** assess the impact of interventions and programs aimed at addressing the impact of poverty on education. By collecting data, analyzing outcomes, and making evidence-based decisions, schools can refine their strategies and ensure that they are effectively supporting students impacted by poverty.
8. **Prioritize equity and social justice:** In order to address the root causes of poverty and its impact on education, schools must prioritize equity and social justice in all aspects of their policies and practices. It is crucial to advocate for equitable funding for schools serving low-income communities. Research shows that disparities in school funding contribute to the achievement gap between students from different socioeconomic backgrounds (Rebholz & Madera, 2013). Advocating for fair funding policies can help ensure that all students have access to a quality education. This includes striving for inclusive and equitable educational opportunities for all students, regardless of socioeconomic status or background.