



Original Article

Impact of Poverty on Secondary School Academic Achievement among Girls in District Faisalabad, Pakistan; A cross sectional study

Rabia Khalid^{1#}, Muhammad Subhan Nazar^{2#}, Shahbaz Ahmad Zakki², Ehtisham Altaf², Asim Raza², Maham Saeed² and Madiha Khalid^{2*}

¹Department of Human Development, University of Home Economics, Lahore, Pakistan

²Department of Public Health and Nutrition, The University of Haripur, Haripur, Pakistan

#These authors contributed equally

ARTICLE INFO

Key Words:

Poverty, Academic Achievement, Secondary School Students

How to Cite:

Khalid, R. ., Subhan Nazar, M. ., Ahmad Zakki, S. ., Altaf, E. ., Raza, A. ., Saeed, M. ., & Khalid, M. (2023). Impact of Poverty on Secondary School Academic Achievement among Girls in District Faisalabad, Pakistan; A cross sectional study: Impact of Poverty on secondary school students. *Pakistan BioMedical Journal*, 6(02).

<https://doi.org/10.54393/pbmj.v6i02.846>

*Corresponding Author:

Madiha Khalid

Department of Public Health and Nutrition, The University of Haripur, Haripur, Pakistan
madihakhalid31@gmail.com

Received Date: 27th January, 2023

Acceptance Date: 25th February, 2023

Published Date: 28th February, 2023

ABSTRACT

One of the most fundamental and obvious human rights in all countries is the right to an education. However, poverty has continued to be a stumbling block for the majority of people in achieving this fundamental right. **Objective:** To investigate how poverty affects academic performance of girls in secondary school. **Methods:** A cross-sectional study was conducted among 100 students of schools in District Faisalabad, Pakistan. The questionnaire designed for this study is self-designed, multi-section survey i-e. Demographic information including age, sex, educational level, family financial status. The (SPSS) version 22.0 was used to examine the data that had been gathered. **Results:** According to the current study, there were 100 total respondents, and all of them were women. About 39% of respondents' fathers were illiterate or had just a middle level of education, 28% had graduated, 21% had a middle to metric level of education, and only 12% had a high level of education. About 54% of respondents' moms were illiterate or had just a middle level of education, 21% had graduated, 17% had a middle to metric level of education, and only 8% had a high level of education. **Conclusion:** The study comes to the conclusion that poverty is a growing problem today and that the number of individuals living in poverty is always rising. The research also showed a strong correlation between children's academic success and their parents' socioeconomic level.

INTRODUCTION

In order for civilization to advance, education is essential. If the populace of the community is well educated, the society may be more enlightened and well-disciplined. Families are primarily responsible for integrating kids so they can contribute positively to society [1]. Certainly, research on academic achievement is a topic that teachers, psychologists, policymakers, parents and guardians, social workers, and others are interested in. In their endeavor to understand what controls students' academic performance, researchers come up with more questions than solutions. Prior research has recently revealed the importance of family, schools, society, and

motivation on learning outcomes [2]. A person is considered to be in poverty if they have more money or other quantitative resources than is normal or socially acceptable. When people lack the resources to satisfy their basic needs, poverty results [3]. Numerous studies have demonstrated that poverty in childhood, particularly persistent poverty, is associated with a number of significant inadequacies in adulthood. Wagmiller claims that these obstacles for poor children include low academic achievement and degree of schooling attained, health issues, and lower wellbeing (which includes self-worth and health) [4]. When compared to their peers who

are in a secure economic position, those who have lived in poverty since childhood or for an extended length of time are more likely to be unemployed, earn less money, and be impoverished. Family income is a key component of socioeconomic status and is usually used to gauge poverty. Income has a significant impact on children's success, wellbeing, and conduct, and is closely related to results that are ability-related [5]. The growth of children is disturbed by socioeconomic shortcomings. Compared to temporary poverty, persistent poverty has more detrimental effects on socio-emotional growth, adequate cognitive functioning, and academic accomplishment [6]. Recent studies on the effects of poverty argue that the severity and duration of poverty have significant effects on academic achievement. Socioeconomic deprivation throughout the first five years of a child's life adversely affects scholastic success more than poverty during the transitional years between childhood and adolescence [7]. In comparison to children who never experienced resource deprivation, youngsters who persevered in deprived families scored 6 to 9 points worse on the various evaluations [8]. The severity of poverty has significant repercussions. Children from disadvantaged homes with incomes below 50% of the poverty level scored 7 to 12 points lower than those from near-poor families, while those from disadvantaged families with incomes between 50% and 100% of the poverty line scored 4 to 7 points lower [8, 9]. The purpose of this study is to assess the effects of family poverty on secondary school students' academic performance in District Faisalabad (Pakistan). Additionally, to assess the impact of parental resources, education, and occupation on children's academic achievement. Additionally, to pinpoint the essential elements or elements that may help explain why students who live in poverty struggle academically and to offer a feasible solution to improve these students' academic performance.

METHODS

A descriptive-quantitative study design was employed in this study. A self-administered questionnaire survey with close ended questions was designed to examine family's poverty, parent's educational level, parent's occupation level, availability of resources and secondary school academic achievement in District Faisalabad (Pakistan). The participants were selected by random sampling method from three different Government Secondary Schools in District Faisalabad (Pakistan). The study included Grade 6th, 7th, and 8th students were included in the questionnaire survey. The total number of questionnaires was 100 that school students filled out. In order to signify suitable sample, 50 students from rural government school

and remaining 50 students from urban government schools were selected randomly. The questionnaire designed for this study is self-designed, multi-section survey i-e. Demographic information including age, sex, educational level, family financial status. For accessing the participant's poverty, family information such as parent education and occupation, house structure, sanitation, nutrition, academic materials, academia, household amenities, activities, and parental involvement are required. The questionnaire was carefully constructed based on various real surveys from other studies, modified for this research study, and evaluated by a supervisor. All of the recruits voluntarily completed the questionnaires. A letter of consent from the Head/Principal of school was allowed prior to the distribution of questionnaires. Verbal announcements in various classes were done to detail the subject, the goals of the study, and the questionnaire administration process. The gathered questionnaires Data was analyzed through the (SPSS) **version 22.0**. The results were tabulated in proportions and percentages (descriptive statistics, i-e. mean, SD and frequency) and chi square test was applied to measure the association of academic achievement of children with Socio-economic status (SES).

RESULTS

According to the current study, there were 100 responders in all, and 100 percent of them were women. A little more than half of respondents' parents had monthly incomes of 10,000 to 20,000, 22% had monthly incomes of 50,000 or more, 14% had monthly incomes of 20,000 to 30,000, and 13% had monthly incomes of 5,000 or less in PKR. Parents of respondents made up of about 22% of those with high SES, 12% of those with intermediate SES, and 66% of those with low SES. About 39% of respondents' fathers were illiterate or had just a middle level of education, 28% had graduated, 21% had a middle to metric level of education, and only 12% had a high level of education. Mothers of respondents made up almost 54% of those who were illiterate or had just a middle level of education, 21% of those who graduated from high school, 17% of those who had a middle to metric level of education, and only 8% of those who had a high level of education. A little over 16% of respondents reported great achievement, 38% reported moderate achievement, and 46% reported low achievement (Table 1).

Variables	Categories	Frequency (%)
Monthly income	50,000 or above	22 (22%)
	30,000 or above	11 (11%)
	20,000 and less than 30,000	14 (14%)
	10,000 and less than 20,000	40 (40%)
	5000 or less	13 (13%)

Socioeconomic status	High SES	22 (22%)
	Middle SES	12 (12%)
	Lower SES	66 (66%)
Fathers' education	Middle	39 (39%)
	Middle to Matric	21 (21%)
	Intermediate to Graduation	28 (28%)
Mothers' education	Above graduation	12 (12%)
	Middle	54 (54%)
	Middle to Matric	17 (17%)
Marks Secured	Intermediate to Graduation	21 (21%)
	Above Graduation	8 (8%)
	High achievement (above 80%)	16
	Middle Achievement (60%-80%)	38
	Low Achievement (Below 60%)	46

Table 1: Demographic Characteristics of participants

Table 2 shows association between parents' socioeconomic status and academic achievement. Data show a strong connection between students' academic success and their parents' socioeconomic status (Table 2).

Socioeconomic background	Marks secured in class			Total
	High achievement	Middle achievement	Low achievement	
High SES	13	9	0	22
	59.1%	40.9%	0.0%	100.0%
Middle SES	3	5	4	12
	25.0%	41.7%	33.3%	100.0%
Low SES	0	24	42	66
	0.0%	36.4%	63.6%	100.0%
Total	16	38	46	100
	16.0%	38.0%	46.0%	100.0%

Table 2: Association between parents' socioeconomic status and academic achievement

Chi-square=51.83, D.F.=4, p-value=.000***, Gamma=.872

Table 3 shows association between father's education and academic achievement of teenagers. Data shows that there is a significant correlation between girls' academic success and their fathers' level of education

Father's education	Achievement			Total
	High achievement	Middle achievement	Low achievement	
Middle	0	10	29	39
	0.0%	25.6%	74.4%	100.0%
Middle to Matric	0	9	12	21
	0.0%	42.9%	57.1%	100.0%
Intermediate to graduation	10	14	4	28
	35.7%	50.0%	14.3%	100.0%
Above graduation	6	5	1	12
	50.0%	41.7%	8.3%	100.0%
Total	16	38	46	100
	16.0%	38.0%	46.0%	100.0%

Table 3: Association between father's education and academic achievement

Chi-square=45.08, D.F.=6, p-value=.000, Gamma=.761

Table 4 shows that mothers' education had a significant impact on children's academic success. Teenagers'

academic performance was 20% more impacted by the mother's education level than by the father.

Mother's education	Achievement			Total
	High achievement	Middle achievement	Low achievement	
Middle	0	17	37	54
	0.0%	31.5%	68.5%	100.0%
Middle to Matric	2	8	7	17
	11.8%	47.1%	41.2%	100.0%
Intermediate to graduation	9	10	2	21
	42.9%	47.6%	9.5%	100.0%
Above graduation	5	3	0	8
	62.5%	37.5%	0.0%	100.0%
Total	16	38	46	100
	16.0%	38.0%	46.0%	100.0%

Table 4: Association between mother's education and academic achievement

Chi-square=46.38, D.F.=6, P-value=.000, Gamma=.798

DISCUSSION

According to the current study, there were 100 total respondents, and all of them were women. About 40% of respondents' parents had monthly incomes of 10,000 or less and less than 20,000, 22% had monthly incomes of 50,000 or more, 14% had monthly incomes of 20,000 or less and less than 30,000, and 13% had monthly incomes of 5000 or less. Approximately 22% of respondents' parents had a high SES, 12% had a middle SES, and 66% had a low SES. About 39% of respondents' fathers were illiterate or had just a middle level of education, 28% had graduated, 21% had a middle to metric level of education, and only 12% had a high level of education. About 54% of respondents' moms were illiterate or had just a middle level of education, 21% had graduated, 17% had a middle to metric level of education, and only 8% had a high level of education. As a result, there is a high correlation between children's socioeconomic position and academic accomplishment, with children with strong socioeconomic status performing better academically than those with poor socioeconomic level [10]. Students with both parents possessing college degrees are more likely to accomplish at the highest levels, according to studies linking parental education and socioeconomic status to student achievement. The results of a different study reached a similar conclusion: students with educated parents performed better on homogenous examinations than students with uneducated parents [11]. Kamal et al., study revealed that Children with no functional disabilities had better reading skills. Mothers with a higher level of education made a significant positive contribution to their children's learning abilities. Children who were deprived of books in appropriate language had a negative impact on their reading abilities. Rich children were more likely to have good learning skills than poor children. Parents who

did not attend their children's school to discuss their progress had a significant negative impact on their children's numeracy skills. In Punjab, Pakistan, parental involvement in various forms significantly improved children's reading and numeracy skills [12]. According to a 2012 study by Suleman *et al.*, children with a high socioeconomic status exhibit greater academic performance, whereas those with a low socioeconomic position exhibit subpar and subpar academic performance [13]. The findings are connected to earlier studies by Duke, (2000) [14] and Eamon, (2005), [15] who discovered a negative correlation between poor parental socioeconomic position and students' academic achievement since it prevents access to learning resources for the person. The findings are consistent with studies by Jeyne's (2002) and Eamon (2005), which revealed that poor socioeconomic position has significant detrimental effects on learners' ability to succeed in school because it prevents them from accessing essential resources and increases stress and anxiety at home [15, 16]. It is evident from Hawkes' (1975) study that educated parents frequently contribute to their children's academic achievement and educational advancement [17]. Davis-Kean, 2005 contends that parents with higher levels of education deliberately push their kids to have high standards for themselves. According to Peters & Mullis and Blau, Teenagers' academic performance was 20% more impacted by the mother's education level than by the father [19, 20].

CONCLUSIONS

The study's findings indicate that poverty is a growing problem today and that the number of individuals living in poverty is always rising. The degree of poverty indicates how dependent a person is on their things. Economic, emotional, intellectual, mystical, and physical resources might be included in the possessions or resources. It can also involve affiliations, mentors, social networks, and awareness of unspoken rules. The research also showed a strong correlation between children's academic success and their parents' socioeconomic level. In light of the findings of this study, there are some recommendations for the government and parents on how to support kids in their academic endeavors and how to lower secondary school failure rates. Given that poverty is predominantly a rural concern, government should try to develop rural societies. Since low socioeconomic status was discovered to have a significant negative impact on students' academic performance, it is strongly advised that unemployment be reduced. For the impoverished, scholarships, free books, and other supplies should be made available. Additionally, it is advocated that government action be taken to improve people's socioeconomic standing.

Conflicts of Interest

The authors declare no conflict of interest.

Source of Funding

The authors received no financial support for the research, authorship and/or publication of this article.

REFERENCES

- [1] Chemagosi MJ, Odongo BC, Aloka PJ. Influence of parenting style on involvement in the education of public preschool learners in Nandi Central Sub County, Nandi County, Kenya. *International Journal of Education and Research*. 2016 Jan; 4(1): 137-54.
- [2] Ballane GP. Understanding of Self-Confidence in High School Students (Doctoral dissertation, Walden University). 2019. Available at: <https://www.proquest.com/openview/101f34b1adc146d907b23c5f52934d26/1?pq-origsite=gscholar&cbl=18750&diss=y>.
- [3] Ellis F and Freeman HA. Rural livelihoods and poverty reduction strategies in four African countries. *Journal of development studies*. 2004 Apr; 40(4): 1-30. doi: 10.1080/00220380410001673175.
- [4] Wagmiller RL and Adelman RM. Childhood and intergenerational poverty: The long-term consequences of growing up poor. 2009. doi: 10.7916/D8MP5C0Z.
- [5] Borghesi S and Vercelli A. Happiness and health: two paradoxes. *Journal of Economic Surveys*. 2012 Apr; 26(2): 203-33. doi: 10.1111/J.1467-6419.2010.00635.X.
- [6] Goldfeld S, O'Connor E, O'Connor M, Sayers M, Moore T, Kvalsvig A, *et al.* The role of preschool in promoting children's healthy development: Evidence from an Australian population cohort. *Early Childhood Research Quarterly*. 2016 Apr; 35: 40-8. doi: 10.1016/j.ecresq.2015.11.001.
- [7] Kent G, Pitsia V, Colton G. Cognitive development during early childhood: Insights from families living in areas of socio-economic disadvantage. *Early Child Development and Care*. 2018 Nov; 1863-1877. doi: 10.1080/03004430.2018.1543665.
- [8] Turley RN. Is relative deprivation beneficial? The effects of richer and poorer neighbors on children's outcomes. *Journal of Community Psychology*. 2002 Nov; 30(6): 671-86. doi: 10.1002/JCOP.10033.
- [9] Seccombe K. Families in poverty in the 1990s: Trends, causes, consequences, and lessons learned. *Journal of Marriage and Family*. 2000 Nov; 62(4): 1094-113. doi: 10.1111/j.1741-3737.2000.01094.x.
- [10] Lam G. A theoretical framework of the relation between socioeconomic status and academic achievement of students. *Education*. 2014 Mar; 134(3): 326-31. doi: 10.1002/MC02.29.
- [11] Azhar M, Nadeem S, Naz F, Perveen F, Sameen A.

- Impact of parental education and socio-economic status on academic achievements of university students. *European Journal of Psychological Research*. 2014; 1(1): 1-9.
- [12] Kamal A, Amjad N, Yaqoob U, Saud N, Ijaz M, Khan I, et al. Role of socioeconomic and parental involvement factors on children foundational learning skills based on MICS (2017–2018) data Punjab, Pakistan. *Scientific Reports*. 2022 Jun; 12(1): 1-3. doi: 10.1038/s41598-022-13540-3.
- [13] Suleman Q, Aslam HD, Hussain I, Shakir M, Khan FU, Nisa Z. Effects of parental socioeconomic status on the academic achievement of secondary school students in karak district, pakistan. *International Journal of Human Resource Studies*. 2012 Oct; 2(4): 14-32. doi: 10.5296/ijhrs.v2i4.2511.
- [14] Duke NK. For the rich it's richer: Print experiences and environments offered to children in very low-and very high-socioeconomic status first-grade classrooms. *American Educational Research Journal*. 2000 Jun; 37(2): 441-78. doi: 10.3102/00028312037002441.
- [15] Eamon MK. Social-demographic, school, neighborhood, and parenting influences on the academic achievement of Latino young adolescents. *Journal of Youth and Adolescence*. 2005 Apr; 34: 163-74. doi: 10.1007/s10964-005-3214-x.
- [16] Jeynes WH. Examining the effects of parental absence on the academic achievement of adolescents: The challenge of controlling for family income. *Journal of Family and Economic Issues*. 2002 Jun; 23: 189-210. doi: 10.1023/A:1015790701554.
- [17] Hawkes GR and Taylor M. Power structure in Mexican and Mexican-American farm labor families. *Journal of Marriage and the Family*. 1975 Nov; 37(4): 807-11. doi: 10.2307/350833.
- [18] Davis-Kean PE. The influence of parent education and family income on child achievement: the indirect role of parental expectations and the home environment. *Journal of Family Psychology*. 2005 Jun; 19(2): 294. doi: 10.1037/0893-3200.19.2.294.
- [19] Peters HE, Mullis NC. The role of family income and sources of income in adolescent achievement. *Consequences of growing up poor*. 1997: 340-81.
- [20] Blau DM. The effect of income on child development. *Review of Economics and Statistics*. 1999 May; 81(2): 261-76. doi: 10.1162/003465399558067.