

**IMPACT OF POVERTY ON ACADEMIC PERFORMANCE OF LEARNERS IN
SELECTED SECONDARY SCHOOLS IN BUNGOKHO SOUTH SUB-COUNTY
MBALE DISTRICT**

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A DEGREE OF BACHELOR
OF EDUCATION OF UGANDA CHRISTIAN UNIVERSITY**

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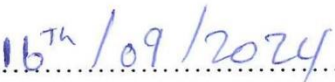
DECLARATION

I, Nambuya Caroline Edith, declare that this research report titled “Impact of poverty on academic performance of learners in selected secondary schools in Bungokho South Sub-county, Mbale District,” is entirely my original work and I do acknowledge that it has never been presented to any institution of higher learning for any award.

Sign: 

NAMBUYA CAROLINE EDITH

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Date: 

APPROVAL

This is to certify that this research report has been under my close supervision and is now ready for submission to the department of education of Uganda Christian University for the intended award.

Signed:

MR. WASALAIN PATRICK

RESEARCH SUPERVISOR

Date:16-09-2024.....

DEDICATION

I dedicate this piece of work to my beloved family members for their financial, spiritual moral guidance and compassion they rendered to me during my stay at Uganda Christian University.

ACKNOWLEDGEMENT

I am thankful to Almighty God for giving me the chance to embark on and complete this study. I give Him thanks and praise. I would also like to extend my genuine and heartfelt appreciation to the following persons for their valuable support and endless encouragement, to my supervisor Mr. Wasalaine Patrick for his guidance, expertise and time. He tirelessly accepted to guide and make me see ideas from an interactive academic engagement. His inspiration and guidance were noble qualities worthy imitating. Mr. Wasalaine Patrick made my Bachelors voyage much easier from first to last, very friendly constructive criticism, suggestions and guidance. I thank him for helping me find the way in this Degree programme. He enthusiastically pushed me forward and pulled me growing throughout research. Special thanks go to the other lecturers for their encouragement and support that pushed this book far, may the Lord bless them abundantly. To all my family members who supported me financially, ideologically and encouraged me, may the Almighty God bless them abundantly. Their presence in my journey of studies was not only attractive and interactive but also kind. All of them made me realize what it takes to be a successful person in the world today.

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LIST OF ABBREVIATIONS AND ACCRONYMS

GOB:	Government of Bangladesh
DV:	Dependent Variable
GPRS:	Ghana Poverty Reduction Strategy
IV:	Independent Variable
IMF:	International Monetary Fund
NCES:	National Center for Education Statistics
NLSY:	National Longitudinal Survey of Youth
PWDs:	Person with Disabilities
SACCOs:	Savings and Credit Cooperative Organisations
SIDA:	Swedish International Development Cooperative Agency
UCE:	Uganda Certificate of Education
UCLA:	University of California, Los Angeles
UK:	United Kingdom
UNDP:	United Nations Development Program
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNFPA:	United Nations Population Fund
UPE:	Universal Primary Education
USE:	Universal Secondary Education
WHO:	World Health Organisation

ABSTRACT

The study set out to establish the impact of poverty on academic performance of learners in selected secondary schools in Bungokho South Sub-county, Mbale District. The study was guided by the following objectives; examining the causes of poverty among parents in Bungokho South Sub-county, Mbale District, determining the effects of poverty on academic performance in secondary schools in Bungokho South Sub-county, Mbale District and establishing the ways through which poverty can be mitigated. The study adopted a descriptive research design employing both quantitative and qualitative approaches that targeted; parents, head teachers, teachers, learners and District Inspectors of Schools who were expected to provide the required information. Questionnaires and interview guide were used to collect data from various respondents. To get quality data, the researcher ensured that the instruments were valid by conducting a preliminary survey and SPSS to determine their reliability. The findings from the study indicated that poverty affecting academic performance in secondary schools in Bungokho South sub-county is in different forms and greatly hinders the learners' progress and progress as much as several attempts have been made to mitigate it. The researcher therefore recommended that the government provides capital generating programmes and strengthen legal and policy framework that allows the constitution to provide healthcare to people in order to boost their immunity. Teachers and parents whose learners have been affected by poverty to try to initiate economic empowerment that helps to grow their finances to be able to pay their children's fees.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter focuses on the background of the study, statement of the problem, purpose of the study, objectives, research questions and scope of the study, significance, conceptual framework, operational definitions and limitations and delimitations of the study.

1.1 Background to the Study

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. So poverty is a call to action for the poor and the wealthy alike a call to change the world so that many more may have enough to eat, adequate shelter, access to education and health, protection from violence, and a voice in what happens in their communities.

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Chambers in Nasikun (2001), said that poverty is an integrated concept that has five dimensions: 1) property, 2) powerless, 3) state of emergency, 4) dependence, and 5) isolation both geographically and sociologically. Living in poverty not only live in lack of money and a low level of income, but also many other things, such as: health, education levels are low, the unfair treatment in law, vulnerability to criminal threat, powerless facing power, and powerless in deciding the path of his own life (Suryawati, 2005).

NCES (2023) reveals that poverty has always been a significant issue affecting people's lives around the world, especially in developing countries. 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.

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According to Schweiger (2019), asserts that in UK, poverty has a temporal or permanent dimension, this is because it is both a short-term, long-term or happens to be chronic. The creation of situational vulnerabilities and the unfolding of different harms as a result of poverty which affects the lives of children in United Kingdom is against ethical and moral obligations. There is a need for parents and society at large to embrace strategies and practices that promote the general well-being and well-becoming of all children.

Schweiger (2019), attempts to demonstrate that no child should be raised in poverty such that they can lack access to basic human needs because this can affect them during their entire childhood

and even after they have grown up. It is posited that parents in Ghana have an influence or bear the blame for making their children grow up in poverty. This is because parents have made bad financial and family organization decisions, or they might have left their children deprived when they had an alternative means of helping them.

Wietzke, F. B. (2020), argues that poverty is not a mistake or fault by the people living in it, and aspects such as excess fertility are not the actual causes of poverty in Nigeria; instead they are the results of poverty. Wietzke, claims that countries that suffer from high rates of poverty tend to lack six key forms of capital investment which include; business capital, human capital, natural capital, public institutional capital, and knowledge capital. It is deemed that countries with poor education and health systems tend to suffer more from extreme cases of poverty. Wietzke, F. B. (2020), further states that escaping the poverty trap is a difficult thing and it is more than being able to meet the needs of the present day. Escaping the poverty trap implies that an entity or an individual has the ability to meet the future unexpected demands or the present investment for purposes of future turnover.

Poverty which remains a topic of despair is a stark reality in this world. Southern Africa is one of the most deprived regions of the world (Meyiwa & Ngubentombi, 2010). However, distinct differences between rich and poor occur within the country whereas various battles are fought in order to reduce poverty and uplift the deprived (Menyuko, 2011; Meyiwa & Ngubentombi, 2010).

According to Kao & Tienda, (2015), although learning institutions promote equality of chance for performance for all learners in Kenya, with the application of several measures that try to reduce the effects disparity of parental education background, there is perception that learner's performance is greatly affected by parental level of education. General, parents with lower education level mostly earn low incomes which can't enable them to provide the basic needs to their children.

In Uganda, parents with high education level and good income will have great expectation and confidence in their children academic capability since they can afford to pay for all requirements for better education provision (Englund *et al*, 2016). Parents with low level education and low income, majority do not expect much from their children since they don't also provide the necessary resources to better the learning environment of their children. Lack of

necessary materials for learning takes away the confidence and hope of success in academic lifeline of the student from them. This directly leads to reluctance and finally under performance of the learner in education.

1.2 Problem Statement

Despite the fact that education is essential for helping children escape the cycle of poverty, hundreds of millions of young people lack the basic needs to take advantage of opportunities of the free education offered in most countries around the world, (Wietzke, F. B. 2020). The effects of poverty on children are wide reaching and can lead to lifelong struggles, especially when the young people don't receive full education they deserve. According to Suryawati, (2005), living in poverty not only live in lack of money and a low level of income, but also many other things, such as: health, education levels are low, the unfair treatment in law, vulnerability to criminal threat, powerless facing power, and powerless in deciding the path of his own education life. A report by the District Inspector of schools Mr. Khaukha Paddy, over 32% of children do not continue with their education for lack of basic needs. In his Quarter district report, he stresses that much as the government has gone ahead to provide free education for all, most children are unable to complete the lower secondary level because of lack of basic needs which is as a result of poverty. UN (2020), asserts that children from low-income families are four times more likely to miss out on an education than children from high-income families. Even if public school is free, some schools require uniforms and supplies to be purchased. In Bungokho Sub-county, children from lower-income families can't afford school requirements, their social life is affected, and some end up dropping out of school while others become labourers in peoples' homes in order to get money to educate themselves. According to Bishop (2014), the effect of poverty on education among pupils living in rural areas is an urgent matter. Children living in poverty especially the girl child tend to be exposed to more stress and even long lasting stress that negatively affects their attention, focus, cognition, mental intellect and social atmosphere leading to poor performance. In Bugokho Sub-county, much as there are some schools that provide lunch to the students, most of them still do not perform well. Whether it is as a result of poverty, there is no information yet to rule out. The miserable results have raised a lot of concern from the public and it is from this background that the researcher is sought to carry out a study on the impact of poverty on academic performance of learners in selected secondary schools in Bungokho South Sub-county, Mbale District.

1.3 Purpose of the Study

The study examined the impact of poverty on academic performance of learners in selected secondary schools in Bungokho South Sub-county, Mbale District.

1.4 Specific Objectives

The study was guided by the following objectives;

1. To examine the causes of poverty among parents in Bungokho South Sub-county, Mbale District.
2. To determine the effects of poverty on academic performance in secondary schools in Bungokho South Sub-county, Mbale District.
3. To establish the ways through which poverty can be mitigated.

1.5 Research Questions

The study answered the following questions;

1. What are the causes of poverty among parents in Bungokho South Sub-county, Mbale District?
2. What are the effects of poverty on the academic performance of learners in selected secondary schools in Bungokho South Sub-county, Mbale District?
3. What ways can poverty be mitigated to enhance the academic performance of learners in the secondary schools?

1.6 Scope of the Study

The scope of the study was limited in terms of content, time and geographical scope.

1.6.1 Geographical Scope

Geographically, the study was carried out in Bungokho South, Mbale District. Mbale is in Eastern Uganda and is named after the largest district, Mbale which also serves as the main administrative and commercial center in the sub-region. Mbale District is the largest in the region and the location of the city headquarters is located approximately 245 kilometers (152 mi), by road, northeast of Kampala, the capital of Uganda, and the largest city in that country. Generally, the study was conducted in Bungokho South Sub-county which is bordered by Butaleja District to the south, Wanale Sub-county to the North, Mutoto Sub-county to the west and Bukiende sub-county to the east.

1.6.2 Content Scope

The study was limited to examining the impact of poverty on academic performance of learners in selected secondary schools in Bungokho South Sub-county, Mbale District.

1.6.3 Time Scope

In terms of time span, the study was carried out from December 2020 to May, 2024. This period was considered because it was the time when UNICEF, UNESCO, WHO, reported the high rates of poverty and how it effects the academic performance of learners in secondary schools.

1.7 Significance of the Study

This study was developed to have relevance in the improvement of the education system of not only Bungokho Sub-county but also Mbale District and other educational institutions in Uganda and Africa. The study will create awareness to educationists which will help parents to understand that their involvement in their children's education plays a great role as regards academic performance.

The study may be beneficial to parents as it will stress the need to intensify efforts towards poverty alleviations programme so as to ease the sufferings of the poor which as well can boost students' academic performance.

Results of this study may help policy makers to increase intervention in the form of making the needed facilities so that teaching and learning can take place in a conducive atmosphere.

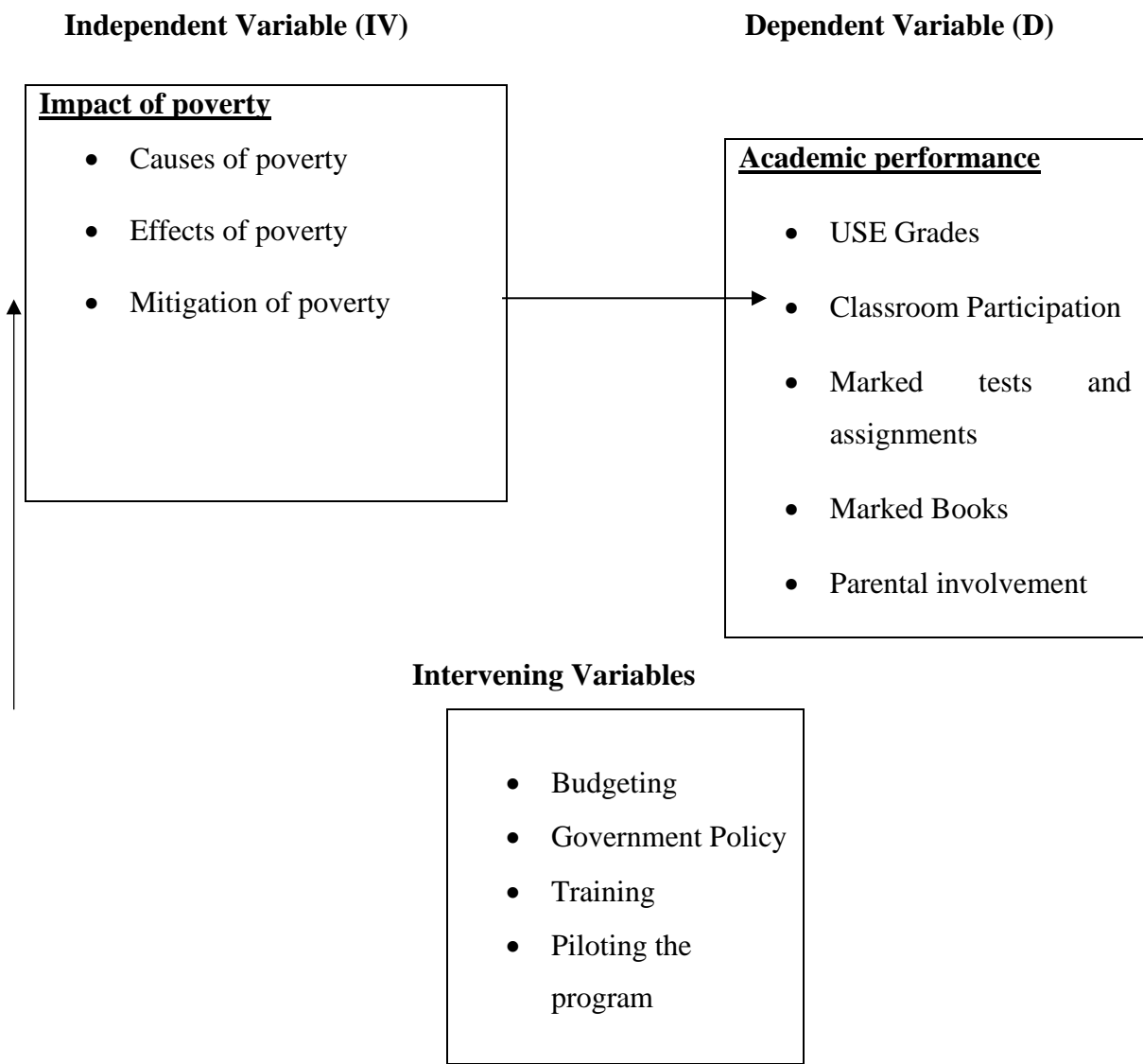
The study may also enable policy makers to develop a work plan showing priority of public expenditure where a poor child can be a beneficiary in order to foster academic performance.

The information may be used by the educators to sensitize parents on how to make students have a positive attitude towards education though with a poor family background.

Finally, this study about poverty and its relation to education will contribute to the existing body of literature.

1.8 Conceptual Framework

Figure 1.1: Conceptual framework showing the relationship between the parental socio-economic status and academic performance of learners.



Source: Primary Data, 2024

The conceptual frame work above shows the relationship between poverty and academic performance of learners. It demonstrates that the relationship between independent variable, poverty and dependent academic performance of learners which is linear. The negative effect of poverty could be controlled by coming up with policy guides, and piloting the program, training more teachers on how to handle teaching appropriately and a national budget for carrying out the teaching successfully and to cater for the poor. However, the interaction of these variables determines the outcomes of students in academics as shown above.

1.9 Definition of significant terms

Attitude: refers to negative or positive predisposition; to think, to perceive, to feel or to behave in a certain way towards people, objects, events or situations or participation.

Academic performance: This is the outcome of the students after assessments. This study measured academic performance basing on average grade scored by students in exams.

Poverty: 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, (Davidoff, 2008).

Impact: refers to contributing or playing a role towards something's success or failure like contributing towards the girl-child's participation in secondary education.

Income: This refers to the monetary payments received for goods or services, or from other sources such as rent or investments. In this study, income levels were measured basing on the total monetary payments of parents' goods or services, rents or other investments.

1.10 Limitations of the study

According to Best and Kahn (1998) limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their applications to other situations.

Some respondents were biased during the time of giving their responses on the research tools.

Limited time to collect data as the researcher was on course as well be executing daily school duties and family obligation which delayed the study.

The research tools had difficult terms to respondents to interpret and made any response.

Financial constraints also posed a threat especially during printing, collecting data from respondents and transport costs.

1.11 Delimitations of the study

The difficult terms in the tools, if were simplified through a translation.

The researcher solicited enough funds from his school SACCO account that enabled him do the work

As regards the time, the researcher came up with a time table schedule on which time was allocated appropriately to research work and activities as well

CHAPTER TWO LITERATURE REVIEW

2.0 Introduction

This chapter presents the relevant literature for this study. The study presents empirical literature that revolves around the three objectives developed in chapter one. These include: to examine the causes of poverty on academic performance in secondary schools; to determine the effects poverty on academic performance in secondary schools and to establish the ways through which poverty can be mitigated in the selected secondary schools.

2.1 Causes of Poverty among the parents in relation to the academic performance of learners

Poverty has multiple and complex causes. SIDA (2005) views these multi-dimensional causes as stemming from a lack of information, knowledge about market prices for the goods they deal in,

issues related to health, availability of public services, and their rights. There is a political minority which lacks the visibility and voice as regards the institutions that shape their lives. Poor people are also said to lack access to relevant skills and knowledge, education and personal development that could improve their livelihoods.

According to Ghana Poverty Reduction Strategy (2004), Poverty may be caused or exacerbated by: the lack of capacity of the poor to influence social processes, public policy choices and resource allocations; low capacities through lack of education, vocational skills, entrepreneurial abilities, poor health and poor quality of life; the disadvantaged position of women in society; exposure to risks through lack of financial, social or physical security and low levels of consumption through lack of access to capital, social assets, land and market opportunities; exposure to shocks due to limited use of technology to stem effects of drought, floods, army worms, crop pests, crop diseases, and environmental degradation; inadequate environmental protection measures; lack of macro-economic stability that erodes the resources of the poor through inflation and other variables; the inability of the national economy to optimize benefits within the global system; habits and conventions based upon superstition and myths giving rise to anti-social behavior and their factors leading to vulnerability and exclusion.

NCES, (2023), asserts that poverty in Africa is caused by corruption and poor governance, poor land utilization and land tenure system, civil wars and unending political conflicts, poor infrastructure, diseases and poor health facilities, the World Bank and IMF policies, among others. The World Bank (1990), and the United Nations (1995), is in agreement when they say, poverty has various manifestations which include the lack of income and productive resources sufficient to ensure sustainable livelihood, hunger, and malnutrition, ill health, limited or lack of access to education and other basic services, increased morbidity and mortality from illness, homelessness, inadequate, unsafe and degraded environment, social discrimination and exclusion. It is also

characterized by lack of participation in decision making in civil, social and cultural life (World Bank 2001).

In their discussions of the factors that cause poverty, de Haan (2000), and Sindzingre (2000), noted that poverty could also be caused by general exclusion of the people from social life. To them exclusion reflects discrimination, which is a process that denies individuals from full participation in material exchange or interaction. The concept is tied to exclusion from the labour market, long-term unemployment and the destruction of the social links and integration that usually accompany work.

The findings of the study by Obadan (1997), indicated that in Sub-Saharan Africa, the main factors that cause poverty include; inadequate access to employment opportunities; inadequate physical assets such as land, capital and minimal access by the poor to credit even on a small scale; inadequate access to the means of supporting rural development in poor regions; inadequate access to markets where the poor can sell goods and services; low endowment of human capital, destruction of natural resources leading to environmental degradation and reduced productivity; inadequate access to assistance for those living at the margin and those victimized by transitory poverty and lack of participation. That is, failure to draw the poor into the design of development programs.

Yahie (1993), believes that the factors that cause poverty include: (i) structural causes that are more permanent and depend on a host of exogenous factors such as limited resources, lack of skills, locational disadvantage and other factors that are inherent in the social and political set-up; and (ii) the transitional causes that are mainly due to structural adjustment reforms and changes in domestic economic policies that may result in price changes, unemployment and so on. Natural

calamities such as drought and man-made disasters such as wars, environmental degradation and so on also induce transitional poverty (Narayan et.al. 2000a, 2000b).

According to Glazer (2000), culture tends to be the explanatory variable that theorists and policymakers look to when attempting to explain social dysfunction, particularly due to the sometimes visible connection between culture and race. This may be why cultural arguments waned from the discussion and why some theorists and policymakers came to link poverty to behaviour (Mead, 1986), or to rational calculation (Murray 1984). These scholars argue that poverty is largely the result of social and behavioural deficiencies in individuals that ostensibly make them less economically viable within conventional society. However, due to persistence of poverty in certain areas, the behavioural perspective is reinforced by the culture of poverty thesis, which suggests that individuals create, sustain, and transmit to future generations a culture that reinforces the various social and behavioural deficiencies (Rodgers, 2000). A corollary to this perspective suggests that government policy perpetuates poverty, and contributes to a variety of other social ills including rising rates of divorce (Murray, 1984).

Massey and Denton (1993) argue that institutional racism in general, and residential segregation in particular, is a critical structural level cause of the severe poverty in the black community. However, they contend that as segregation took hold, the black communities in the inner cities reacted by creating an "oppositional culture that devalues work, schooling, and marriage and stresses attitudes and behaviours that are antithetical and often hostile to success in the larger economy". Wilson (1987) would tend to agree that an "oppositional culture" exists, but takes the analysis a step beyond segregation, citing "social isolation" as the primary culprit. Wilson argues that historical racism against Black Americans erected contemporary barriers to their economic success; their predicament is compounded by factors uniquely associated with American

capitalism and demography. Structural economic factors include the level and variation in unemployment, median income, and measures of income inequality. The effects of unemployment and rises in median income are well documented and their relationship to poverty is intuitive.

2.2 Effect of Poverty on Academic Performance of Learners

According to Cedeño, et. al, (2016), opine that long-term poverty exposure is harmful; the worst impacts seem to affect children who spend a lot of time in these adverse situations. Accordingly, teachers must be aware of how poverty affects learners' behavior and ability to learn in the classroom while more children are growing up in poverty. Poverty has the following diverse effects on the academic performance of learners (Wilson, 1987).

Developmental Delay. Many children who have lived in poverty go to school without having the necessary social-emotional reactions to build connections with their classmates and instructors (Jensen, 2013). They could be unable to sympathize with other people. These pupils struggle to function well in collaborative groups with their classmates due to their lack of empathy. Due to their inability to get along with their peers, students frequently end up being excluded from group activities, which heightens their feelings of inadequacy and causes them to abandon a task before they fully complete it. Academic achievement may suffer from a lack of social skills, which leads to peer rejection (Mckenzie, 2019). Early poverty results in persistent behavioral, health, and learning issues. Children in these settings lack access to primary healthcare and intellectual stimulation. Young people with moderate mental difficulties with adaptive skills, particularly social skills, are more common in those with retardation (McLaughlin & Stansell, 2013).

Furthermore, long-term poverty negatively impacts children's cognitive ability more than short-term poverty (McLaughlin & Stansell, 2013). Children living in households with few opportunities

for cognitive stimulation will have lower self-confidence, eventually resulting in scholastic failure (Cedeño et al., 2016). Due to considerable alterations in the structure of the brain's memory and emotional processing centers, children raised in poverty are more likely to develop cognitive delays. Differences in vocabulary and reading proficiency are related to family wealth partly because of this (Kizito, 2019). Due to their parent's inability to afford toys and books that stimulate their kids' minds, children who live in poverty may speak more directly and with fewer words (Johnson et al., 2016). Compared to children raised in more affluent environments, those reared in poverty had a higher prevalence of developmental delays. As the number of risk variables rose, the Intelligence Quotients (IQs) of children living in poverty declined (McLaughlin & Stansell, 2013).

Chronic Stress. More research has linked chronic stress and depression to deprivation, which has been found to impact a young child's early brain development (Engle & Black, 2018). Extreme stress and a lack of cognitive stimulation have long-lasting impacts on a person's competence, which is more evident at work or school (Cedeño et al., 2016). Because of the major structural alterations in memory and emotional processing regions caused by repeated stresses, children living in poverty have worse academic success and more behavioral problems in the classroom (McKenzie, 2019).

Francies, (2018), posits that toxic stress, which is connected to dangerous environments and affects how the brain develops and works, is experienced by children. This has long-term effects on the mental health of neglected children, who are more likely to experience stress and despair. Financially struggling parents may have experienced poverty as children and may be dealing with unresolved stress, unhappiness, and trauma. It's possible that these parents are unable to give their children a healthy environment. Most children who are exposed to high levels of stress from a

young age undergo noticeable changes in their brain development, notably in the regions of the brain that is in charge of regulating the emotions and developing the cognitive abilities (Gale, 2016).

Poor Educational Performance and Attainment. Poverty affects a child's ability to learn, making it almost hard for them to pursue higher education to increase their employment prospects and income (Auge, 2021). When a family experiences specific shocks leading to poverty, the children may decide to stop attending school. The kids from persistently underprivileged homes had the lowest attendance rates (Reyes et al., 2014). In poor rural communities, residents may not have completed high school and are less likely to have good academic credentials (McLaughlin & Stansell, 2013).

Women and children with disabilities in the Philippines were found to have lower rates of literacy and school enrolment as well as overall lower educational attainment compared to male Persons With Disabilities (PWDs) and non-disabled children (Reyes, 2015). Studies show that kids from less wealthy homes start school intellectually and behaviorally behind their more affluent peers, and the gap worsens as they go through school (Duncan, Kalil, & Ziol-Guest, 2013). Less advantaged students perform poorly academically than their more advantaged peers (Reardon, 2011; Steele, 2010).

Disruptive Behavior and Attention Shortfalls. According to Morgan (2021), children from low-income families can have mental, emotional, and behavioral issues in childhood and adolescence. Cedeño et al. (2015) Lower-income pupils are more likely to have attention issues. They often encounter more severe hardships early on, which may teach them to maintain awareness and concentrate attention on detecting dangers and the absence of pertinent information, as it seems to occur in cognitively challenging settings like schools. According to Cedeo et al. (2015),

neuroscience research seems to support a greater incidence of attentional deficiencies among kids from poorer socioeconomic backgrounds, which might help to explain the success difference.

Morgan, (2021), says that compared to young children who faced adversity early in life, teens who experience poverty later in life will have less of an impact on their development. Deprivation has been discovered to affect a young child's early brain development, as well as depression and chronic stress, which have been related to deprivation. As a consequence, the child's cognition, behavior, and health suffer, which results in long-lasting changes in the brain's structure and function.

Lower Expectations of the Society. According to Schifter et al. (2019), students from low-income families are more frequently classified as having more ambiguous disabilities. After being so classified, they are more frequently assigned to classrooms that are physically separated from others, where the standards for success are typically lower, the quality of the education is typically worse, and the stigma surrounding special education is generally higher. Low-income pupils have a greater frequency of disabilities, which should be reflected in special education. Furthermore, lower expectations, stigma, and exclusion from general education classes are other consequences of being identified for special education (Ibid).

Cedeo et al. (2015), supports the fact that low self-esteem and lowered expectations for the extraordinary person might result in a lifetime of underachievement and disregard of realizing their full potential. Lowered standards and excessive protection are both manifestations of intolerance. As a result of internalizing discrimination, people with disabilities come to understand that they are less capable than those without disabilities. Children with special needs may get excessive protection from their parents and guardians, which might increase culpability. Children and

teenagers need effective parenting techniques to aid in the development of a healthy self-concept and self-esteem.

Less Involvement of the Parents. According to research, parental involvement in education has been linked to better classroom success in Uganda, it is true that parental involvement in the classroom enables parents to support their children in academic endeavors. Parents also learn what is expected of them regarding behavior and schoolwork (Kizito, 2019). Compared to parents with lower socioeconomic positions, parents with more special socioeconomic status are more likely to participate actively in their children's academics. Conversely, poor parents are less likely to have the knowledge or resources necessary to deal with their child's impairment, perpetuating a negative cycle (Heward, 2013). Parents living in poor rural areas are likely to have less information about their child's educational needs (McLaughlin & Stansell, 2013).

Parental involvement in a child's education is crucial. This is because parental participation motivates and inspires children to put up a lot of effort in their academic pursuits. The establishment of good conduct by families and schools, which is reinforced to kids at home and at school, is another advantage of parental participation in schools (McNeal, 1999, Hill & Taylor, 2004). Children whose parents did not devote a lot of time to their education when they were young have very low grades, and their chances of improving are very slim (Douglas 1964). Parents' lack of interest causes children to believe that education is not necessary; therefore, they never make an attempt to thrive.

Huettl, (2016), suggests that school dropout is the common thread among all the issues mentioned above is poverty, which correlates to reduced academic achievement for students. Poverty has been shown to negatively impact preschool performance, test scores in higher grades, which can ultimately lead to grade failure, lack of interest in School, and high dropout rates (Kizito, 2019).

According to Jasmin Ambiong (2020), some youngsters had to quit going to school since their families could no longer afford to keep them there. School dropout is largely a problem among older children and is inversely associated with income (Huettl, 2016).

Furthermore, poverty has significant effects on student achievement (Kizito, 2019). Kelly J. Huettl (2016) emphasized that higher high school dropout rates are a reality for adolescents from low SES backgrounds. According to some experts, this may be because less fortunate children don't have access to the same educational or intellectually engaging materials that more fortunate children have. Low socioeconomic status is directly correlated with high school dropout rates. A student's likelihood of dropping out of high school before graduating is higher if their parents have less education.

2.3 Mitigation of poverty among parents

Poverty is a multidimensional concept: it is not only the lack of financial resources, but also, the lack of capability to function effectively in society. Inadequate education or income, poor health, insecurity, low self-esteem, sense of powerlessness or the absence of rights such as freedom of speech are different dimensions of poverty that must be taken into account when designing poverty reduction measures (Sen 1992). A study by United Nations Development Program (UNDP) revealed that human poverty not only stands for income poverty: it is the lack of access to opportunities and alternatives for living an endurable life. Lack of education is one such significant opportunity which reflects the poverty of education. Therefore, in a cyclical overview, educational poverty translates into an important measure of human poverty (Espen, 2009).

Education provides a foundation for eradicating poverty and fostering economic development. Education is important in reducing poverty and also increasing the wealth of a nation (UNESCO,

2001). An increase in the educational level of the head of the household significantly reduces the chances of the household being poor (Government of Bangladesh (GOB) (2005). Moreover, an increase in the schooling of household heads not only has a positive impact on their productivity and earnings but also enhance the productivity of other members of the household perhaps through persuading them to be educated and/or skill-oriented (Espen, 2009). The study conducted by Shirazi (1994 as cited in Janjua & Kamal, 2011) reveals that when the education levels for household heads rises, household poverty risk weakens.

Furthermore, there is a positive correlation between education level and income earning abilities. Increased levels of education thus increase economic opportunities and growth. Education also increases social benefits that improve economic development and the conditions of the poor (Haughton and Khandker 2009). Education contributes to poverty reduction by increasing the value of efficiency of the labour force and thus enhances economic growth (Julius et. al, 2009). The higher level of education not only increases the sources of earning or wages but also improves the income level. In the same way, according to Sackey (2005) education has a crucial role in the wellbeing of individual/ household.

According to Espen, (2009), economic growth of households aids to mitigate poverty in homes leading to improved economic performance. Sen, (1992), defines economic growth as a process of productive capacity building in an economy on a continuous or continuous basis over time resulting in greater and greater levels of national income and output. At country level all domestic goods and services are measured aggregately in the form of Gross Domestic Product (GDP). Economic growth can be measured from changes in real GDP increase over a certain period. At the household or individual level economic growth can be measured from an increase in household

income or per capita income which acts as a force to foster learners' academic performance (Espen, (2009).

Cedeo et al. (2015), recommends improved access to the consumption of social services (education, health, and nutrition) by school going children which as an important policy tool in the overall government strategy for reducing poverty and improving the welfare in the education system. The expansion of the scope and quality of these essential services for which learners are direct beneficiaries requires the investment of government funds for creating SACCOs and other small business fields to households that will in increase the productivity of the poor. At the same time, these services directly satisfy the required essential consumption which is an important policy objective to foster education. According to Arsyad (2004), there are three fundamental factors of government intervention in health to reduce poverty. First, the decreasing the burden of suffering directly satisfies the basic needs of consumption which is also a very important social policy objective. Second, health improvements will increase the productivity of the poor: better health will increase workforce, reduce working days and increase energy output. The third place, the decline of infant and child mortality indirectly also plays a role in reducing poverty by lowering fertility rates; Lower mortality rates not only help parents to reach the number of families they want, but also make them want smaller families. Islam (2004), contents eliminating malnutrition is one of the most cost-effective solutions to poverty in schools. The developmental, economic, social and medical impacts of malnutrition are serious and lasting. It affects individuals as well as their families, communities and countries. Nourishing babies and young children is one of the best ways to fight poverty. Doing so in this critical situation improves children's well-being for a lifetime – not just as survivors.

According to Arsyad (2004), there are three fundamental factors of government intervention in health to reduce poverty. First, the decreasing the burden of suffering directly satisfies the basic needs of consumption which is also a very important social policy objective. Second, health improvements will increase the productivity of the poor: better health will increase workforce, reduce working days and increase energy output. The third place, the decline of infant and child mortality indirectly also plays a role in reducing poverty by lowering fertility rates; Lower mortality rates not only help parents to reach the number of families they want, but also make them want smaller families.

A process that leads to poverty reduction, and improvements in the provision of health services, will most likely have a positive effect on health indicator, especially when considering the irreversible effects of failing to make these investments (Appleton and Teal, 1999). Intergenerational long-term effects of health and education are important reasons for promoting social sector investment, despite the current tight fiscal constraints (Bigsten and Levin, 2000)

The poverty reduction efforts are influenced by policies, structures and capacities of institutions involved. This involves formation of partnerships against poverty through mobilization and deliberate allocation of financial and human resources towards pro-poor activities that are likely to stimulate economic growth. Appropriate policies, which would encourage stakeholder participation in poverty alleviation and stimulate economic development, would be a pre-requisite for successful poverty reduction in schools. Poverty reduction efforts which are hinged on partnership and collaboration, and supported by policies targeting the very poor, are devoid of conflict or duplication in implementation (Sackey (2005). According to Huettl, (2016), policies such as the introduction to Universal Primary Education (UPE), and Universal Secondary Education (USE), are policies that aim to increase access to education, regardless of socio-

economic background, to improve literacy rates and empower individuals to escape the cycle of poverty.

As Green and Hulme (2005) note, chronic poverty is about not just duration but also dynamics, and this implies a need to look at forms of social relations that produce and reproduce poverty. Here, although poverty per se is rarely its core focus, the literature on education has made considerable advances in conceptualizing education's role in shaping social relations through its influence (either positive or negative) on attitudes, cultural and other knowledge and traditions. The dominant focus on the human capital aspects of education within the poverty literature appears to make little use of these conceptual tools. These issues are well rehearsed and demonstrated, for example, in the seminal work of both Paolo Freire and Pierre Bourdieu, two highly influential educational theorists.

Quality early literacy development is central to sustainable schooling and long term educational outcomes that will enable families to break the cycle of poverty (World Declaration on Education for All, 1990; World Education Forum, 2000)" (Ngwaru, 2013). From the literature reviewed, more recent research has highlighted the importance of children's self-regulation skills (e.g., ability to remain calm, focused and alert – Shanker, 2012), for enhanced academic success (e.g., de la Riva & Ryan, 2015).

According to Blazer & Romanik, (2009), out-of-school programs can include a wide range of opportunities for children, families and communities, and can take place after school, on weekends or during the summer. Some options for students may include enrichment opportunities such as music, drama, clubs; academic enhancement such as literacy/language skills, math, science and recreation opportunities such as social activities, organized sports, arts and crafts); other things may include community activities which include child care, adult learning (e.g., English

language/literacy classes, employment support programs, parenting courses, seniors programs), and other recreation and community resources (e.g., health and social services, crafts, community events) (Center for Mental Health in Schools at UCLA, 2007 Revision). Among other things, participation in high quality programs for children has resulted in enhanced social/emotional skills, academic achievement and behaviour in school, in comparison with peers who have not participated in after school programs (see Center for Mental Health in Schools at UCLA, 2007). Berliner (2009) contends that that summer school programs in the UK have been shown to positively impact students' knowledge and skills. Some of the features that contributed significantly to these differences included smaller class sizes, more one-to-one instruction, and parental involvement. Additional studies suggest that participation in quality after-school programs can lead to decreases in poverty, criminal activity and risky behaviours; decreases in aggression and school suspensions; improved social skills, self-confidence and feelings of safety (Afterschool Alliance, 2014).

Similarly, ongoing professional development for teachers and principals is recommended by the Canadian Teachers' Federation (2009) as one way to support low income students. In the Elementary Teachers' Federation of Ontario's resource, *Possibilities: Addressing Poverty in Elementary Schools* (WHO, 2003), explore the role that school staff play with respect to teachers' expectations; relationships with children, families, and the community; students' non-academic needs; and mindsets regarding poverty.

2.4 Literature Gap

Most studies that look into poverty alleviations without necessarily relating it to the students' academic performance. Although studies in Uganda (see for example those of McNeal, 1999, Hill & Taylor, 2004; Blazer & Romanik, (2009), have lamented on poor performance in secondary

schools, they did not link this situation to poverty of a learner. Cedeo et al. (2015), recommends improved access to the consumption of social services (education, health, and nutrition) by school going children which as an important policy tool in the overall government strategy for reducing poverty and improving the welfare in the education system. The expansion of the scope and quality of these essential services for which learners are direct beneficiaries requires the investment of government funds for creating SACCOs and other small business fields to households that will increase the productivity of the poor. At the same time, these services directly satisfy the required essential consumption which is an important policy objective to foster education. Much as many scholars have done studies on poverty, most of them have been based on parent's level of education, family background and parents' level of income; Eamon, (2005), who notes that family environment affects children intellectually because a child from a small family (nuclear) would be different from a child from a large family (polygamous) intellectually vice-versa. The implication is that a proper stimulating family environment with intellectual potential and high income level and education of the parents will definitely enhance maximum performance of the child. These have not been done based on the causes, effects and mitigation and neither has any been done in Bungokho South Sub-county. It is from this point of view that the study on impact of poverty on academic performance of learners in selected secondary schools was done and thus, the study sought to make a contribution to the literature on quality education with the help of the impact of poverty on academic performance in Bungokho South Sub-county, Mbale District-Uganda.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the procedures and techniques used to collect data. It covers the research design, area of study, population, sample size, sampling techniques, data collection methods, data quality control, data processing and analysis and ethical considerations.

3.1 Research Design

The study adopted a descriptive research design with both qualitative and quantitative approaches. Aaker et al (2002) defines a research design as the detailed blue print used to guide a research study towards its objectives. The study was descriptive in that it described the impact of poverty on academic performance of learners in selected secondary schools in Bungokho South Sub-county, Mbale District-Uganda. According to Mugenda and Mugenda (2003), a descriptive design entails systematic and empirical inquiry in which the researcher does not have a direct control of independent variables as their manifestation has already occurred. The main rationale for using this design is that it allows in-depth study of the subject matter. Secondly, the design was suitable for describing the attitudes, opinions and behavior patterns of people. A descriptive design allows a researcher to study how the independent variables affect the dependent variable. Qualitative research method was used to describe life experiences and give meaning to them, while quantitative approach involved conversion of data into numeric forms for analysis and interpretation.

3.2 Area of Study

Geographically, the study was conducted in Bungokho South Sub-county which is bordered by Butaleja District to the south, Wanale Sub-county to the North, Mutoto Sub-county to the west and Bukiende sub-county to the east. The following schools were included in the study; Bungokho Secondary School, Namawanga Secondary School, Busiu Secondary School, Makhayi Seed Secondary School, Musese Secondary School, and Mulatsi Secondary School.

3.3 Population of the Study

Population is the total aggregate or group of individuals or objects to which a research is intended in generalizing the conclusions of a research (Best and Karn, 1996). The study consisted of 100 respondents who included 05 head teachers, 45 learners, 30 teachers, 19 parents and 01 District Inspector of schools. Teachers were involved in the study because they were involved in monitoring students' school attendance, assessment and evaluation of students, and they also knew students very well in terms of their weaknesses, strength and general behavior. Students were involved in the study because they were the ones directly affected by poverty thus they were rich informants. Parents also participated in the study because they are the main subject of concern whose association and upbringing directly impacts learners' academic performance while the District inspector of schools was included in the study given the role they play in trying to work on behalf of the government.

3.4 Sample Size

According to Mugenda (2010) and Peter (2012), sampling is the process of choosing the research units of the target population, which are to be included in the study. The sample size of study was drawn from 80 respondents who comprised 5 head teachers, 40 learners, 028 teachers, 18 parents, and 1 District Inspector of schools. The sample size was determined using Morgan and Krejcie (1970), table as given by Amin, (2005) (Appendix V).

Table 1: Sample size and distribution

Respondent category	Target population	Sample size	Selection Procedure
Learners	045	040	Simple random sampling
Teachers	030	028	Simple Random sampling
Parents	019	018	Simple Random sampling

Head teachers	05	05	Purposive sampling
District Inspector of Schools	01	01	Purposive sampling
Total	100	092	

Source; Krejcie & Morgan's population table, (1970) modified by the researcher

3.5 Sampling Procedures

Sampling technique is defined as the process of selecting samples to represent the population (Kothari (2009). In this study, the researcher used simple random sampling and purposive techniques as described below.

3.5.1 Simple Random Sampling

According to Cohen, et al (2000), simple random sampling appears when each unit of the sample has been selected entirely by chance where each subject or unit in the population has an equal chance of being selected. This technique was used to select the students, parents and teachers from the selected secondary schools from Bungokho South Sub-county, Mbale District. After the pieces of papers have been mixed up in a basket, the researcher asked parents, learners and teachers to randomly pick up coupons, one at a time until a sample of five schools was obtained. Simple random sampling procedure was preferred because of its power to minimize biasness and maximize sample representativeness.

Purposive Sampling

Purposive sampling technique was used to obtain District inspector of schools and Head teachers who were expected to provide information on the influence of poverty on the academic performance of learners in the Sub-county. The District inspector of schools are the overseers of these schools and hence have information regarding the influence of poverty in primary schools in Bungokho South Sub-county. Purposive sampling was suitably chosen for this study because it best enabled the researcher to answer the research questions. The choice of purposive sampling was based on characteristics or quality of the respondents for the purpose of this research. For example, head teachers were selected based on their administrative and leadership roles.

3.6 Data Collection Instruments

Research instrument is a survey, questionnaire, test, scale, rating, or tool designed to measure the variable(s), characteristic(s), or information of interest, often a behavioral or psychological characteristic. In this research, questionnaire, and Interview checklist was used.

3. 6. 1 Questionnaire

A questionnaire is defined as a list of questions which are designed to solicit specific responses that are required, Sarantakos, (2005) which was used in this study. This method was used to aid in the collection of data from learners, teachers and parents. According to Amin, (2005), a questionnaire is a self-report instrument used for gathering information about variables of interest in an investigation. Closed ended likert scale questionnaire was designed and used in accordance with the objectives, one and two and the key variables of the study. A questionnaire was preferred because there was less chance of any bias with a standard set of questions to be used for your target audience. According to Mugenda & Mugenda, (1999), a questionnaire is appropriate for large samples and respondents can fill them at their own convenience as recommended. This instrument was used to collect data from the learners, teachers and parents. The researcher developed a questionnaire based on a four point Likert scale as follows: Strongly Agree 4, Agree 3, Disagree 2 and Strongly Disagree 1.

3.6.2 Interview Guide

According to Gubrium, (2012), an interview is essentially a structured conversation where one participant asks questions, and the other provides answers. Commonly, the word "interview" refers to a one-on-one conversation between an interviewer and an interviewee. Interviews are discussions, usually one-on-one, between an interviewer and an individual meant to collect information on a specific set of topics (Gubrium, 2012). The researcher used semi-structured interview checklist, which were essentially and verbally administered questionnaires in which a list of predetermined questions were asked to the parents, head teachers and the District Inspector of Schools with no variation but with some scope for follow-up questions to responses that warranted further elaboration. Interviews also gave the researcher an opportunity to revisit some of the issues that have been over-looked in other methods and yet they are deemed vital for the study. Therefore, interviews were used with head teachers and District Inspector of Schools.

3.7 Data Quality Control

In an attempt to achieve quality data, the researcher made an analysis with respect to instrument validity and reliability.

3.7.1 Validity of the Instruments

Validity refers to quality of data gathering instrument or procedures that enables it to measure what it sought to measure (Best and Kahn, 2004). To determine the validity of instruments, the researcher conducted a preliminary survey at Nabumali Boarding High School, located in Mbale District since this had the same characteristics with the schools under study. The questionnaires and interviews were piloted to 5 teachers and 8 students before the larger actual survey was conducted in Bungokho South Sub-county. This was done to discover the ambiguities and some grammatical errors in the question items before they are corrected. This helped to crosscheck the validity of the instruments. The researcher had an opportunity to discuss with the respondents especially on difficult vocabularies or grammatical errors or rather with ambiguity statements in order to rephrase or delete them. In addition, the researcher sought for expertise advice from her supervisor who helped to improve on the clarity on the items from the questionnaires and interview. The Content Validity Index (CVI) of the instruments was calculated using the formula below. The instrument was considered valid because the value of 0.6 and above was achieved.

$$\text{CVI} = \frac{\text{total number of relevant items}}{\text{Total number of items}}$$

3.7.2 Reliability of the Instruments

Reliability means the degree of consistency and precision in which the measuring instruments demonstrates. Reliability of the instrument is the measure of consistence over time and over similar sample (Cohen et al, 2007). The Statistical Packages of Social Scientists (SPSS) were used to ascertain it. Cronbach's Alpha of a minimum reliability analysis of 0.70 and above was taken as reasonable measure of internal reliability. The score of 0.818 and above 0.7; was obtained and the instrument was adopted as being reliable. The points were achieved when the valid items were divided by the total number of items times one hundred.

$$17/21 \times 100 = 80.95.$$

Table 3.2: Reliability statistics

Cronbach's Alpha	No of Items
0.818	21

Source: Primary Data, (2024)

3.8 Data Collection Procedure

The researcher went to the field after getting an authorization letter from the Head of Department, Uganda Christian University, and Mbale University College, which introduced her as a student of the University from the Department of Education. The head teachers of the selected schools of Bungokho Sub-County helped the researcher to collect data by giving her a go ahead. The researcher then collected the data in the Sub-County.

3.9 Data Processing and Analysis

Data analysis is a systematic process involving working with organizing data and breaking them into manageable unities (Bagdon & Biklen, 1992). It is also concerned with systematizing data searching for patterns, discovering what is important, what is to be learnt and deciding what to tell others (Cohen et al, 2007). All information that was collected from interviews and questionnaires were subjected to content analysis which involved identifying coherent and important examples, themes and patterns in data collected from the field work. Qualitative approach therefore, was analyzed through thematic analysis where data was categorized according to their relevant themes and patterns developed accordingly. Quantitative data from the questionnaires was analyzed through simple descriptive statistics after tabulation and conversion into frequencies and percentages for descriptive purposes. In the first place, data was cleaned from errors and then coded. After coding, data was analyzed through content analysis to examine its influence on learners' literacy development.

3.10 Ethical Considerations

Research ethics refers to moral principles guiding research (Horman, 1991). It means conducting research in a way that goes beyond merely adopting the most appropriate research methodology, but conducting research in a responsible and morally defensible way.

To ensure these ethical considerations are taken into account, the consent of the respondents and confidentiality were sought and they were assured that the data they provided was strictly for purposes of the study.

In addition, to enhance the participants' privacy, the respondents' names were not used thus; confidentiality was practised by avoiding the use of names but rather initials or codes.

The researcher respected the rights of the respondents in the process of getting the information; sought for permission from the local leadership before carrying out the study.

Coercive approach was as much as possible avoided in trying to access information from the respondents but rather observe professional ethics in conducting the study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents findings on the influence of poverty on the academic performance of learners in Bungokho South Sub-county. Data was analysed using self-administered questionnaires and interviews. It contained the response rate, demographic characteristics of the respondents and the data already existing and the information collected as being presented and discussed below.

4.1 Response rate of the respondents

Table 4.1 the response rate of the respondent

Response	Frequency	Percentage
Expected respondents	80	100
Actual respondents	78	97.5
Non response	02	2.5

Source: Primary Field Data (Aug, 2024)

In this study, the researcher expected to interview 80 respondents (100%), however, the researcher was able to interview 78(97.5%) with only 02(2.5%) that did not participate. This implies that the researcher was successful in getting majority of the expected respondents who participated in the study.

4.2 Demographic characteristics of respondents

This section described the age, sex, marital status, level of education and religious affiliation.

4.2.1 Age of the respondents

Table 4.2: the age of the respondents.

Years	Frequency	Percentages
13-20	32	40.0
21-30	18	22.5
31-35	15	18.75
40-49	09	11.25
50 above	06	7.5
TOTAL	80	100

Source: Primary Field Data (Aug, 2024)

The data from research study showed that the respondents in the age bracket of (13-20) were represented by 32(40.0%), (21-30) were represented by 18(22.5%), (31-35) were represented by 15(18.75%), (440-49) were represented by 9(11.25%) and the least being 50 above with 06(7.5%).The implication behind this is that the majority of the pupils are below the age of 19 years,. This was followed by 21-35and this indicates that most of the teachers are at the age of 21years and above while those above of 50 years were the least and it includes head teachers and

few retired parents and local leaders. These were few and had problems of sight. In most cases they use spectacles. This also implied that, the researcher provided an equal opportunity for all respondents of different age groups to participate in the study for accuracy and uniformity

4.2.2 Sex of the respondents

Table 4.3: the sex composition of the respondents

Sex	Number	Percentage
FEMALE	43	53.75
MALE	37	46.25
TOTAL	80	100

Source: Primary Field Data (Aug, 2024)

Findings from the table 4.4 above showing the sex of respondents indicated that (43)53.75% were females whereas the male respondents represented by (165) (46.25%), this indicates that the researcher was gender sensitive and provided opportunity to both genders to express their views however the large female response could be attributed to the fact there were more females in comparison to the males in the research study area.

4.2.3 Marital status of the respondents

The table 4.4: the marital status of the respondents.

Category	Number of respondents	Percentages
Single	32	40
Married	19	23.75
Separated	17	21.25
Widowed	07	8.75

Divorced	05	6.25
Total	80	100%

Source: Primary Field Data (Aug, 2024)

According to table 4.4 above, single respondents were represented by 32(40%) and this made the highest response. These were mainly school children and had information about the study in question. This was followed by the married respondents who made 19(23.75%). The separated were represented by 17(21.25%), the widowed were represented by 7(8.75%) and divorced were rated at 5(6.25%). From the table above, it therefore revealed that the majority of the respondents were single and these were children taking on studies at school.

4.2.4 Level of education

The table 4.5: The level of education of the respondents.

Level of Education	Frequency	Percentages
Unskilled	38	47.5
Certificate	29	36.25
Degree	12	15
Master	01	1.25
Total	80	100

Source: Primary Field Data (Aug, 2024)

The findings from the table 4.5 above indicated that 38(47.5%) were unskilled though had reached primary. 29(36.25%) had acquired certificates. This is attributed to the fact that having a certificate was one of the requirements to be recruited in the public service as teacher. 12(15%) had acquired degrees while 1(1.25%) of the respondents were masters' holders. From the findings, it is true that the majority of the respondents were learnt and live in the civil society. Most of the respondents who had acquired degrees were mainly head teachers hence a requirement for one to appointed as

a head teacher in primary schools. Those with a master’s degree had an added advantage for becoming head teachers.

4.2.5 Religion

Table 4.6: the religious affiliations of the respondents

Religion	Number	Percentage
Islam	31	38.75
Christianity	49	61.25
TOTAL	80	100

Source: Primary Field Data (Aug, 2024)

In line with table 4.6 above, the research findings indicated that the majority of the respondents 49(61.25%) were Christians and this could be because generally the Christians were more than the Muslims in most secondary schools in Bungokho South Sub-county, Mbale District. The least response came from the Muslims who made 31(38.75%). The low response was attributed to the fact there were few Muslims generally compared to the Christians counterparts in the Sub-county.

4.3 Causes of poverty among parents in Bungokho South Sub-county, Mbale District.

The respondents were asked to state the causes of poverty among parents and the following responses were captured as indicated below;

Table 4.7 Causes of poverty among parents in secondary schools of Bungokho Sub-county

Response rate	Frequency	Percentage
Inadequate access to employment opportunities cause poverty	32	40
Corruption and poor governance causes poverty	22	25
Lack of information causes poverty	11	13.75
Resource allocations causes poverty	08	10
General exclusion of people from social life causes poverty	05	6.25
Institution racism causes poverty	02	2.5

Total	80	100
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Source: Primary Field Data (Aug, 2024)

From the table above, 4.7 it indicated that poverty is when the income level from employment is so low that basic human needs can't be met. From the findings, it was revealed that poverty is rampant among the Bungokho parents because inadequate access to employment opportunities. Inadequate access to employment opportunities cause poverty was supported by 32(40%) of the respondents who strongly agreed that parents of Bungokho lack access to employment opportunities which makes make fail to fund their children's education. This observation rhymes with Obadan (1997), who indicated that in Sub-Saharan Africa, the main factors that cause poverty include; inadequate access to employment opportunities; inadequate physical assets such as land, capital and minimal access by the poor to credit even on a small scale; inadequate access to the means of supporting rural development in poor regions; inadequate access to markets where the poor can sell goods and services; low endowment of human capital, destruction of natural resources leading to environmental degradation and reduced productivity; inadequate access to assistance for those living at the margin and those victimized by transitory poverty and lack of participation. That is, failure to draw the poor into the design of development programs.

Corruption and poor governance was proposed by 22(25%) of the respondents who illustrated that people are poor because of the too much corruption which has swept the county. This corruption, they reported, was due to poor governance systems. NCES, (2023), is in agreement with the proposal when they remarked that poverty in Africa is caused by corruption and poor governance, poor land utilization and land tenure system, civil wars and unending political conflicts, poor infrastructure, diseases and poor health facilities, the World Bank and IMF policies, among others. Furthermore, the World Bank (1990), and the United Nations (1995), is in agreement when they

say, poverty has various manifestations which include the lack of income and productive resources sufficient to ensure sustainable livelihood, hunger, and malnutrition, ill health, limited or lack of access to education and other basic services, increased morbidity and mortality from illness, homelessness, inadequate, unsafe and degraded environment, social discrimination and exclusion. It is also characterized by lack of participation in decision making in civil, social and cultural life (World Bank 2001).

Lack of information was strongly proposed by 11(13.75%). Respondents asserted that most parents in Bungokho Sub-county lack knowledge about market prices for the goods they deal and issues related to health, availability of public services, and their rights. SIDA (2005), explains that the multi-dimensional causes of poverty as stemming from a lack of information, knowledge about market prices for the goods they deal in, issues related to health, availability of public services, and their rights. There is a political minority which lacks the visibility and voice as regards the institutions that shape their lives. Poor people are also said to lack access to relevant skills and knowledge, education and personal development that could improve their livelihoods.

Resource allocations was hinted on by 8(10%) who strongly agreed that there is biased in resource allocation right from the national to local levels of the government. According to Ghana Poverty Reduction Strategy (2004), Poverty may be caused or exacerbated by: poor allocation of resources, the lack of capacity of the poor to influence social processes, public policy choices and resource allocations; low capacities through lack of education, vocational skills, entrepreneurial abilities, poor health and poor quality of life; the disadvantaged position of women in society; exposure to risks through lack of financial, social or physical security and low levels of consumption through lack of access to capital, social assets, land and market opportunities; exposure to shocks due to limited use of technology to stem effects of drought, floods, army worms, crop pests, crop diseases,

and environmental degradation; inadequate environmental protection measures; lack of macro-economic stability that erodes the resources of the poor through inflation and other variables; the inability of the national economy to optimize benefits within the global system; habits and conventions based upon superstition and myths giving rise to anti-social behavior and their factors leading to vulnerability and exclusion.

Important to note is, general exclusion of people from social life causes poverty among parents. General exclusion of people from social life causes poverty was proposed by 5(6.25%) of the respondents who believed that people who are bored from social interaction may lack information of how best they can make opportunities for creating income generating activities. Haan (2000), and Sindzingre (2000), are in agreement when they explained that poverty could also be caused by general exclusion of the people from social life. To them exclusion reflects discrimination, which is a process that denies individuals from full participation in material exchange or interaction. The concept is tied to exclusion from the labour market, long-term unemployment and the destruction of the social links and integration that usually accompany work.

Institution racism as a cause of poverty was supported by 2(2.5%) of the respondents who noted that segregation and racism breed nepotism in institutions and cause poverty among parents. The effects of unemployment and rises in median income are well documented and their relationship to poverty is intuitive. This is in agreement with Massey and Denton (1993), who argued that institutional racism in general, and residential segregation in particular, is a critical structural level cause of the severe poverty in the black community. However, they contend that as segregation took hold, the black communities in the inner cities reacted by creating an "oppositional culture that devalues work, schooling, and marriage and stresses attitudes and behaviours that are antithetical and often hostile to success in the larger economy". Wilson (1987) would tend to agree

that an "oppositional culture" exists, but takes the analysis a step beyond segregation, citing "social isolation" as the primary culprit. Wilson argues that historical racism against Black Americans erected contemporary barriers to their economic success; their predicament is compounded by factors uniquely associated with American capitalism and demography. Structural economic factors include the level and variation in unemployment, median income, and measures of income inequality.

4.4 Effect of Poverty on Academic Performance of Learners in Bungokho South Sub-county, Mbale District.

The respondents were asked to state the effects of poverty on learners' academic performance. The following responses were captured as indicated in table 4.8 below;

Table 4.8 Effect of Poverty on Academic Performance of Learners in Bungokho South Sub-county, Mbale District.

Response rate	Frequency	Percentage
Poverty delays children's development	30	40
Poverty affects learners' cognitive stimulation	20	25
Poverty leads to chronic stress	15	13.75
Poverty leads to poor educational performance and attainment	08	10
Poverty leads to disruptive behavior and attention shortfalls	04	6.25
Poverty leads to less involvement of parents in learners' education	03	2.5
Total	80	100

Source: Primary Field Data (Aug, 2024)

From table 4.8 above, it is indicated that poverty delays children's development as these children experience moderate mental difficulties with adaptive skills particularly social skills which are more common in those with retardation. Poverty delays children's development was proposed by 30(40%) of the respondents who agreed that children from poor families experience development retardation and are commonly affected by social problems. This was in line with Jensen, (2013), who noted that poverty causes developmental delay. Many children who have lived in poverty go to school without having the necessary social-emotional reactions to build connections with their classmates and instructors. According to McKenzie, (2019), these children could be unable to sympathize with other people. These pupils struggle to function well in collaborative groups with their classmates due to their lack of empathy. Due to their inability to get along with their peers, students frequently end up being excluded from group activities, which heightens their feelings of inadequacy and causes them to abandon a task before they fully complete it. Early poverty results in persistent behavioral, health, and learning issues. Children in these settings lack access to primary healthcare and intellectual stimulation. Young people with moderate mental difficulties with adaptive skills, particularly social skills, are more common in those with retardation (McLaughlin & Stansell, 2013).

Poverty affects learners' cognitive stimulation which affects their academic performance was suggested by 20(25%) of the respondents who strongly agreed that children's cognitive abilities function well with a conducive environment that facilitates acquisition of knowledge, social and motor skills. This was in agreement with McLaughlin & Stansell, (2013), who noted that long-term poverty negatively impacts children's cognitive ability more than short-term poverty. (Cedeño et al., 2016), explained that children living in households with few opportunities for cognitive stimulation will have lower self-confidence, eventually resulting in scholastic failure. Due to

considerable alterations in the structure of the brain's memory and emotional processing centers, children raised in poverty are more likely to develop cognitive delays. Compared to children raised in more affluent environments, those reared in poverty had a higher prevalence of developmental delays. As the number of risk variables rose, the Intelligence Quotients (IQs) of children living in poverty declined (McLaughlin & Stansell, 2013).

In addition, 15(13.75%) of the respondents proposed that poverty leads to chronic stress. They affirmed that most children who perform poorly in class do so because of the stress they have that is accrued to poverty. This is in agreement with Engle & Black, (2018), who suggested that chronic stress is as a result of poverty. More research has linked chronic stress and depression to deprivation, which has been found to impact a young child's early brain development. Extreme stress and a lack of cognitive stimulation have long-lasting impacts on a person's competence, which is more evident at work or school (Cedeño et al., 2016). Because of the major structural alterations in memory and emotional processing regions caused by repeated stresses, children living in poverty have worse academic success and more behavioral problems in the classroom (McKenzie, 2019).

Furthermore, Francies, (2018), posits that toxic stress, which is connected to dangerous environments and affects how the brain develops and works, is experienced by children. This has long-term effects on the mental health of neglected children, who are more likely to experience stress and despair. Financially struggling parents may have experienced poverty as children and may be dealing with unresolved stress, unhappiness, and trauma. It's possible that these parents are unable to give their children a healthy environment. Most children who are exposed to high levels of stress from a young age undergo noticeable changes in their brain development, notably

in the regions of the brain that is in charge of regulating the emotions and developing the cognitive abilities (Gale, 2016).

Poverty leads to poor educational performance and attainment was proposed by 08(10%) of the respondents. They explained that children living under poverty lack a lot of scholastic materials and end up being chased from school. While out of school, their friends continue learning as they miss hence poor academic achievements. This assertion was in line with Auge, (2021), who confirms that poverty affects a child's ability to learn, making it almost hard for them to pursue higher education to increase their employment prospects and income. When a family experiences specific shocks leading to poverty, the children may decide to stop attending school. The kids from persistently underprivileged homes had the lowest attendance rates (Reyes et al., 2014). Also, McLaughlin & Stansell, 2013) contends that in poor rural communities, residents may not have completed high school and are less likely to have good academic credentials.

Closely related to the above, 04(6.25%) of the respondents strongly believed that poverty leads to disruptive behavior and attention shortfalls. Children who are from impoverish families end up joining wrong groups. They do erroneous things to have their lives continue. Generally, poverty affects learners' behavior and ability to learn in the classroom. This is in agreement with Morgan (2021), who confirms that children from low-income families can have mental, emotional, and behavioral issues in childhood and adolescence. Cedeño et al. (2015) Lower-income pupils are more likely to have attention issues. They often encounter more severe hardships early on, which may teach them to maintain awareness and concentrate attention on detecting dangers and the absence of pertinent information, as it seems to occur in cognitively challenging settings like schools. According to Cedeo et al. (2015), neuroscience research seems to support a greater

incidence of attentional deficiencies among kids from poorer socioeconomic backgrounds, which might help to explain the success difference.

Lastly, 03(2.5%) of the respondents contend that poverty leads to less involvement of parents in learners' education. Kizito's, (2019), research that revealed that parental involvement in education has been linked to better classroom success in Uganda, it is true that parental involvement in the classroom enables parents to support their children in academic endeavors. Parents also learn what is expected of them regarding behavior and schoolwork. Conversely, poor parents are less likely to have the knowledge or resources necessary to deal with their child's impairment, perpetuating a negative cycle (Heward, 2013). Parents living in poor rural areas are likely to have less information about their child's educational needs (McLaughlin & Stansell, 2013). Compared to parents with lower socioeconomic positions, parents with more special socioeconomic status are more likely to participate actively in their children's academics.

Additionally, parental involvement in a child's education is crucial. This is because parental participation motivates and inspires children to put up a lot of effort in their academic pursuits. The establishment of good conduct by families and schools, which is reinforced to kids at home and at school, is another advantage of parental participation in schools (McNeal, 1999, Hill & Taylor, 2004). Children whose parents did not devote a lot of time to their education when they were young have very low grades, and their chances of improving are very slim (Douglas 1964). Parents' lack of interest causes children to believe that education is not necessary; therefore, they never make an attempt to thrive.

4.5. How poverty can be mitigated

After interaction with respondents on different fora, they reported various ways through which poverty could be mitigated to boost learners' academic performance.

Table 4.9: Mitigation of poverty in boosting academic performance.

Response rate	Frequency	Percentage
Allow people freedom of speech	34	42.5
Education provides a foundation for eradicating poverty	23	28.75
Economic growth of households mitigates poverty	14	17.5
Improved access to consumption of social services	06	7.5
Government intervention in health	03	3.75
Total	80	100

Source: Primary Field Data (Aug, 2024)

From table 4.9 above, 34(42.5%) of the respondents suggested that poverty can be mitigated by allowing people freedom of speech. They asserted that if only people would be allowed to openly share what they face or experience, they would be free from poverty. This was in agreement with (Sen 1992), who contend that poverty is a multidimensional concept: it is not only the lack of financial resources, but also, the lack of capability to function effectively in society. Inadequate education or income, poor health, insecurity, low self-esteem, sense of powerlessness or the absence of rights such as freedom of speech are different dimensions of poverty that must be taken into account when designing poverty reduction measures. In an interview with the parents, they said;

Yes, in Bungokho sub-county, most people are poor because they are not allowed freedom of speech. So many things go wrong but we can't share for fear of being implicated. A lot of theft that exists in hospitals, at sub-counties and in communities can't be reported for fear that even the small job you have may be taken away. Some of us who didn't go far with education are

compressed. Our ideas can't be heard in public leaving us in abject poverty which leads to stress and then death...

A study by United Nations Development Program (UNDP), is in line with the suggestion when it revealed that human poverty not only stands for income poverty but also on lack of freedom to speech: it is the lack of access to opportunities and alternatives for living an endurable life (Espen, 2009).

In addition, UNESCO, (2001), pointed out that education provides a foundation for eradicating poverty and fostering economic development. Education provides a foundation for eradicating poverty and fostering economic development was reported by 23(28.75%) of the respondents who pointed out that education is important in reducing poverty and also increasing the wealth of a nation. Head teachers, in an interview reported that;

Most impoverish families in the sub-county is as a result of lack of education. Since Bungokho sub-county is neighboring Mbale city, many of our parents got involved in business at an early age and dropped out of school. This means that most school going children experience difficulties in meeting their school requirements because their parents can't afford. These parents depend on very little since they acquired little education and are not government employees...

Government of Bangladesh (GOB) (2005), is in support of the assertion when it confirmed that an increase in the educational level of the head of the household significantly reduces the chances of the household being poor. Moreover, an increase in the schooling of household heads not only has a positive impact on their productivity and earnings but also enhance the productivity of other members of the household perhaps through persuading them to be educated and/or skill-oriented

(Espen, 2009). The study conducted by Shirazi (1994 as cited in Janjua & Kamal, 2011) reveals that when the education levels for household heads rises, household poverty risk weakens. Lack of education is one such significant opportunity which reflects the poverty of education. Therefore, in a cyclical overview, educational poverty translates into an important measure of human poverty (Espen, 2009).

Furthermore, there is a positive correlation between education level and income earning abilities. Increased levels of education thus increase economic opportunities and growth. Education also increases social benefits that improve economic development and the conditions of the poor (Haughton and Khandker 2009). Education contributes to poverty reduction by increasing the value of efficiency of the labour force and thus enhances economic growth (Julius et. al, 2009). The higher level of education not only increases the sources of earning or wages but also improves the income level. In the same way, according to Sackey (2005) education has a crucial role in the wellbeing of individual/ household.

Economic growth of households was supported by 14(17.5%) of the respondents who strongly agreed that economic capacity building is very important and helps to eradicate poverty among people. In an interaction with the District Inspector of schools, he explained that;

The government needs to set programmes for capacity build that are geared towards poverty eradication. People should be encourage to have businesses that grow, open new businesses based on the interests of the community where other people can be employed to earn income.

Our communities must be encouraged to improve on their social mobility to allow the disadvantaged and impoverish families to improve their economic status and job prospects. This will help parents to acquire basic needs for their children and hence improved performance...

Espen, (2009), is in agreement with the above when he argues that economic growth of households aids to mitigate poverty in homes leading to improved economic performance. Sen, (1992), defines economic growth as a process of productive capacity building in an economy on a continuous or continuous basis over time resulting in greater and greater levels of national income and output. At country level all domestic goods and services are measured aggregately in the form of Gross Domestic Product (GDP). Economic growth can be measured from changes in real GDP increase over a certain period. At the household or individual level economic growth can be measured from an increase in household income or per capita income which acts as a force to foster learners' academic performance (Espen, (2009)).

06(7.5%) of the respondents strongly contend that improved access to consumption of social services eradicated poverty. They argued that good social services such as education, health and nutrition of school going children can function as a tool to eradicate poverty. In an interview with the head teachers, they said that;

If services like welfare, unemployment benefits and child support were provided, most of the learners' basic needs such as food, education, shelter etc would be met. To the best of my knowledge, access to healthcare, education and training, affordable housing, contributing to family economic stability and pensions and disability benefits that provide financial security for the elderly, disabled and other vulnerable groups help to prevent them from falling into poverty. This helps to improve on the well-being and economic stability of individuals and families hence boosts the academic performance of learners...

Cedeo et al. (2015), is in agreement when he recommends improved access to the consumption of social services (education, health, and nutrition) by school going children which as an important policy tool in the overall government strategy for reducing poverty and improving the welfare in

the education system. The expansion of the scope and quality of these essential services for which learners are direct beneficiaries requires the investment of government funds for creating SACCOs and other small business fields to households that will increase the productivity of the poor. At the same time, these services directly satisfy the required essential consumption which is an important policy objective to foster education. According to Arsyad (2004), there are three fundamental factors of government intervention in health to reduce poverty. First, the decreasing the burden of suffering directly satisfies the basic needs of consumption which is also a very important social policy objective. Second, health improvements will increase the productivity of the poor: better health will increase workforce, reduce working days and increase energy output. The third place, the decline of infant and child mortality indirectly also plays a role in reducing poverty by lowering fertility rates; Lower mortality rates not only help parents to reach the number of families they want, but also make them want smaller families.

Closely referring to the above, Islam (2004), also contends eliminating malnutrition is one of the most cost-effective solutions to poverty in schools. The developmental, economic, social and medical impacts of malnutrition are serious and lasting. It affects individuals as well as their families, communities and countries. Nourishing babies and young children is one of the best ways to fight poverty. Doing so in this critical situation improves children's well-being for a lifetime-not just as survivors.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of findings, conclusions and recommendations on study findings and areas for further study. These are all based on research objectives.

5.1 Summary of findings

Objective one aimed at finding out the causes of poverty on academic performance of learners in secondary schools in Bukusu Sub-county Manafwa District. The results from the findings presented by the respondents 32(42%) show that the leading cause of poverty is inadequate access to employment opportunities which makes learners perform poorly in school. This was followed by other causes such as; corruption and poor governance 22(25%) agreed that corruption and poor governance leads to poverty. 11 (13.75% of the respondents indicated that lack of information makes parents unable to attain basic needs for their learners. 8(10%) of the respondents agreed

that resource allocations makes some parents earn little failing to support their school going children. General exclusion of people from social life was supported by 5(6.25%) of the respondents who explained that if people are stopped from interacting with others, it would limit their social capital making it hard to grow their children academically and institution racism 2(2.5%) respectively.

The findings from the second objective indicated that poverty delays children's development which seemed to be the leading effect on performance as suggested by 30(40%) of the respondents. This was followed by other effects such as; poverty affects learners' cognitive stimulation which affects their academic performance was proposed by 20(25%) of the respondents which leads to financial problems in families as suggested by 30(19.7%) of the respondents, 15(13.75%) of the respondents indicated that poverty leads to chronic stress which affects the concentration span of the learners. Poverty leads to poor educational performance and attainment was proposed by 8(10%) of the respondents who strongly believed that children who grow up in poor families perform poorly in class. 4(6.25%) of the respondents believed that poverty leads to disruptive behavior and attention shortfalls and poverty leads to less involvement of parents in learners' education was suggested by 07(4.6%) respectively.

Objective three sought to establish the ways of mitigating only in Bungokho Sub-county Bududa District. Majority of the respondents 34(42.5%) of the respondents who explained that poverty can be mitigated by allowing people freedom of speech. They asserted that if only people would be allowed to openly share what they face or experience, they would be free from poverty. This was in agreement with (Sen 1992), who contend that poverty is a multidimensional concept: it is not only the lack of financial resources, but also, the lack of capability to function effectively in society. Inadequate education or income, poor health, insecurity, low self-esteem, sense of

powerlessness or the absence of rights such as freedom of speech are different dimensions of poverty that must be taken into account when designing poverty reduction measures. In an interview with the parents, they said;

Yes, in Bungokho sub-county, most people are poor because they are not allowed freedom of speech. So many things go wrong but we can't share for fear of being implicated. A lot of theft that exists in hospitals, at sub-counties and in communities can't be reported for fear that even the small job you have may be taken away. Some of us who didn't go far with education are compressed. Our ideas can't be heard in public leaving us in abject poverty which leads to stress and then death...

A study by United Nations Development Program (UNDP), is in line with the suggestion when it revealed that human poverty not only stands for income poverty but also on lack of freedom to speech: it is the lack of access to opportunities and alternatives for living an endurable life (Espen, 2009).

In addition, UNESCO, (2001), pointed out that education provides a foundation for eradicating poverty and fostering economic development. Education provides a foundation for eradicating poverty and fostering economic development was reported by 23(28.75%) of the respondents who pointed out that education is important in reducing poverty and also increasing the wealth of a nation. Head teachers, in an interview reported that;

Most impoverish families in the sub-county is as a result of lack of education. Since Bungokho sub-county is neighboring Mbale city, many of our parents got involved in business at an early age and dropped out of school. This means that most school going children experience difficulties in meeting their school requirements because their parents can't afford. These

parents depend on very little since they acquired little education and are not government employees...

Government of Bangladesh (GOB) (2005), is in support of the assertion when it confirmed that an increase in the educational level of the head of the household significantly reduces the chances of the household being poor. Moreover, an increase in the schooling of household heads not only has a positive impact on their productivity and earnings but also enhance the productivity of other members of the household perhaps through persuading them to be educated and/or skill-oriented (Espen, 2009). The study conducted by Shirazi (1994 as cited in Janjua & Kamal, 2011) reveals that when the education levels for household heads rises, household poverty risk weakens. Lack of education is one such significant opportunity which reflects the poverty of education. Therefore, in a cyclical overview, educational poverty translates into an important measure of human poverty (Espen, 2009).

Furthermore, there is a positive correlation between education level and income earning abilities. Increased levels of education thus increase economic opportunities and growth. According to Haughton and Khandker, (2009), education contributes to poverty reduction by increasing the value of efficiency of the labour force and thus enhances economic growth (Julius et. al, 2009). The higher level of education not only increases the sources of earning or wages but also improves the income level. In the same way, according to Sackey (2005) education has a crucial role in the wellbeing of individual/ household.

Economic growth of households was supported by 14(17.5%) of the respondents who strongly agreed that economic capacity building is very important and helps to eradicate poverty among people. In an interaction with the District Inspector of schools, he explained that;

The government needs to set programmes for capacity build that are geared towards poverty eradication. People should be encourage to have businesses that grow, open new businesses based on the interests of the community where other people can be employed to earn income.

Our communities must be encouraged to improve on their social mobility to allow the disadvantaged and impoverish families to improve their economic status and job prospects. This will help parents to acquire basic needs for their children and hence improved performance...

Espen, (2009), is in agreement with the above when he argues that economic growth of households aids to mitigate poverty in homes leading to improved economic performance. Sen, (1992), defines economic growth as a process of productive capacity building in an economy on a continuous or continuous basis over time resulting in greater and greater levels of national income and output. At country level all domestic goods and services are measured aggregately in the form of Gross Domestic Product (GDP). Economic growth can be measured from changes in real GDP increase over a certain period. At the household or individual level economic growth can be measured from an increase in household income or per capita income which acts as a force to foster learners' academic performance (Espen, (2009)).

06(7.5%) of the respondents strongly contend that improved access to consumption of social services eradicated poverty. They argued that good social services such as education, health and nutrition of school going children can function as a tool to eradicate poverty. In an interview with the head teachers, they said that;

If services like welfare, unemployment benefits and child support were provided, most of the learners' basic needs such as food, education, shelter etc would be met. To the best of my knowledge, access to healthcare, education and training, affordable housing, contributing to family economic stability and pensions and disability benefits that provide financial security for

the elderly, disabled and other vulnerable groups help to prevent them from falling into poverty. This helps to improve on the well-being and economic stability of individuals and families hence boosts the academic performance of learners...

Cedeo et al. (2015), is in agreement when he recommends improved access to the consumption of social services (education, health, and nutrition) by school going children which as an important policy tool in the overall government strategy for reducing poverty and improving the welfare in the education system. The expansion of the scope and quality of these essential services for which learners are direct beneficiaries requires the investment of government funds for creating SACCOs and other small business fields to households that will in increase the productivity of the poor. At the same time, these services directly satisfy the required essential consumption which is an important policy objective to foster education. According to Arsyad (2004), there are three fundamental factors of government intervention in health to reduce poverty. First, the decreasing the burden of suffering directly satisfies the basic needs of consumption which is also a very important social policy objective. Second, health improvements will increase the productivity of the poor: better health will increase workforce, reduce working days and increase energy output. The third place, the decline of infant and child mortality indirectly also plays a role in reducing poverty by lowering fertility rates; Lower mortality rates not only help parents to reach the number of families they want, but also make them want smaller families.

Closely referring to the above, Islam (2004), also contends eliminating malnutrition is one of the most cost-effective solutions to poverty in schools. The developmental, economic, social and medical impacts of malnutrition are serious and lasting. It affects individuals as well as their families, communities and countries. Nourishing babies and young children is one of the best ways

to fight poverty. Doing so in this critical situation improves children's well-being for a lifetime-not just as survivors.

5.2 Conclusion

5.2.1 Objective one

The first objective concluded that respondents recognize the fact that poverty affects the learners' academic performance and hinders their academic progress. This was revealed by 32(42%) who proposed that the leading cause of poverty is inadequate access to employment opportunities which makes learners perform poorly in school. This was followed by other causes such as; corruption and poor governance 22(25%) agreed that corruption and poor governance leads to poverty.11 (13.75% of the respondents indicated that lack of information makes parents unable to attain basic needs for their learners. 8(10%) of the respondents agreed that resource allocations makes some parents earn little failing to support their school going children. General exclusion of people from social life was supported by 5(6.25%) of the respondents who explained that if people are stopped from interacting with others, it would limit their social capital making it hard to grow their children academically and institution racism 2(2.5%) respectively.

5.2.2 Objective two

The second objective concluded that the poverty affects the learners' academic performance. The leading effect was; poverty delays children's development which seemed to be the leading effect on performance as suggested by 30(40%) of the respondents. This was followed by other effects such as; poverty affects learners' cognitive stimulation which affects their academic performance was proposed by 20(25%) of the respondents which leads to financial problems in families as suggested by 30(19.7%) of the respondents, 15(13.75%) of the respondents indicated that poverty leads to chronic stress which affects the concentration span of the learners. Poverty leads to poor

educational performance and attainment was proposed by 8(10%) of the respondents who strongly believed that children who grow up in poor families perform poorly in class. 4(6.25%) of the respondents believed that poverty leads to disruptive behavior and attention shortfalls and poverty leads to less involvement of parents in learners' education was suggested by 07(4.6%) respectively.

5.2.3 Objective three

This objective concluded that the poverty could be mitigated as follows; poverty can be mitigated by allowing people freedom of speech was suggested by 34(42.5%) of the respondents. This was followed by other ways of mitigation such as; education provides a foundation for eradicating poverty and fostering economic development which was proposed by 23 (28.75%). 14(17.5%) of the respondents who strongly agreed that economic capacity building is very important and helps to eradicate poverty among people. 06(7.5%) of the respondents strongly contend that improved access to consumption of social services eradicated poverty respectively.

5.3 Recommendations

Form the above analysis, the following recommendations in relation to the influence of poverty on the academic performance of learners in Bungokho Sub-county, Mbale District were made;

Sensitisation of parents and teachers by experts should be carried out with regard to their role and responsibility to provide scholastic materials to the learners.

Government to provide capital generating programmes and strengthen legal and policy framework that allows that the constitution to provide healthcare to people to boost their immunity.

Teachers and parents whose learners are have been affected by poverty to try to initiate economic empowerment that helps to grow their finances and to help them pay their children's fees.

The religious leaders on top of church sessions should make an effort of extending the lessons to Christians in poor families to give them hope.

Finally, the researcher acknowledges that this research is not the end of the influence of poverty on the learners' academic performance. It is recommended that further research should be undertaken in both private and government schools, urban and rural to have a comparative analysis of what goes on in these settings.

5.4 Areas for further study

- Carrying out a comparative study on the influence of poverty in selected public schools of urban and rural settings.
- Examining the roles of stakeholders in combating the poverty in primary schools
- Investigating the influence of poverty on girl-child education

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APPENDIX: I
QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

I am Nambuya Caroline Edith; a student of Uganda Christian University, carrying out a study on the “the impact of poverty on academic performance of learners in secondary schools in Bungokho South sub-county, Mbale District.” As a teacher, you have been selected randomly to participate in the research by completing the questionnaire as per the given instructions of a given section. You are kindly requested to freely fill in the questionnaire. All your responses will be kept confidential and for academic purposes only.

Thanks.

SECTION A: PERSONAL INFORMATION

INSTRUCTIONS

Sex: Male () Female ()

1. Age: 20-25 (), 26-30 (), 30-35 (), 36-40 (), 41-45 (), 46 and above ()
2. Marital status: Single (), Married (), Separated (), Widowed ()
3. Educational level: Diploma (), Bachelor's Degree (), Master's Degree ()
4. Employment: Permanent (), Probation(), Contract ()

SECTION B: Questions on the variables of the study

Please tick where applicable.

Key: 5. strongly agree (SA) 4. Agree (A) 3. Neutral (N) 2. Disagree (D) 1. Strongly disagree (SD)

Causes of poverty among parents	SA	A	N	D	SD
1. Lack of information causes poverty					
2. Resource allocations causes poverty					
3. Corruption and poor governance causes poverty					
4. General exclusion of people from social life causes poverty					
5. Inadequate access to employment opportunities cause poverty					
6. Institution racism causes poverty					
Effects of poverty on academic performance	SA	A	N	D	SD
7. Poverty delays children’s development					
8. Poverty affects learners’ cognitive stimulation					
9. Poverty leads to chronic stress					
10. poverty leads to poor educational performance and attainment					
11. Poverty leads to disruptive behavior and attention shortfalls					
12 Poverty leads to less involvement of parents in learners’ education					
Ways through which poverty is mitigated	SA	A	N	D	SD
13. Allow people freedom of speech					
14 Education provides a foundation for eradicating poverty					
15. Economic growth of households mitigates poverty					
16. Improved access to consumption of social services					
17. Government intervention in health					

SECTION C

1. Give other factors that trigger poverty among parents in Bungokho South sub-county, Mbale District?

2. What other ways have poverty influenced the academic performance of learners in the Sub-county?

3. What do you think can be done to mitigate poverty in Bungokho South Sub-county?

4. To what extent has the Sub-county made an achievement to education sector through poverty eradication?

Thank you very much for your contribution

APPENDIX: II
QUESTIONNAIRE FOR LEANERS

Dear Respondent,

I am Nambuya Caroline Edith; a student of Uganda Christian University, carrying out a study on the “the impact of poverty academic performance of learners in secondary schools in Bungokho South sub-county, Mbale District.” As a teacher, you have been selected randomly to participate in the research by completing the questionnaire as per the given instructions of a given section. You are kindly requested to freely fill in the questionnaire. All your responses will be kept confidential and for academic purposes only.

Thanks.

SECTION A: PERSONAL INFORMATION

INSTRUCTIONS

Sex: Male () Female ()

1. Age: 13-15 (), 16-20 (), 21-25(), 26 and above ()

2. Educational level: Ordinary Level (), Advanced Level ()

SECTION B: Questions on the variables of the study

Please tick what best applies to you.

Key: 5. strongly agree (SA) 4. Agree (A) 3. Neutral (N) 2. Disagree (D) 1. Strongly disagree (SD)

Causes of poverty among the parents	SA	A	N	D	SD
1. Lack of information causes poverty					
2. Resource allocations causes poverty					
3. Corruption and poor governance causes poverty					
4. General exclusion of people from social life causes poverty					
5. Inadequate access to employment opportunities cause poverty					
6. Institution racism causes poverty					
Effects of poverty on academic performance	SA	A	N	D	SD
7. Poverty delays children’s development					
8. Poverty affects learners’ cognitive stimulation					
9. Poverty leads to chronic stress					
10. poverty leads to poor educational performance and attainment					
11. Poverty leads to disruptive behavior and attention shortfalls					
12 Poverty leads to less involvement of parents in learners’ education					
Mitigation of poverty in secondary schools	SA	A	N	D	SD
13. Allow people freedom of speech					
14 Education provides a foundation for eradicating poverty					
15. Economic growth of households mitigates poverty					
16. Improved access to consumption of social services					
17. Government intervention in health					

SECTION C

3. Give other factors that trigger poverty among parents in Bungokho South sub-county, Mbale District?

4. What other ways have poverty influenced the academic performance of learners in the Sub-county?

5. What do you think can be done to mitigate poverty in Bungokho South Sub-county?

6. To what extent has the Sub-county made an achievement to education sector through poverty elevation?

Thank you for your support

APPENDIX III
INTERVIEW GUIDE FOR PARENTS

1. State some of the causes of poverty among parents in Bungokho South sub-county, Mbale District?

2. Analyse ways through which poverty has affected students' academic performance in the sub-county?

3. Are there ways through which poverty can be mitigated in the sub-county?

4. If yes, explain

5. What other ways have poverty influenced the academic performance of learners in the Sub-county?

6. Give other factors that trigger poverty among parents in Bungokho South sub-county, Mbale District?

Thank you very much your contributions

APPENDIX IV

AN INTERVIEW GUIDE FOR DISTRICT INSPECTOR OF SCHOOLS

1. State some of the causes of poverty among parents in Bungokho South sub-county, Mbale District?

2. Analyse ways through which poverty has affected students' academic performance in the sub-county?

3. Are there ways through which poverty can be mitigated in the sub-county?

4. If yes, explain

5. What other ways have poverty influenced the academic performance of learners in the Sub-county?

6. Give other factors that trigger poverty among parents in Bungokho South sub-county, Mbale District?

Thank you so much

APPENDIX: V

Krejcie & Morgan Table for Sample Size

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Key: N= Population. S= Sample

APPENDIX VI
INTRODUCTORY LETTER



UGANDA CHRISTIAN
UNIVERSITY
A Centre of Excellence in the Heart of Africa
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To *Mrs. MAMBUSUP CAROLINE EDITH*

*Forwarded for
consideration
Prof*

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss *MAMBUSUP CAROLINE EDITH*
Of Registration Number; *UJ.22/Msc/B.Ed/25*pursuing a Masters'
Degree/Postgraduate Diploma / Bachelor's Degree

He/ she is required to carry out an academic research on the topic

*Impact of Diversity in Academic Performance
of Lecturers in selected secondary schools in Uganda.*

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

Timothy Akampurira

20 FEB 2024

Mr. Akampurira Timothy

Academic Registrar

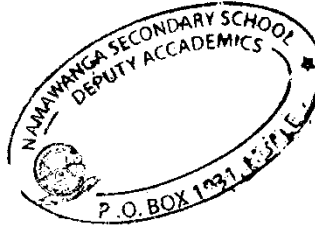


UGANDA CHRISTIAN
UNIVERSITY
A Centre of Excellence in the Heart of Africa
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To
.....

Dear Sir/Madam,
Re: Academic Research
Christian greetings!



We are honored to introduce to you Mr. Mrs./Miss *MURIBORI UMBIRI EDWIN*
Of Registration Number *KS/1001/2021/123* pursuing a Masters'
Degree/Postgraduate Diploma / Bachelor's Degree

He/ she is required to carry out an academic research on the topic
Impact of Poverty on Academic Performance of
Students in selected secondary schools Bungoma South

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

[Signature]
.....

28 FEB 2024

Mr. Akampurira Timothy
Academic Registrar



UGANDA CHRISTIAN
UNIVERSITY
A Centre of Excellence in the Heart of Africa
MBALE UNIVERSITY COLLEGE

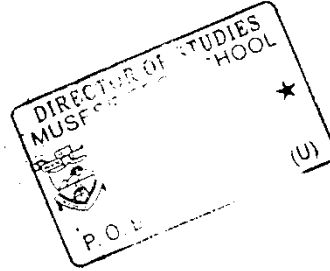
Office of the Academic Registrar

To

Dear Sir/Madam,

Re: Academic Research

Christian greetings!



We are honored to introduce to you Mr. Mrs. / Miss MARIONA CHERONO EDITH

Of Registration Number: K522/MUC/BE.D/2018 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree

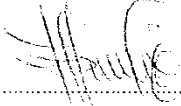
He/ she is required to carry out an academic research on the topic
Impact of poverty on Academic Performance of learners in selected secondary Schools Bungekhe South

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,



20 FEB 2024

Mr. Akampurira Timothy

Academic Registrar



UGANDA CHRISTIAN
UNIVERSITY
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MBALE UNIVERSITY COLLEGE

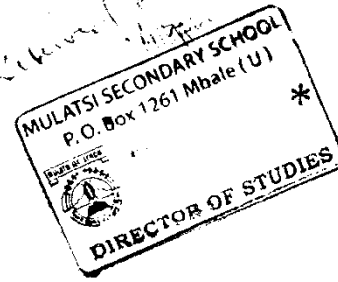
Office of the Academic Registrar

To.....
MULATSI SECONDARY SCHOOL

Dear Sir/Madam,

Re: Academic Research

Christian greetings!



We are honored to introduce to you Mr. Mrs./Miss *NAMBURA CAKHOWE EDITH*

Of Registration Number: *R522/MUC/BCD/028*.....pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree

He/ she is required to carry out an academic research on the topic
Impact of Poverty on Academic Performance of Learners in selected secondary Schools Bungokho South

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

[Signature]

28 FEB 2024

Mr. Akampurira-Timothy

Academic Registrar



UGANDA CHRISTIAN
UNIVERSITY
A Centre of Excellence in the Heart of Africa
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To HENRY T. HERRER,
MBALE UNIVERSITY COLLEGE

Received
26/2/2024

Dear Sir/Madam,
Re: Academic Research
Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss MAMBURA C. KIBUKWE EDIWA
Of Registration Number: R527/MUC/BE-D/025pursuing a Masters'
Degree/Postgraduate Diploma / Bachelor's Degree

He/ she is required to carry out an academic research on the topic
Impact of poverty on Academic Performance of
Leavers in selected Secondary Schools Bungekhe South

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

[Signature]

28 FEB 2024

Mr. Akampurira Timothy
Academic Registrar

APPENDIX VII

MAP OF MBALE DISTRICT SHOWING THE AREA OF STUDY

