

The Effect of National Poverty on Academic Performance of Junior Secondary School Students: A Case Study of the Western Rural District of Freetown in Sierra Leone

Alhajie Bakar Kamara

Specialty: Curriculum and Instruction

Research Area: Curriculum and Instruction

College of Education, Central China Normal University

Abstract: Poverty and education are inseparably connected. The present literature covers a variety of topics such as the effect of poverty on students' literacy, numeracy skills, etc. But how poverty affects secondary students' academic performance comprehensively is yet to be researched, especially in the countries which are the poorest in the world. This study focused on the Western Rural District of Freetown, the capital city of Sierra Leone which is one of the ten poorest countries in the world, as a case to investigate the effect of its poverty on the secondary students' academic performance.

The study focused specifically on students in Junior Secondary School from three aspects: Home, School, and Society. The population for this study comprised of students of junior secondary schools, parents and guardians, Integrated Science teachers of Freetown in the western district area during the 2018/2019 academic year. Data was collected from 375 sample respondents in 15 schools; 30 teachers (two teachers from each school), 300 students (20 in each school), 45 parents or guardians (3 from each school), using a questionnaire, interviews, and Focus Group Discussion.

Based on the findings of this study, it was concluded that the prevalence of poverty in schools, homes and then the environment has greatly hindered the academic performance of school-going children. Firstly, schools' poor facilities hinder teachers' effective teaching and students' learning. The school administrations cannot provide enough school materials due to a lack of funds to buy the necessary item for effective availability and accessibility. Teachers are poorly paid and not motivated for the work and their salaries and sources of income do not meet their daily needs. Many schools cannot afford to buy textbooks for the use of teachers and students in their schools, therefore some teachers still depend on old notes that are outdated in teaching kids. Researches showed that the availability of school facilities such as school material, science laboratories, good toilets, good ventilation, spacious class, adequate teaching and learning materials, good infrastructure, the motivation of teachers, libraries, textbooks, etc., promote the academic performance of students in schools. But when such school facilities lack in the schools, teachers will experience constraints, students will lack education, and it will result in poor performance of students.

Secondly, poor families prevent students' studying well both

at home and at school. The majority of the parents cannot provide the required needs of the students such as daily meals, good home, and daily lunch for school, transport fare to and from school. The students find it too difficult to study because of hunger in the houses, hunger in school (small money for lunch or without). This affects student concentration and limits the rate of understanding the lesson the teacher teaches in class. At home also, it prevents students from concentrating on their studies. The majority of the parents are dropouts from school by have stopped at primary or secondary education. Other parents never went to school. The limited knowledge in education made some parents lack the aspirations and support in investing in education. Parents give too much housework to their children at home than assisting them to study. They expose their children to too much idling for a long time in watching films/movies and football leagues, which to some extent limits the students' concentration in academic work at home. Most of them do not have a home on their own and living in rented rooms with others, so the children are found with a lot of influences beyond the control of the parent. They cannot pay their children's school fees on time due to the poor state of their conditions. In most cases, their children are asked out of class when their other classmates are being taught. By the time they could settle for class, they have lost the last lesson taught, so it leads them to failure.

Thirdly, due to the poor condition of the school and social environment, there was no attraction to motivate the teacher's teaching and the students learning. Too many ghettos, clubs within the environment is a sign of poverty within that locality as they are centers for frustrated, dropouts, and idling persons. Students may pay homage to such places whereby their education is affected, and their academic performance hindered.

Of course, we believe that students, especially secondary students, have the agency to some degree, and can reduce themselves the influence of poverty on their academic performance. In other words, poverty is not the sole factor to affect students' academic performance. Therefore, the study finally proposed some recommendations to lessen the influence of poverty on secondary students.

Keywords: Poverty; academic performance; Junior Secondary School Students; Sierra Leone.

I. INTRODUCTION

1.1 Background of the study

Poverty is believed to have diverse effects on the academic performance of school-going children ^[1]. Most likely poor parents may not be able to assist their children at home to do schoolwork because of distractions caused by poverty – stress associated with providing for the home, health concerns and more. Poverty worldwide affects education, the economy, and the future of citizens ^[2]. At least nine in ten teachers surveyed, the National Education Union discloses poverty significantly affected the pupils they teach according to George in 2018.

The Human Development Index ^[3] indicates that Sierra Leone is among the poorest countries in the world. Base on the World Bank 2007 report, poverty in Sierra Leone can be divided into two categories: the food/extreme poverty line, and the full poverty line. Statistics from 2003/04 show that 70 % fall below the full poverty line, while 26% live under the food/extreme poverty line. Freetown has the lowest proportion of poverty estimated at only 15%. While outside Freetown however, are 70% living in poverty ^[4].

With this unfortunate situation, it is clear that Sierra Leone bears a large proportion of poverty. Poverty has become more of a trap in recent decades, both for adults and their children. It is more difficult nowadays for a deprived family to get out of poverty and stay away from poverty. Children born into poverty are more likely in the current era to inherit their parents' economic status. So in reality poverty deepen its effects on the education of school-going children if it finds its base at home. Researchers from UNICEF and Statistics Sierra Leone ^[5] acknowledged that there are multiple reasons why students do not achieve academically in schools. One of the reasons identified that negatively affects performance is parental attitude and support. They state that the home has a great deal of influence on girl's participation and level of success attained in their education careers ^[6].

Poverty and education are inseparably linked because poverty makes people stop going to school to seek sustenance. As such, this situation leaves them deprived of literacy and numeracy abilities they need to advance their occupation. Their children born will experience similar situation years later, with little option to get enough income; and few options in life for sustainability ^[7]. To be educated is a strong pillar and security for families and communities to live out of poverty. Knowledge provides children the authority to vision a better future and develop the confidence required to track a full education, which in the future will help generation to come ^[7]. Poverty reduction entails ensuring access to quality education. The link between poverty and education is complex, but the lack of learning is perhaps one of the most powerful determinants of poverty. However, the millions of children without access to education are not only poor but don't have access because of the multidimensional nature of poverty ^[8] (Maile, 20. As reported, in 2010, President Dr. Ernest Bai Koroma of the Republic of

Sierra Leone by then, states in his speech at the Africa Union Summit that: *“By making all children attend school, we will be ensuring that our people have the knowledge, skills, and confidence to make informed choices to sustain our achievement and secure the future of this continent. Getting all our children to school is a moral and developmental imperative”* ^[9].

There is a lack of adequate information; contemporary researchers are urging us to research the influence of poverty on the academic performance of school-going children. Ebele and Olofu in 2017 mentioned in their introduction that, the way a learner takes his or her studies, seriously determines his/her level of academic attainments^[10]. The level of preparation and learning approaches established and employed deliberately by learners, go a lengthy means to impact their level of academic performance. This gives us the impression that the study habit is a factor that influences student academic achievement, which also reflects on the academic performance. Ebele and Olofu ^[11] that had the opinion that the greatest common encounter to the success of students in all implications is a lack of actual or positive (good) study habit. They further uphold that if students can progress a respectable behavior of study and with good self-restraint, they are very certain to perform extraordinarily well in their academic pursuit. ^[12] Stresses that the absence of operative or constructive (good) study habits is a dangerous study problem among students at all stages.

The poverty effect on academic performance in secondary school students offering integrated science is yet to be researched. As educationalists, to be responsible for the necessities of our students, it will be helpful to reflect on the restraints that poverty often places on people that live and livelihood, particularly youngsters, and how such circumstances affect learning and academic achievement. Poverty disturbs intervening elements that, in turn, affect outcomes for people ^[13]. It's a fact that poverty does affect education. Also, poor children certainly go to school without food; and besides, come back home without achieving much from the lessons in class. Besides, it's hard to argue that children living in insufficient resources, and are attending schools that lack support, under-resourced, and understaffed are usually below standard. Children who grow up in low socioeconomic settings naturally have a small terminology than Middle-class children do, which increases the possibility for academic failure ^[14]. Avoiding breakfast is highly predominant among urban minority youth, and it destructively affects students' academic achievement by unpleasantly affecting understanding and increases absenteeism ^[15]. Children existing in insufficiency experience greater chronic stress than do their wealthy colleagues. Parent with low income finds it difficult to meet the demands of their families ^[16]. Suffering and pressure affect brain development, academic success, and social capability ^[17].

The United Nations (UN) General Assembly which constitutes representatives from almost every country in the world approved the United Nation's Millennium Declaration in

September 2000. The declaration highlighted various goals known as the Millennium Development Goals (MDG). The representatives committed their nations to a united partnership in reducing extreme poverty and the declaration bounded within a set time frame that should be reached in 2015. Unfortunately, that goal was not achieved by 2015. In other words, MDG did not meet all the goals within the time frame particularly that of poverty reduction strategies. Because of this setback, the Assembly focused on sustainability and rebranded MDG to Sustainable Development Goals (SDG), with a reasonable plan on reducing extreme poverty by 2030. SDG strongly emphasized the eradication of poverty, and the goals included education. The goal targeted the promotion of quality education for children world over.

The SDG achieved some substance and improvement in some areas in the world, however, poverty and poor education quality are far from being eradicated in Africa (A report from Borden's Project.Org, November 9, 2015).^[18] highlighted that the poorest countries with the highest percentage of inhabitants living in extreme poverty were all in sub-Saharan Africa. It went on to stress that extreme poverty is living on \$1.25 or less a day^[18]. the world bank annual report^[19] shows an estimate of 414 million people living in extreme poverty across sub-Saharan Africa. The report further specified that people living on \$1.25 a day accounted for 48.5 percent of the population.

Unfortunately, Africa is still the poorest continent in the world. The major consequences of poverty in Africa are hunger, sickness, and lack of necessities. As the Borgen Project (2015) estimated that one in three people living in sub-Saharan Africa is famished. The United Nations Food and Agriculture Organization (FAO) in 2010, measured that 239 million people (around 30 percent of the population) in sub-Saharan Africa were starving.

The UN millennium project also reported, that over 40 percent of all Africans are struggling to have a meal a day. The Borgen Project reported that there was insufficient electricity supply in the region – another result of poverty. It highlights that in sub-Saharan Africa, 589 million people are living without electricity in their homes. As such, a struggling 80 percent of the population depends on biomass products like wood, charcoal, and manure to cook. The report further talked about water and sanitation problems. It is shown that every year, sub-Saharan Africa loses about \$30 billion as productivity is stalled by water and sanitation problems. The UNHCR reports showed that, due to ongoing violence, conflict, and extensive human rights abuses, about 18 million people are of concern to the agency, including Nationless People and Returnees.

Another fact of poverty in Africa that the Borgen Project covered is that fewer than 20 percent of Africa women have access to education. It shows that illiterate African women are twice as probable to contract diseases such as AIDS, and 50 percent of the population may likely experience immunization of their children. In conclusion, the Borgen project observed that more than one million people, especially children under the

age of five, die of malaria infection. This accounts for 90 percent of malaria death worldwide.

The illiteracy rate in Africa is 52.7 percent, but with the devastating problems of poverty and hunger, literacy has taken a back seat. Developing countries cannot compete with developed countries in eliminating illiteracy. Some developing countries have included the eradication of illiteracy in their goals. For example, in China, parents must send their children to school. Leaders of developing countries continue to struggle in eradicating problems related to poverty, traditionalism, and physical insecurity. In 46 countries, people are relatively poorer today than 1990, and human development signals (such as literacy, school attendance, and life expectancy fell in 20 countries between 1990 and 2000^[20]. In reality, 80 percent of the world's population is found in the developing countries but possesses less than one-fifth of its total wealth^[21]. Of course, every economic and social manifest - trade, living standards, health, schooling, and political ability - indicates dramatic gaps along the north-south separation line.

Basic literacy is a necessity in developed nations, unfortunately, literacy is below 50 percent in sub-Saharan Africa, (and occasionally below 20 percent for rural women). In developed nations, primary education is important universally, but as for poorer countries primary school completing rates are under 40 percent^[20] as such, developing countries spend less in education, while developed countries put a high premium on education. Also in developing countries, school textbooks had to be shared by as many as 20 students^[22], besides, at an extreme, the pupils to teacher ratio can be above to a level of 75:1 (the ratio, which inclusively engulfs all instructional staff in the United States is less than 20:1).

The logistics in developing countries' schools are inadequate compared to schools in developed nations. Through experience and observation, low-income developing nations, especially in rural areas, most primary and secondary school students attend classes in an open-air environment or in despicable constructed buildings that are short of basic educational materials or resources, such as maps, science equipment, globes, and library books. On average, some of the teachers in these schools have very limited formal education compared to teachers in developed countries. About 50 to 70 may occupy one small classroom, a good number of whom are chronically undernourished and parasites are ridden, hungry, and very weak due to perpetual rigorous work^[23]. Team of Indian social scientists commented on one rural school in a backward province as follows: *"The children huddle in two rooms a sacking brought from home the second room is very dark. There is no teaching equipment whatsoever... Children write on their slate or play. The playground is full of mud and slime.....There is no toilet... The only teaching aid available in all schools is a stick to beat the children"*^[24].

Poverty is a cause of suffering within the school environment. An indicator of the difference is manifested by^[25] pointing to the issue of dropouts in Indian villages. Many

students living in slums and do not have educational materials in their homes. Additionally, there was clear evidence of not having bathroom facilities in their houses, and of fetching drinking water from far distances. As such, parents of poorly nourished children refuse to permit their children to go to school. This has resulted in less enrollment of pupils in the poorest areas in the world. It has become a prevailing circumstance in even better-off countries of developing nations, to still find pockets of extreme poverty. To some degree, poverty in developing countries differs considerably from area to area and country to country. The developing countries of Latin America and the Caribbean and the Arab states are not as impoverished as sub-Saharan Africa or the rural areas of the South Asia peninsula.

In the mid-1990s, UNICEF estimated that 100 million children worldwide, equal to about a third of the American population, lived at least for brief periods on the streets according to UNICEF in 2000. As indicated in the position and State of Africa, Sierra Leone is one of the poorest countries in the world. In a report of World Bank for education in Sierra Leone, 2007, the executive summary, clearly stated that the recent history of the nation is, unfortunately, characterized by the civil war that happened between 1991 and 2002, in which 50,000 citizens lost their lives, and in which the country lost most of its social, economic, and physical infrastructure.

The civil war destroyed the nation, leaving citizens in poor and poorer conditions, in a traumatic condition, and a deplorable educational system. During the war, schools were burnt and teachers killed in some areas. Sierra Leoneans suffered terrible abuse from the Revolutionary United Front (RUF) rebel fighters. The estimated number was some 70,000 casualties and 2.5 million displaced people. The civilians on both sides of the battle were victims of unimaginable violence - killing, amputation of limbs, lips, and ears, decapitation and gang-rape [26]. Children were used as child soldiers, and it is estimated that of the 137,865 members of Sierra Leone armed forces, 48,216 were children [9].

In addition to the severe poverty in Sierra Leone, was the outbreak of the Ebola virus in 2014 that slowed down the country's economic development process. As a result of the outbreak, a state of emergency was declared in the country. There were no licensed Ebola vaccines or treatments proven to neutralize that Virus, but early care with rehydration and symptomatic treatments improved the probability of survival [27]. The World Health Organization (WHO) acknowledged Sierra Leone Ebola-free on March 17, 2016 [27]. In almost two years, Sierra Leone had 14,016 cases and 3,995 deaths caused by the Ebola virus [27].

Sierra Leone has changed the Education System from 7-5-2-4 to 6-3-3-4 in September 1993 [9]. The poor performance in the 2008 Basic Education Certificate Examination (BECE) and West Africa Senior School Certificate Examination (WASSCE) in Sierra Leone urged his Excellency the president to investigate reasons for such abysmal performance. Due to

severe public examination failure, the system was changed to 6-3-4-4- in 2011 as recommended by the Gbamanja White paper (Commission of Enquiry). The teacher and parents experienced the weight that made them completely administer their full responsibilities to their school children. Sierra Leone as a poor country, emerging from the civil war and Ebola outbreak cannot withstand the total responsibility of adequately fulfilling its obligations in providing for its citizens. Poverty has affected the entire citizens.

Sharanya Ravichandran in 2011 opined that [28], poverty has also contributed to poor quality education in Sierra Leone. Many schools were constructed immediately after Sierra Leone was granted independence. Therefore, they do not have many affluent alumni to help upkeep the schools and fund them [29]. Since government funding is not adequate, there are shortages of school materials (books and equipment) that are needed for quality basic education; besides, there is no financial sustenance for educational facilities. Adults' education program is too limited to cater for adults needing education countrywide. Besides, women especially may desire to take courses and expand their knowledge in various areas. [30] identifies four factors for poverty, which are high transport costs and small market size; low-productivity agricultures; adverse geopolitics; very slow diffusion of technology from abroad.

Sierra Leone Economic market is almost nonexistent, despite the huge deposit of mineral resources. Moreover, the economy is extremely weak, and transport costs from one place to another are very expensive. Also, the dissemination of foreign technology is very weak to speedily spread technology development throughout Sierra Leone [28]. Many children who were recruited into the RUF and the national army, were drawn from educational institutions and taught to fight and murder civilians [29]. Children are supposed to be regarded by various nations as future leaders, unfortunately at that time; Sierra Leone stopped its youth from procuring affordable quality education, and instead exposed them to be rogue military combatants to kill at an early age. These children lacked the potential to gain affordable quality education, as such; they cannot get the opportunity to develop skills that will provide them with affordable jobs. This defect landed them in the environment of severe poverty. Personalities who are fortunate enough to gain and obtain their education seldom receive satisfactory circumstances in the workforce. Unlike other developing countries, many citizens from Sierra Leoneans find it difficult to travel abroad to seek good jobs for them to send money back home to their underprivileged families. Cheytor in 2010 explained that [31], the deficiency of education regarding family planning, combined with the ability to provide items such as food, shelter, and clothing, increases the poverty rate of that country making its citizens very deplorable and shattered.

There is a strong indication of poverty among the farmers as they engage in subsistence farming on smallholdings and using unsophisticated implements. Most know using modern

methods and technology to increase agricultural output, and there are no government strategies to upgrade agricultural productivity^[31]. Farmers are still an outdated technology, there is a weakening in agricultural output, which causes food scarcity and leads to poverty. It is believed that the absence of enough food or the prevalence of hunger is the strongest manifestation of poverty in communities. The available food resources are not adequate for the present population; with more babies born every day, it is impossible to have enough food to feed the increasing population. Rural population growth can be ascribed to growing birth rates, which is mainly caused by a lack of education in planning a family. Certainly, growing of rural population rises from 2,727,174 people in 2000 to 3,460,452 in 2008, about (21% increase)^[32].

Sierra Leone is a poor country that needs more improvement in education for development. Poverty is widespread and very deep in Sierra Leone. The eleven years war from 1991-2002, enveloped a bad situation that increased the level of poverty countrywide. Poverty is mostly felt in rural areas than urban. It is important to note, the Sierra Leone Integrated Household Survey (SLIHS) report shows that the employment position of household heads, the sector in which they are employed, and their level of education, and all determine the degree of household poverty.

The high tendency of poverty in Sierra Leone have social indicators such as infant mortality, illiteracy rates, poor access to education, health care and safe drinking water – all these reflect the low level of human development. Besides, maternal mortality and fertility rates are very high - one of the worst in the world. The contra captive occurrence frequency and the age at girls' first delivery remain low. Males' attendance in school is higher than females for both underprivileged and privileged households. There is also an indication of extreme poverty on women, particularly those in rural areas.

According to the Sierra Leone Poverty Reduction Strategic Paper (SL-PRSP)^[33] in 2005, poverty in Sierra Leone has many closely interrelated causes. As investigated the extensiveness and harshness of poverty in the country came with a combination of result that includes wrong domestic policies, opposing external developments and other natural factors. The most often mentioned causes of poverty during the Participatory Poverty Assessment (PPAs) focus group discussions in Sierra Leone include: Bad governance - especially corruption, the 11 years civil war, unemployment (or the lack of economic opportunities) inadequate social service, the debt burden, and vulnerability to risks and shocks as unstable prices, heavy reliance on donor aid, illness and seasonal factors that affect livelihoods^[33].

1.2 The Purpose of the Study

Although the present government of Sierra Leone has instituted free and quality basic education in the country, which is expected to take care of the cost of tuition and books, cheaper bus fare to school (if the school bus is used), saving households

with school-going children money to be used on other needs of the family which should reduce poverty and enable students to perform better. Unfortunately, school children are still performing badly in exams and portraying proofs of poverty. Many still do not have decent uniforms, bags, shoes, and adequate food.

The purpose of this study is to investigate the effect of poverty on the academic performance of school children particularly in the Junior Secondary School level 3 Integrated Science subject in the Western Rural District of Sierra Leone. The research aims to discover answers to questions by the use of scientific procedures. The main goal of the research is to determine the truth which is concealed and which has not been revealed as yet. Nevertheless, each research study has its definite purpose of which it may fall under any of the categories: exploratory or formative, descriptive or diagnostic research studies^[34].

The study is proposed to achieve the following objectives:

- To investigate the facilities available in schools for academic performance
- To find out the home facilities available for academic performance.
- To understand the environmental conditions that influence the academic performance of students
- To find measures to improve academic performance

1.3 Research Questions

- What are the causes of poverty in Sierra Leone?
- What are the effects of poverty on school-going children?
- How can these effects be remedied?
- How can the government provide additional resources or opportunities for families to reduce poverty in children?
- How can schools improve the academic performance of students living in poverty?

1.4 Significance of the Study

Poverty is a big problem in Africa and has deeper effects on education. One essence of education is to get rid of poverty. Therefore, the study of the effects of poverty on children is very important to teachers, parents, and the government. Kristina Brodsong (2016:18) stated: "Today more than ever, education remains the key to escaping poverty, while poverty remains the biggest obstacle to education. It is important to emphasize that children of poverty do not have broken brains or limited intelligence. They have brains that have not matured, which can be quickly changed through neuroscience interventions like fast forward. These students have tremendous potential to succeed with the right combination of Education and interventions." As such, parents, teachers and the government must be fully aware of the effect of poverty of schoolchildren improve children's welfare in the country. This study will contribute to the ongoing study of the effect of poverty in Africa, especially on school

children.

1.5 Limitations and Delimitations

The following limitation of the study:

- The research area for this dissertation is Sierra Leone in West Africa. So the researcher has limited time to collect his data from Sierra Leone since he is also engaged in academic work of trying to meet the demand of the credit limit for the course requirement.
- The study is delimited only to poverty as one factor that affects academic performance in schools.
- The study is also delimited to junior secondary school stage 111 in an integrated Science subject.
- The investigation was delimited to only 300 students out of the many students; 30 teachers out of many teachers, and 45 parents out of the many parents in Sierra Leone.

1.6 Organization of the Study

The research is organized into five chapters. Chapter 1, presented the introductory aspects of the research which includes; background to the research, the problem statement the study purpose, research questions, aims and objectives of the study, significance of the study, limitations, and delimitations, and organization of the study. Chapter 2, entailed the Literature Review of relevant works to the study. Chapter 3, focused on the research methodology which included the research design, target population, sampling procedure, and sample size, instrumentation, data collection procedures, and data analysis techniques. Data Analysis and Interpretation will be presented in Chapter 4, while the summary of the study, conclusion, and recommendations of the study will be contained in Chapter 5.

II. LITERATURE REVIEW

2.1 Research on Poverty

2.1.1 Concept of Poverty

According to Lacour and Tissington in 2011, poverty specifies the degree to which an individual does lack resources^[35]. Resources can consist of economic, emotional, mental, spiritual and physical resources as well as sustenance systems relationships. In Meriam Webster's Dictionary, poverty is defined as:

- The condition of one who lacks a normal or socially adequate amount of money or material possessions.
- Renunciation as an associate of a religious order of the right as a person to own property.

Poverty is the scarcity or lack of a certain (variant) amount of substantial possessions or money. Poverty is a complex concept, which may include social, economic, and political elements. In purely economic terms, revenue poverty is when a family income fails to meet a federally recognized threshold that varies across countries. Normally it is measured

concerning families and not the individual and is adjusted to the number of persons in a family^[36].

Poverty is the lack of, or the inability to achieve, a socially acceptable standard of living^[37]. He explained the keywords such as Lack, Inability, Standard of Living as thus: Lorenzo explained 'lack' as a base case condition for the definition of poverty is that where persons lack command over economic resources. For example, an individual may be considered poor if he/she lacks basic food or shelter or, equivalently, if he/she lacks the income to buy these basic needs. In the case of Inability- Lorenzo put it as the best associated with the capability failure to participate in a society, a concept developed by Sen in 1985 or complex (Freedom self-respect, socially inclusive, etc.). The inability to achieve these functioning makes the individual poor. As for 'Standard of Living' he showed that poverty depends on (a) "what is deemed to constitute a socially acceptable standard of living by a given society at a given time. In a society where most people own cars, the use of public transport may be a signal of poverty". (b) "How this standard is measured, i.e. what is the variable or the set variable used to "capture" the standard of living."

The United Nations High Commissioner for Human Right UNHCR in 2002 viewed poverty as "a human condition characterized by the sustained or chronic deprivation of the resources, capabilities, choices, security, and power necessary for the enjoyment of an adequate standard of living and other civil, cultural, economic, political and social rights".

Poverty is neither reasonable nor impartial and is not productive for society. If we ignore, as Charles Blow called it, "the Corrosive effects of Poverty" on our country's children; it will come back to haunt us. And as Steve Smiths; author of the Southern Education Foundation research bulletin, Said: "It's a matter of our national future because when one group becomes the majority of our students, they define what that future is going to be in education more than any other group".

Poverty affects diverse aspects of people's lives, existing when people are deprived of opportunities to work, to learn, to live healthy and fulfilling lives, work, to learn, to live healthy and fulfilling lives, and to live out their retirement years in security. Lack of income, access to good – quality health, education, and food facilities.

Poverty is a social predicament various civil rights movement, philanthropists, religious groups, politicians and the media, have been fighting to contain for a very long time. In 1964, President Lyndon Johnson of the United States professed an "unconditional war on poverty." Martin Luther King Jr., alongside other political and civil rights activists, were very concerned about the issue of poverty during the 1960s. Unsatisfied by the timorousness and inadequate funding of Johnson's anti-poverty program, King placed forward a more fundamental vision. He demanded the leadership of the country to stand by its democratic ideologies and moral principles: "The time has come for us to civilize ourselves by the total, direct

and immediate abolition of poverty”^[38]

Certainly, poverty is intensifying among people, communities, and nations; and people seem more to be stuck to it. Poverty has developed more of a trap in recent years, both for adults and for their children. It is very difficult nowadays for a poor family to get out and stay out of poverty. As an observation, children born into poverty are more likely to become heir to their parents’ economic status. Lots of people who are dragged into poverty for a year or two never completely go away from it; most times they incline to fall back into poverty occasionally all through the sequence of their lives^[39]. Along with slower economic growth, the United States since the 1970s has experienced both rising inequality and declining social mobility. This combination, signifying the emergence of a more polarized and rigid class structure, threatens the principle of equality of opportunity and the idea of the American Dream.

Poverty is viewed as a condition of one whose deficiencies usually or socially constitutes a satisfactory amount of money or material possessions. Poverty is said to be existent when people lack the resources to satisfy their basic needs. In other words, the identification of poor people first necessitates willpower of what make up basic needs. In a short form, it may be defined as “those essential for survival” or as large as “those replicating the fundamental standard of living in the community.” The initial criterion engulfs specifically those persons that are close to the marginal of starvation or death from exposure; the next would cover those people whose nutrition, housing, and clothing, nevertheless sufficient to preserve life, yet still do not amount up to those of the population as a whole. Poverty is also attributed to poor health, low levels of education or skills, an inability or an unwillingness to work, high rates of disruptive or disorderly behavior, and improvidence.

The three main schools of thought relating to poverty are the Welfarist school, the Basic Needs School, and the Capability school. A person is arbitrated to be poor when he or she is lacking, with esteem to the reasonable smallest, the particular “thing” in question. The conceptual debate about poverty ascends as soon as taking up the nature of that missing thing. The argument on the nature and state of what should not be lost to somebody takes us back to the larger subject of equity since it means to formally identify a subspace of the space of equality, and for each facet in this poverty subspace, to describe a minimum level below which an affiliate of this society is characterized as “poor” as stated by Hagenaaers & Klass de Vos in 1988.

The definition provided by the welfarist approach is: “Poverty” can be said to be existent in a given society when one or more individuals do not achieve a level of economic well-being deemed to have a reasonable least possible by the standards of that society. This poverty concept comes from mainly from modern microeconomic theory and originates from the hypothesis that personalities maximize their well-

being^[40].

The definition of poverty approved by the government of the Philippines is an example of The Basic need approach taken in its broad sense: ...”Poverty to be the sustained inability of a family to meet its basic needs for survival (food and nutrition, water and sanitation, health and clothing), security (income, shelter, peace, and security), and empowerment (basic education and functional literacy, psychosocial and family care, and participation in the political process)”^[41]. Poverty is also viewed as lack of liberty, imprisoned by crushing daily problem, by depression and fear of what the future will bring”.

Poverty takes a huge physical, emotional, and economic peal on families, neighborhoods, and communities and hence on children and schools. Rejecting the implication of poverty in schooling in the look of decades of research, testimony, and shared sense requires profound naivete or a terrifying level of wished ignorance. Poverty refers to economic, social and cultural disadvantages; that is, the nonexistence of the basic requirements of life and essential services, and nonexistence of opportunities or means for development as a result of having a low income. Poverty is of two types: absolute and relative poverty^[42].

Other researchers are casting the subjects of poverty in relations of stratification makes poverty to be viewed as a matter of inequality. In their studies, they progressed away from struggles to measure a poverty line with pseudo-scientific accuracy. As an alternative, they observed at the nature and size of variances between the bottom 20 percent or 10 percent and the rest of the society. Their worry developed one of the contractions of differences between those at the bottom and the better off in each stratification dimension^[43].

There are many characteristics of poverty in developing countries, such as ill-health, a high illiteracy rate, poor sanitary conditions, and lack of skills and spirit of enterprise. These factors are the reasons that have made the poor to become poorer. As for China, poverty can be summarized as rural poverty concentrated in certain regions and mostly disturbing the agricultural sector. China’s worst lasting poverty is intense in isolated and mountainous areas. Minority people and members of households disadvantaged by illiteracy, ill-health or other disabilities constitute an unequal share of these poor^[44].

Poverty upsets diverse characteristics of people’s lives, existing when people are deprived of the opportunity to work, to study, to live healthy and satisfying survives, and to live out their retirement years in security. Shortage of revenue, admittance to good quality health, education and housing, and the quality of the indigenous environment all disturb people’s well-being. Our opinion of poverty covers all these aspects^[45].

The European Council in 1975 acknowledged a capable definition of poverty that tells that, individuals or families whose possessions are so trivial as to exclude them from the minimum tolerable way of life of the Member State in which

they are living. On 19 December 1984, the European Commission stretched the definition as follows: "the poor shall be taken to mean individuals, families, and groups of persons whose resources (material, cultural and social) are so inadequate as to exclude them from the minimum acceptable way of life in the Member State in which they live"^[46]

General poverty was cautious to take numerous methods including deficiency in income and productive resources to ensure better livelihoods; hunger and undernourishment; ill health; limited or lack of access to education and other elementary services; improved morbidity and mortality from illness; homelessness and insufficient housing; dangerous environments and community discrimination and elimination. It is also considered by an absence of participation in decision-making and civil, social and ethnic life. It occurs in all countries: as mass poverty in many developing countries, pockets of poverty amid wealth in developed countries, loss of livelihoods as a consequence of economic collapse, unexpected poverty as a result of tragedy or struggle, the poverty of low-wage employees, and the absolute destitution of people who fall outside family support systems, social institutions and security nets ^[47].

One of the key problems which challenge this school is the modest determination of what the basic needs are. It is normally nutritionists, physiologists and other experts who are called on to decide the basic needs of individuals. However, they are not always in settlement with one another. "Regrettably, the specific measurement of minimum needs - mainly nutritional needs, their largest constituent - is tremendously difficult, and the subject of intense debate"^[48].

The Capability School focuses on the "thing" that is missing denotes neither to utility nor to the satisfaction of basic needs, but rather to human abilities, or capabilities. This methodology, which was propounded in the 1980s and whose prime advocate was Amartya Sen, was not initially established with poverty in mind. The idea of Sen was much more worldwide; to cultivate a new theory of what has worth for the human being. "Its origins lie in the refusal of the "welfarist" paradigm in which specific utility is taken to be the individual metric of welfare, and the sole basis for social choice." While not refuting the part played by the utility in the value of somebody's life, Sen has faith in that the value of somebody's life has countless other compositions than utility, The capability method varies from the utilitarian evaluation (more generally "welfarist" evaluation) in creating room for a diversity of doing and being as significant in themselves (not just because they may produce utility, nor just to the extent that they yield utility). In this sense, the viewpoint of capabilities offers a fuller acknowledgment of the variety of techniques in which lives can be developed or impoverished ^[40].

According to ^[49], absolute poverty is a condition categorized by a severe deficiency of basic human needs, including food, safe drinking water, facilities amenities, health, shelter, education, and information. It depends not on income

but on access to social services. Absolute poverty denotes to living circumstances wherein there is no guarantee of subsistence, people lack satisfactory clothing and food, and modest production is difficult or impossible to maintain. Absolute poverty may be subdivided into subsistence poverty and living poverty. The first one, also denoted as abject poverty, is the bottommost living standard, a standard at which persons can live but find it difficult to satisfy their basic physiological necessities ^[42]. Relative poverty denotes a condition in which people have just adequate food and clothing but their living standard is below the standard basic level, and simple production can be maintained but there is very small or no capability to continue production.

Given a biological approach, poverty is also cited in families as being in 'primary poverty' if their 'total earnings are insufficient to acquire the minimum necessities for the maintenance of merely physical efficiency'. Starvation is the most telling feature of poverty as for the inequality approach ^[50]. Notwithstanding the many definitions, one thing is clear; poverty is a complex societal issue. No matter how poverty is defined, it can be decided that it is an issue that requires everyone's attention. Significantly, all members of our society work together to offer opportunities for all our members to reach their full talent. It helps all of us to help one another.

Eliminating poverty and improving education are inseparably connected. In 2005, Chairman of the Federal Reserve Alan Greenspan observing the broadening income gap between the rich and the rest of the U.S. population commented that it might ultimately threaten the constancy of democratic capitalism. Greenspan also observed that average U.S. workers have not seen any income development and that this is in part due to a lack of education. These days, it is more possible that more families will fall into poverty as unemployment intensifies and salaries continue to below. Greenspan established a noteworthy social point: that is, higher stages of education can indeed lead to a healthier future. In consideration of the U.S. Census, Americans who achieve a college education are less probable to experience poverty at any stage in their lives ^[51].

It is but necessary for our states to have a discourse, and necessity poverty, a form that erodes our future and obstructs any efforts at educational reform a country must be aware of the fact that education is a public necessity and not a luxury for the fortunate. For this to happen, our nation must address, and treat poverty as a state that consumes away our future and impedes any efforts at educational reform ^[52]. Moreover, each theory comes with its authorizations for addressing poverty reduction. Thus statistics established to measure poverty play a critical role in directing poverty alleviation policies and in measuring the efficiency of diverse policies.

2.1.2 Elements of Poverty

Poverty is an argued concept, the specific meaning of which can be determined by the ideological and political

background within which it is applied. Nevertheless, in the broadest sense, it can be commonly understood as the lack of, or inability to achieve, a socially acceptable standard of living, or the custody of insufficient resources to meet basic needs. The meaning of 'socially acceptable' or 'basic' needs a careful debate or specification.

Many poverty investigators define the state of being poor, rather than considering how or why that condition is in existence. Descriptions of such, naturally emphasize individual characteristics (e.g. a lack of assets, education or health, etc.). Nonetheless, these features are the results of social processes and need to be understood within the background of social institutions and systems. To understand a better way to alter these outcomes, it is but necessary to know the structures and processes that inspire these deprivations.

Poverty hence requires to be understood as being powerfully influenced by the resources that people can claim, below what circumstances and with what stage of choice. Social diversity, distributional apprehensions, and issues of power are vital to poverty analyses. Government structures and other formal and informal processes and institutions rule social dealings and power structures, which extend over numerous spatial, temporal and social scales. These, in turn, disturb people's chances, their capability to make choices, their admittance to resources, etc., and therefore the delivery of benefits, costs, and risks within and between persons and groups. A difference can be made between absolute and relative poverty. Absolute poverty denotes the inability to meet what are believed to represent the absolute least necessities for human survival. The poverty position of any distinct person or household is reflected entirely autonomous of the conditions of other individuals or households. As for those measured to be poor are often recognized concerning poverty lines – those are the households or persons that fall under the poverty line. As may be determined that, 1.25 dollars per day may be the maximum well-known poverty line, absolute poverty can also be determined against non-income features of deprivation (e.g., malnutrition, lack of access to health care, food insecurity, etc.).

Relative poverty reflects the standing of each person or household in connection to the status of other individuals, households in the community, or other social groups, in consideration of the context in which it happens -precisely their location within the distribution of that population). Relative poverty classically modifies spatially and temporally, and assessment of relative poverty is consequently not essentially equivalent between locations (as a result of the differing social stratification between societies) or overtime. The relative approach scrutinizes poverty in the situation of inequality inside a society, however, they should not be conflated. Poverty can also be observed objectively and subjectively. It is deliberated to be objective when recognizable and assessable (usually quantitative) pointers are applied to quantity material or non-material measurements. Subjective measures signify psychological fundamentals and insights of poverty, where people's judgments are required about their knowledge of life

and the features they value in their lives. The combination of subjective measures into the thoughtfulness of poverty is an acknowledgment that decision making is somewhat related to individuals' perceptions about their limitations and available substitutions. There has been growing support for subjective well-being measures to supplement valuations using objective indicators.

One of the biggest studies where the poor themselves defined poverty the researchers lists five contributory elements of well-being, drawn from the *Voices of the Poor* ^[53] ^[54]. Jointly, these fundamentals are said to provide the conditions for physical, social, psychological and spiritual accomplishment. The five elements are:

The basic substantial needs for a decent life – The capacity to have protected and satisfactory livelihoods, with income and assets, enough food at all times, satisfactory shelter and access to goods;

Health – The ability of a person to feel well and be tough, and have a healthy bodily environment. This comprises the ability to be sufficiently nourished and allowed from disease, to have access to satisfactory and clean drinking water and fresh air, and to energy to save warm and cool;

Good social relations – The existence of social unity, common respect and the ability to support others and offer for children, just gender and family relations;

Security – The safety of individual and belongings, protected access to essential (natural and other) resources, and safety from natural and human-made disasters;

Freedom of action and choice – The ability of people to regulate what becomes apparent to them and to be brainy to attain what they like doing or being. Freedom and choice cannot happen minus the existence of the other essentials of well-being.

2.1.3 Theories for Poverty

(1) *The Biogenetic Theory of Poverty and Inequality* ^[55]

The Theory states that rich people are rich because they are smart, so also poor people are poor because they are not so smart. In this biogenetic theory, poverty is a result of individual shortages in cognitive ability. Individuals with low IQs are susceptible to poverty because their intellectual inferiority brands them less intelligent to learn, achieve quality education, obtain innovative skills, and perform proficiently in high-status occupations. The intellectually dull are also susceptible to corrupt decisions and self-destructive performances that lead them into poverty, preserve them there and stop them from getting ahead. They are possibly to have unbalanced job accounts, experience bouts of redundancy, pamper in excessive drug and alcohol intake, have unintended pregnancies and out-of-wedlock childbirth, drop out of high school, and partake in criminal activities and other procedures of nonconformity. For the time being low cognitive ability is normally connected with

"socially undesirable" actions, conferring to Herrnstein and Murray, the less intelligent is not only obstructed in their economic movement, but they also tend to generate problems for everybody else.

The biogenetic theory focuses its argument on heredity as a factor under consideration for the poverty condition of an individual. The characteristic with the most insightful influence on people's life projections is not their social status, but their native intelligence. In other words, it is Nature that predicts our conditions and not society that dictates our place in the world ^[56].

Inequalities in educational attainment, occupational attainment, and other social results are owed to inherited differences in cognitive ability. People gifted with a high level of intelligence are meant to be rich, the moderately intelligent is scheduled for the middle class, and those born with low intelligence are condemned to poverty. Irrespective of the situations of their birth, clever people rise to the top and dumb people tumble to the bottom. Also, the Biogenetic Theory of Poverty and Inequality the authors of *The Bell Curve*, emphasize the fact that society is becoming progressively separated into uneven social classes. The "conclusive dividing force" in this modern class system is not family background but inherited "cognitive ability" ^[57].

The partition between the upper class and the lower class is further and more alteration between bright people and dull people. Intelligence is also unequally scattered by race and ethnicity, they contend, with black people being usually with a reduced amount of intelligent than white persons -like in the case of America. This intelligence opening, they recommend, not discrimination is what clarifies the persistence of racial inequality as stated by Leland in 2008.

Two developments, according to Herrnstein and Murray, have changed the system of social stratification in the United States in such a way that cognitive ability has now developed as the key to economic success. Foremost, equality of chances has come to prevail, fading the impact of race, gender, and class background on individual accomplishment and social mobility. Individuals now contend for access to schools and jobs on a level playing field. Who wins and who loses in this competition is payable mainly to merit, merit is primarily an issue of intelligence, and intelligence is principally a matter of genes. Furthermore, the technological promotion of the economy has engendered a rising demand for workers with refined cognitive skills. Nowadays high-tech economy places superiority on intellect. The result is increasing inequality between the high IQ persons who have the necessary brainpower and the low IQ people who do not. Contemporary "technological society" has thus given growth to a fresh upper class, a "cognitive elite" inhabiting the top levels by the quality of its superior intelligence ^[58].

In a contemporary meritocracy, the way individuals' progress within the educational and occupational grounds is

directed by their inborn mental ability. High intelligence produces success and low intelligence yields failure. Distinctive cognitive ability, in totality, because it administers admittance to educational institutions and occupational positions, is the opinion determinant of who gets ahead. "Putting it all together," Herrnstein and Murray conclude, "success and failure in the economy and all that goes with it, are progressively a matter of the genes that people inherit."

(2) *The Cultural Theory of Poverty and Inequality -Michael Harrington and Oscar Lewis in the 1960s in America*

The cultural theory looks like that of the biogenetic theory by the underlying logic. Both feature poverty to the inadequacies of the poor: low IQs for the one and bad values for the other. As for the biogenetic theory, the poor do not have the cognitive ability; in the cultural theory, the poor lack the motivation to achieve. In any of the two, poverty is responsible not on the faults of the American political economy, but the insufficiencies of the poor. Poverty according to the Bureau of the Census: individuals and families are counted as poor if their revenue falls beneath a certain edge. The standpoint of the cultural theory shows that poverty—it is viewed as a social problem—is not largely an issue of economic resources. Irrespective of the hardships the poor endure and the troubles they cause is not the viewpoint of the policymakers. The poor are viewed in public only when unmarried with children, when they abuse alcohol and drugs when they commit a crime, and when they receive a welfare check. As such, this theory, conservative antipoverty remedies, including wellbeing, training, and job creation, are bound to be unproductive. Programs that try improve, as may thought the right way as poverty is essentially an economic state, fail to solve the root problem: the deviant way of life of the poor., The cultural theory succumbs, that you can win by changing the poor only by convincing them to hold the values of family, work, and personal responsibility ^[59].

The cultural theory upholds that poor people have a different set of values, aspirations, beliefs, attitudes, dispositions, and psychological characteristics. These assumed cultural characters and the style of life corresponding to them set up a unique culture of poverty. The Cultural Theory of Poverty essential "to get in school, obey the law, work gradually, and avoid trouble." The intensity of poverty, as Mead puts it, is a result of mainly poor people's erroneous pessimism and their lack of "personal organization" ^[59].

Job opportunities are abundant, as the cultural theory pointed, and anybody willing to put in the needed effort can work their way out of poverty. Unemployment among the poor, Mead contends, is not caused by discrimination, disability, or low wages, nor is it as a result of too expensive childcare or untrustworthy transportation ^[59]. The actual problematic cause is psychological: the long term poor is simply incapable of mobilizing the innermost resources needed to secure a job. Charles Murray suggested an even harsher judgment. The "underclass" is constantly unemployed, not because they lack

opportunities or skills, but because they are reluctant and unable "to get up every morning and go to work" ^[60].

For Myron Magnet, similarly, the poor are held back not because they are dishonestly deprived of the chance to prosper, but because of their inferior psyches: they are "equipped with different, and sparser, mental and emotional furniture, unsupportive for taking advantage of the economic opportunities the country's life offers." The poor, he accomplishes, are victims of their ruthless behavior and "the worldview from which that comportment springs".

(3) The Human Capital Theory of Poverty and Inequality (Education is the Key to Success)

For so many people you may ask about Education and life, people will approve that Education is the main weapon to achievement and lack of education is the key cause of poverty. The fundamental idea of this theory, as it relates to the problem of poverty, is that people are poor because they are lacking in education, skills, and work experience ^[61]. It is therefore true that, when people are asked as to the best way to alleviate poverty in any state, the response will be that, the government should seek and provide good quality Education.

In human capital theory, changes in earnings correspond to changes in productivity. The utmost capable and skillful workers get the best jobs, while less experienced workers if they get jobs at all, are directed into the low-wage segment of the economy. Employees are more or less industrious, in turn, because they own more or less human capital—education, training, and skills. Those rich in human capital donate more to economic output, growth, and profitability, and they lawfully grasp a higher wage. Personalities differ in their level of human capital, this theory assertions, because of variances in the selections they and their families have decided about how much time, energy, money, and resources are invested into their education and training. These selections are thinking of as investment judgments, and they come into play as people consider how to live their lives and as they select ^[62].

Concerning poverty precisely, human capital theory, like the biogenetic and cultural theories, upholds that people are poor because they are lacking in qualities related to job performance. In the biogenetic theory, the poor have low IQs, and in the cultural theory, they have undesirable attitudes. In human capital theory, also, individuals are poor because a history of reckless investment decisions has left them lacking in education, skills, training, and job experience. Poverty can best be condensed, therefore, by inducing the poor to invest more in themselves (the conservative human capital solution) or by applying government policies to support the poor in overcoming their human capital weaknesses (the liberal human capital solution). In any of the cases, advocates of this theory commend as a remedy to poverty that persons, for instance, learn in school, get a degree, shape a record of steady occupation, and take advantage of training opportunities. As for the human capital viewpoint, the most operative way to

combat poverty is to develop the skills of the poor. It could be through individual resourcefulness or government programs, struggles to augment the education and training of the poor will improve their predictions in the labor market, permitting them to work their way out of poverty ^[63].

2.2 Research on performance

2.2.1 Concept of Performance

Academic performance is a very vibrant tool with which the success, ability, and competence of a learner to contribute to the development of a society are evaluated. The consequence of this is that students that perform further than average of the standard set by the school. This is seen as an excellent contribute meaningfully to the livelihood, growth, and development of such a society. Because of this, every society continually observes the academic performance of its learners at all levels of educational institutions ^[64].

Wikipedia, the free encyclopedia explained that: "The term 'performance' is broad, and can include artistic and aesthetic performances like concerts, theatrical events, and performance art; sporting events; social, political and religious events like rituals, ceremonies, proclamations, and public decisions; certain kinds of language use; and those components of identity which require someone to do, rather than just be, something."

The factors affecting a student's academic performance arise for numerous reasons. Thinking skills mainly disturb student's learning abilities if they do not obtain what is essential to study. If teachers do not identify how to hook the attention of a student, the more the learner cannot make himself focused on that subject.

The Business Dictionary looks at performance as: "The accomplishment of a given task measured against preset identified standards of correctness, completeness, cost, and speed. In a contract, performance is thought to be the contentment of an obligation, in a way that releases the performer from all obligations under the contract" (www.businessdictionary.com/retreived on 2019-4-2). Secondary school pupils are the key assets of Basic Education. The students' performance plays a vital role in producing the greatest quality graduates who will grow into great leaders and manpower for the country consequently liable for the country's economic and social development. Academic attainment is one of the main factors deliberated by employers in the employment of workers, particularly for new graduates. Therefore, students have to put the utmost effort into their study to get good grades and to make themselves ready for future changes in their profession at the same time to accomplish the proprietor's mandate ^[65].

According to Durden and Ellis quoted Staffolani and Bratti in 2002 noticed that the measurement of learners' previous educational consequences is the most significant indicator of student's future attainment; this denotes that the

higher the previous presentation, the better will the student's academic performance in future happenings be. Besides, Sunshine et al quoted Minnesota^[66] observed that "the higher education performance depends upon the academic performance of graduate students".

Academic performance refers to a range at which a student or any other individual institution achieves within a short time^[67]. Over the years, it has been established that the educational results have greatly been under the influence of poverty^[68]. Also the peer discharge in the academic performance of children, poverty has greatly obstruction on the performance of the children simply due to their mental status. The mindset of the children is assessed in terms of emotions as well as stress the child is exposed to^[69].

2.2.2 The Causes of Poor Academic Performance

According to Ravichandran in 2011, the reasons for persistent poverty in Sierra Leone are engulfed in four main factors^[70]: "Corruption within the government, insufficient infrastructure, lack of education and inadequate civil rights". The absence of education has also been a backing effect on the persistent poverty within Sierra Leone. Many schools in the rural area were built immediately after Sierra Leone was given independence. As an outcome, they do not have many well-endowed alumni to help subsidize the school's fund^[29].

Research from UNICEF and Statistics Sierra Leone^[71] acknowledges that there are multiple reasons why students do not achieve academically in schools. One of the reasons identified that negatively affects performance is parental attitude and support. Poignant in 2006 conducted a study revealing that pupils' desire for success is closely linked with their interest and attitude^[72]. A student who evinces a capacity and liking for certain school subjects perform well in the school. McCoach^[73] in a study using normal adolescents in school, attempted to predict academic achievement and attitude towards school. The author has conducted this study in the light of the fact that "although the ability is the best predictor of academic achievement, it explains less than 50% of the variance in students' grades"^[73]. The author reported a correlation between academic performance and self-perception and most importantly suggested that his research that there is a high correlation between good academic self-perception and academic performance^[73].

General poverty has numerous appearances including lack of income and productive resources adequate to guarantee supportable livelihoods, hunger, and malnutrition, ill-health, limited or lack of admittance to education and other basic services, rise in mobility and mortality from illness, homelessness and insufficient housing, insecure environments, social discrimination and exclusion, characterized by lack of participation in decision-making and in civil, social-cultural rights.

Furthermore,^[74]ascertained that the consequences of the research may influence personalization programs for students

living in poverty, assistance in the selection of suitable leader proficient development and lead to further research that will do with the failures and successes of students who live in poverty.

The U.S Department of Education in 2001 indicated also in its results that, poverty badly influences student achievement. The U.S Department of Education further established the following considerable findings regarding the effects of poverty on student achievement in a study conducted on third complete fifth-grade students from 71 high-poverty schools: The students counted lower standards in all years and grades tested; student who lived in poverty scored expressively poorer than other students; schools with the highest percentages of poor students scored significantly worse originally, but bolted the gap a little as time proceeded^[35].

Inequalities in public schooling replicate larger social discrimination along the lines of race, ethnicity, and class. Hochschild and Scovronick in 2003 speak of "nested inequalities" that shape students' knowledge in school^[75]. The first "nest" is statewide; school funding varies significantly among states. The second is districtwide; funding differences within as well as across states. The third "nest" is schoolwide; even within districts, substantial inequalities can be detected^[75].

The issue of student failures is commented by Chief Judge Judith Kaye, 2003, that: Tens of thousands of schoolchildren are positioned in overcrowded classrooms, taught by unqualified teachers, and provided with insufficient facilities and equipment. The number of children in these stations is large enough to represent a systemic failure^[76]. An investigation of the U.S. Department of Education's Early Childhood Longitudinal Study establishes noteworthy variances in the cognitive abilities of children just beginning kindergarten. Scores for offspring in the wealthiest families were 60% higher than scores for children in the poorest families—the sign of the multiple differences that disadvantage children "right from the starting gate"^[77].

The influences well-thought-out for the poor performance of children from poor homes are based on race/ethnicity, family educational anticipations, access to quality child care, home reading, computer use, and television habits. The researchers establish socioeconomic status "responsible for more of the exclusive disparity in cognitive marks than any other reason by far"^[77]. Academic letdown has been connected with dangerous behaviors and negative results such as; substance abuse, delinquency, and emotional and behavioral problems^[78].

2.2.3 Measures to Improve Academic Performance

No one would contend that being born into poverty is the responsibility of the child. It is just the lottery of birth. And it is important to collective share concepts of development and civilization that an accident of birth should not be permissible to circumscribe the quality of life. The poverty-bar may not be transcribed into the laws and institutions of the land, but it is written into both the state chances probabilities and the everyday authenticities of millions of children who happen to

be born into the poorest strata of our societies^[79].

Researchers like Suits^[2] say that the only things that will stop growing numbers of public school learners living in poverty are considerate, universal changes in education policy as well as in our educational structures. Ensuring unbiased funding of our nation's public schools, notwithstanding of zip code or geographic location, and increasing nationwide outcry against the regularization of poverty appear like good places to start^[80].

In presenting the characters that society, the education sector, and school systems and individual schools play in disproving the effects of poverty on a child's ability to obtain a high-quality education, Steve Suits, 2015 observed that as a society we need to commit ourselves to hold answerable the policymakers in this city and the state capital to the important notion that, a child is born with equal value. And if we believe that, then we will maintain that policymakers get out of the dysfunction and shape an education system that this country [that] is as good as the philosophies and the beliefs that we hold dearest in our democracy^[2]. High-poverty schools are more likely to struggle with school setting concerns such as nonattendance and truancy, bullying, and trust and appointment issues that can decline the learning environment^[81]. Meanwhile, education research has constantly revealed that a positive school climate is associated with academic attainment, effective risk prevention efforts, and positive youth development (National School Climate Center).

It is far more sensible to recall and reproduce with Anyon in 1997 and others, that the society figures schools far more than the school's shape society, and that somewhat better for poor children will demand a serious effort to eliminate or at least reduce poverty^[82].

With certainty, it is quite clear that over 30 years of research has constantly proved—that academic achievement in U.S. schools is strictly correlated with student socioeconomic status. To develop ghetto children's chances, then, in school and out, we must (in addition to tracking school-based reform) increase their social and economic well-being and position before and while they are students. We must eventually, therefore, eliminate poverty; we must eliminate the ghetto school by eliminating the underlying causes of ghettoization^[82]. Policymakers should support district and school labors to administer school climate surveys that fold perceptions from students, families, and staff. The consequential data should inform decision making about rules and practices and help establish positive learning settings. In the academic year of 2009 and 2010, schools with more than a 75% poverty rate gained meaningfully fewer Advanced Placement courses than wealthier schools—an average of four courses compared to nearly a dozen at schools with 25 percent poverty or less^[83]. Students in poverty should obtain just as much access to relevant and interesting coursework through multiple pathways (e.g., Advanced Placement, International Baccalaureate, dual-enrollment programs) as their wealthier colleagues. But simply

contributing them to the same number of hard courses isn't enough. They should also be delivered with the academic provisions they need to prosper and succeed in those courses.

Also, states and districts should shield any costs suffered by enrolling in the courses or by taking associated course exams. Instead of asserting countrywide testing and higher standards traversing the board, education reform should focus on school districts in poor neighborhoods with targeted reserves intended to counteract the effects of poverty on educational attainment. In addition to preschool and prolonged school hours, their scope can be increased to include health care and nutrition support, as well as parental training and mentoring programs to improve household stability. Whether they aim at children or parents, programs must be implemented in a way that takes into explanation the complications their intended receivers face with executive function. Flexible preparation, simple commands, more incremental steps, summary paperwork, and minimal consequences for involvement lapses can go a long way towards increasing commitment and successful completion).

The author reported a correlation between academic performance and self-perception and most importantly recommended that his research that there is a high correlation between good academic self-perception and academic performance^[73]. Generally, poverty has numerous appearances, including the lack of income and productive incomes adequate to guarantee sustainable livelihoods, hunger, and malnutrition, ill health, inadequate or deficiency of access to education and other basic services, increase mobility and mortality from infection, destitution, and inadequate housing, unsafe environments, social discrimination and exclusion, branded by lack of participation in decision-making and civil, and collective cultural rights.

The major U.S. federal programs focused toward a decrease of income inequality and reducing poverty include expenses or credits for food and housing, an ever-evolving federal-state organization to upkeep the provision of medical care to low-income relatives and individuals, and a few of specific income-related grants including Additional Social Security Income (SSI), Temporary Assistance to Needy Families (TANF) and the Received Income Tax Credit (EITC)^[84].

The Supplemental Nutrition Assistance Program (SNAP), or food stamps, ruled by the U.S. Department of Agriculture, delivers food grants for families with a gross income of under 130 percent of the income threshold for poverty and net income below 100 percent of the income threshold for poverty^[85].

2.3. Research on the Relationship between Poverty and Academic Performance

(1) School Facilities and Academic Performance

According to Sentamu in 2003, he suggested that schools influence the educational process in the satisfying organization,

teacher and teaching, learning and conclusion, evaluation of all. All these educators and researchers approved the approach that schools place a strong outcome on academic performance and educational attainment of students [65].

Mays in 1946 seriously stressed on the significance of having knowledgeable teachers in the field of teaching and said that the success of any program is acquainted by the competence of the teacher to teach [86]. If there is a failure at these points, the whole preparation fails. Hence, the implementation, selection, preparation, and supervision of education will be pretentious. Furthermore, Dayad in 2000 quoted that good teachers are frequently on the alert for methods and instructional resources that will make knowledge meaningful. With the workable choice and use of a variety of instructional materials or audio-visual materials, pieces of knowledge may be delivered to develop understanding [65].

Teachers' effectiveness has been documented as a multidimensional construct since it measures the assortment of different structures of teaching such as subject mastery, operative communication, lesson preparation and presentation [65]. Bangbade^[87] established that out that teachers' attribute an important connection with students' academic performance. Such characteristics permitting by^[87]include teachers' knowledge of the subject matter, communication competence, emotional stability, good human relationship, and attention in the job. Rena^[88]also clarified that for students to do better in any examination one of the fundamentals is that their teachers must identify them and have profound knowledge of their condition of physical, intellectual and psychological readiness and greater levels of child misconduct in the classroom [89].

An additional factor in the performance of the learners is the teacher to student ratio^[90]. This ratio affects the performance of the learners seriously particularly when it is not even among the students. When this ratio is not effected well in class, some learner ends up feeling not worth to study since they will feel neglected consequently declining their performance in class to a very poor state [90]. Nevertheless, the Commission on Higher Education (CHED) has recognized problems that run concurrently with the existing tertiary school curriculum in the country. Among the school-related features found are unqualified and poorly trained teachers, inadequate facilities, and old-fashioned instructional materials. Non-school factors include poverty, low educational achievement, and illiteracy of parents and poor health and nutrition [65].

Marquez in 2009 also viewed that, a learner who is effective in his expected career has good study behaviors. In line with this, she stated that learners should apply these habits to all of their classes. She also recommended that students should not try to study all the subjects in a single period. "We've reached the juncture in our public schools where the education of low-income students is not simply a matter of equity and fairness. It's a matter of our national future because when one group becomes the majority of our students, they define what that future is going to be in education more than any other

group" [2]. Poverty can tremendously affect education. For example, some families can't afford their children to attend school. Sometimes the children need to work to help out the family.

Eric Jensen and the Center for New York City Affairs also viewed poverty that, high-poverty schools are more likely to struggle with school climate concerns such as nonattendance and truancy, bullying, and trust and appointment issues that can worsen the learning environment. Research by the National School Climate Center has constantly demonstrated that a positive school climate is linked with academic achievement, effective risk-prevention efforts, and positive youth development. According to Ravichandran, 2011, the reasons for persistent poverty in Sierra Leone are overwhelmed in four key factors: This covers Corruption inside the government, inadequate infrastructure, lack of education and insufficient civil rights. Furthermore the raw material (trainees) basic endowment, caliber, motivation mental preparedness, psychological soundness, and economic strength interplay with the other factors of the production process to give a finished product of either good or poor quality. Therefore the quality of teachers in our school system is affected by both external and internal factors, which again, in turn, affect their output as implementers of curriculum materials in the system's production cycle as stated by UNESCO in 2006.

With more emphasis for the position of a teacher in school, it with certainty that, Teacher expectations are influenced by various factors, including records of the student's previous work and test scores, the student's dress, name, physical appearance, attractiveness, race, sex, language, and accents, the parent's occupation, single parent and motherhood status [91]; and the way the student responds to the teacher. Furthermore, research tells us that teacher quality is the most significant in student achievement. Sanders and Rivers [92]found that three years of ineffective teachers versus three years of effective teachers produced different of up to 50 percentile points in test scores among otherwise comparable 5th graders. Teaching experience does affect student achievement, especially in the first few years of teaching..... Research suggests that more reliable indicators of teacher quality appear to be whether or not a teacher has an academic major in the subject taught and has achieved state licensure^[93].

Moreover, teacher satisfaction is important with the workplace as there is a correlation that appears in research between a higher level of satisfaction and higher levels of student achievement. In the argument of the fact that the workplace affects teacher satisfaction, Johnson in 1990 states^[94]: "Better workplaces are also better schools". In this, Johnson further cited ^[95]research showing a modest correlation between teachers expressed a level of satisfaction with their working conditions and judgment of those schools by parents and students.

In the conclusion of the "10 facts about how poverty impacts education", Brodsong in 2016, stated that education is

a key to avoidance poverty, while in fact; poverty remains the biggest obstacle to education. It is significant to climax that children of poverty do not have fragmented brains or constrained intelligence. They have brains that have not developed, which can be quickly altered through neuroscience interventions like fast forward. These students have the marvelous potential to prosper with the right arrangement of Education and interventions. Misty and Tissington ^[35] highlighted also that; poverty shows the extent to which an individual does lacking resources. Resources can include monetary, emotional, psychological, spiritual and physical resources as well as support systems relationships, connection, role models, and knowledge of concealed rules.

This shows that Poverty directly distresses academic achievement owing to the lack of resources available for learner success. Low achievement is closely associated with a lack of resources, and many studies have documented the correlation between socioeconomic status and low achievement of school pupils. Nishimuko^[96] referred to MLA project (2000) as he agreed that the worth of education also relies on the quality of teachers, with the specification in lists of the stage, sex, qualifications, experience, and language of the instruction force as features that directly and indirectly influence children's learning performances.

Hanushek ^[97] ^[98] also argues that improving teaching quality is an important theme in improving student performance. He contends that the quality of a school could be affected by class size, teacher knowledge, and teachers' salaries. In emphasizing further, the funding teachers receive through a process of assessments, Supervision, and feedback, also influences the quality of teaching and it contributes to ensuring proper accountability in teaching. According to ^[73] in a study using normal adolescents in school attempted to predict academic achievement and attitude towards school. The author conducted this study in the light of the fact that "although the ability is the best predictor of academic achievement, it explains less than 50% of the variance in students' grades"^[73]. Schools in low socioeconomic zones are underfunded when matched to higher socioeconomic neighborhoods. They tackle chronic subjects with a chronic lack of resources. It is also observed that those who work in this school may be passionate, hardworking, and motivated educators, they normally lack experience, support services, and political power.

Numerous students attend schools in good renovation with more than adequate funding. The students in decaying and inadequately funded schools in unequal numbers are students living in poor neighborhoods, who in disproportionate numbers are students of color and students with greater-than-average needs ^[82]^[99]. School facility problems differ by location (urban versus suburban) and community features (poor versus wealthy). Truly speaking, the largest portion of schools reporting deficient conditions are in central cities serving 50% minority students and 70% poor students. Schools in countryside areas also tend to be inadequate as indicated by the ASCE report of 2001.

The school condition is vital in student improvement in Infrastructural facilities to refer to the physical and spatial enablers of teaching and learning. These comprise classrooms, libraries, laboratories, workshops, playfields, school farms, and gardens, etc. They have to be of a suitable quantity, size, and quality to meet the least standards for promoting meaningful teaching and learning as well as students' academic performance ^[100].

Poor children's experience in school too often mirrors their involvement in the wider society. In disproportionate numbers, poor children not only are open to social and environmental toxins, and therefore suffer health problems, but also are assigned to the nation's worst public schools—schools in the worst state of disrepair according to the U.S. General Accounting Office in 1996 and with some of the lowest levels of per-pupil funding. Children in poor communities too often end up in schools without adequate heating, cooling, or sanitation, and their teachers, on the whole, are less qualified than those in middle- and upper- class communities ^[101].

Years of a research manuscript the connection between poverty and education. The connection occurs not because poor children cannot learn as well as others and not because "some families" or societies do not care about education. But rather, it happens largely because poor children are not given anyplace near the same educational chances as others, because the public policy for decades has allowed poverty to grow and become so geographically concentrated it now overwhelms entire communities, including the schools, and because poverty takes such a formidable toll on young bodies and minds. Poor families are more probably to move regularly for a lack of rent money. Thus this message becomes vibrant that if you are born into poverty, you are likely to stay in poverty ^[102]^[103].

Poor families are more possible to move regularly for lack of rent money, disturbing school continuity. Children of jobless parents are more possible to come across violence, alcoholism, abuse, divorce, and desertion related to joblessness and poverty. Deprived children are much more likely to come to school sick, occasionally with severe long-term problems that bound their ability to see or hear in school as stated^[104]. Poverty is a thing to care for in any country. Schools on Indian reservations (which are funded in a different way from other public schools) also demonstrate what occurs when the educational costs of deep poverty are disregarded. The director of the Native America Scholarship Fund, Dean Chavers said, "We got the worst of everything, the lowest test scores, the lowest rate of reading books, the highest dropout rate, the lowest rate of entering college"^[105].

(2) Home Facilities and Academic Performance

Many researchers have verified that most of the students depict a certain level of academic traits or potential which are noticeable to their family backgrounds. Some parents have faith in and have trust in the school as an opportunity for improving or influencing the academic performance of learners^[106]^[107].

Learning institutions indeed uphold equality of chance for performance for all learners, with the use of several procedures that try to decrease the effects disparity of parental educational background, there is the insight that learner's performance is greatly affected by the parental level of education. Usually, parents with lower education mostly earn low incomes^[108].

In computer science connected courses, indication confirms the position of parental need analysis, along with understanding what parents previously do with their children and how they are most likely to answer definitely to attempts to involve them further in their children's learning^[109].

Parents whose education level is high and receive good income will have great prospects and assurance in their children's academic capability since they can have enough money to pay for all requirements for better education provision^[100]. Parents with low-level education and low income, many of them do not anticipate much from their children since they don't also deliver the necessary resources to improve the learning environment of their children. Lack of essential materials for learning takes away the assurance and hope of accomplishment in the academic lifeline of the student from them. This directly leads to hesitancy and lastly underperformance of the learner in education^[109].

Children from a family of low-level educated parents are probable to work together with children from other comparable families for they leave in some areas^[111]. This will make the children deficient of great exposure for they have inadequate contact with better resources that can help them develop their education interest and general achievements. Financial steadiness can act as a workforce for those who have it for their better grades at school since they are moved by the access of something they want in their lives for good grades in future as opposed to those who lack the stability since they have to struggle so hard for their performance and to get the required necessities^[112]. This resistance makes them perform very poorly since they do not have time to ponder in their studies but they concentrate much on how to make hands meet for the improvement of their performance at school.

Family size is a key influential factor in students' academic performance. Besides, families with a big number of siblings may always find it difficult to provide for all needs, especially when the Parent's income is low. Families with few numbers of children may support their children sufficiently. Due to the few numbers, parents can discuss with their children one – and – one to determine their needs. This is applicable due to few numbers of children compared to those with large family size, and such conditions may affect students' academic performance^[113]. There is also another view that states that parents who have a high income or high socio-economic status make available for their children with school need more sufficiently than those who belong to low income. So, students from both groups differ essentially in terms of academic performance^[114].

More explicitly, factors that disturb the performance of the learners are the socio-factors comparable to the attendance of the students in the class, the education standard of the parents, the distance the learners travel to school also have a very great influence on the performance of the learners. As for the educated parents to a higher level, they tend to follow their ways of life to be like them in the future. This motivates the learners to works hard for their success and attains good grades using their parents as role models in their lives^[115].

The location is very significant in the child's academic performance. Children who were born in the rural settings feel backward and too low upon themselves and leads them to poor performance academically compared to those in the urban settings who are courageous and inquisitive, and that enables them to do well academically^[116]. Parents' involvement has been distinct and measured in manifold ways, including actions that parents involved in at home and school and positive attitudes parents have towards education. Numerous studies establish that augmented frequency of activities was related to higher stages of child misconduct in the classroom. Birdsong in 2016 highlighted ten surprising facts about poverty and its influence on children in our schools. The first three facts are as follows:

- i. Deprived even before birth. Cognitive ability is not just a problem of genetics but can be strongly subjective by external factors like prenatal drug use, environmental toxins, poor nutrition, and exposure to tension and violence. All of these are more dominant in low-income households and interrupt cognitive development from the prenatal stage through adulthood.
- ii. Less verbal exposure. A well-known 1995 study by Hart and Risley verified that by the age of four, children from poor households hear 32 million fewer verbal words than their better-off peers. More current research has revealed that the quality of conversation varies as well. Parents with higher education and income are more possible to engage children with questions and discussions that invite creative answers, while parents in poverty often have a shortage of time and energy for everything more than simple and goal-oriented instructions.
- iii. The poor intellect of agency. Children growing up in poverty often know life as a sequence of volatile circumstances over which neither they nor their caregivers have any mechanism. Thus they fail to progress a conception of themselves as free persons skilled in making selections and acting on them to shape their lives, instead of responding to crises that are only exaggerated by their poor capability to plan or reflect. This doesn't just upset educational success – studies have exposed that a low sense of control over one's life has main health influences in all areas, irrespective of finances or access to healthcare.

Poverty has become of a trap in recent decades, both for

adults and their children. It is more difficult today for a poor family to get out of poverty and stay out of poverty. And children born into poverty are more likely in the current era to inherit their parents' economic status^[117].

Farooq, et al. in 2011 discovered that Socio-Economic Status (SES) and parents' education have an important outcome on students' overall academic attainment as well as achievement in the subjects like Mathematics and English^[118]. The high and average socio-economic level disturbs the performance more than the lower level. It is very exciting that parents' education means more than their career concerning their children's academic performance at school. It was established that girls perform better than male students.

Walters and Soyibo^[1] explained that student performance is very much reliant on SEB (Socio-Economic background) as per their statement that, high School Learners level of performance is with statistically important variances, connected to their gender, grade level, school location, school type, student type and socio-economic background (SEB). Peter and Mullis in 1957 found that Parental Education had an important effect on the academic outcomes of adolescents^[119]. This result on student attainment is believed to be due to the consequence of the mother's education has on the "specific ways of talking, playing, interacting, and reading with young children"^[120].

According to^[10], they also found in their studies that, there is an important connection between study habits and learners' academic performance. It was proposed that teachers and school guidance counselors should collaboratively guide learners on the technique to develop good study habits; to enhance their academic success. ^[121] observed in their study on the effect of social and economic disadvantage in the academic performance of school learners observed, they have stated that parents or guardians who have social, educational and economic advantages strengthen the level of their child's achievement in future. Graetz (1995) also accompanied a study on the socio-economic status of the parents of students and resolved that the socio-economic background has a great influence on student's academic performance. It has been a key source of educational unevenness among students and students' academic success^[65].

The secondary school education environment may be more compound than elementary school and academic achievement expectations increase. Learners are more probably to have higher academic achievement levels and better behavior when families are involved in their education it is certain that learning begins at home through communication with one's family^[122]. The participation of parents in the education of their children along with environmental and economic factors may influence child development in features such as cognition, language, and social skills. Much research in this area has proved the significance of family interaction and connection in the years preceding entering school^[123].

Research has also shown that an unrelenting effort of parental involvement through the child's education can increase academic achievement^[124]. Children's positions in school and society are determined in huge part by their family background. ^[125] found that one-half of two-thirds of student achievement difference is directly related to home variables such as socioeconomic level. Family "Processes" are a better predictor of positive achievement and grades than all other variables^[126].

Other home atmosphere aspects that influence student achievement encompass of the social class of family, early home environment, parental style, type of mother-child interaction, the result of the mother working, parent participation in school decisions and activities, family and student aspirations, and the number of children in the family^[127]. The higher the number of children for the family, the fewer time parents intermingle with each child. To ground it all, children prosper in great part because of their family background and what parents do to withstand their children in their education. Plans about after-school and weekend activities, television watching, exercise, and other school-related decisions give the child structure and help the child set goals^[126].

Children need to be guided for fruitful outcomes. Children who are left to make their educational plans and decisions, where parents have little involvement, are more likely to be dropouts^[128].

(3) *The Environmental Conditions and Academic Performance*

"It is important to ask relevant questions to ourselves: Does child, "A" born into community "A", have roughly the same opportunity for quality education as child "B", born into community "B"? For most developed countries, the answer is yes. For us, it's an embarrassing no"^[129]. The link between environmental factors and basic subsistence is immediately apparent-disease in Africa is largely environment-related, as there are high amounts of infant mortality and low life expectancy^[129]. The ecosystem common to students, their home lives, and the school is a lively one. A student's setting—including their family, neighborhood, social, and local societies, will form the culture in the school and, in turn, its skill to involve and promote the child. Schools can be a place of change for a community, but the community can also be a locus of change for the schools. We must stimulate that change to be powerful, constructive, and attentive to the success of each child.

"We have very high standards in our schools, but if the standards in the community do not match the standards of the school, what happens if you have a cycle of failure. Everything you teach in the school for students not to do, they're retaught to do when they go back to their communities. We have to start pushing for the communities . . . to be invested in [their schools]"^[130]. According to Suits^[131] agreed that there are very

high standards in schools, but if the standards in the community do not match the standards of the school, there is a failure and poor quality of education^[131]. Every lesson taught in school will also be repeated when they go back to their communities. It will be necessary to invest in the education of our communities by improving the quality of our schools.

Studies emanating from various sources in Canada have repeatedly shown that socioeconomic factors have a large, persistent effect over school achievement. An article of Pediatric Child Health in 2007 as cited by^[132], who has studied income and child outcomes with pupils at the age of 4 to 15 years. In that study, greater incomes were increasingly associated with improved outcomes for children. The main effects were for cognitive and school processes (teacher-administered math and reading scores), followed by behavioral and health measures, and the social and emotional measures, which had some connections. Additionally, other studies in American found strong interaction effects between SES and acquaintance to risk factors. For instance, parents from deprived backgrounds were not only more possible to have their babies born prematurely, but these prematurely born children were also doubtfully at higher risk for school failure than children with a similar newborn record from higher-income families^{[133][134]}.

The excellence of education not only relies on the teachers as revealed in the performance of their responsibilities but also the actual coordination of the school environment. In order words, to say that the environment where the child leaves is a fundamental determinant influence in the performance of students at all stages of education^[135]. The school environment, therefore, comprises all the components of the school system that contributes positively or negatively towards effective teaching and learning^[111]. A good school environment, therefore, refers to all improved school conditions, such as availability of the right functional and usable infrastructures, availability of the right quality and quantity of teaching materials and workforce, standard class-size, proper location, good student-teacher relationship and improved methodologies which combined to encourage teachers and students for effective teaching and learning^[111].

As the researcher has disclosed, learning is influenced by the condition of the environment, be it at home or school. A good and conducive environment is far away from threat, stress, and tension and includes suitable infrastructural facilities, normal class size, suitable location of the school, teachers' motivation, adequate teaching materials, type of ownership among others as stated by^[136].

III. RESEARCH DESIGN

The formidable difficulty that follows the undertaking of defining the research problem is the preparation of the design of the research project, commonly known as the "research design". The decision regarding what, where, when, how much, by what means regarding an inquiry or research study

constitutes a research design. "A research design is the arrangement of conditions for collection and analysis of data in a way that aims to combine significance to the research purpose with the economy procedure"^[137].

As for this study, the researcher employed Applied Research, for the fact that applied research aims at finding a solution for an immediate problem facing a society or organization/ Industry. This research is about a school, child and environmental circumstance problem, which constitute the immediate society. The researcher used Applied Research by employing a quantitative research methodology that was used to gain an understanding of the poverty influence on the academic output. Poverty and academic performance will be viewed as the central phenomenon requiring exploration and understanding considering the nature of the target phenomenon (poverty and academic performance). According to^[138] who described Qualitative methods as something used to achieve the intricate details about sensations such as feelings, thought, processes, and emotions that are problematic to source or learn about through the conventional process. Some qualitative research methodology is used in trying to administer, collate and analyze the results of the questionnaires of students, Teachers, and Parents. So, in reality, a mixed methodology to cumulate comprehensive and entire results and analysis of the findings was used.

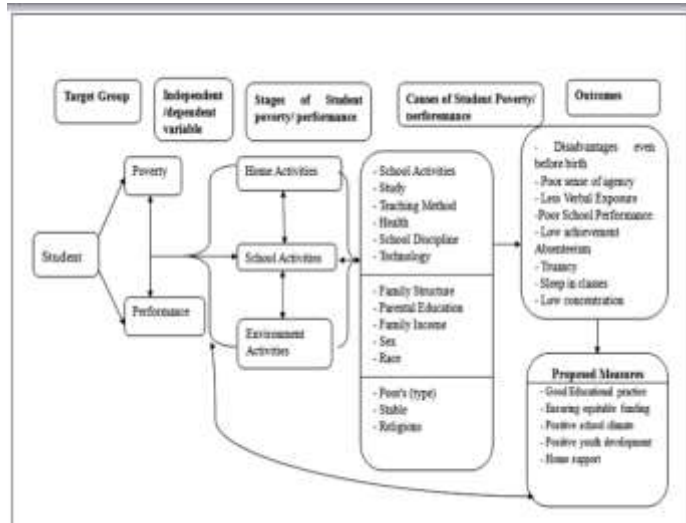
3.1 Conceptual Framework of the influence of poverty on student's performance

The conceptual framework for poverty as the independent variable will be centered on the definition of the United Nation-UNCHR which pointed out that, "Overall poverty has various manifestations, including lack of income and productive resources sufficient to ensure sustainable livelihoods, hunger and malnutrition, ill-health, limited or lack of access to education and other basic services, increase mobility and mortality from illness, homelessness and inadequate housing, unsafe environments, social discrimination and exclusion, characterized by lack of participation in decision-making and in civil, social-cultural rights."

Academic performance as a dependent variable is a very significant instrument with which the success, ability, and capability of a learner to contribute to the growth of society are measured. The inference of this is that students that perform beyond the average of the standard conventional by the society are not only seen as excellent but as well credible to contribute meaningfully to the sustenance, growth, and development of such society, particularly, in the future. As an outcome of this, every society continually observes the academic performance of its learners at all levels of educational institutions. The way a student takes his or her studies seriously determines his/her level of academic achievements. The stage of preparation and learning strategies recognized and employed consciously by students, go a long way to influence their level of academic achievement^[139].

In this research, Academic performance as a dependent variable is determined to be good or bad base on the poverty status as an independent variable. In other words, there is a relationship between poverty and academic performance as indicated in this conceptual frame

Table 1.1 Conceptual Frame of this study



As shown in table 1.1 above, the table illustrates the relationship between poverty and academic performance of students. The study focuses specifically on students in Junior Secondary School stage three of Junior Secondary school. As such the target group is students. The student exists, supported and interacts within a media such as Home, School, and Society. The three stages determine the academic performance of the student to either be high or low. The major factor in the home is the income or earning power that provides the basic needs for the students, besides, other factors like the family structure or size, parental level of education, parental beliefs may cause poverty that may affect the student for academic performance. The second stage also is the school where the student is learning, poverty may also be eminent by the shortages of school materials, poor payment of teachers leading to poor teaching quality, poor school structure, poor health facilities and some others that exist as a result of the inability to possess them. The third is the society where the student lives. The backwardness of the environment and lack of amenities and certain religious beliefs and traditions. Because of these conditions students may face or exposed to, it may result into so many outcomes such as disadvantages even before birth, poor cognitive development, less verbal exposure, poor school performance, low achievement, absenteeism in class, truancy, sleeping in class, low concentration, failure in examination, and poor health condition. The proposed measures to improve student performance are as follows: good educational facilities, equitable funding, positives school climate, home support, scholarships, provision of teaching and learning materials in schools, teachers payment and motivation, availability of health facilities and peace in the country.

3.2 Research Method

This chapter defines the methods that were applied in the study. They include the research design, target population, sample and sampling techniques, research instruments for data collection, Validity and reliability of instruments, data collection procedure, and data analysis techniques.

Research Methodology is a means to methodically solve the research problem. It is understood as a science of how to study research systematically. In it, we learn the various steps that are generally assumed by a researcher in studying his research problem along with the logic behind them. It is certain to say that research methodology has many scopes and research methods do constitute part of research methodology. The scope of research methodology is extensive than that of research methods. Therefore, when we are talking about research methodology, indeed, we are not only talking of the research methods but also deliberate the logic behind the methods we use in the setting of our research study and explaining why we are using a specific method or technique and why we are not using others so that research consequences can be able of being assessed either by the researcher himself or by other [34].

The method is a style of conducting research work which is determined by the nature of the problem. According to [140], defined methods as, "Methods is only abstract as logical entities that we can distinguish between matter and methods, in reality, they form an organic whole and matter determine method analogously as objective determines means and content and spirit determine styles and form in literature." The scientific method is a common set of events or ladders through which the orderly tactic is developed. The scientific methods applied rest upon these expectations and postulates. It is applied for learning the cause-effect relationship two or more variables. It founds the functional relationship among variables.

Therefore, in this research, the method used for this study was the collective case study that covered various cases of study in the school, home, and environment. This approach goes with the assumption that it will cover the number of cases that will lead to better comprehension and better theorizing [141]. Mouly [142] has classified research methods into three basic types: Survey, Historical and Experimental methods. So the Survey method was preferably favored based on the further classification into four categories as Descriptive, Analytical, School survey, and Genetic. All these procedures are needed to implement the research starting from data collection, collating the data, analyzing the results, and interpretation of the result.

In a more explicit procedure, this study adopted the descriptive survey design. The descriptive survey design was designated because the study involved enquiring from a large number of people questions (in the form of questionnaires) about their opinions, ideas, and experiences. This study also used a descriptive survey design since the variables were not manipulated, and there was an opportunity to explore and probe the respondents for more information. The major determination

of a descriptive survey research design is a description of the state of affairs as it subsists at present^[34]. Following the citation, according to^[143], descriptive survey design is a branch of social scientific investigation which studies large and small populations or universe by selecting and studying samples chosen from the population to discover the relative occurrence, distribution, and interrelations. The descriptive survey allows a collection of large amounts of data from the target population. The study used descriptive because it “described what was” by use of quantitative and qualitative methods.

3.2.1 Area of Study

The study area covered in the Western Rural District of Freetown. The researcher used information from school teachers, students and parents or guardians. The experiences revealed were directed to the subject of the research. Freetown is selected as it is Sierra Leone’s major urban, economical, educational and political Centre, as it is the seat of the Government of Sierra Leone. Freetown is the capital city of Sierra Leone. It is a major city for a port on the Atlantic Ocean and is situated in the Western Part of the country. The population of Freetown is 1,055,964 at the 2015 census. The population of Freetown is diverse with various tribes living together ethnically, culturally, and religiously different. The city home all of the traditional groups, and is divided into three municipal regions: the East, Central, and West End. There are 8 sub-regions wards: East End 1, East End ii, East End iii, Central 1, Central ii, West I, West iii, and West iii. The East End is more populous than the other three regions within Freetown. Due to the war and poor condition in the provinces, the people have migrated to Freetown looking for greener pasture and livelihood. This made a dramatic increase in the number of school-going pupils and the demand for schools. It also created a high burden to the sponsorship of education, employment of teachers, and provision of school materials by the Ministry of Education.

Sierra Leone has recently emerged from a ruthless war that took place for ten years (1991-2002), that war demolished most of the country’s social, economic, and physical infrastructure. It left numerous problems in the Education sector: shattered school infrastructure, severe scarcities of teaching materials, overcrowding in many classrooms in safer areas, dislocation of teachers and delay in paying their salaries, frequent disturbance of schooling, confusion and psychological trauma among children, poor learning outcomes, enfeebled institutional capacity to manage the system, and a serious deficiency of information and data to plan service provision^[4].

In 1787, British humanitarians started the “Province of Freedom” which later changed to Freetown, a British crown colony and the main base for the demolition of the slave trade. By 1792, 1200 freed slaves from Nova Scotia united the original settlers, the Maroons. The other group of slaves protested in Jamaica and journeyed to Freetown in 1800. By the efforts of men such as William Wilberforce, Thomas Clarkson, and Granville Sharpe, Lord Mansfield made an administration in 1806, which was contributory in the British Empire’s elimination of the Trans-Atlantic slave trade (1807). The British started a naval base in Freetown to guard against illegal slave ships. An amount of £100 was levied for every slave who got on a British ship. In 1808 Sierra Leone formally developed a crown colony with the land possessions of Sierra Leone Company (formerly known as St George’s Bay Company) removed to the crown. The colony was devoted to signifying the ideologies of Christianity, “civilization” and commerce. In 1833 British Parliament approved the Emancipation Act, and in 1833 slavery was finally stopped. It wasn’t until 1865; the United States approved the 13th adjustment abolishing slavery. By 1855, over 50,000 freed slaves have been settled in Freetown. Identified as the Krios, the settlers of Freetown live today in a multi-ethnic country. Even though English is the official language Krio is extensively spoken all over the country permitting diverse tribal groups a common language. (VSLTRAVEL 2004-2019).

3.2.2 Population and Sample

The population is the group of interest of the researcher, the group to which she or he would like the outcomes of the study to be general. It significant to note that, the population may be almost any size and may cover practically any geographical area, and the group the researcher would like to generalize to is referred to the target population; the population the researcher can convincingly select from is mentioned to as the accessible, available, population^[144]. The population for this study comprised of all year three students of junior secondary schools, parents and guardians, Integrated Science teachers of Freetown in the western district area during the 2018/2019 academic year.

Questions of sampling ascend directly out of the subject of defining the population on which the research will lay emphasis. Researchers must take sampling verdicts earlier in the general planning of the section of research. Features such



Figure 2.1 Map of Sierra Leone

as expense, time and accessibility normally stop researchers from gaining information from the whole population. Consequently, they often need to be able to get data from a smaller group or subset of the total population in such a technique that the knowledge added is representative of the total population under investigation. This smaller group or subset is the sample ^[145].

The researcher decided on five factors in sampling in deciding the sampling strategy. These were: the sample size, the representative and parameters of the sample, access to the sample, the sampling strategy to be used, and the kind of research to be undertaken (e.g. quantitative/qualitative/mixed method). Sampling was applied since the researcher cannot collect data from the whole population ^[146]. According to ^[147] explained Sampling as “In the social sciences, it is not possible to collect data from every respondent relevant to our study but only from some fractional part of the respondents. The process of selecting the fractional part is called sampling.” So, sampling is very relevant in this study. The Sample comprised of 375 respondents in 15 (fifteen) schools in all, out of which, 30 teachers (two teachers from each school), 300 students (20 in each school), 45 parents or guardians (3 from each school).

3.2.3 Instrumentation and Instrument

(1) Instrument design

The instruments that were used in this investigation study included observation, questionnaires, and discussion of certain issues. The observation was used to assess the geniality of the student and teachers' responses. The facilities in the school and the homes of selected students were observed by the researcher. The researcher also observed the teachers' methods and class participation of students in some classes.

A questionnaire guide was meant for the teachers, students, and parents. The teachers, students, and some parents or Guardians were believed to be able to read (literate) and write, so they can share information in writing. As for parents who could not read and write, they can be assisted by literate relatives to fill the questionnaire. For more information, the researcher also discusses with the target group: it was done officially or sporadically, for example, the Board chairman, parent-teachers association chairman, etc. The questionnaire was developed by the researcher and is titled: A Questionnaire for the Research on the topic “The Effect of Poverty on Academic Performance of School Going Children: Western Rural of Freetown as a case study”. It was developed by the researcher to elicit the opinion of the students, from which their poverty state and academic performance could be described. There were three set questionnaires: Questionnaire for the school Children (JSS III), Questionnaire for teachers and Questionnaire for parents.

Each of the questionnaires was set according to the set objectives of the study. The questionnaire for the student comprised of a total of 65 items. Objective 1 which looks into the facilities available in school for academic performance also

focused on variables such as teachers' attitudes and methods and school facilities. This objective had 15 items that were either restricted (Yes or no) or selective (Tick correct option). Objective 2, which looked at the home facilities for Academic performance had 31 items with the variables: Facilities, Food, Going to School, Care Taking, Parent Education, and Source of light, House Work, Peer Group Influence, Health Facilities and School Fees/Uniform. All items were restricted (Yes or No) or selective (Tick the correct option). Objective 3 which focused on the Environmental conditions that Influence Academic Performance of Students had five (5) items that were either restricted (Yes or No) or selective (Tick the correct option). Objective 4 which looked at the measures to improve Academic performance had 14 (fourteen) items that were either restricted (yes or no) or selective (pick from the alternatives all options). The Teachers' questionnaire composed of 41 items, just like that of the students, the questions were either restricted or selective and some open-ended. Also, the parents' questionnaire comprised of 27 items which were restricted (yes or No) or selective from the alternatives, and writing down of facts. The reason for introducing the items for restricted or selective is to discourage complexity and doubt. The researcher used a percentage of group scale that considers the topmost percentage of the analysis of the result per item.

(2) Validation of Research Instrument

Validity refers to how well a test processes what it is purported to measure (Colin Phelan and Julie Wren, 2005-06). To determine the face and content validity of the instrument, the test items were distributed to the researcher's Ph.D. course mates who observed it and made some corrections. Then the questionnaires were submitted to the supervisor in Central China Normal University and other research experts in Sierra Leone for critique. After making the necessary correction, the instrument was submitted to the supervisor for further scrutiny. The comments and observations of the supervisors were taken care of and then the final draft was submitted for final approval and was then administered to the respondents.

(3) Reliability of the Instrument

Reliability is the degree to which an assessment tool yields stable and consistent results ^[148]. To obtain the reliability of the influence of poverty on academic performance questionnaire as an instrument, it was pilot tested through a test-retest exercise method on students in Kambia District- a district far from the area of the research location. Respondents of (N = 30; 15 boys 15 girls) who are not part of the study were tested. The test item was administered to the students twice in two days.

3.2.4 Sampling Techniques

The simple random technique was used to select the secondary school, students and teachers of integrated science. Also, proportionate used to select the respondents from parents. Randomization is a method of sampling in which each individual of the population has an equal chance of being

selected for constituting a sample. The individuals of a sample are independently drawn from the population^[149]. The lottery methods of randomization were used to selecting sample subjects from the population. This method though considered to have some criticisms based on bias, not effective, conditional and not having a guarantee for representative; yet still, the researcher considered it the best options for its certainty which spreads the fact that; it is objective, economical, convenient, statistical, accurate, probabilistic and representative of the population^[149].

The researcher used probability sampling to open a gate of fairness in implementing randomization which is a sampling in which each individual of the population has the equal chance or probability of selecting the individuals for constituting a sample^[150]. The researcher targeted 375 respondents from the population due to the limitation of time and resources to complete the work. Out of a total of ----- secondary schools in Freetown for the 2018/2019 academic year. The researcher targeted 20 students, two teachers and three parents from each school under investigation.

(1) Sampling for the schools' respondents

As for the selection of schools, the researcher collaborated with the Ministry of Education, Science and Technology- which is in-charge of Education and what it entails in the country. - to have a comprehensive list of all schools within the municipality. To get 15 schools, a lottery method of randomization was implemented with the assistance of some Ministry officers who saw it as very important research for the promotion of education. The Director of the Secondary School section then wrote a cover letter that multiplied for all 15 schools. The researcher also wrote an official letter, which was presented to the leadership of all targeted schools under the study.

(2) Sampling for students' respondents

Regarding the students' selection, the researcher collaborated with the school authorities to do the selection. The research focused purposely on students in Junior Secondary School level three (JSS III) that was set to take the public examination of BECE (Basic Education Certificate Examination). As determined by the study, there was 20 students' target of respondents needed for the research from each school. The researcher involved all the JSS III students of each school to the lottery method of randomization by exactly filling an empty bag with the exact number of students per school with folded blind wrapped papers of which only 20 papers amongst were labeled for selection. So those who chose the 20 labeled papers in each school were legible to be the student respondents.

(3) Sampling for parents' respondents

To get three (3) parents respondents from each school, the researcher just involved the twenty (20) already selected students in each school to sub lottery method randomization by filling a bag with twenty wrapped papers of which three(3)

were labeled. Those students that selected the three labeled ones, were legible for their parents to be representatives for parents' respondents.

(4) Sampling for Teachers' respondents

The targeted teachers were those teaching Integrated Science subjects which is a core subject in secondary schooling. The researcher targeted two teachers in each school to have a total of 30 teachers from the fifteen schools. In all the schools, the researcher collaborated with the Heads of Departments to nominate the two teachers. So the Head of Department through the consultation of their principals nominated two teachers each from the schools as respondents for the research. The nominated teachers of each school became the coordinators that were assisting the researcher in all the activities of the study in those schools through the approval of the school leadership.

3.3 Data Collection

Data collection is a process of gathering information from all the pertinent sources to find answers to the research problem, test the hypothesis and appraise the outcome. Data collection methods can be divided into two groups: secondary methods of data collection which is from published work, and primary methods of collecting data which originally is done by the researcher going to the field to collect data. Applying questionnaires at the initial stay of a project can often be beneficial because it aids you to collect a range of information with relative ease which can then be followed up as necessary. So questionnaires are helpful in this study because it enabled the researcher to collect background and baseline information quite easily, and can be followed up when necessary^[151].

In this study, the researcher administered the primary data collection in schools in collaboration with school leadership. The questionnaires were pretested or gauged its feasibilities. The questionnaires were adjusted for final administration based on the pretest results. The researcher secured a specific time scheduled with school authorities. As for the students, the questionnaires were administered during lunch hours to avoid disrupting classes. With the help of science teachers, all respondents were set in one of the classrooms. The researcher addressed the students not to fear or lie, let them say the truth as there was no name in the questionnaire for the non-identification of students. Besides, the research was meant to find solutions to their problems about the purpose of the research. The completed questionnaires were collected from all students on the spot. As for the teachers, the researcher gave them their questionnaires direct and was collected one day later. Students whose parents were legible to act as respondents were asked of their parent's contact numbers. The researcher called them directly and obtained special favor for the answer to the questionnaire with more explanation of the purpose. They consented and confirmed giving them questionnaires to their children to be taken to them. The questionnaires were filled and were all returned on time. Indeed the teachers were very instrumental in making the process very successful. The questionnaire was developed by the researcher and is titled: A

Questionnaire for the Research on the topic “The effect of National Poverty on Academic Performance of Junior Secondary School (JSS III) students in Integrated Science: Western Rural District of Freetown as a case study”. It was developed by the researcher to elicit the opinion of the students, from which their poverty state and academic performance could be described. There were three set questionnaires: Questionnaire for the school-Going Children (JSS III), Questionnaire for teachers and Questionnaire for parents.

Each of the questionnaires was set according to the set objectives of the study. The questionnaire for the student comprised of a total of 65 items. Objective 1 which looks into the facilities available in school for academic performance also focused on variables such as teachers ‘attitudes and methods and school facilities. This objective had 15 items that were either restricted (Yes or no) or selective (Tick correct option). Objective 2, which looked at the home facilities for Academic performance had 31 items with the variables: Facilities, Food, Going to School, Care Taking, Parent Education, and Source of light, House Work, Peer Group Influence, Health Facilities and School Fees/Uniform. All items were restricted (Yes or No) or selective (Tick the correct option). Objective 3 which focused on the Environmental conditions that Influence Academic Performance of Students had five (5) items that were either restricted (Yes or No) or selective (Tick the correct option). Objective 4 which looked at the measures to improve Academic performance had 14(fourteen) items that were either restricted (yes or no) or selective (pick from the alternatives all options). The Teachers’ questionnaire composed of 41 items, just like that of the students, the questions were either restricted or selective and some open-ended. Also, the parents’ questionnaire comprised of 27 items which were restricted (yes or No) or selective from the alternatives, and writing down of facts. The reason for introducing the items for restricted or selective is to discourage complexity and doubt. The researcher used a percentage of group scale that considers the topmost percentage of the analysis of the result per item.

3.4 Data Analysis

The data collected was treated or analyzed by quantitative and qualitative means. The data elicited from questionnaires, observation, and discussion was carefully assembled, collated and thoroughly looked at. The researcher collated the data of students by using three-phase steps after assigning numbers to all the questionnaires (1-300). The first phase was collated by tallying in tens (1-10, 11-20...291-300) that resulted in cumulative groups of $300/10= 30$ (30 groups). The second phase was a carryforward of further grouping $30/10= 3$ (3 groups). The third final phase grouping the cumulative carryforward of the final three groups to form the total number of that answer. A partial process was implemented to collate that of teachers and parents. A trend that was revealed from these was thus analyzed through quantitative and qualitative expressions. The electronic template was used to design data using census and survey processing program (CSPPro) and the data was analyzed using Statistical Package for the Social

Sciences (SPSS). The analysis was exhibited in percentages. The researcher further analyzed the quantitative analysis to the format of a qualitative status to draw referral to the elements of poverty as an independent variable and academic performance as a dependent variable.

IV. RESEARCH RESULTS AND ANALYSIS

This section of this study gives a comprehensive Data presentation and analysis of the result from students, teachers, and parents in different schools in Freetown for the study of the influence of poverty on the academic performance of school-going children. The data collected was treated or analyzed by quantitative and qualitative means. The data elicited from questionnaires, interviews, observation, and discussion was carefully assembled, collated and thoroughly looked at. A trend that was revealed from this was thus analyzed through quantitative and qualitative expressions. The electronic template was used to design data using census and survey processing program (CSPPro) and the data was analyzed using Statistical Package for the Social Sciences (SPSS). The questionnaires were administered to three sets of people: The students, Teachers, and Parents. Besides, the questionnaires were set to achieve the specific objectives of this study. The data were separately analyzed asset in the questionnaires: Student, Teachers, and Parent.

4.1 Students’ Result and Analysis

4.1.1 Background Information of the Students

Out of the 300 students initially targeted respondents, all of them answered the questionnaires (100%) in different schools. The table below shows the background information of the respondents in frequency and percentages.

Table 2 Sex of Respondents

Sex of Respondents					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	133	44.3	44.3	44.3
	Female	167	55.7	55.7	100.0
	Total	300	100.0	100.0	

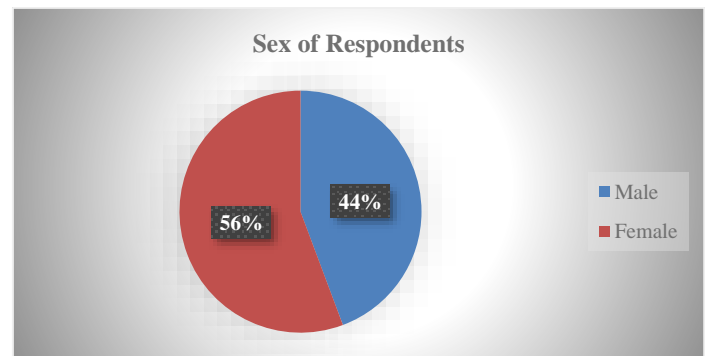


Figure 4.1 Sex of Respondents

In the above table and graph, the sex respondents varied. The male respondents were 133 that had a percentage of 44.3. The female respondents were 167 that had a percentage of 55.7. There was a total number of 300 students, which was 100%. According to this result, the females are more than the male respondents. This is a result of the random sampling that was done which gave more chances to females than males. By chance, it indicates that female students are more than male students in the schools.

Table 4.2 Religion of Respondents

The religion of the respondents					
		Frequency	Percent	Valid Percent	Cumulative Percent
valid	Islam	243	81.0	81.0	81.0
	Christian	57	19.0	19.0	100.0
	Total	300	100.0	100.0	

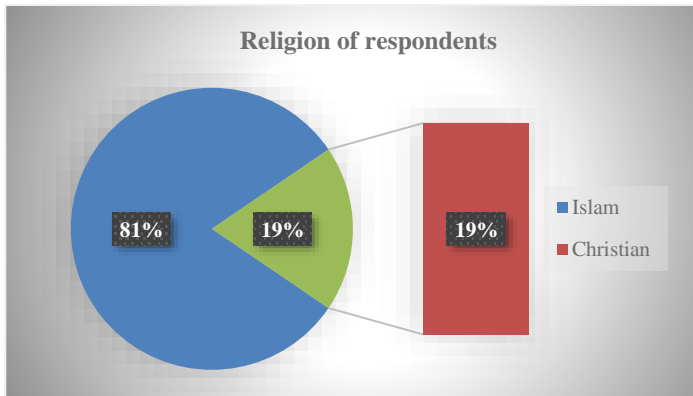


Figure 4.2 The religion of the respondents

In a total of 300 respondents, which is 100%, 243 respondents were Muslims with a percentage of 81, and 57 respondents were Christians with a percentage of 19. No other religion was detected besides these two religions. This indicates that Islam is predominant; Muslims are more than Christians. That was a clear reflection of the students' home regions.

Table 4.3 Age of respondents (Students)

Age of Respondents (Students)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10-15	70	23.3	23.3	23.3
	16-19	230	76.6	76.6	100.0
	20-24	0	0.0	0.0	100.0
					100.0
	Total	300	1000	100.0	

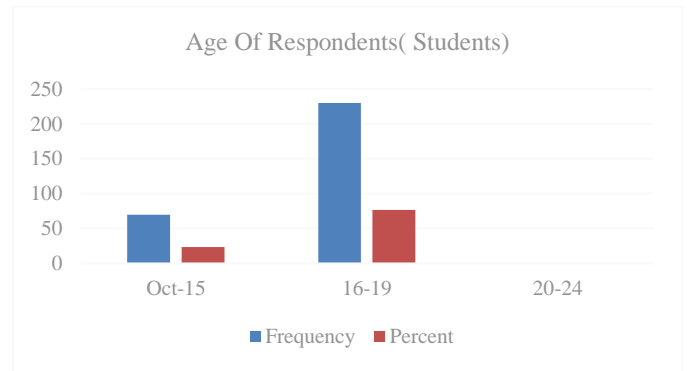


Figure 4.3 Age of Respondents (Students)

The above table and graph show that 70 students were at the age of 10-15 with 23.3%. Those students between the ages of 16-19 years were 230 students, with 76.6%, and there were no students with the age between 20-24 years. It appears the student students between the ages of 16-19 years double three times those between 10-15 years. This shows that the majority of the students between the ages of 16-19 years either started schooling above the prescribed age schooling or must have repeated in one or more classes. Under the 6-3-3-4 education system that prevails in the country, a child should start primary education at 6 years old. The primary years if all things are normal are 6 years for primary education. A child spends another 3 years in the Junior Secondary school, and 4 years in the Senior Secondary School. The average age of a child at Junior Secondary School level three should be 15 years, i.e. (6+6+3=15). The cause of sending them late to school may bear some element of poverty that may seize the opportunity at an early stay. Failure may also be caused by a lack of support and poverty at home that may force the child into too much hard work and making that child lazy and inactive in school. Some forcefully go to school because of Government intervention to force parents to send their children to school.

Table 4.4 Ethnicity of Respondents

Ethnicity of Respondents					
		Frequency	Percent	Valid Percent	Cumulative Percent
valid	Themne	116	38.7	38.7	38.7
	Mende	80	26.7	26.7	65.3
	Limba	44	14.7	14.7	80.0
	Kono	20	6.7	6.7	86.7
	Fullah	16	5.3	5.3	92.0
	Susu	12	4.0	4.0	96.0
	Mandingo	3	1.0	1.0	97.0
	Krio	8	2.7	2.7	99.7
	Kissy	1	0.3	.3	100.0
	Total	300	100.0	100.0	

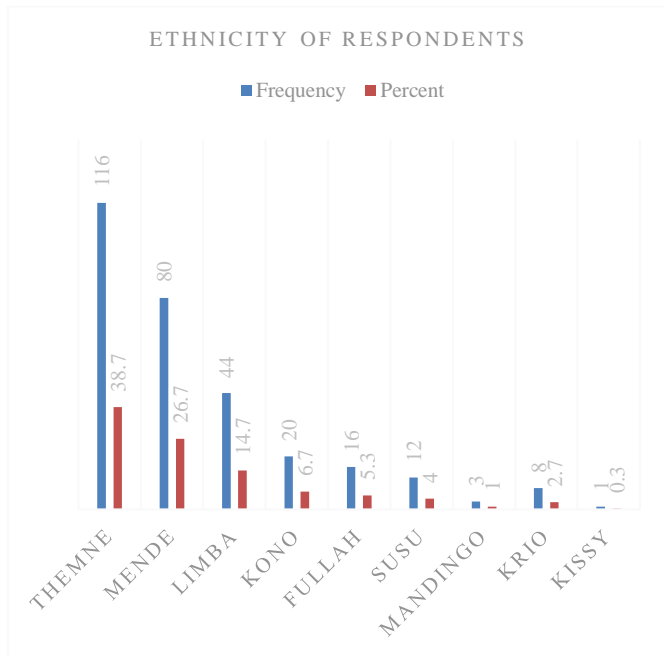


Figure 4.4 Ethnicity of Respondents

Table 4.4 and figure 4.4 above show the nine tribes. The valid students' analysis is as follows: The Themne tribe counts for 116 students; with 38.7%. The Mende tribe is 80 students; with 26.7%. The Limba tribe is 44 students; with 14.7%. The Kono tribe is 20 students; with 6.7%. The Fullah tribe is 16 students; with 5.3%. The Susu tribe is 12 students; with 4.0%. The Mandingo tribe is 3 students; with 1.0%. The Krio tribe is 8 students; with 2.7%. The Kissy tribe is 1 student; with 0.3%. The total valid students were 300; with a percentage of 100%. The largest tribes in the country are the Themne and The Mende tribes. The Themne tribe is predominant in Freetown most importantly because they were the original tribe based in Freetown. So the majority of provincial people from the north that migrated due to the war effect have also occupied the east end part of Freetown.

4.1.2 The Facilities Available in School for Academic Performance

(1)Teacher's Attitudes

Table 4.5 Teacher's Attitude

Availability of Science Laboratory in School					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	56	18.7	18.7	18.7
	No	244	81.3	81.3	100.0
	Total	300	100.0	100.0	

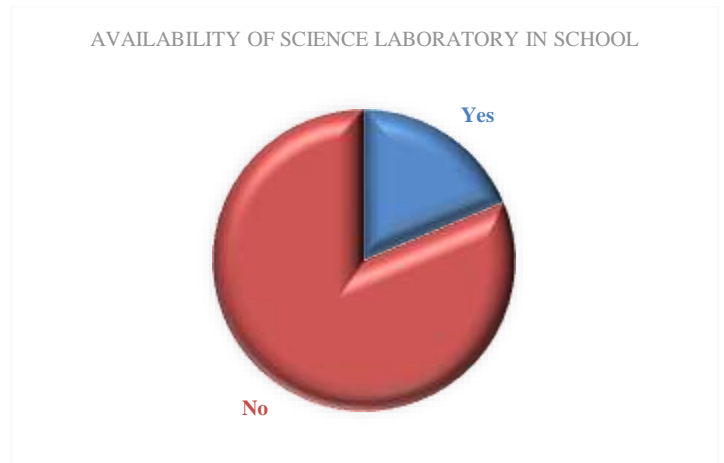


Figure 4.5 Teacher's Attitude

Table 4.5 and figure 4.5 above table and chart shows the analysis of the availability of science laboratory in schools. It is important to have a laboratory in school for the effective teaching of integrated Science. This analysis shows that 56 students acknowledged the availability of science laboratories in their schools, with 18.7% saying "yes". Also, 244 students, with 81.3% pointed out that there was no science laboratory in their schools by saying "no". This shows that the majority of schools teaching Integrated Science do not have a science laboratory for practical; most importantly, Integrated Science is a core subject.

Table 4.6 Demonstrative Experiments in Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	93	31.0	31.1	31.1
	No	206	68.7	68.9	100.0
	Total	299	99.7	100.0	
Missing	System	1	0.3		
Total		300	100.0		

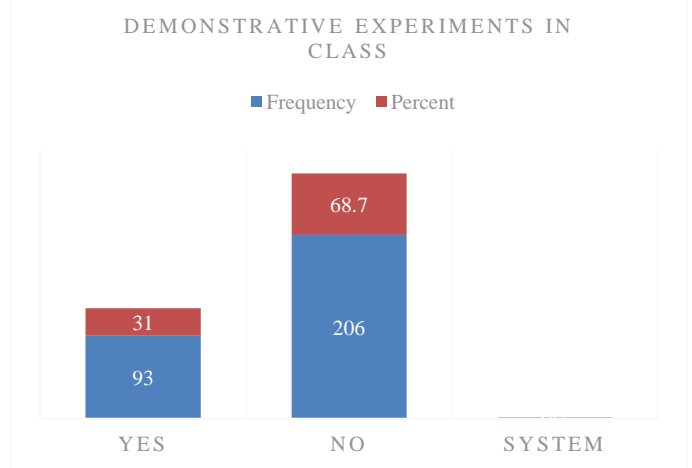


Figure 4.6 Demonstrative Experiments in Class

The researcher wanted to know if at all in the absence of a laboratory in schools, the teachers perform demonstrative experiments in class. These results covered a total of 300 students; with 100% status. This data shows that those students who agreed that they were to having demonstrative experiments in the class were only 93 students; with 31.0%. This number of students exceeded the number of students that have laboratories in their schools by 37 students, with 39.8%. Also, 206 students; with 68.7% still denied the fact that their science teachers are performing demonstrative experiments in class at all. This number of students reduced from those students that were without a laboratory in their schools by 38 students; with 15.5%. So as such the data indicates that, some school teachers with no laboratories do make effort to perform demonstrative experiments in class so that the students will get a better understanding of the concept of science. Besides one student; 0.3% did not show either way.

Table 4.7 Science Textbook Possession

Science Textbook Possession					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	260	86.7	86.7	86.7
	No	40	13.3	13.3	100.0
	Total	300	100.0	100.0	

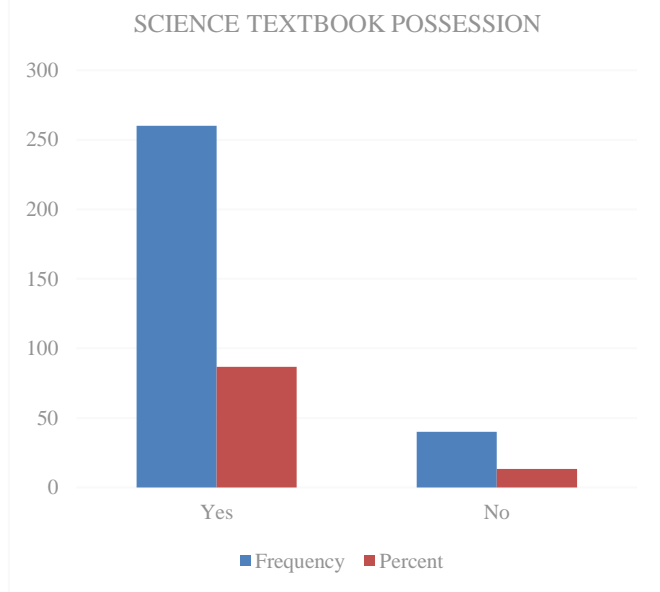


Figure 4.7 Science Textbook Possession

Table 4.7 and figure 4.7 above shows the number of students that possessed science textbooks. The results indicate that 260 students, with 86.7% all have science textbooks, And 40 students, with 13.3% pointed out that they do not have textbooks. Having textbooks is important if students can read and understand for themselves, and then the books are relevant and current to the course.

Table 4.8 The Love for Science Subject

The Love for Science Subject					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	271	90.3	90.3	90.3
	No	29	9.7	9.7	100.0
	Total	300	100.0	100.0	

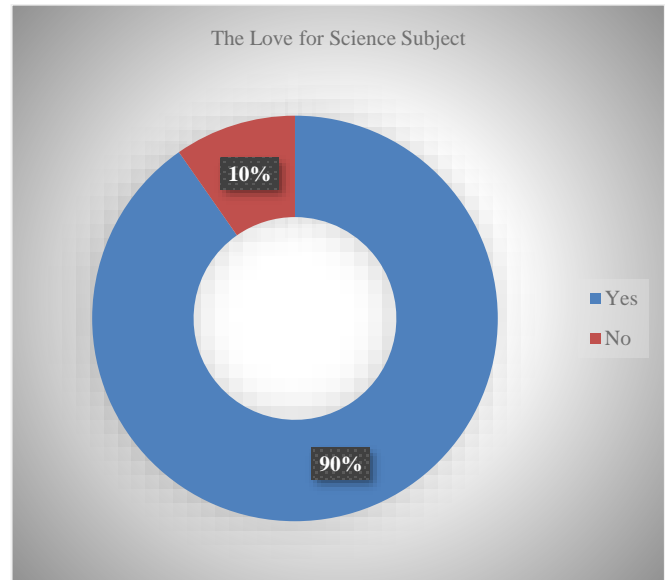


Figure 4.8 The Love for Science Subject

Table 4.8 and figure 4.8 above shows the passion and love that students have in science subjects. 271 students, with 90.3% indeed have great passion and love for science subjects. 29 students; with 9.7% do not like the science subject. In a more important note, looking at the readiness of students to have access to the textbook indicates that the students are ready to learn the science subject.

Table 4.9 The Reasons for Disliking the Sciences

The Reasons for Disliking the Sciences					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teaching Method	11	3.7	37.9	37.9
	Teacher's Attitude	13	4.3	44.8	82.7
	Dislike The Subject	5	1.7	17.2	100.0
	Total	29	9.7	100.0	
Missing system		271	90.3	100.0	
Total		300	100.0		

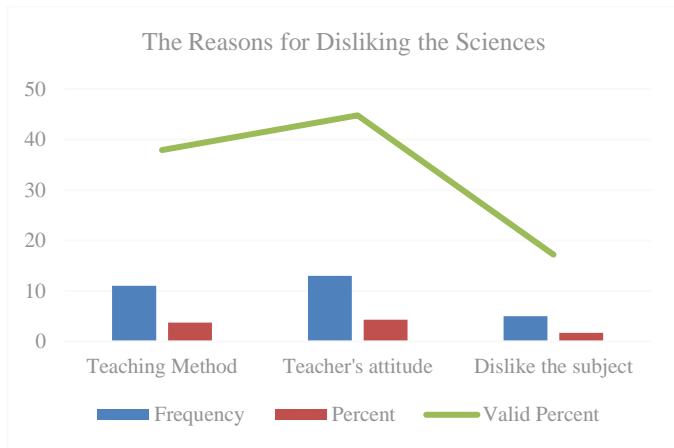


Figure 4.9 The Reasons for Disliking the Sciences

Table 4.9 and figure 4.9 above show that 29 students in the previous table that do not like the sciences and the reasons they dislike them. 11 students, with 3.7% and a valid 37.9% had a problem with the teaching methods of the teachers that made them hate the science subject. Also 13 students, with 4.3%, and a valid 44.8% hate the science subject due to the Teacher's attitudes. And 5 students, with 1.7%, and a valid of 17.2% just do not like the science subject. These missing items composed of 271 students, with a percentage of 90.3%.

Table 4.10 Parents' Assistance in Students' Assignment at Home?

Parents' Assistance in Students' Assignment at Home?				
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	30	10.0	10.0	10.0
No	270	90.0	90.0	100.0
Total	300	100.0	100.0	

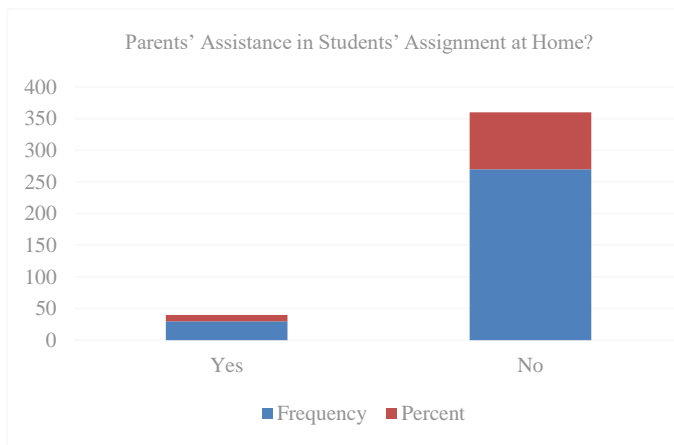


Figure 4.10 Parents' Assistance in Students' Assignment at Home?

Table 4.10 and figure 4.10 above show parents' assistance in student's assignments at home. The researcher wants to know how students are assisted at home in studying integrated Science. The data shows that only 30 students, with 10% have

their parents that are assisting them at home, so, they answered "yes". Those who answered "no" ascertain that they do not have the opportunity of assistance from their parent at home, and that number amounted to 270 students, with 90% of the total 100% of the 300 students as sample size. This shows that the majority of students do not get the assistance of the subject at home.

Table 4.11 The Attitude of Science Teachers

The Attitude of Science Teachers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Punctual	194	64.7	64.7	64.7
	Regular	87	29.0	29.0	93.7
	Do not care	6	2.0	2.0	95.7
	Absent	7	2.3	2.3	98.0
	Very committed	4	1.3	1.3	99.3
	Give assignment and correct them	1	.3	.3	99.7
	Comes late	1	.3	.3	100.0
	Total	300	100.0	100.0	

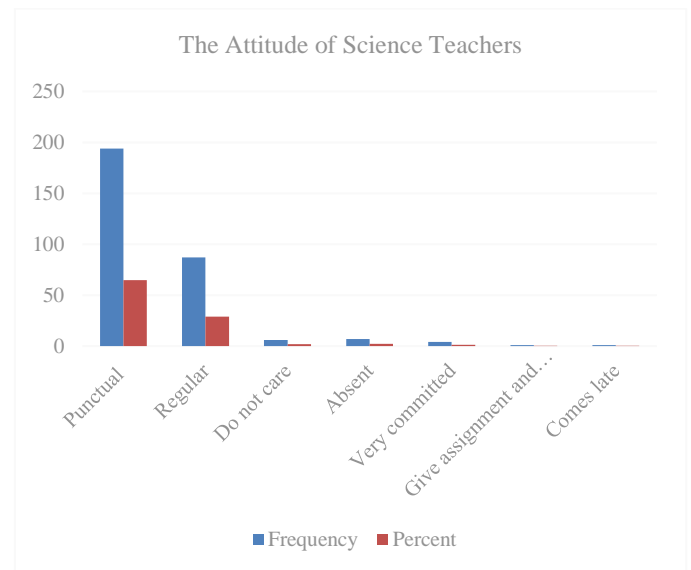


Figure 4.11 The Attitude of Science Teachers

Table 4.11 and figure 4.11 above show the attitude of teachers towards their work in the classroom. As observed in the table, punctuality carries the highest rank, 194 students, with 64.7% agreed that their teachers are punctual in class. Also, 87 students, with 29% are regular in class. Besides, 6 students, with 2% are said to be carefree in their classes. Furthermore, 7 students; with 2.3% are most times absent from their classes. As for commitment in the work, 4 students, with 1.3% nominated their science teachers to be very committed. Only 1 student; with the percentage of 0.3% described his/her teachers to be giving assignments and correct them. Also, 1 student, with 0.3% pointed out that the teachers always come late in class for

teaching science subjects.

Table 4.12 Number of Students in a Seat

Number of Students in a Seat					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Alone	30	10.0	10.0	10.0
	Two	81	27.0	27.0	37.0
	Three	186	62.0	62.0	99.0
	More than three	3	1.0	1.0	100.0
	Total	300	100.0	100.0	

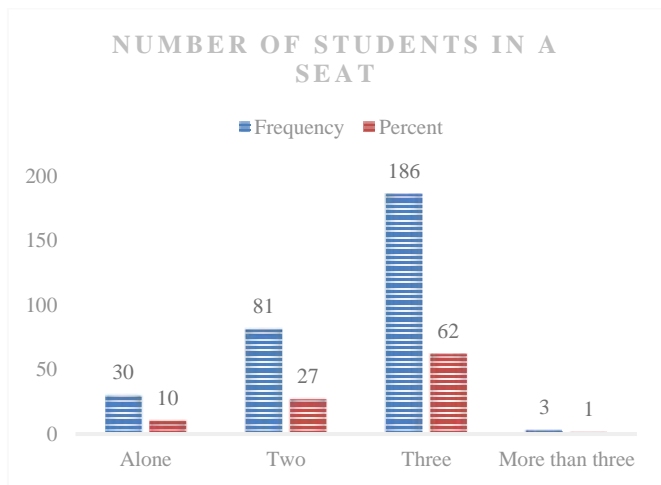


Figure 4.12 Number of Students in a Seat

Table 4.12 and figure 4.12 above show the number of students that sit together in one seat. The data shows that out of 300 students studied, with 100%, 30 students, with 10% sit alone in one seat. Besides, 81 students; with 27% sit two in their seats. Furthermore, 186 students, with 62% sit three in one seat. Only 3 students, with a percentage of 1% sit more than three in one seat. In this table, the majority of the students in the schools sit in threes per seat, followed by those in two. In a few schools, they sit alone in their seats. But it is real for the student to sit more than three in one sit.

(2) School Facilities

This section researched the facilities available or not available in schools

Table 4.13 A - Toilet

Number of Students in a Seat					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Available	232	77.3	77.3	77.3
	Not Available	68	22.7	22.7	100.0
	Total	300	100.0	100.0	

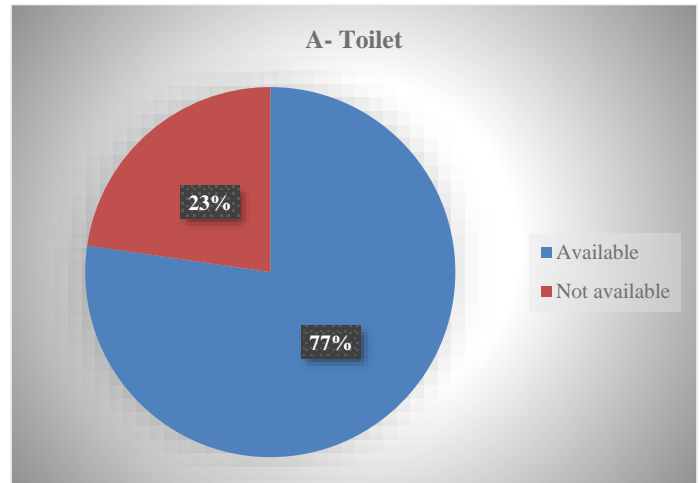


Figure4.13 A - Toilet

Table 4.13 and figure 4.13 above show the toilet facilities available in schools. 232 students, with 77.3% confirmed that they have toilets in their school. Finally, 68 students, with 22.7% pointed out that they do not have toilets in their schools. The researcher observed that students go to nearby houses to use a toilet. Besides, even those that have toilets, some are not taken care of. Most toilets are unhygienic for the student and the school environment.

Table 4.14 The school (Spacious Class)

A- The school (Spacious Class)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Available	152	50.7	50.7	50.7
	Not Available	148	49.3	49.3	100.0
	Total	300	100.0	100.0	

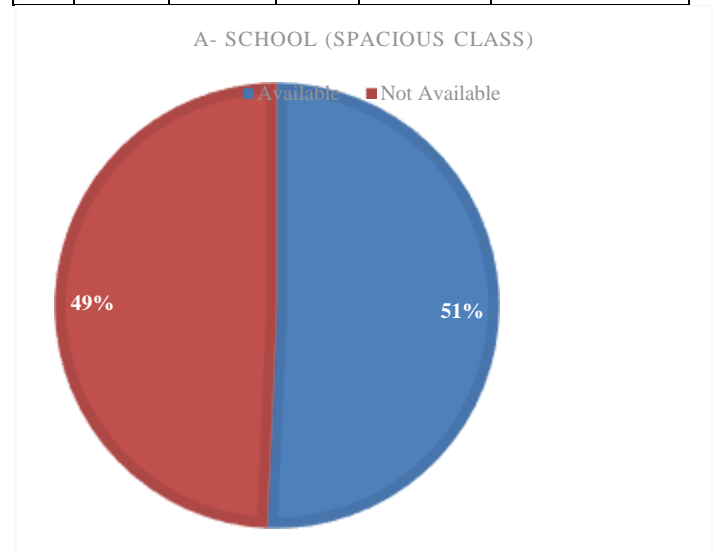


Figure 4.14 The school (Spacious Class)

Table 4.14 and figure 4.14 above show the availability of a well spacious classroom for learning. The results show that

152 students, with 50.7% are convenient that, their classrooms were spacious for learning. On the other side, 148 students, with 49.3% are learning in very small and crowded classrooms; so they learn in a difficult classroom.

Table 4.15 B- School (Good Ventilations)

B- School (Good Ventilations)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Available	287	95.7	95.7	95.7
	Not Available	13	4.3	4.3	100.0
	Total	300	100.0	100.0	

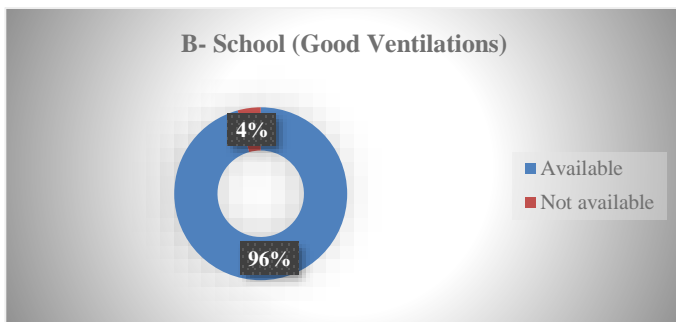


Figure 4.15 B- School (Good Ventilations)

Table 4.15 and figure 4.15 above show the ventilation condition of students in classes. Good air must flow perfectly in a classroom to avoid suffocation that may lead to unhealthiness. Indeed, 287 students, with 95.7% accepted that there was good ventilation in their classes. Besides, 13 students, with 4.3% expressed dissatisfaction with not having good ventilation in their classroom.

B-The school (Staff Room)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Available	240	80.0	80.0	80.0
	Not Available	60	20.0	20.0	100.0
	Total	300	100.0	100.0	

Table 4.16 The school (Staff Room)

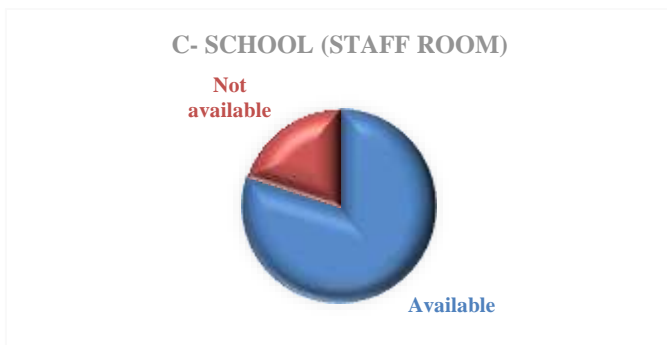


Figure 4.16 The school (Staff Room)

Table 4.16 and figure 4.16 above show the availability of staffroom for teachers in the school. The data indicate that 240 students; with a percentage of 80% have staffrooms for their teachers in their schools. Secondly, 60 students; with 20% do not have staffrooms in their schools. Teachers with no staffroom to rest just float around with no specific place to sit in the school. This makes the teachers just teach and disappear to a different location.

Table 4.17 E-The school (Principal's Office)

E- The school (Principal's Office)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Available	300	100	100.0	100.0
	Not available	0	0	0.0	100.0
	Total	300	100.0	100.0	

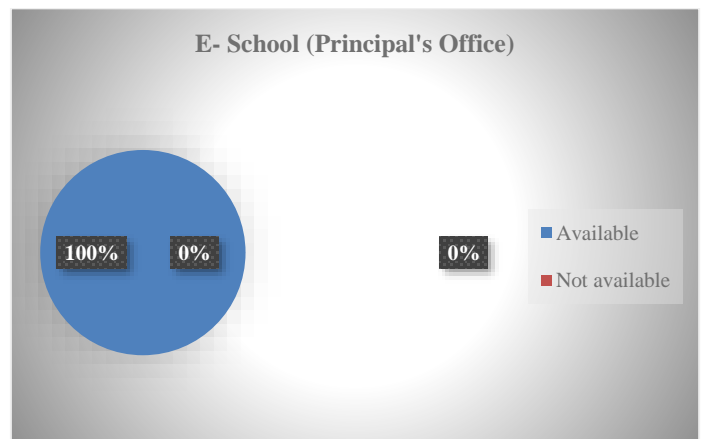


Figure 4.17 E-The school (Principal's Office)

Table 4.17 and figure 4.17 above show the availability of the principal's office in schools. This is the most obvious data that has a total positive answer, all 300 students; with 100% agreed that they have a principal's office in their schools. Indeed through observations, there were principals' offices in all the data collected schools.

Table 4.18 E – The School (Store)

F- The School (Store)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Available	142	47.3	47.3	47.3
	Not available	158	52.7	52.7	100.0
	Total	300	100.0	100.0	

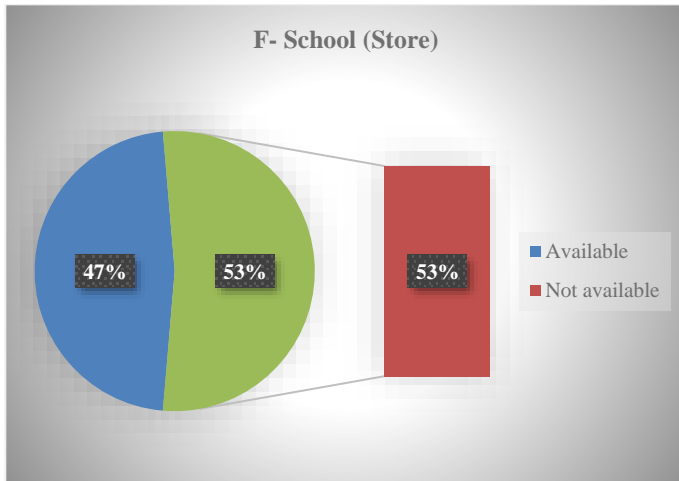


Figure 4.18 E – The School (Store)

Table 4.18 and figure 4.18 above show the availability of the school store to keep materials in schools. Indeed, 142 students, with 47.3% pointed out that, they have school stores for keeping and the preservation of school materials. Besides, 158 students, with a percentage of 52.7% did not have stores in their schools. From observation, in most schools, the principal uses his/her office as a store that is why; some students agreed that there is a store in school. But a school store is different from the principal’s office.

Table 4.19 G-School (Playing Ground)

G-School (Playing Ground)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Available	148	49.3	49.3	49.3
	Not Available	152	50.7	50.7	100.0
	Total	300	100.0	100.0	

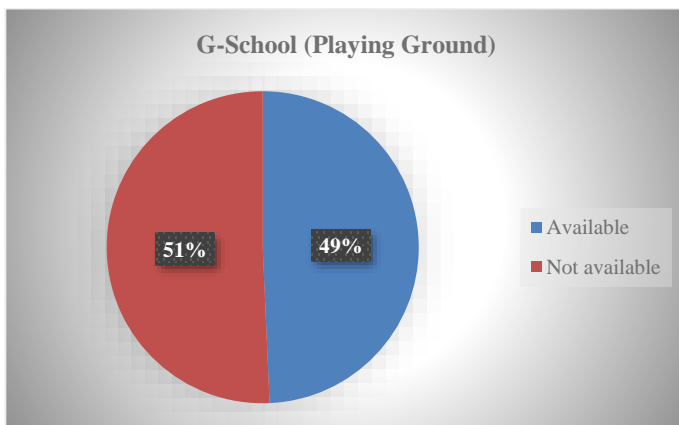


Figure 4.19 G-School (Playing Ground)

Table 4.19 and figure 4.19 above show the availability of playing ground in the school. The data shows that 148 students;

with 49.3% agreed that there was a playing ground in their schools. Besides, 152 students, with 50.7% agreed that they do not have a playing ground in their schools. The sample size was 300 students, with 100% status. Through observation, many schools do not have a playground for students.

Table 4.20 H- School (Library)

H- School (Library)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Available	120	40.0	40.0	40.0
	Not Available	180	60.0	60.0	100.0
	Total	300	100.0	100.0	

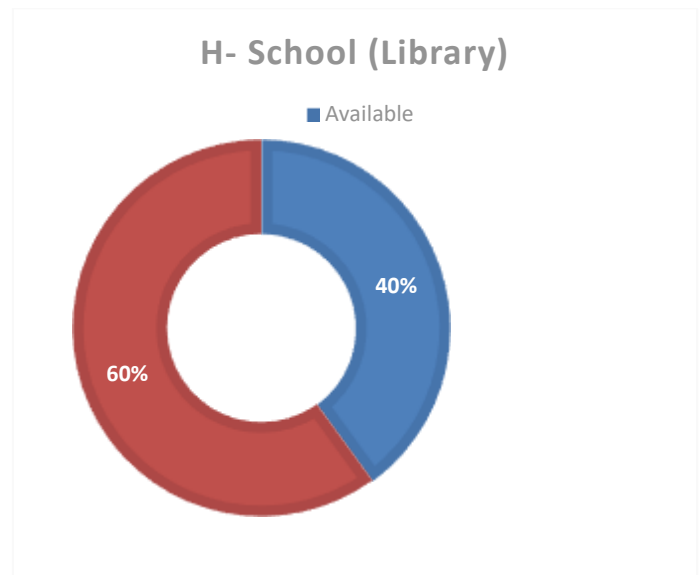


Figure 4.20 H- School (Library)

Table 4.20 and figure 4.20 above show the availability of a school library for the student to make research for themselves particularly when given assignments. The data shows that 120 students, with 40% have libraries in their schools. Secondly, 180 students, with 60% do not have libraries in their schools. From observation, even the ones that have been full of old books and the scanty room just to put the book. The rooms are small to accommodate a good number of students.

Table 4.21 The Nature of Your School Structure

The Nature of Your School Structure					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Built with cement bricks	220	73.3	73.3	73.3
	Thatch/Temporal pan body	0	0.0	0	73.3
	Converted House Structure	60	20.0	20.0	93.3
	Any other	20	6.7	6.7	100.0
	Total	300	100.0	100.0	

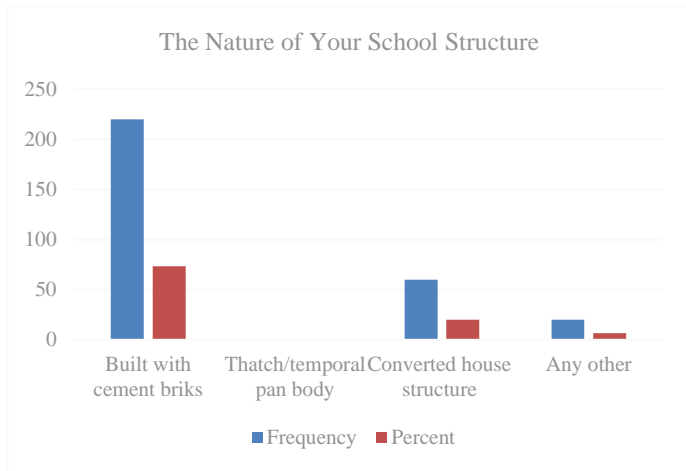


Figure 4.21 The Nature of Your School Structure

Table 4.21 and figure 4.21 above show the nature of the structure of the school. The result showed that 220 students, with 73.3% have schools that were built with cement bricks. Secondly, no school was built with thatch/temporal pan body structure, besides, 60 students; with 20% shown that their schools were converted from house structure to a school. Finally, 20 students shown that their schools were built by other means. By observation indeed the majority of the schools were built with cement bricks. But yet still few were converted houses.

Table 4.22 Facilities Available in School

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Principles office	193	64.3	64.3
	School Store	55	18.3	82.7
	School Library	10	3.3	86.0
	Toilet	29	9.7	95.7
	Water/Drinking facilities	9	3.0	98.7
	Electricity/internet	2	.7	99.3
	Playing Field	2	.7	100.0
	Total	300	100.0	100.0

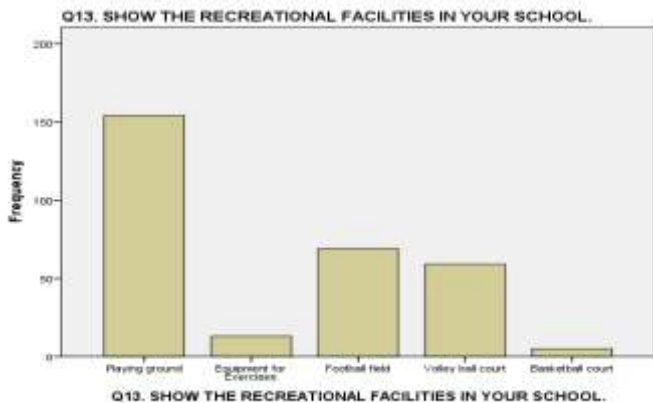


Figure 4.22 Facilities Available in School

Table 4.23 The Recreational Facilities in School

The Recreational Facilities in School					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Playing ground	154	51.3	51.3	
	Equipment for Exercises	13	4.3	55.7	
	Football field	69	23.0	78.7	
	Volley ball court	59	19.7	98.3	
	Basketball court	5	1.7	100.0	
	Total	300	100.0	100.0	

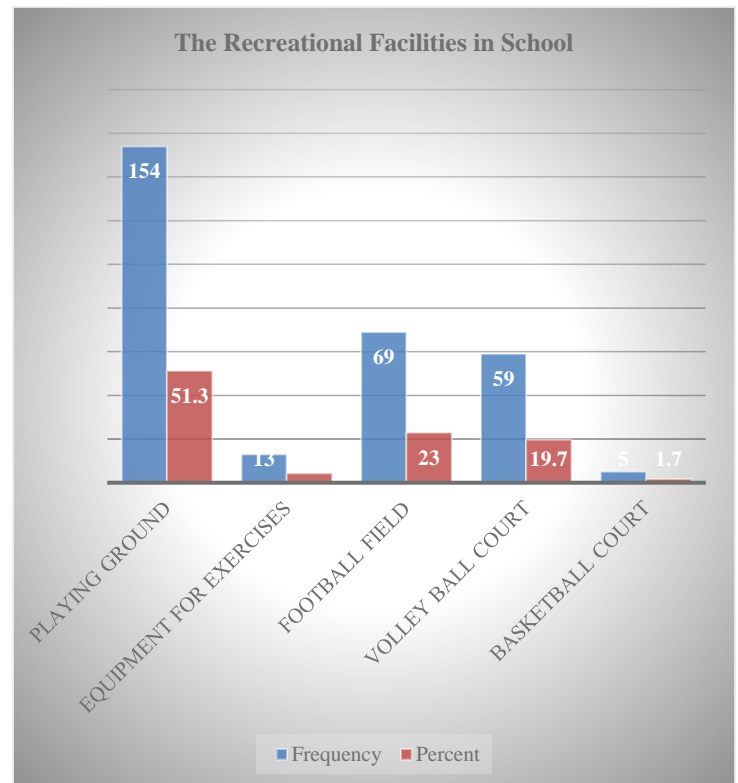


Figure 4.23 The Recreational Facilities in School

Table 4.23 and figure 4.23 above indicate the recreational facilities in the school. The sample size was 300 students, with a complete 100% status of the respondents. As shown, 154 students, with 51.3% accepted clearly to have a playing ground. Also, 13 students, with 4.3% accepted to have equipment for exercises in school. Besides, 69 students, with 23% agreed to have a football field in their schools. Furthermore, 59 students, with 19.7% have a Volleyball court. Finally, 5 students, with 1.7% consented to have a basketball court. Almost all schools have something to play with, though not all.

Table 4.24a Indicate the Other Business Close to Your School

Indicate the Other Business Close to Your School					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Market	141	47.0	47.0	47.0
	Bar/Ghetto/Club	154	51.3	51.3	98.3
	Museum	1	.3	.3	98.7
	internet Cafe	4	1.3	1.3	100.0
	Total	300	100.0	100.0	

Table 4. 24b A Field Trip

A Field Trip					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	261	87.0	87.0	87.0
	No	39	13.0	13.0	100.0
	Total	300	100.0	100.0	

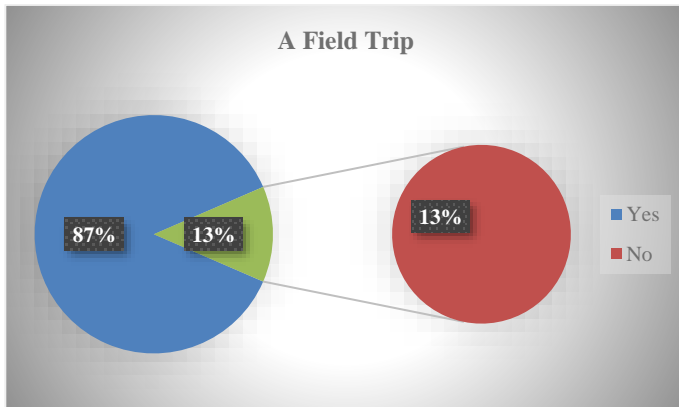


Figure 4. 24b A Field Trip

Table 4.24a, table 4.24b, figure 4.24a and figure 4.24b indicate that students That Have Gone For Field Trips to Expose To New Knowledge. As Indicated, 261 Students, With 87% Have Gone For Field Trips In Their Lives. But 39 Students; With 13% Have Never Gone For Field Trip in Their Lives. This Covered The Total Number Of 300 Students, With A 100% Status.

4.1.3 The Home Facilities Available For Academic Performance

(1) Facilities

Table 4.25 The educational facilities are available at home.

(Tick available or not available in all 300 students).

Available	Degree	Not Available	Degree
Table and Chair	140	168	192
Study Room/Library	70	84	230
Television	189	226.8	133.2

Electricity	230	276	70	84
Radio	61	73.2	239	286.8
Text Book	233	279.6	67	84.4
Blackboard	96	115.2	204	244.8

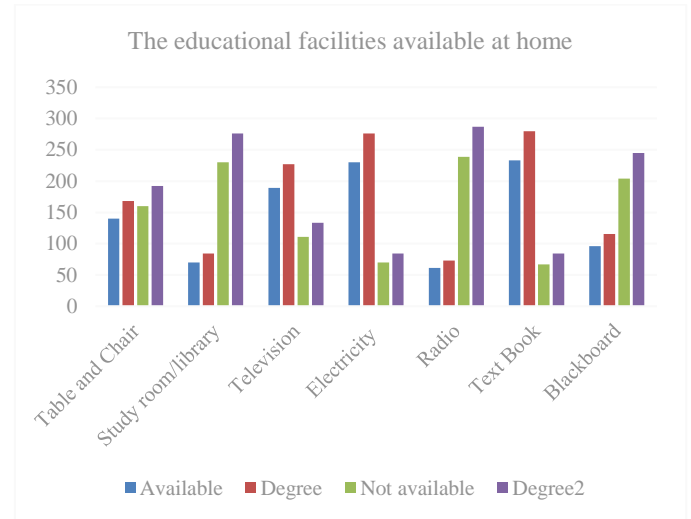


Figure 4.25 The educational facilities are available at home

Table 4.26 Number of Eating Times a Day at Home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Thrice	15	5.0	5.0	5.0
	Twice	52	17.3	17.3	22.3
	Once	233	77.7	77.7	100.0
	Total	300	100.0	100.0	

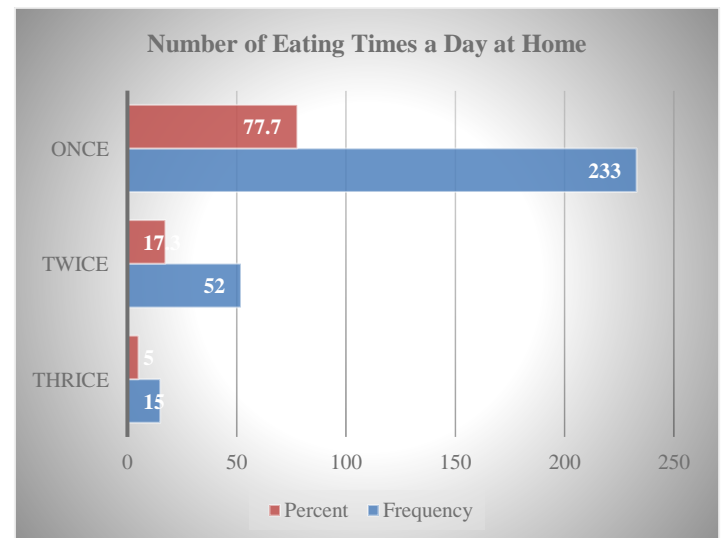


Figure 4.26 Number of Eating Times a Day at Home

Table 4.26 and figure 4.26 above explain the number of times a student has the opportunity of eating food at home. As

indicated in this table, 15 students, with 5% have food in their houses thrice times. Secondly, 52 students, with 17.3% have food twice a day in their houses. Finally, 233 students, with 77.7% have food in their houses ones for the day. The majority of the parents cannot afford to provide food for their children.

Table 4.27 Amount of Money for Lunch a Day

Amount of Money for Lunch a Day					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Le1,000	99	33.0	37.4	37.4
	Le2,000	147	49.0	55.4	92.8
	Le3,000 Above le 3000	136	4.3 2.0	4.9 2.3	97.7 100
	Total	265	88.3	100.0	
Missing	System	35	11.6		
Total		300	100.0		

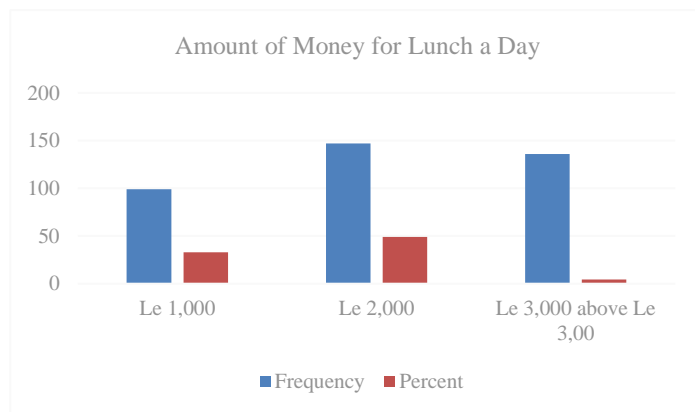


Figure 4.27 Amount of Money for Lunch a Day

Table 4.27 and figure 4.27 above show the amount of money given to students when going to school every day. In the previous table, 265 students accepted that they get lunch from their parents. The data shows 265 valid students; with valid 100% of those that receive lunch. The data indicates that 99 students, with 33%, and a valid of 37.4% get a lunch of le 1000 per day. Secondly, 147 students, with 49%, and a valid of 55.4% are receiving le 2000 per day. Furthermore, 13 students with 4.3% and a valid of 4.9% get le 3000 per day. Finally, those who are receiving more than le 3000 per day were 6 students with 2%, and a valid of 2.3%.

This proves that the majority of students receive le 2000 per day as lunch. Looking at the present cost of living in the country, food is very expensive. Through inquiry and observation in school market price, le 2000 will only secure two water plastic and three or four lumps foofoo. Or a plate of mixed country boiled rice. If the student wished to secure decent food, he/she must have at least le5000. The cost of a bottle of drink is le3500 at a normal price. To buy bread at le 2000 per half loaf, with something in it like a fried cake or butter or mayonnaise, together with a drink will surely sum up

the amount to about le 6000- which can provide few hours of sustainability. Of course, those with le 1000 may just buy water to drink for the day.

Table 4.28 Having lunch for school every day

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	265	88.3	88.3	88.3
	No	35	11.7	11.7	100.0
	Total	300	100.0	100.0	

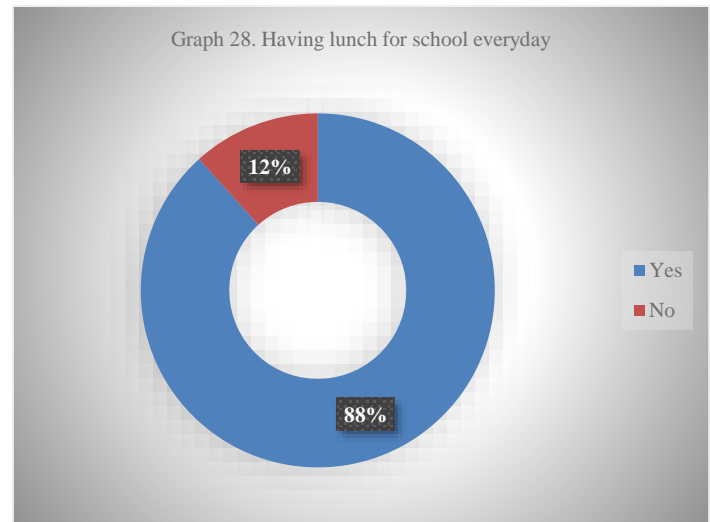


Figure 4.28 Having lunch for school every day

Table 4.28 and figure 4.28 above indicate the opportunity that students are given lunch to school. The lunch is a supplementation to buy food when in school. Indeed, 265 students, with 88.3% accepted that they have lunch (money) from their parents when going to school. Finally, 35 students with 11.7% pointed out that they do not have lunch for school. This is because parents or guardians can not provide.

(2) Going to School

Table 4.29 How Do You Get To School?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	on foot	251	83.7	84.2	84.2
	Private Car	16	5.3	5.4	89.6
	Public Transport	13	4.3	4.4	94.0
	Motorbike/Okada	18	6.0	6.0	100.0
	Total	298	99.3	100.0	
Missing	System	2	0.7		
Total		300	100.0		

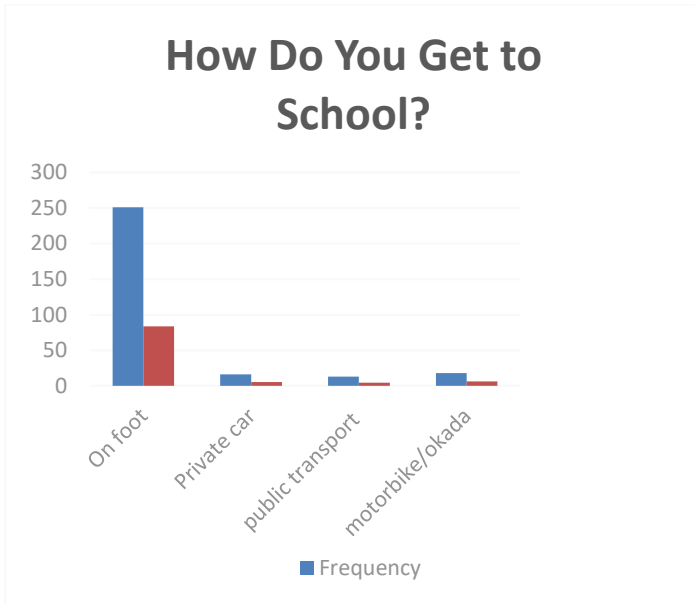


Figure 4.29 How Do You Get To School?

Table 4.29 and figure 4.29 above explain how the students go to school from their homes. This result indicates 251 students, with 83.7%, and a valid of 84.2% walk on foot to leave their houses and go to school and come back after school. Secondly, only 16 students; with 5.3%, and a valid of 5.4% have the opportunity of going to school with a car of either the parent or guardian or a Good Samaritan within the locality. Besides, 13 students; with 4.3%, and a valid of 4.4%; go to school by public transports either buses or taxis. Finally, 18 students; with 6.0%, and a valid of 6% go to school by motorbike of their own or hired or transport. The majority of the students go to school on foot. This signals the suffering and struggle of students. Some are living far away from school, at times they come late to school due to the distance.

Table 4.30 Distance from the School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Just few meters	105	35.0	35.2	35.2
	Half a mile	63	21.0	21.1	56.4
	About a-mile	103	34.3	34.6	90.9
	About 1 - 2 mile	16	5.3	5.4	96.3
	About 2 -3 mile	7	2.3	2.3	98.7
	More than 3 miles	4	1.3	1.3	100.0
	Total	298	99.3	100.0	
Missing	System	2	0.7		
Total		300	100		

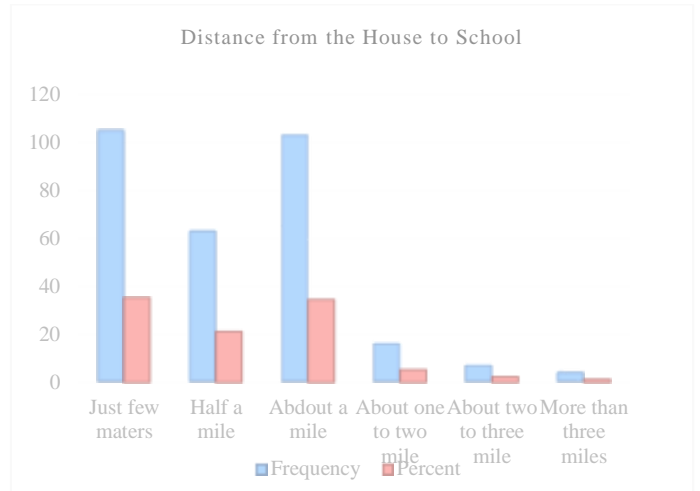


Figure 4.30 Distance from the School

Table 4.30 and figure 4.30 above show the 300 students, with 100% distances from their houses to school. The data indicate that 105 students, with 35%, and a valid of 35.2% are just a few meters to school. Secondly, 63 students, with a percentage of 21%, and a valid percentage of 21.1% are half a mile to school. Furthermore, 103 students; with a percentage of 34.3%, and a valid percentage of 34.6% are about a mile to school. Besides, 16 students, with a percentage of 5.3%, and a valid percentage of 5.4% are living about one to two miles. More so, 7 students; with a percentage of 2.3%, and a valid percentage of 2.3% are about two to three miles. Finally, 4 students; with a percentage of 1.3% and a valid percentage of 1.3% are more than three miles.

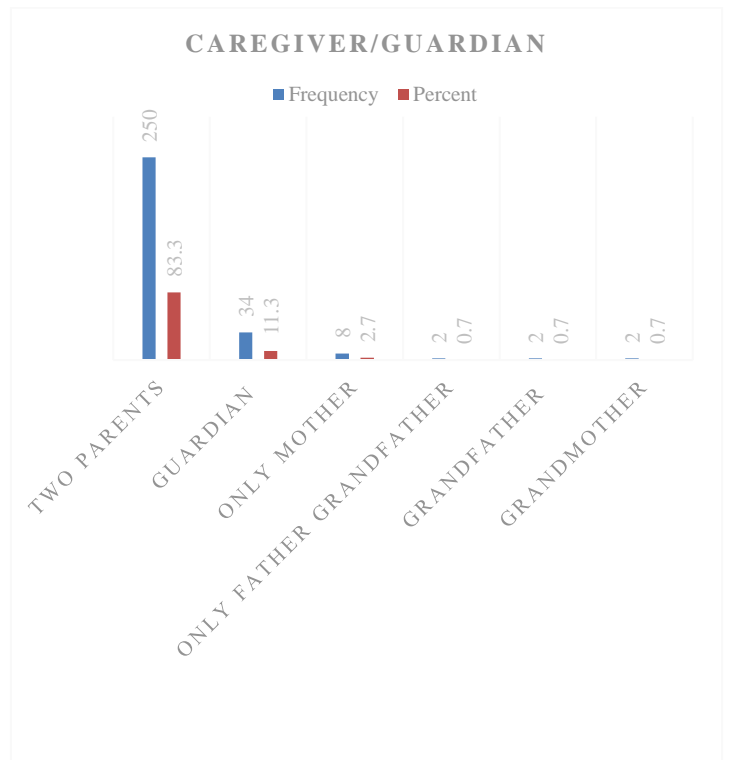


Figure 4.30 Distance from the School

Table 4.30 and figure 4.30 above show the caretakers/guardians of the 300 students under investigation. The data indicate that 250 students, with a percentage of 83.3%, and a valid percentage of 83.9% live with two parents. But, 34 students, with a percentage of 11.3%, and a valid percentage of 11.4% live with their Guardians- it could be a relative, friends or relatives or parents or so. Furthermore, 8 students; with a percentage of 2.7% and a valid percentage of 2.7% are living with mother- either the father separated with mother or father is dead or the father traveled. Also, 2 students, with a percentage of 7% live with the father.

Again either the mother died or separated or traveled. Besides, 2 students; with a percentage of 0.7%, and a valid percentage of 0.7% live with their Grandfathers. More so, 2 students, with a percentage of 0.7%, and a valid percentage of 0.7% live with their grandmothers. It is commonly observed that grandparents like to have their grandchildren as a way to compensate for the love of their children. The most important clarity here is that the majority of students live with their two parents. The fact is clear that whatever condition that the students experience is the true status of the family. 2 students, with a percentage of 7% did not indicate their status.

Table 4.31 Educational Standard at Home - Parent Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	University	55	18.3	18.3	18.3
	secondary school	184	61.3	61.3	79.7
	primary school	9	3.0	3.0	82.7
	Never went to school	52	17.3	17.3	100.0
	Total	300	100.0	100.0	

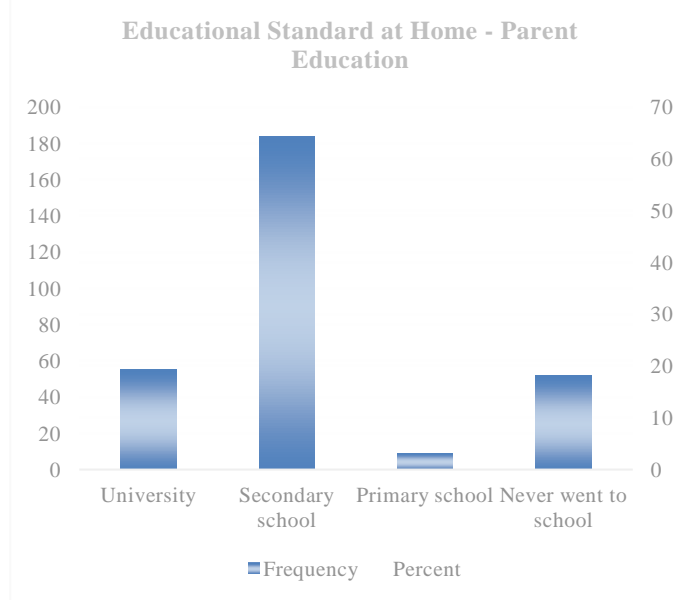


Figure 4.31 Educational Standard at Home - Parent Education

Table 4.31 and figure 4.31 above illustrate the educational standard of parent/Guardian. It is believed that when parents or

guardians are educated that helps the child greatly in getting better assistance at home. This data shows that 55 students, with a percentage of 18.3% have parents that went up to university education. Secondly, 184 students, with a percentage of 61.3%, have other words at an only stop in secondary education.

In another word the stay of drop-ups. Besides, 9 students, with a percentage of 3% the have their parents to have only started school at the primary level and stopped. Finally, 52 students, 17.3% have parents who never when to school. Those parents who stopped in secondary schools are the people mostly found in odd jobs, such as petty trading, fishing, a sweeper in offices, etc. Again people who never went to school find it difficult to help their children in the houses. So it is difficult for drop-outs, those that start primary school, those that never went to school and those that stopped in secondary schools to study their children at home. Poverty is perpetual in such homes with no academic dedication.

Table 4.32 Extra Classes at Home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	139	46.3	46.3	46.3
	No	161	53.7	53.7	100.0
	Total	300	100.0	100.0	

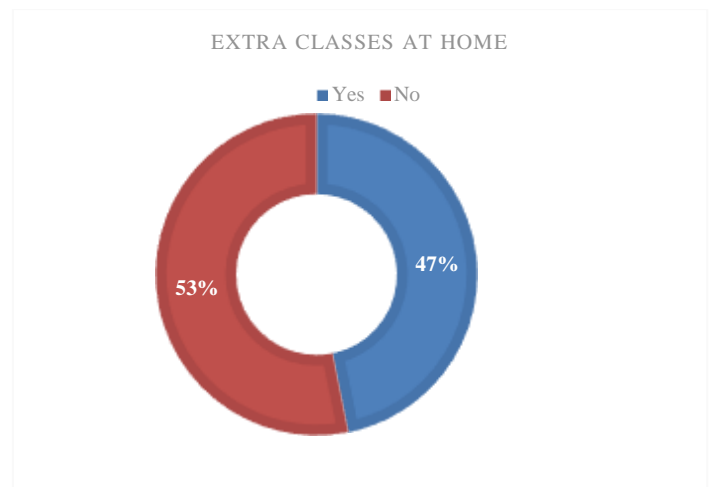


Figure 4.32 Extra Classes at Home

Table 4.32 and figure 4.32above indicate the opportunity for extra classes at home for the school-lessons to be supplemented. The results showed that 139 students, with a percentage of 46.3% have extra classes at home. This could be a parent/ Guardian or relative or a hired teacher to teach the student at home. Besides, 161 students, with a percentage of 53.7% do not have extra classes at home. The amount of those without extra classes at home surpasses those with extra classes.

Table 4.33 Who Teaches Extra Class at Home?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	parent/Guardian	11	3.7	7.9	7.9
	contracted Teacher	49	16.3	35.3	43.2
	Friends	34	11.3	24.5	65.5
	Other relatives	45	15	32.4	100.0
	Total	139	46.3	100.0	
Missing	System	161	53.6		
Total		300	100.0		

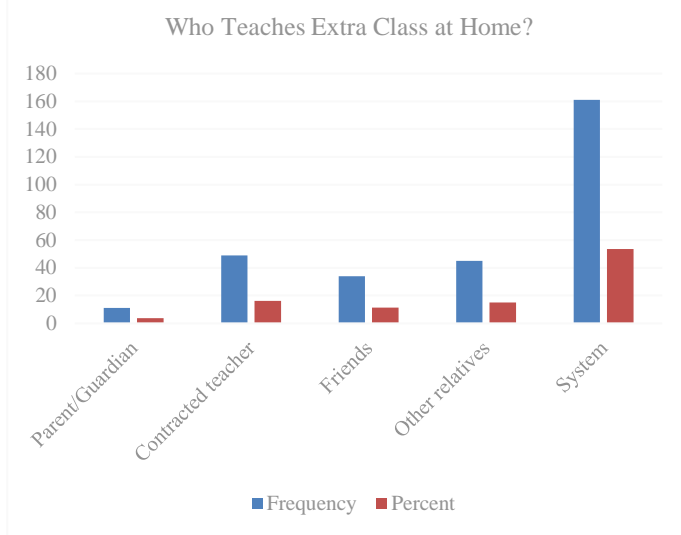


Figure 4.33 Who Teaches Extra Class at Home?

Table 4.33 and figure 4.33 above show individual that teaches the student at home for an extra lesson. The data tells that, 11 students, with a percentage of 3.7%, and a valid percentage of 7.9% have extra classes from their parents. Secondly, 49 students, with a percentage of 16.3%, and a valid percentage of 35.3% have extra classes with a contract teacher. The teacher could be anybody that knows needed to do the work.

Furthermore, 34 students, with a percentage of 11.3%, and a valid percentage of 24.5% are assisted with friends who must have got knowledge than them. Finally, 45 students, with percentage classes, and a valid percentage of 32.4% have extra classes from a relative like brothers, sisters, uncles, aunts, etc. So, 161 students, with a percentage of 53.7% of all the students under study were missing because they do not have extra classes at home. This data shows that parents have less time to teach their children at home because of a lack of education or due to work stress of seeking sustenance. Some students are paid for in syndicate classes to get more extra experiences, but the missing ones do not have that opportunity.

Table 4.34 The Source of Light for Studies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Battery light	148	49.3	49.3	49.3
	Solar light	105	35	35	84.3
	candle	2	0.7	0.7	85
	Electricity	45	15	15	100.0
	Total	300	100.0	100.0	

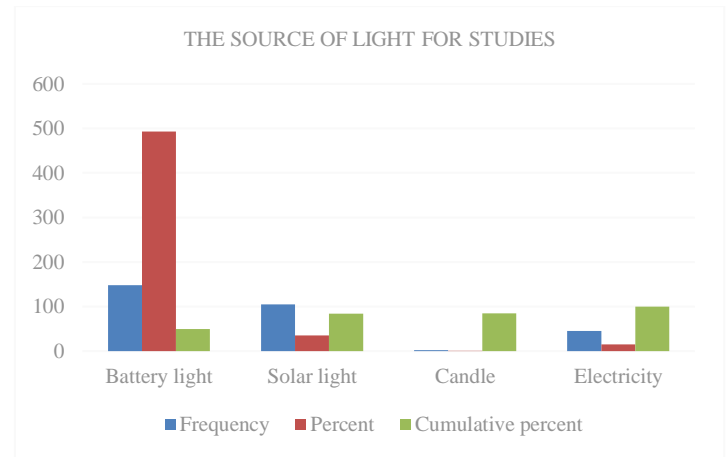


Figure 4.34 The Source of Light for Studies

Table 4.34 and figure 4.34 above show the source of light that student is using in their studies at home. As shown, 148 students, with a percentage of 49.3% study with the use of Battery light. There are many battery lights that available today for, use, they appear in different forms in lamps, bulbs, etc. Secondly, 105 students, with a percentage of 35% study under solar light. Again solar could be a total install in The candle house or appear in the portable form of light. The candle is hardly used nowadays due to the accidents it been causing in burning houses for a simple mistake, So only two students are using candles with a percentage of 0.7%. Finally, 45 students, with a percentage of 15% study under electricity. In the study area in the city, it is expected that electricity is the main source of light, so all students are expected to study under electricity. But the contrary result most signifies that there is too much blackout or most houses of students do not have electricity, or may have, but cannot honor the bills.

Table 4.35 Everyday Study at Home

Everyday Study at Home					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	138	46.0	46.0	46.0
	No	162	54.0	54.0	100.0
	Total	300	100.0	100.0	

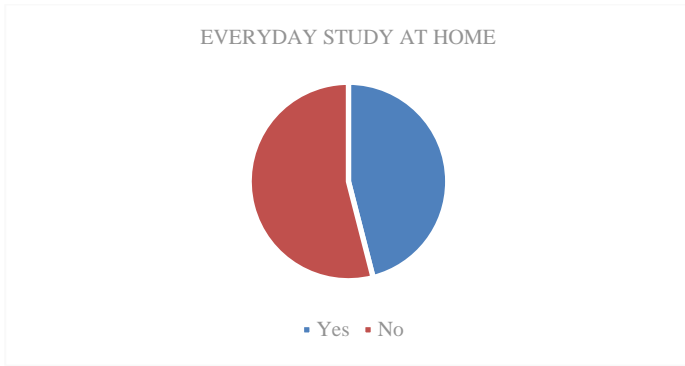


Figure 4.35 Everyday Study at Home

Table 4.35 and figure 4.35 above tell us that the students that study at home every day. Firstly, 138 students; 46.0% accepted that they study at home every night. Besides, 162 students, with a percentage of 54.0% pointed out that they do not have time to study every day, they study at times. Indeed there is a larger number of students that do not study daily. Most times, as observed, students are busy in films and watching football games. All their discussions are based on football and films rather the educational topics. Also, this may be caused by the carelessness of some parents in some homes; they do not control their children at all. If a student does not review the lessons in school, it will be a difficult greater academic achievement.

Table 4.36 Reasons for Not Studying at Home

Reasons for Not Studying at Home					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No light	28	9.3	17.3	17.3
	No space	19	6.3	11.7	29.0
	No time	115	38.3	70.9	100.0
	Total	162	54.0	100.0	
Missing	System	138	46.0		
Total		300	100.0		

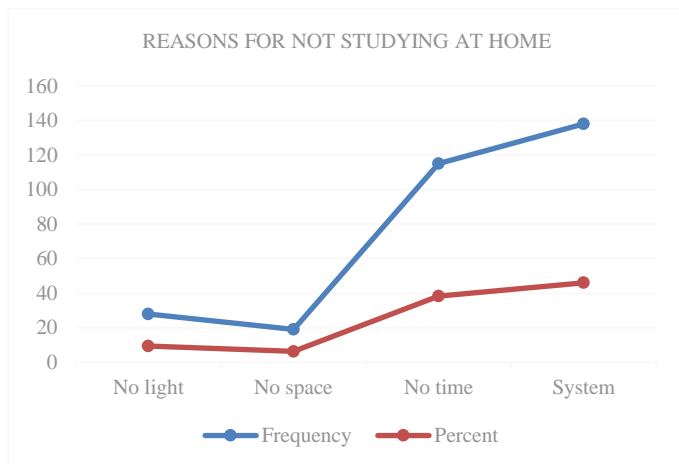


Figure 4.36 Reasons for Not Studying at Home

Table 4.36 and figure 4.36 above show the students 'reasons for not studying at home. In the previous table, 162 students out of 300 students pronounced themselves for no studying daily. In this result, 28 students, with a percentage of 9.3%, and a valid percentage of 17.3% indicates that the reason for not studying at home was due to the unavailability of light. Secondly, 19 students, with a percentage of 6.3%, and a valid percentage of 11.7% are not studying due to lack of space to sit and study at home. Finally, 115 students, with a percentage of 38.3%, and a valid percentage of 70.9% clearly states that they do not have time to study at home. By observation, many homes are implanted with the attitude of playing films continuously. So films have become addicted to the lives of the children at home. In such situations, the minds of the children will kick away any interest that has to do with reading notes or practicing Mathematics.

Table 4.37 Home Chores (Work at Home Done More than Others)

Home Chores (Work at Home Done More than Others)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sell	99	33.0	33.0	33.0
	Farm work	2	0.7	0.7	33.7
	Laundrying	88	29.3	29.3	63.0
	others	111	37.0	37	100.0
	Total	300	100.0	100.0	

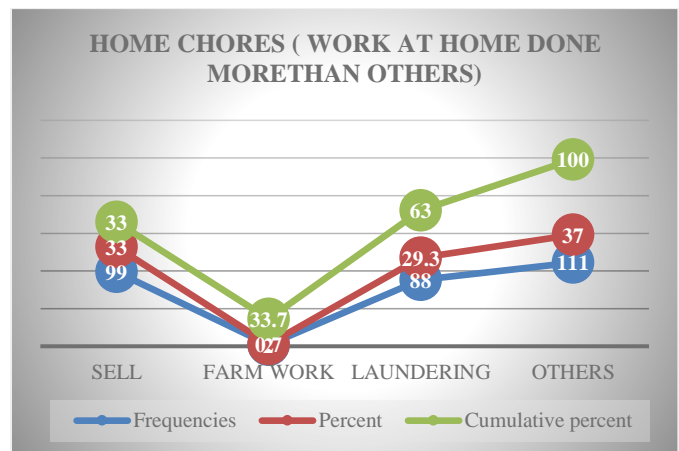


Figure 4.37 Home Chores (Work at Home Done More than Others)

Table 4.37 and figure 4.37 show that students are too much-engaged with housework at home. The results tell that 99 students, with a percentage of 33% do engage in selling at home. Also, 2 students; with a percentage of 0.7% are engaged in farm work. Besides 88 students; a percentage of 29.3% are engaged in laundrying. Finally 111 students; with a percentage of 37% are engaged in other things rather than the others above. The students that carry a second high percentage that shows the need for children to assist in bringing some income for the

sustainability of the home. Students also have a burden of having to engage in too much laundering particularly during the weekend at the same time doing their homework. The activities of the city are far from farm work.

Table 4.38 Hours of Doing Chores

Hours of Doing Chores					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	one hour	55	18.3	18.3	18.3
	Two to three hours	102	34	34.0	52.3
	Three to four hours	34	11.3	11.3	63.6
	Four to five hours	77	25.7	25.7	89.3
	More than five hours	32	10.7	10.7	100.0
	Total	300	100.0	100.0	

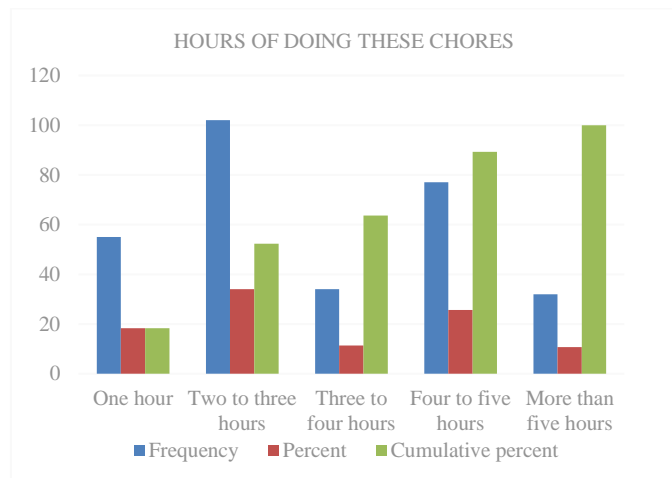


Figure 4.38 Hours of Doing Chores

Table 4.38 and figure 4.38 indicate the number of hours the students take to do their housework. The scaling ranges from one hour to five and above hours. The data tells that 55 students with 18.3% use one hour a day to do housework. Secondly, 102 students with 34% spend two to three hours a day doing housework. Furthermore, 34 students, with 11.3% spend three to four hours a day in their houses. Besides, 77 students, with 25.7% spend four to five hours. Moreover, 32 students with 10.7% spend more than five hours to do housework. It is presumed that the housework is done out of school hours.

Table 4.39 The Effect of House Chores to Your School Work

The Effect of House Chores to Your School Work					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No effect	0	0.0	0	0
	Always weak to study	119	39.7	39.7	39.7
	Total	300	100.0	100.0	

Absent from school	78	26	26	65.7
Lateness to school	103	34.3	34.3	100.0
Total	300	100.0	100.0	

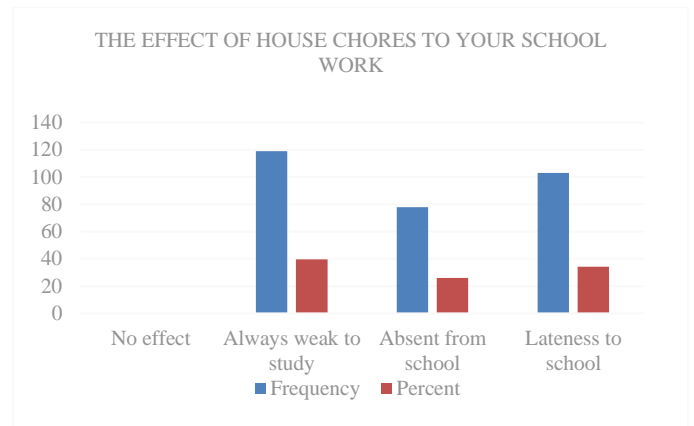


Figure 4.39 The Effect of House Chores to Your School Work

Table 4.39 and figure 4.39 above indicate that the effect of housework on students learning process. Firstly, a student must show that the is has a passion for his housework in their learning as indicated in the data that single students selected “no effect’ in the table. Secondly, 119 students with a percentage of 39.7% showed that housework makes them weak to study their notes. Besides, about 78 students with 26% that housework at times make them absent from school. Finally, 103 students with 34.3% indicate that the house chores are leading them perpetually late coming to school.

Table 4.40 New School Uniform this Year

New School Uniform this Year					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	102	34.0	34.0	34.0
	No	198	66.0	66.0	100.0
	Total	300	100.0	100.0	

NEW SCHOOL UNIFORM THIS YEAR



Figure 4.40 New School Uniform this Year

Table 4.40 and figure 4.40 above show the students that have new school uniforms at school opening this year. All 300 students 100% answer to the questionnaire. The data shows that about 102 students, with a percentage of 34% have a new uniform for the New Year. Finally, 198 students with a percentage of 66% do not have a new uniform at the opening of the New Year.

Table 4.41 School Uniform Source

School Uniform Source					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	parent made it	53	17.7	51.9	51.9
	supply by Government	0		0.0	51.9
	Other family members	49	16.3	48.0	100.0
	Total Missing item	102	34.0	66.0	
	Total	300	100.0		

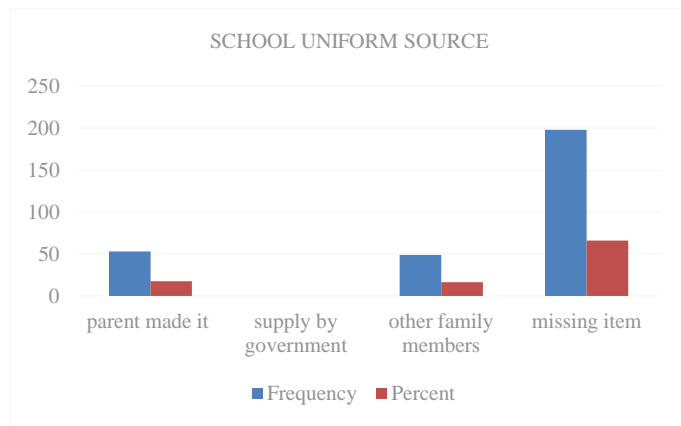


Figure 4.41 School Uniform Source

Table 4.41 and figure 4.41 above indicate the source of a new uniform for the students. A total of 300 students; with 100% answer the questionnaire. As shown, 53 students, with 17.7%, and a valid 51.9% shown that their parents made the school uniform for them. Secondly, no student got a uniform from them the government. Besides, 49 students, with 16.3%, and a valid 48% got their uniform from other relatives. The missing item were 198; with a grand of 66%.

This indicates the reasons why the students did not have a new school uniform. The valid number of students is 198, with grand of 66%, and a missing number of 102 students, with a grand of 34%. Firstly, 73 students with 24.3% and a valid 36.9% did not have a new uniform because their caretaker cannot afford to provide this year. Besides, 42 students with 14% and a valid 21.2% did not have a new school uniform due to the demised of their parents/guardians. Finally, 83 students with 27.7% and a valid of 41.9% did not have a new school uniform due to the inability of parent/ guardian to meet all the demands of the big family.

Table 4.42 The Reason for Not Having New Uniform

The Reason for Not Having New Uniform					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	The caretaker cannot afford now	73	24.3	36.9	52.0
	Death of parent/Guardian	42	14	21.2	59.3
	Due to big family to parent	83	27.7	41.9	100.0
	Total Missing item	102	34.0		
	Total	300	100.0		

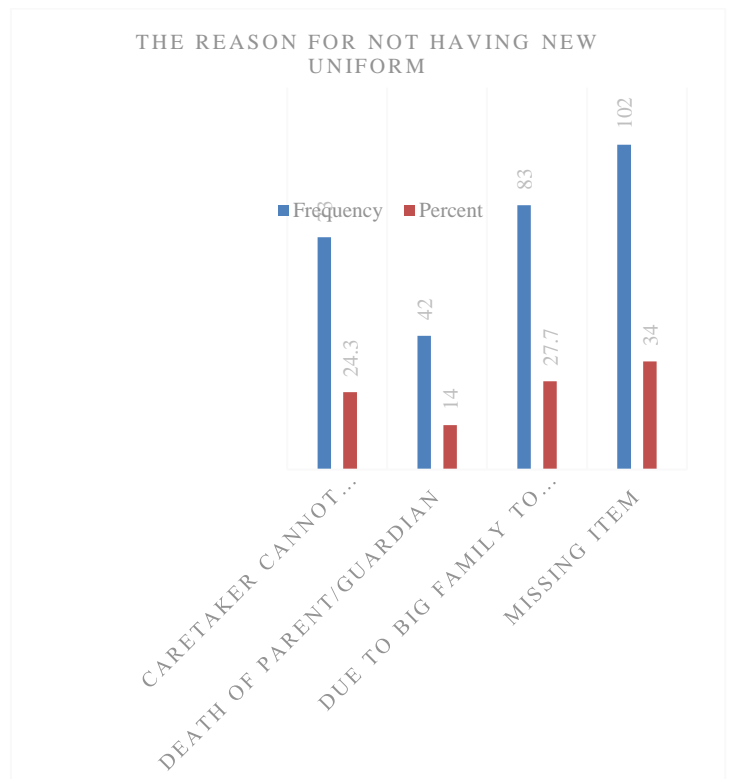


Figure 4.42 The Reason for Not Having New Uniform

Table 4.43 Parents or Guardians Attendance of CTA Meeting

Parents or Guardians Attendance of CTA Meeting					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	177	59.0	59.0	59.0
	At times	112	37.3	37.3	96.3
	Not at all	11	3.7	3.7	100.0
	Total	300	100.0	100.0	

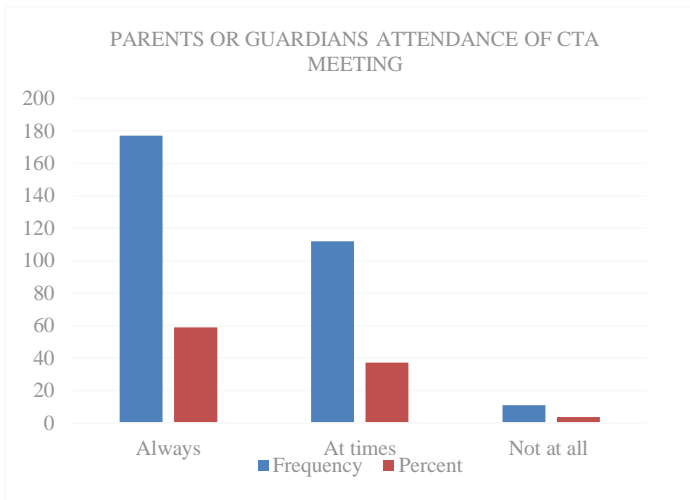


Figure 4.43 Parents or Guardians Attendance of CTA Meeting

Table 4.43 and figure 4.43 above show parents or guardians attendance of meetings. All the 300 students; with 100% were valid participants. 177 students, with a percentage of 59% have parents that always attend CTA meetings. 112 students with 37.3% indicating that their parents/guardians at times attend CTA meetings. Finally, 11 students with 3.7% have parents/guardians who do not attend CTA meetings at all.

4.1.4 The Environmental Conditions that Influence Academic Performance of Students

The students are exposed to various options based on the conditions of the environment. The various conditions included: market, bar/ghetto, museum, night club, internet café, video center, and clinic. All these variables will be treated separately as an entity.

Table 4.44 Available Environment (Market)

Available Environment (Market)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Market	120	40.0	40.0	40.0
	1				
	Missing Item	180	60.0	60.0	100.0
	Total	300	100.0	100.0	

Table 4.44 above shows the number of students whose residence is close to the market. The result shows that 120 students with 40% of the total students are living in an environment that is closer to the market. The missing students were 180 students with a percentage of 60%.

Table 4.45 Available Environment (Bar/Ghetto)

Available Environment (Bar/Ghetto)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bar/Ghetto	142	47.3	47.3	47.3
	Missing item	158	52.7	52.7	100.0
	Total	300	100.0	100.0	

Table 4.45 shows that 142 students with 47.3% live close to a bar/ghetto, and a missing item of 158 students 52.7% of the total students (300) that has 100%.

Table 4.46 Available Environment (Museum)

Available Environment (Museum)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Museum	0	0.0	0.0	0.0
	Missing item	300	100.0	100.0	100.0
	Total	300	100.0	100.0	

Table 4.46 above shows that no student was living near a museum. So the missing students were 300 with 100% of all students.

Table 4.47 Available Environment (Night Club)

Available Environment (Night Club)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Night club	63	21.0	21.0	21.0
	Missing Item	237	79.0	79.0	100.0
	Total	300	100.0	100.0	

Table 4.47 above shows the availability of night clubs in their localities. Out of 300 students, 63 students (21%) pointed out that they live close to night clubs. The missing students were 237 students, with 79%.

Table 4.48 Availability Environment (Internet Café)

Availability Environment (Internet Café)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Internet cafe	48	16.0	16.0	16.0
	Missing items	252	84.0	84.0	100.0
	Total	300	100.0	100.0	

Table 4.48 above indicates the availability of internet café in the home environment of students. Among the 300 students, only 48 students (16%) acknowledged the presence of Internet Café within their home environments. Besides, 252 students (84%) were missing students.

Table 4.49 Available Environment (Video Centers)

Available Environment (Video Centers)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Video centers	142	47.3	47.3	47.3
	Missing items	158	52.7	52.7	52.7
	Total	300	100.0	100.0	100

Table 4.49 above shows the availability of video centers in the environment of students. A total of 300 students were exposed to data collection. The results show that 142 students

(7.3%) that their environments have video centers. The missing system was 158 students (52.7%).

Table 4.50 Available Environment (Clinic)

Available Environment (Clinic)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Clinic	145	48.3	48.3	48.3
	Missing	155	51.7	51.7	100.0
	Total	300	100.0	100.0	

Table 4.50 above shows the availability of clinics with home environments of students. A total of 300 students, with 100%, out of which, 145 students, with a valid percentage of 48.3% accepted that their environments have a clinic. Besides, 155 students, with a percentage of 51.7% were the missing students from the system.

Table 4.51 The Love of School/Home Environment for Learning

The Love of School/Home Environment for Learning					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	132	44.0	44.0	44.0
	No	168	56.0	56.0	100.0
	Total	300	100.0	100.0	

Table 4.52 shows students love learning within the school and/or in the home environment. About 132 students (44%) of the total students liked the environment they are living for their learning. Also, 168 students (56%) did not like their environments for their learning meaning, it was not conducive for them.

Table 4.53 Reason for Not Liking the Home Environment

Reason for Not Liking the Home Environment					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tight	38	22.6	22.6	22.6
	Slummy Area	22	13.1	13.1	35.7
	Crowded	45	26.8	26.8	62.5
	Noisy	63	37.5	37.5	100
	Total	168	56.0	100.0	
Missing	System	132	44.0		
Total		300	100.0		

Table 4.53 indicates reasons for not liking the home environment for learning. The data shows that 168 of the students do not like the home environment due to the following different reasons. About 38 students (22.6%) are not happy to live in those environments because it was too tight to live and study. Also, 22 students (13.1%) hate the place because it is a slummy area. Besides, 45 students (26.8%) hate the environment because it was over too crowded. Finally, 63 students (37.5%) hate the environment because it was too noisy.

Table 4.54 Student Possession of Mobile Phone

Student Possession of Mobile Phone					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	87	29.0	29.0	29.0
	NO	213	71.0	71.0	100.0
	Total	300	100.0	100.0	
Missing	System	0	0		
Total		300	100.0		

Table 4.54 indicates students' possession of mobile phones. All 300 students with 100% as the sample size. Out of this, 87 students (29 %) have mobile phones. Also, 213 students (71%) do not have mobile phones.

Table 4.55 Student Programs Liked to Operate

Student Programs Liked to Operate					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WhatsApp	12	4.0	13.7	13.7
	Email	06	2.0	6.9	20.6
	Facebook	36	12.0	41.4	62.0
	YouTube	33	11.0	37.9	100.0
	Total	87	29.0	100.0	
Missing	System	213	71.0		
Total		300	100.0		

Table 4.55 above indicates the programs students liked to operate most often on their mobile phones. The total participants comprised 300 students that sum up to 100%. The missing students' number was 213 students, with 71% of the total sample size, while the valid total comprised of 87 students, with a valid 29%. The program mostly operated shows that, 12 students, with 4%, and a valid 13.7% liked to operate WhatsApp. Besides, 6 students, with 2%, and a valid 6.9% liked to operate Emails. Also, 36 students; with 12%, and a valid 41.4% like to operate Facebook. Finally, 33 students, with 11%, and a valid percentage of 37.9% liked to operate YouTube.

4.1.5 The Measures to Improve Academic Performance

Table 4.56 Score In Integrated Science in the Past Term

SCORE IN INTEGRATED SCIENCE IN THE PAST TERM					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45 and below	11	3.6	5.8	5.8
	46 to 49	50	16.7	26.5	32.3
	50 and above	127	42.3	67.5	100.0
	Total	188	62.7	100.0	
Missing	System	112	37.3		
Total		300	100.0		

Table 4.56 above that illustrates the scores of students in Integrated Science for the past promotional examination to

show their academic yearly performance. A total of 300 students were the sample size that ranges to 100%. The valid total of students were 188 students, with a valid 62.7%, while the missing student from the system who did not indicate an answer to this item were 112 students, with 37.3%. It is presumed that the missing students from the system are those that failed, but are ashamed to indicate their marks. As for those responding to the items, 11 students, with 3.6%, and a valid 5.8% got a mark from 45 and below. Also, 50 students; with 16.7%, and a valid 26.5% got their marks from 46 to 49. Besides, 127 students, with 42.3%, and a valid 67.5% got their mark from 50 and above.

Table 4.57 A- the reason for falling below 50% (i did not study)

A – The REASON FOR FALLING BELOW 50% (I DID NOT STUDY)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	did not study	268	89.3	89.3	89.3
	Missing system	32	10.6	10.6	100.0
	Total	300	100.0	100.0	

Table 4.57 shows that students were below 50% of the mark and gave reasons why they did not study. A total of 300 students, with 100% where the sample size. As data indicates, 268 students, with a valid 89.3% pointed out that, they did not study the subject. Also, the missing system counted taking 32 students, with a missing 10.6% who did not take the item.

Table 4.58 B - the reason for falling below 50 % (i do not like integrated science subject)

B - REASON FOR FALLING BELOW 50 %(I Do NOT LIKE INTEGRATED SCIENCE SUBJECT)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	do not like integrated science subject	29	9.6	9.6	9.6
	Missing system	271	90.3	90.3	100.0
	Total	300	100.0	100.0	

Table 4.58B shows students who did not like the subject itself as a reason for getting marks below the passing mark (50%). The sample size comprises 300 students. As results revealed, 29 students, with valid 9.6% did not like the integrated subject that had led them to get marks below the passing marks. Also, 271 students (90.3%) did not per take to this item.

Table 4.56 C - the reason for falling below 50% (I hate the integrated science teacher)

C - REASON FOR FALLING BELOW 50% (I HATE THE INTEGRATED SCIENCE TEACHER)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I hate the integrated science Teacher	31	10.3	10.3	10.3
	Missing system	269	89.6	89.6	100.0
	Total	300	100.0	100.0	

Table 4.56 indicated the personal conviction of the students of hating the teacher that had led to their falling below the pass mark (50%). The sample size comprised of 300 students with a total of 100% participation. Results indicate that 31 students (10.3%) hate the Integrated Science teacher which has a deep reflection in paying attention to the lessons. Also, the missing system comprised of 269 students, with a missing 89.6% did not per take to this item.

Table 4.57 D- the reason for falling below 50% (i have no time to study at home at that time)

D - REASON FOR FALLING BELOW 50% (I HAVE NO TIME TO STUDY AT HOME AT THAT TIME)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No time	266	88.6	88.6	88.6
	Missing	34	11.3	11.3	100.0
	Total	300	100.0	100.0	

Table 4.57 shows the reason for having no time to study that led to students falling below 50% Of the pass mark. The sample size was 300 students, with 100% status. As indicated in table 4.57, 266 students, with a valid 88.6% pointed out that, they had no time to study at home. Also, 34 students were missing system, with missing 11.3% did not select this option.

Table 4.58 E - the reason for falling below 50%?(i do not understand the subject)

E - REASON FOR FALLING BELOW 50%?(I DO NOT UNDERSTAND THE SUBJECT)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No understanding	224	74.6	74.6	74.6
	Missing system	76	25.6	25.6	100.0
	Total	300	100.0	100.0	

Table 4.58E shows the student said they did not understand the subject that has led them to fall below 50% of the pass mark. The sample size was 300 students with 100% status. The data indicate that 224 students, with a valid 74.6% confessed that, they did not understand the subject that was the reason they got a mark below 50% of the passing mark. Besides, 76 students were missing with 25.6%.

Table 4.59 F- the reason below 50% (I have never experimented)

F REASON BELOW 50% (I HAVE NEVER PERFORM AN EXPERIMENT)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No experiment	205	68.3	68.3	68.3
	Missing	95	31.6	31.6	100.0
	Total	300	100.0	100.0	

Table 4.59 shows the students whose reason for falling below 50% of the pass mark was as a result of had never performed experience before. The sample size was 300 students,

with 100% status. As indicated 205 students (68.3%) accepted that, they had never performed an experience before to understand the practical in sciences. Finally, 95 students were missing from the total and have a missing of 31.6%.

Table 4.60 G -below 50% (I have never been to a laboratory)

G BELOW 50% (I HAVE NEVER BEEN TO A LABORATORY)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never to lab	244	81.3	81.3	81.3
	Missing sys	56	18.6	18.6	100.0
	Total	300	100.0	100.0	

Table 4.60 shows the students pointed out that they had never been to a laboratory to understand the practice science. The results indicate that only 244 students (81.3%) gave reasons that they had never been to a laboratory for practical learning.

Table 4.61 H- present studies at home in groups for the public exams

H- PRESENT STUDIES AT HOME IN GROUPS FOR THE PUBLIC EXAMS					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	284	94.6	94.9	94.9
	NO	15	5.0	5.0	100.0
	Total	299	99.6	100.0	
Missing	System	1	0.3		
Total		300	100.0		

Table 4.61 shows the students present studies at home in groups in preparation for the public examination. The sample size is 300 students that sum up to 100%. The data indicates 284 students, with a valid 94.9% are presently studying at home for the examination that is pending. Also, 15 students; with 5% still are not studying for the exams. So, the missing system is 1 student, with a missing 0.3%.

Table 4.62 The assistant teacher helper at home(close to the Exams)

THE ASSISTANT TEACHER HELPER AT HOME(close to the Exams)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Parent	90	30.0	31.6	31.6
	Friend	186	62.0	65.3	96.8
	Assistant Teacher	9	3.0	3.2	100.0
	Total	285	95.0	100.0	
	Missing	System	15	5.0	
Total		300	100.0		

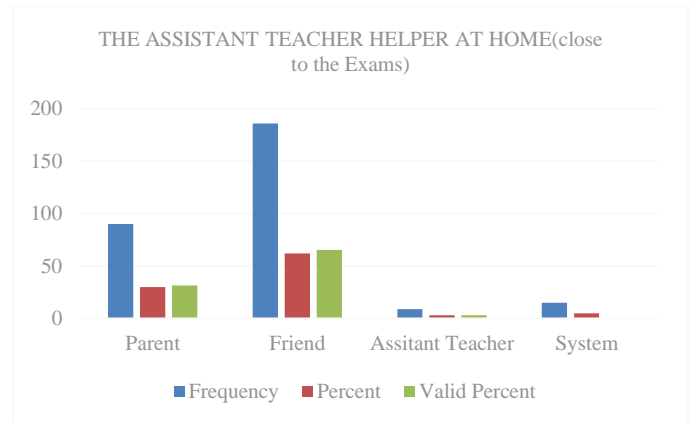


Figure 4.44 The assistant teacher helper at home(close to the Exams)

Table 4.62 and figure 4.44 indicate the assistant helper in teaching the students at home. The sample size is 300 participants. The result shows that 90 students, with valid 31.6% are assisted at home by their parents. Also, 186 students, with valid 65.3% are assisted by friends. Besides, 9 students, with a valid 3.2% have special teachers to help them at home. The total valid students are 285, with a total valid 95%. The missing students were 15 students, with missing 5% who do not study at home.

Table 4.63 Literacy of parent/guardians

LITERACY OF PARENT/GUARDIANS					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	248	82.6	82.6	82.6
	NO	52	17.3	17.3	100.0
	Total	300	100.0	100.0	

Table 4.63 indicates the literacy level of parents/guardians of students at home. About 248 students (82.6%) have literate parents, while 52 students(17.3%) have illiterate parents. The total students were 300 that had a complete 100% status.

Table 4.64 Students' hobbies

STUDENTS' HOBBIES					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Reading	106	35.3	35.3	35.3
	Playing games	75	25	25.0	60.3
	Watching Films	107	35.6	35.6	95.9
	Other	12	4.0	4.0	100.0
	Total	300	100.0	100.0	

Table 4.64 shows students'. The sample size is 300 students that makeup 100% status of the results. 106 students, with a valid 35.3% like reading as their hobbies. Also, 75 students with a valid 25% like to play games as their hobbies. Besides, 107 students, with a valid 35.6% like watching films as their hobbies. Finally, 12 students, with valid 4% like other things as their hobbies.

Table 4.65 Parent/guardian daily work

PARENT/GUARDIAN DAILY WORK					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Trader	98	32.6	32.6	32.6
	Farmer	8	2.6	2.6	35.2
	Teacher	15	5.0	5.0	40.2
	Driver	14	4.6	4.6	44.8
	Others	165	55.0	55.0	100.0
	Total	300	100.0	100.0	

Table 4.65 shows the work of the parents' occupation of the students. The data indicate that 98 students (32.6%) have parents that are traders. Also, 8 students, with a valid percentage of 2.6% have parents that are farmers. Furthermore, 15 students, with a valid 5% have parents that are teachers. Besides, 14 students; with a valid 4.6% have parents' that are drivers. Finally, 165 students, with 55% have parents that do a lot of other things.

Table 4.66 Disturbances of academic work to students

DISTURBANCES OF ACADEMIC WORK TO STUDENTS					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Selling	52	17.3	17.3	17.3
	Peer Influence	64	21.3	21.3	38.6
	House work	31	10.3	10.3	48.9
	Hunger	72	24.0	24.0	72.9
	Watching films	81	27.0	27.0	100.0
	Total	300	100.0	100.0	

Table 4.66 shows the disturbances of academic work to students. The sample size is 300 students, with a 100% status. As indicated, 52 students; with 17.3% pointed out that selling is their main disturbance towards their academic work. Also, 64 students, with 21.3% pointed out that, peer influence is the main cause of disturbance in their academic work. Besides, 31 students pointed out that, too much housework is the main element of what is disturbing their academic work. Furthermore, 72 students, with 24% pointed out that, too much hunger is disturbing them in their academic performance or work. Finally, 81 students; with 27% ascertained that watching films is the main disturbance to their academic work.

Table 4.67 How many times do you eat a day?

HOW MANY TIMES DO YOU EAT A DAY?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Three or more	15	5.0	5.0	5.0
	Two times	52	17.3	17.3	22.3
	once	233	77.6	77.6	100.0
	Total	300	100.0	100.0	

Table 4.67 indicates the number of times students have the opportunity to eat a house meal per day. The sample size comprised of 300 students, with a 100% status. Firstly, 15 students; with 5% are having a meal at home three or more times. Secondly, 52 students; with 17.3% have meals twice every day at home. Besides, 233 students; with 77.6% have just one round meal a day at home. At least, each student is having a meal a day.

Table 4.68 Daily lunch for school

DAILY LUNCH FOR SCHOOL					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	265	88.3	88.3	88.3
	NO	35	11.6	11.6	100.0
	Total	300	100.0	100.0	

Table 4.68 shows the result for the daily lunch given to students. In this data, 265 students; with 88.3% agreed that they get lunch every day to school. While, 35 students, with 11.6% confessed that, they were not receiving lunch for school every day.

Table 4.69 amount of money for lunch

AMOUNT OF MONEY FOR LUNCH					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Le1,000	99	33.0	37.3	37.3
	Le2,000	147	49.0	55.4	92.7
	Le3,000 or 4,000	13	4.3	4.9	97.6
	Le5,000 and above	6	2.0	2.2	100.0
	Total	265	88.3	100.0	
	Missing	System	35	11.6	
Total		300	100.0		

Table 4.69 shows the result of the item of that determined the amount of money given to students for lunch to school. The sample size still is 300 students, with a status of 100%. The results indicated that 99 students, with a valid 37.3% receive le 1000 (One thousand Leones) equivalent to 0.8 yuan in China for lunch every day to school. Secondly, 147 students, with a valid 55.4% get le 2000 (Two thousand Leones) equivalent to 1.6 yuan in China receives for lunch to school. Besides, 13 students, with a valid percentage of 4.9% receive le 3000 to 4000 Leones as lunch for school. More so, 6 students, with a valid 2% receive le 5000 and above as lunch to school every day. The missing system was 35 students, with missing 11.6%.

Table 4.70 Survival without lunch in school

SURVIVAL WITHOUT LUNCH IN SCHOOL					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Help from friends/teacher	11	3.6	31.4	31.4
	Go without food in school	21	7.0	60.0	91.4
	work in a school for lunch	3	1.0	8.5	100.0
	total missing system	35	11.6	100.0	
	Total	265	88.3		
Total	300	100.0			

Table 4.70 shows the result for the item of students' survival without lunch in school. A total sample size of 300 students; that sum up to 100% of the data. As indicated, 11 students that have 3.6% of the total percentage and a valid percentage of 31.4% get assistance to eat something in school from friends and teachers. Besides, 21 students with 7% of the total percentage, and a valid percentage of 60% go without food in school for the whole day. Finally, 3 students with 1% of the total percentage, and a valid percentage of 8.5% at times work in school to get something to eat for lunch. A total of 35 students, with a total percentage of 11.6%, and a valid percentage of 100% are those without lunch in school. The missing students are 265 students, with 88.3% are the ones that receive lunch in school.

4.1.6 the Improvement of Academic Performance

This shows the recommendations of students for their improvement in school and home for their academic performance. This was a general recommendation from all 300 students, with a percentage of 100%. As indicated, all 300 students with a valid percentage of 100% recommended the following:

- Encouragement at school and home,
- Support at school and home,
- Adequate food at school and home,
- Academic support,
- Making available learning material,
- Good teaching methods and health facilities in school and at home.

Also, 250 students, with a percentage of 83.3% of the total recommended good uniform and dress.

Table 4.71 Students' behavior without lunch

STUDENTS' BEHAVIOUR WITHOUT LUNCH				
		Cumulative Frequencies	Percent	Valid Percent
Valid	Dull in class	35	11.6	100.0
	cannot concentrate in class	35	11.6	100.0
	Do not understand the lesson	35	11.6	100.0
	sleep a lot in class	34	11.3	97.1

	Truancy in school	28	9.3	80.0
	unhappy in school	35	11.6	100.0
	weak for academic work	35	11.6	100.0
	Happy in class	0	0	0.0
	Active in all academic work	0	0	0.0
	Understand the lesson better	0	0	0.0
	Total students	35	11.6	100.0
Missing	System	265	88.3	
Total		300	100.0	

Table 4.71 above result shows the behavior of students who go to school without lunch. Students were given many options to select their behaviors. There were a total number of 35 students that had that problem. The results indicated that all the 35 students, with a general percentage of 11.6%, and a specific percentage of 100% pointed out that, their behavior is: dull in class, cannot concentrate in class, do not understand the lesson, unhappy in school, and weak for academic work. Besides, 34 students, with a total percentage of 11.3%, and a valid percentage of 97.1% agree that they sleep a lot in class. More so, 28 students with a total percentage of 9.3%, and a valid percentage of 80% pointed out that, they play truancy in school. None of the students shown the behavior of being happy in class, active in all academic work and understanding of the lesson better. There was a missing total of 265 students, with a percentage of 88.3%.

4.2 Teachers' Results and Analysis

4.2.1 Background Information for Teachers

Table 4.72 A-Background information

A-BACKGROUND INFORMATION					
Sex of the respondent					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	22	73.3	73.3	73.3
	Female	8	26.6	26.6	100.0
	Total	30	100.0	100.0	

Table 4.72 above shows the sex of 30 teachers with a status of 100%. This result indicates that 22 teachers, with a percentage of 73.3% are males. Also, 8 teachers, with a percentage of 26.6% are females. The analysis showed that there were more male teachers than female.

Table 4.73 The religion of the respondent

The religion of the respondent					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Muslim	16	53.3	53.3	53.3
	Christian	14	46.7	46.7	100.0
	other	0	0.0	0.0	
	Total	30	100.0	100.0	

Table 4.73 shows that the religious affiliation of 30 teachers, with a 100% status. The results showed that 16 teachers, with the percentage of 53.3% were followers of the Islamic religion (Muslim). Also, 14 teachers, with a percentage of 46.7% were Christians. Unfortunately, there was no other teacher with a different religion.

4.2.2 The Socio-Economic Factors Affecting the Performance of a Teacher

Table 4.74 Type of school the teacher teaches

Type of school the teacher teaches					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Public	12	40.0	40.0	40.0
	Private	11	36.7	36.7	76.7
	Both	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

Table 7.74 shows the type of school the 30 teachers were teaching. As indicated, 12 teachers, with 40%, teach in public schools. Also, 11 teachers, with 36.7% teach in a private school. Besides, 7 teachers, with 23.3% teach in both public and private places.

Table 7.75 Teachers on payroll (pin coded teachers)

Teachers on payroll (pin coded teachers)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	20	66.7	66.7	66.7
	No	10	33.3	33.3	100.0
	Total	30	100	100.0	

Table 4.75 shows the teachers that are on paying roll and those that are not among 30 teachers under investigation. The data pointed out that, 20 teachers, with 66.7% were in a payroll. Also, 10 teachers, with 33.3% were not in payroll. These 10 teachers that are not in paying is a big gap for efficiency.

Table 4.76 Tribes of Teachers

Tribes of Teachers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Creoles	3	10.0	10.0	10.0
	Mende Fullah	5	16.7	16.7	36.7
	Themne	8	26.7	26.7	63.3
	Soso	2	6.7	6.7	70.0
	Kono	4	13.3	13.3	83.3
	Mandingo	5	16.7	16.7	100.0
	Total	30	100	100.0	

Table 4.76 indicates the tribes of 30 teachers with a status of 100%. As shown, 3 teachers, with 10% are Creoles. Also, 5 teachers, with 16.7% are Mende. Besides, 3 teachers, with 10% are Fula. Furthermore, 8 teachers, with 26.7% are Themne. More so, 2 teachers, with 6.7% are Soso. Also, 4 teachers, with 13.3% are Kono. Finally, 5 teachers, with 16.7% are Mandigo.

Table 4.77 Earning your living without pin codes

Earning your living without pin codes					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extra class	3	10.0	30.0	30.0
	Selling item in school	1	3.3	10.0	40.0
	Part time teaching	5	16.7	50.0	90.0
	Making business at home	1	33.3	100.0	100.0
	Total	10	66.7		
Missing system	20				
Total	30	100.0			

Table 4.77 shows the other ways of earning living by teachers without pin codes. In the previous table, 10 teachers did not have pin codes. Within which, this table analyzes those teachers as follows: 3 teachers, with 10%, and a valid 30% have their living in extra classes in school and the communities. 1 teacher, with 3.3%, and a valid 10% get their income by selling school items in schools. 5 teachers, with 16.7%, and a valid 50% get income by part-time teaching in other schools. 1 teacher, with 3.3%, and a valid 10% make business at home to earn a living.

Table 4.78 Prompt payment of salaries

PROMPT PAYMENT OF SALARIES					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	20.0	30.0	30.0
	No	14	46.7	70.0	100.0
	Total	20	66.7	100.0	
Missing	System	10	33.3		
Total		30	100.0		

Table 4.78 shows the prompt payment of salaries to teachers with pin codes. The data indicate that 6 teachers, with a percentage of 20%, and a valid percentage of 30% accepted that they are paid promptly, but, 14 teachers, with a percentage of 46.7%, and a valid percentage of 70% accepted that they are not paid promptly. The researcher understands from some heads of institutions that, some schools always have reserved in their accounts of which they pay promptly even if the salaries are delayed for a few weeks or months.

Table 4.79 The length of service without salary

The length of service without salary					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than one year	1	3.3	10.0	10.0
	only one year	3	10.0	30.0	40.0
	more than one year	6	20.0	60.0	100.0
	Total	10	33.3	100.0	
Missing	System	20	66.7		
Total		30	100.0		

Table 4.79 shows the length of service for 10 teachers that have not been approved yet, but still in the teaching service. As pointed out, 1 teacher, with 3.3%, and a valid 10% have taught for less a year without approval for payment. Also, 3 teachers, with 10%, and a valid 30% have been teaching for one year without approval for a fixed payment. Besides, 6 teachers, with a 20%, and a valid 60% have been teaching for more than one year without approval for a pin code. The missing teachers were 20 teachers with 66.7%.

Table 4.80 School credit facilities for Teachers

School credit facilities for Teachers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	12	40.0	40.0	40.0
	No	18	60.0	60.0	100.0
	Total	30	100.0	100.0	

Table 4.80 above shows the availability of credit or loans for teachers in the schools. The result proves that 12 teachers, with 40% have credit or loan facilities in their schools. Unfortunately, 18 teachers, with 60% do not have credit or loan facilities in their schools. Loans help to supplement teachers' unprepared problems. Some schools have a staff fund which they administer within the teachers but only those on paying roll. Those without pin codes, do not have that opportunity for security reasons.

Table 4.81 Microcredit facilities from banks through your school approval

Microcredit facilities from banks through your school approval					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	16	53.3	80.0	80.0
	No	4	13.3	20.0	100.0
	Total	20	66.6	100.0	
Missing	System	10	33.3		
Total		30	100.0		

Table 4.82 The type of school the teacher teaches

The type of school the teacher teaches					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	mixed school	22	73.3	73.3	73.3
	boys school	4	13.3	13.3	86.7
	girls school	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Table 4.82 above shows the type of school the teacher is teaching. So, 22 teachers, with a valid 73.3% pointed out that they were teaching mixed school (co-educational school). Also, 4 teachers, with a valid 13.3% were teaching in only boys schools. Besides, 4 teachers, with a valid 13.3% were teaching in only girls' school. The total number of the teacher was 30 teachers with a 100% status.

Table 4.83 The teachers' living house

The teachers' living house					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Owned house	2	6.7	6.7	6.7
	Rented	19	63.3	63.3	70.0
	Family	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

Table 4.83 shows the condition of the teachers' living houses. As indicated, 2 teachers, with a valid 6.7% are living in their own houses. Also, 19 teachers; with a valid 63.3% are living rented houses. Besides, 9 teachers; with a valid 30% are living family houses. The total number of teachers was 30 teachers with a 100% status.

Table 4.84 Accessibility to electricity at the teacher's home

Accessibility to electricity at the teacher's home					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes daily	8	26.7	26.7	26.7
	Yes but irregular	18	60.0	60.0	86.7
	Not at all	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Table 4.84 shows the accessibility of electricity in teacher's homes, 8 teachers; with a valid percentage of 26.7% consented that they have light daily. Also, 18 teachers, with a valid 60% accepted that there was light, but it is irregular. Lastly, 4 teachers, with a valid 13.3% pointed out that they do not have light at all. The sample size was 30 teachers, with a 100% status.

Table 4.85 Access to the water supply at home

Access to the water supply at home					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes daily	8	26.7	26.7	26.7
	Not at all	22	73.3	73.3	100.0
	Total	30	100.0	100.0	

Table 4.85 shows the availability of water in the homes of teachers. This result revealed that 8 teachers, with the valid 26.7% have available water in their houses through pump water. While 22 teachers, with valid 73.3% pointed out that they do not have a water facility in their houses. The researcher observed that most teachers' families fetch water from wells, and running water. The total number of the teacher under investigation were 30 teachers with 100% status.

Table 4.86 The size of the teacher' family

The size of the teacher' family					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Nuclear	9	30.0	30.0	30.0
	Extended	21	70.0	70.0	100.0
	Total	30	100.0	100.0	

The size of the teacher's family count for good living and salary status. This result indicated that 9 teachers, with a valid 30% have a nuclear family. Also, 21 teachers, with a valid 70% were living with an extended family. The extended family has more burden and responsibility than the nuclear family. The sample size composed of 30 teachers, with a 100% status.

Table 4.87 Available sources for lesson note preparation

Available sources for lesson note preparation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Few textbooks	9	30.0	30.0	30.0
	old notes	9	30.0	30.0	60.0
	Internet cafe	7	23.3	23.3	83.3
	others	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

Table 4.87 above shows the sources that are available at home for the teacher to prepare lesson notes for their students. Firstly, 9 teachers, with a valid 30% prepare lesson notes from the few old books available at home. Secondly, 9 teachers, with a valid 30% used old notes possessed from time. Also, 7 teachers, with 23.3% searched from nearby Internet café. Finally, 5 teachers, with a valid 16.7% relied on other means which may call for borrowing notes from others or going to

class without much preparation. This again covered 30 teachers with 100% status.

4.2.3 The Facilities Available in School for Academic Performance of School Going Children

Table 4.88 Trained and qualified teacher in integrated science

Trained and qualified teacher in integrated science					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	12	40.0	40.0	40.0
	No	18	60.0	60.0	100.0
	Total	30	100.0	100.0	

Table 4.88 shows the status of the teachers for been trained and qualify in teaching the subject. Firstly, 12 teachers, with 40% were trained and qualified to teach the subject. Secondly, 18 teachers, with valid 60% were not trained and qualified. The sample size was 30 teachers with 100% status. Training is very relevant for a teacher to understand the students and the work of teaching.

Table 4.89 Teachers' major subject

Teachers' major subject					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	integrated science	14	46.7	46.7	46.7
	other disciplines	16	53.3	53.3	100.0
	Total	30	100.0	100.0	

Some teachers may be trained for a particular subject area but yet still teach other areas. This table tells the major of the teachers teaching Integrated Science. In this result, 14 teachers, with a valid percentage of 46.7% major in Integrated sciences, but, 16 teachers, with a valid percentage of 53.3% have not specialized in the subject, they only teach it due to the vacuum of not have a specialist to teach. The sample size is 30 teachers with 100% status.

Table 4.90 Years of teaching integrated science at JSS III

Years of teaching integrated science at jss3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	one year	2	6.7	6.7	6.5
	two year	7	23.3	23.3	29.0
	three year	10	33.3	33.3	61.3
	more than three years	11	36.7	36.7	96.8
					100.0
	Total	30	100.0	100.0	

Table 4.90 in teaching, the experience is also very important. This table tells the experiences of 30 teachers, with a 100% status. The results conveyed that, 2 teachers, with a valid percentage of 6.7%, have only been teaching for one year. Secondly, 7 teachers, with a valid percentage of 23.3% have been teaching for two years now. Also, 10 teachers, with a valid percentage of 33.3% have taught for three years now. Finally, 11 teachers, with a valid percentage of 36.7% have been in teaching for more than three years.

Table 4.91 Availability of textbooks for the subject in school

Availability of textbooks for the subject in school					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	12	40.0	40.0	40.0
	No	18	60.0	60.0	100.0
	Total	30	100.0	100.0	

Table 4.91 above shows the textbooks, teachers, use as their source of curriculum. So, 30 teachers with 100% status set the sample size. 12 teachers, of 40% agreed to have textbooks for the subject. Again, 18 teachers; with a valid 60% complain that they do not have adequate textbooks for the subject. This is a problem because textbooks are the guiding instruments of teachers.

Table 4.92 Buying textbooks for teaching in school

Buying textbooks for teaching in school					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	self-effort	16	53.3	53.3	53.3
	school	8	26.7	26.7	80.0
	government supply	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

According to table 4.92, it is necessary to know who buys or provides the textbooks for the school. This table shows that 16 teachers; with 53.3% pointed out that they are making self-effort to get materials for teaching. Besides, 8 teachers, with 26.7% were getting books from the school administration. Also, 6 teachers, with a valid 20% indeed get some of the textbooks from government supply.

Table 4.93 Availability of school library

Availability of school library					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	26.7	26.7	26.7
	No	22	73.3	73.3	100.0
	Total	30	100.0	100.0	

Table 4.93 shows the library is a key organ in the academic improvement of schools. This table shows 30 teachers, with 100% status as sample size. Firstly, 8 students, with a valid 26.7% accepted that they have a library in their schools. Secondly, 22 teachers; with a valid 73.3% did not have libraries in their schools

Table 4.94 Availability of integrated science textbooks in the school library

Availability of integrated science textbooks in the school library					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	13.3	50.0	50.0
	No	4	13.3	50.0	100.0
	Total	8	26.7	100.0	
	Missing item Total	22	73.3		
		30	100.0		

Table 4.94 shows the availability of good and current books in the school library helps the academic activities of both teachers and students. This table shows the availability of the Integrated Science textbook in the library. The sample size was 30 teachers that ranged within 100% status. The result indicated that 4 teachers, with 13.3%; and a valid percentage of 50% accepted having Integrated Science textbooks in their school library. Besides, 4 teachers, with a percentage of 13.3%; and a valid 50% did accept that, they do not have Integrated Science textbooks in their library.

Table 4.95 Class crowded during integrated science classes

Class crowded during integrated science classes					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	18	60.0	60.0	60.0
	No	12	40.0	40.0	100.0
	Total	30	100	100.0	

According to 4. 95, the class size in teaching is also important in effective teaching. Overcrowding disturbs academic work. This table shows the availability of crowded classes in schools. So, 18 teachers; with valid, 60% agreed that their classes were too crowded. Also, 12 teachers; with a valid 40% agreed that their classes were not crowded.

Table 4.96 laboratory for practical

laboratory for practical					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	26.7	26.7	26.7
	No	22	73.3	73.3	100.0
	Total	30	100.0	100.0	

Table 4.96 is a table Laboratory providing an instrument proving theoretic work. This table illicit the availability of a laboratory in the school. About 8 teachers; with a valid 26.7% agreed that they have a laboratory in their schools. Also, 22 teachers; with a valid 73.3% showed they do not have a laboratory in their schools. The difference between the two indicated that there is a virtual, total absence of science laboratories in schools. This makes understanding difficult for the students, so there is total failure due to the lack of practical knowledge of the subject.

Table 4.97 Availability of materials for practical

Availability of materials for practical					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	13.3	13.3	3.3
	No	26	86.7	86.7	100.0
	Total	30		100.0	
Missing	System				
Total					

A laboratory cannot work without materials and equipment. This table shows the availability of materials and equipment for practical in the school. As indicated, 4 teachers; with a valid percentage of 13.3% approved the fact, they have materials and science equipment for science practical in their schools. But 26 teachers; with a valid percentage of 86.7% pointed out that they do not have materials and science equipment in their schools. This again is a deplorable situation for the teaching of sciences in schools. The absence of science materials and equipment means the absence of sciences in schools because it is a subject that goes work deals with practicals.

Table 4.98 Availability of BECE past papers in integrated science

Availability of BECE past papers in integrated science					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	18	46.2	60.0	60.0
	No	12	30.8	40.0	100.0
	Total	30	76.9	100.0	

Table 4.98 is useful in preparing a class for public examination, past papers are necessary for revision. This table indicates the use of past paper for the teaching if an examination class BECE. As indicated, 18 teachers, with a valid percentage of 60% accepted to have enough past papers for revision classes. Yet still, 12 teachers; with a valid percentage of 40% still complain about lack of past papers for revision.

4.2.4 The Measures Taken To Improve Academic Performance for School Going Children

Table 4.99 Teacher's highest qualification

Teacher's highest qualification					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TC/Dip	3	7.7	10.0	10.0
	BSC/BA	5	12.8	16.7	26.7
	HTC/HND	8	15.4	26.7	53.4
	MSC/MA	6	20.5	20.0	73.4
	B.ED	6	15.4	20.0	93.4
	M.ED	2	5.1	6.7	100.0
	Total	30	100.0	100.0	

Table 4.99 shows the level of education of the teacher. As indicated above, 3 teachers, with a valid 10% owned a Teachers Certificate or Diploma. Secondly, 5 teachers, with a valid 16.7% owned Bachelor of Science or Bachelor of Arts. Thirdly, 8 teachers, with a valid 26.7% owned a Higher Teachers Certificate or Higher National Diploma. Also, 6 teachers, with a valid 20% owned a Masters in Science or Masters of Arts. Besides, 6 teachers, with a valid 20% owned Bachelor of Education and 2 teachers with a valid 6.7% owned a Masters in Education. The total sample size was 30 teachers with 100% status.

Table 4.100 College/University studied

College/University studied					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Njala University	8	26.7	26.7	26.7
	Milton Margai College of Education	8	26.7	26.7	53.3
	Freetown Teachers College	5	16.7	16.7	70.0
	Fourahbay College	5	16.7	16.7	86.7
	Others	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Table 4.1000 illustrates the colleges or Universities the teachers attended in Sierra Leone. The results indicated that, 8 teachers, with a valid 26.7% graduate from Njala University. Secondly, 8 teachers, with a valid 26.7% graduated from Milton Margai College of Education And Technology. Besides, 5 teachers, with a valid 16.7% graduated from Freetown Teachers College. Again, 5 teachers, with a valid 16.7% graduated from the University of Sierra Leone. Finally, 4

teachers, with a valid 13.3% graduated from other colleges.

4.2.5 Teacher’s problems of Teaching Science

The teachers highlighted the following problems in teaching Integrated Science: All 30 teachers pointed out that: Lack of experiment for practical, Lack of materials for experiment, Shortage of adequate current textbooks, a crowded classroom for teaching, Poor motivation of teachers. 18 teachers pointed out the lack of laboratory, and 12 teachers suggested poor educational background in science and mathematics.

4.3 Strategies For Improvement

4.3.1 Parents Result and Analysis

Background Information on parents

The tables presented the result of data collected from 45 parents, with a maximum of 100% status of the reflective analysis.

Table 4.101 Gender of respondents

Gender of respondents				
SEX	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	24	53.3	53.3
	Female	21	46.7	100.0
	Total	45	100.0	100.0

Table 4.101 shows the gender of the parents. 24 parents; with 53.3% were males, and 21 parents, with 46.7% were females. It was coincident that, the male surpasses the females. The most important thing is both sexes are represented to some amount.

Table 4.102 Religion Background of Respondents

Religion Background of Respondents				
RELIGION	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Christian	19	42.2	42.2
	Muslim	26	57.8	100.0
	Others	00	00	00
	Total	45	100	100

Table 4.102 shows the religion of the respondents. As indicated, 19 parents, with 42.2% were Christians. Also, 26 parents; with 57.8% were Muslims. This also indicated the religious divergence in the country, that Muslims have a higher percentage than Christians. Besides, there are also some traditional belief followers particularly in some suburbs that have a large number of illiterates and uneducated people.

Table 4.103 Career of parents

Career of parents				
CAREER	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Banker	1	2.2	2.2
	imam / pastor	2	4.4	6.7
	Government office	3	6.4	13.3
	skilled worker	5	11.1	24.4
	Teacher	6	13.3	37.8
	Traders	12	26.7	64.4
	administrator	4	8.9	73.3
	police/soldier	4	8.9	82.2
	marine worker	1	2.2	84.4
	Others	7	15.6	100.0
	Total	45	95.7	100.0
	Total	47	100.0	

Table 4.103 above shows the career of parents. As observed, 1 parent, with 2.2% is a banker. 2 parents, with 4.4% are religious leaders as Imam or Pastor. 3 parents, with 6.4% are government workers. 5 parents with 11.1% are self-employed skill workers. 6 parents with 13.3% are teachers. 12 parents, with 26.7% are traders. 4 parents, with 8.9% are administrators. Again, 4 parents, with 8.9% are police or soldier. 1 parent, with 2.2% is a marine worker. Finally, 7 parents; with 15.6% do other works. In this result, the traders are on top of the list, meaning the majority of the parents are traders. Trading takes a big stake in the economic development of homes and families in Freetown.

Table 4.104 Education standard of Parent

Education standard of Parent				
LEVEL OF EDUCATION	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never went to school	4	8.9	8.9
	Primary	12	26.7	35.6
	university level	6	13.3	48.9
	secondary level	13	28.9	77.8
	College	10	22.2	100.0
	Total	45	100.0	100.0

Table 4.104 shows the educational standard of the 45 parents. As indicated, 4 parents; with 8.9% did not attend school in their lives. 12 parents, 26.7% started primary school and stopped. 6 parents, with 13.3% are University graduates. 13 parents; with 28.9% stopped at the secondary level. 10 parents; with 22.2% stopped college and technical Institutions. From these results, those who stopped at the secondary level took the lead, and seconded are those that stopped at the primary level. These two stoppages are the position of dropping out of schooling. Dropping out of school has a lot of

consequences on the lives of the individual. Children born within that spectrum, find it difficult to grow because they will inherit poverty in their homes. The parents will have to struggle long and hard to seek survival because of their limitations in education to seek for jobs. Besides, their movement to seek sustenance, divert their attention from the education of their children.

Table 4.105 Respondent's Relationship with student

Respondent's Relationship with student					
RELATIONSHIP	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Parent	31	68.9	68.9	68.9
	Relative	14	31.1	31.1	100.0
	Total	45	95.7	100.0	

Table 4.105 shows the relationship of the respondent with the student in question. The table revealed that 31 parents, with 68.9% are the true and real parents of the students. 14 parents, with 31.1% are relatives of the students. Those leaving with their parent surpasses the living with their relatives or other peoples. This result shows that there will true experience of the home background. A situation wherein, the student experience his/her real home ability and capability. When a child lives with a relative, it might be due to a cause somewhere along the way, but in reality, a parent should responsible for the upbringing of his/her child; at normal circumstances.

4.3.2 the Facilities Available at home

Table 4.106 Possession of House

Possession of House					
HOUSE OWNERSHIP	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Yes	13	28.9	28.9	28.9
	No	32	71.1	71.1	100.0
	Total	45	100.0	100.0	

Table 4.106 shows the ownership of the resident of the parents. 13 parents with 28.9% live in their own houses with their families. 32 parents, with 71.1% live in houses that are not their personal properties. Parents that lived in houses other than theirs surpasses. Any parent leaving in any house other than his house indicates some shortages in life. In normal circumstances, every human being wishes to have and live in his house.

The basic human needs cover food, shelter, and clothing. To live in somebody's house calls for dear price to pay. If a parent lives together with other parents who do not train their children for good and moral life, that will affect the lives of the other parents, because of peer grouping in the house. Interaction within one house brings about the shared behavior of children. In most cases, parents live in other people's houses in rent due to the inability to own their own; this is an indication of poverty. Our country is contrary to China; in the sense; in China, no citizen owns a house or builds a house, the Government owns and builds for people to rent for long periods.

But in our country, people build for themselves and rent to other people. So the rich build and rent to the poor.

Table 4.107 Type of house

Type of house					
TYPE OF HOUSE	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Cement	36	80.0	80.0	80.0
	Mud built	4	8.9	8.9	100.0
	Others	5	11.1	11.1	
Total	45	100.0	100.0		

Table 4.107 above shows the type of house the parents are living in with the family. 36 parents; with 80% are living in cement houses. 4 parents with 8.9% are living in mud-built houses. 5 parents; with 11.1% are living in others. Maybe they cannot exactly tell the condition of the house they are living in. It is expected that a strong and secured house is the one built with cement bricks. This also views the scale of poverty in the type of house to live in.

Table 4.108 The source of power in the house

The source of power in the house					
ITEM	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Electricity	34	75.6	75.6	75.6
	Battery light	4	8.9	8.9	84.4
	Solar bulb	7	15.6	15.6	100.0
	Total	45	100.0	100.0	

Table 4.108 above shows the sources of power in the houses of parents. 34 parents, with 75.6% are having electricity in their houses. 4 parents; with 8.9% use battery light to light at night in their houses. 7 parents; with 15.6% use solar light in their houses. Electricity is more convenient but more costly. The payment of bills, and perpetual blackout due to continuous faults, due at hinder the studies of students in their houses. That at times warrant them to seek battery lights and solar bulbs; which again cost more money. Besides, a student with electricity in their houses do concentrate more on watching films, instead of academic work. Most importantly when the parents themselves also like watching to distress themselves from the day's struggle.

4.3.3 the human resources of families

Table 4.109 Number of wife/wives for husbands

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	one wife	15	33.3	71.4	71.4
	more than one wife	6	13.3	28.6	100.0
	Total	21	46.6	100.0	
Missing	System	24	53.3		
Total		45	100.0		

Table 4.109 shows the number of wives some husbands have. This section is, particularly for males parents. 15 male parents; with 33.3% and valid value of 71.4% have single wives. 6 male parents; with 13.3% and valid value of 28.6% have more than one wife. 24 parents with 53.3% are missing, this includes females and few bachelors. As a common tradition for Muslims, one man can marry more than one wife at times. As such these wives compete in producing so many children for one man.

Looking at the economic status of that man, he might not be able to meet the sponsorship of those children; this leads to the poverty of that family. So that major cause of poverty to some Muslim families, is marrying many wives beyond their ability, and have so many children without finances and economic strength. Indeed some have one wife again do not limit the number of children to meet their economic power. It is different from China, where the Government restricted to the one-child policy, and mostly, husbands have one wife tradition. In the table, 24 parents of 53.3% never indicated mean many of them within that group to have more than two wives.

Table 4.110 Single parent (Mother/father)

Single parent (Mother/father)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	9	20.0	21.4	21.4
	No	33	73.3	78.6	100.0
	Total	42	93.3	100.0	
Missing	System	3	6.7		
Total		45	100.0		

Table 4.110 above highlights the single parents for the children. This comprises of those parents (either male or female) that must have lost a husband or wife, or have divorced. 42 parents that command 93.3% respondent size. 9 parents; with 20% and a valid percentage of 21.4 confessed that they are single. 33 parents' with 73.7% and a valid percentage of 78.6 are not single. 3 parents did not indicate any of the two. When somebody is single, either without husband or wife, It could be that they divorce or die.

Table 4.111 Number of children

Number of children					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	One	1	2.2	2.2	2.2
	Two	6	13.3	13.3	15.5
	Three	15	33.3	33.3	48.8
	More than three	23	51.1	51.1	100.0
	Total	45	100.0	100.0	

Table 4.111 above shows the number of children under the care of the parents. 1 parent; with 2.2% have only one child. This child may be a real son or daughter, or a relative. 6 parents; with 13.3% have two children in their care. 15 parents; with

33.3% have three children in their household. 23 parents; with 51.1% have more than three children in their household. As indicated the number of those with so many children in possession surpasses all. Those with three children seconded the list. This shows a strong indication of the burden to many parents. As said earlier on, too many children are a big burden to parents on how to bring them up.

4.3.4 the support of parents to children

Table 4.112 Children, presently attending school

Children, presently attending school					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	38	84.4	84.4	84.4
	No	7	15.6	15.6	100.0
	Total	45	100.0	100.0	

Table 4.112 above shows the number of children of a parent that are presently attending school. 38 parents; with 84.4% have children that are presently attending school. 7 parents; with 15.6% confessed that they have children that are not attending school at present. So it a big burden, almost, all parents have their children in school at all costs. Those parents with children not going to school may include children that may have dropped out of school, or not yet reached the age for schooling which requires more expenditure and hardship.

Table 4.113 Responsible for children education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	38	84.4	84.4	84.4
	Not	7	15.6	15.6	100.0
	Total	45	95.7	100.0	

Table 4.113 shows who are responsible for the parents' children's education. 38 parents; with 84.4% are responsible for their children's education. 7 parents; with 15.6% are not responsible for all their children's education.

Table 4.114 Lunch for Students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	33	73.3	94.3	94.3
	Total	35	77.8	100.0	
	System Missing	10	22.2		
	Total	45	100.0		

Table 4.114 above show the parents that can provide lunch for their students. As shown, 33 parents, with 73.3% of the total, and valid of 94.3% accepted that they are giving lunch to their children every day. 2 parents, with 4.4%, and valid of 5.7% pointed out that, they are not giving lunch to their children every day. 35 parents, with 77.8% of the total, and 100% of the valid parents that responded. 10 parents; with 22.2% of the total respondents did not indicate any answer. The total respondents

were 45 parents that formed 100% status.

Table 4.115 Amount of lunch per day

Amount of lunch per day					
Amount of money		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	le2000 and below	18	40.0	54.5	54.5
	le3000	12	26.7	36.4	90.9
	more than le3000	3	6.7	9.1	100.0
	Total	33	73.3	100.0	
Missing	System	12	26.7		
Total		45	100.0		

Table 4.115 above indicates the amount of lunch given to the student by parents for school every day. 18 parents; with 40%, and valid of 54.5% are giving le 2000 and below (1.5 yuan in China) to their students as lunch every day. 12 parents; with 26.7% of the total respondent and 36.4% of the valid respondents are giving le 3000 (2.7 yuan in China). 3 parents, with 6.7%, and a valid percentage of 9.1% are giving more than 3000 Leones as lunch for school. The total of parents giving lunch was 33 that had a percentage of 73.3 and commanded 100% of the valid percentage. 12 parents, with 26.7% were missing from the system of 45 parents that composed of 100% status.

Table 4.116 Means of going to school

Means of going to school					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	walking	28		62.2	62.2
	public transportation	10		22.2	84.4
	motorbike	2		4.4	88.8
	Bicycle	3		6.7	95.5
	Private car	2		4.4	100.0
	Total	45	100	100.0	

Table 4.116 shows how students go to school. 28 parents with 62, 2% confessed that their children walk to school. 10 parents; with 22.2% pointed out that their children take public transport to school. 2 parents; with 4.4% accepted that their children use a motorbike to school. 3 parents, with 6.7% accepted that their children ride bicycles to school. 2 parents, with 4.4% have children to school with the help of a private car. So 45 parents formed the sample size of 100%. From this result, the majority of the children walk to school, and second are the ones taking a means of public transport to school.

Table 4.117 the distance of the school from the house

the distance of the school from the house					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than one mile	15	33.3	33.3	33.3
	between one to	14	31.1	31.1	64.4

	two-mile				
	between two to three miles	9	20.0	20.0	84.4
	four mile and above	7	15.6	15.6	100.0
	Total	45	100.0	100.0	

Table 4.117 above shows the distance of the school from the house. As observed, 15 parents; with 33.3% are less than one mile from the school. 14 parents; with 31.1% have children that are between one to two miles from the school. 9 parents; with 20% have children that are between two to three miles from school. Finally, 7 parents; with 15.6% have children that four and above miles. In all the 45 parents that constitute that 100%, so many children are less than one mile from the school and seconded by one mile to two miles.

Table 4.118 Parents help children study at home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Parent/private help	14	31.1	31.1	31.1
	study with friends	16	35.6	35.6	66.7
	study alone	15	33.3	33.3	100.0
	Total	45	100.0	100.0	

Table 4.118 above shows the contribution of the parent to help their children develop academically at home. 14 parents, with 31.1% agreed that they help them themselves or contract a teacher for them. 16 parents, with 35.6% agreed that their children study with other friends. 15 parents, with 33.3% also agreed that their children study alone by themselves. Out of the 45 parents, only 14 parents provide direct assistance to their children, with only 31.1%, the rest of a total of 68% almost study by themselves alone or with friends. How can the knowledge of children then be guided? Virtually, academic work at home is poor to complement the school.

Table 4.119 Payment of children' fees on time

Payment of children' fees on time					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	31.1	31.1	31.1
	No	31	68.9	68.9	100.0
	Total	45	100.0	100.0	

Table 4.119 above shows the parents' ability to pay their children's school fees on time. 14 parents, 31.1% agreed that they pay their children's fees on time. 31 parents, with 68.9% pointed out clearly that, they do not pay their children's fees on time. The parents that are not paying on time even double those that are paying on time. This is awful because most children are driven out for school fees. Their friends will be learning while

they are standing outside due to failure to pay fees. It makes students miss a lot of academic work.

Table 4.120 Parent’s help child study at home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	One	19	42.2	42.2	42.2
	Two	21	44.7	46.7	88.9
	Three	5	11.1	11.1	100.0
	Total	45		100.0	

Table 4.120 above shows the number of meals parents provide for their children per day. 19 parents, with 42.2% affirmed that they only provide one meal a day. 21 parents, with 44.7% affirmed that they provide two meals to their children per day. 5 parents, with 11.1% only pointed out that they provide meals three times a day. Out of a total of 45 parents that commands 100%, only 5 parents with 11.1% have the chance of providing three times meals at home. When the child wakes up in the morning, that child needs food to get him/her going during school, after school, in the evening and at night, food is necessary for that child to grow very healthy and fit for academic work. But the absence of these opportunities in the house is not the wish and control of the parents, but rather is caused by poverty ranging at home.

Table 4.121 Parent assigned work at homework

Parent assigned work at homework					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Cleaning/Laundrying	30	66.6	66.6	66.6
	Assist in selling	7	15.6	15.6	82.2
	Cook/ fetching water	2	4.3	4.4	100.0
	others	6	13.3	13.3	
	Total	45	100.0	100.0	

Table 4.21 above indicates the work that they assigned their children to do every day at home. 30 parents, with 66.7% have their children assigned to do the cleaning like sweeping, wiping the parlor, cleaning the bowls, cleaning the toilet, scrubbing the path and so on, and laundering of things, dress, material, and ironing them for their parents. 7 parents; with 15.6% reported that their school children assist them in selling their markets. 2 parents; with 4.3% pointed that their children do the cooking and fetching of water for the household. 6 parents; with 13.3% shown that children do other housework. Cleaning and laundering which carry a heavier weight, are the main cause of weakness for students going to school. If the child is hungry and weak for being exhausted from the severe house, that leads to poor academic performance because that student will not have time to study. There is also some element of poverty to the parent because if the parents have the means, they will employ a maid to do the house and allow the student to concentrate on their academic work.

The second chores are selling. Children are mostly used for house empowerment, they can move from one place to another carrying bundles of selling item. That also makes them exhaustive and weak to study whereby results in performing poorly in school because there will be no time for studies.

Table 4.122 Attendance of CTA meeting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	35	77.8	77.8	77.8
	Missing	10	22.2	22.2	100.0
Total		45	100.0	100.0	

Table 4.122 above shows the attendance of Community Teachers’ Association meetings with 35 parents, 77.8% confessed that they always attend CTA meetings for their children in schools. There was no negative answer, but there exist, 10 parents who were missing by no indicated either yes or no. When the researcher made some inquiries from the administrations of the schools, it was revealed that the majority are only represented by other parents or relatives. So the majority of parents do not attend CTA meeting which is set to plan for the education of their children.

Table 4.123 Checking of children’s performance in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	20	44.4	54.1	54.1
	No	17	37.8	45.9	100.0
	Total	37	82.2	100.0	
Missing	System	8	17.8		
Total		45	100.0		

Table 4.123 above shows the visitations of the parents checking for their children’s improvement in academic work. 20 parents; with 44.4% and a valid percentage of 54.1% accepted they check their children’s performance often in school. 17 parents, with 37.8% and a valid percentage of 45.9% also accepted that they do not check-in schools for their children’s academic performance. 37 parents commanding 82.2% of the total responded to the items. 8 parents; with 17.8% were missing for the system. It is expected that those that did not answer were a quilt of not checking in schools for their children, so they escaped the negative answer. Therefore adding that number to those that accepted not going for checking, that number surpasses those that are attending. A lot of parents, therefore, do not check the academic performance of their children in schools.

Table 4.124 Improvement in integrated science

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	20	44.4	60.6	60.6
	No	13	28.8	39.4	100.0
	Total	33	73.3	100.0	
Missing	System	12	26.7		
Total		45	100.0		

Table 4.124 above shows the observations of the parents in the improvement of their children. As indicated, 20 parents, with 44.4% of the total respondents, and a valid 60.6% agreed that their children were improving in school. 13 parents; with 28.8% of the total respondents and a valid 39.4% agreed that their children were not improving. 12 parents, with 26.7% were missing. Again adding these two numbers, the negatives and the unanswered, both surpass those that showed improvement. In reality, from the perspectives of the parents, the students were not improving in academic performance.

Table 4.125 Recommendation for children improvement in academic work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Improve teaching Method	45	95.7	100.0	100.0
Missing	System	2	4.3		
Total		47	100.0		

The cumulative recommendations of parents for the improvement of their children’s education were as follows:

- Improve teaching methods
- Provision of materials for practical
- Children exposed to more practical than only theories
- Guidance and Counselling
- Encouragement and motivation of both teachers and pupils.
- Training with modern technology
- Provision of school feeding programs
- Improving the school curriculum
- Introduction of girl child education
- Construction of standard schools
- Availability of laboratories and libraries
- The good and peaceful learning environment

4.4 Findings of the Study Analysis

Based on the data analyzed, the findings of the study are presented and summarized in the same order in which the research objectives and questions were arranged. The analysis exhibit the following facts from the research questions asset.

4.4.1 The Facilities Available in School for Academic Performance

- The majority of the schools do not have a science laboratory for practical teaching of Integrated Science. 81.3% of schools do not have laboratories.
- Teachers, 86.7% do not get the full support of their principals in making available materials and equipment necessary for science teaching in the schools.
- Teaching methods and attitudes of teacher 44.8% contribute immensely to the student losing interest in Integrated Science.
- The majority of students 90% do not have the extra assistance of the subject at home.
- Some classes are congested 49% so much that, the teacher finds it difficult to monitor the work of students during science classes. This is due to the unavailability of structures and funds to build more classes and to give incentives to teachers.
- Many facilities are lacking in schools for effective learning and teaching of students such as:
 - the poor condition of toilets (too small for the number of students, not hygienic, and some few schools 22% do not have enough toilets- student use neighboring houses)
 - The classroom is small for the number of students, the chairs are below standard for students to seat on them. 62% sitting in threes above per seat.
- Some schools 20% do not have a staff room for teachers to rest. Some have but there is no furniture for teachers to conveniently do work or have a place to keep materials or books.
- Most schools 52.7% do not have stores to keep school materials, in most schools, the principal’s office is where everything is kept.
- Most schools 50.7% do not have played ground for their students. They use other schools’ playing ground for exercises or no exercise at all.
- Most schools 60% do not have an available library for the students to sit and read or prepare notes. Besides, those that have a library, most important and current books are not available.
- Some teachers 70% have extended families whose burden does not meet the income they get from the teaching alone.
- Some teachers 46% are without a pin code to secure a safe salary for monthly income it makes them unstable in the classroom.
- Some Integrated teachers 53.3% are not specialists in the subject, besides, some are not trained and qualified teachers from teacher training colleges.

4.4.2 The Home Facilities for Academic Performance

- Majority of the parents 77.7% cannot afford to provide even two meals a day for their children
- The majority of parents 82% provide just a small amount of money for lunch which cannot buy much. Some others do not have lunch at all.

- A higher number of parents 63.3% are dropouts between primary and secondary education and 17.3% never went to school, so they do not have the knowledge to study their children at home.
- A larger number of parents are traders who put a premium in selling by leaving their houses early in the morning and returning in the evening. No time to supervise or help the children.
- Parents spend most of their time doing something else, the children are left with the bulk of housework which weakens them from studies most times.
- Most of the students spent too much time at home watching movies and European football games, so 54% do not study hard at home.
- About more than 60% of the parents are leaving in houses other than theirs. As such a majority of the, a parent cannot afford to build even a single room for themselves or their families.
- Health facilities are not too distant from their localities, but children 29.1% hardly go to the clinic due to the poor conditions of the parent who could not afford to pay bills.
- The majority of students 66% do not have the opportunity of putting on new school uniforms when schools reopen due to parents' or guardians' inability to afford due to too much burden and joblessness.
- Also, the majority of parents 59.3% cannot pay school fees for their children when school opens newly. It takes the authorities sometimes of asking the student to go home before payment is done at a low pace. In most cases, until the students are harassed or humiliated several times.
- Some parents have a too large family that includes other children of their brothers and sisters who are poor or have passed away.

4.4.3 The Environmental Condition That Influence Academic Performance

- The small number of internet café 16% available within the rural setting of the city; they are more concentrated in the central and west parts of the city. It is expensive for students to exploit the internet most frequently at the rural part due to the demand for it.
- The environment is filled with a lot of playing station for the youths. It prevents them from concentration in their studies
- The video centers 47.3% are too many within the area, and it is the screen to the level of the student, movies for youths above twenty years and above is exposed to children below fifteen years and below.
- Ghettoes and clubs 47.3% are many within the localities, a place students hibernate most often.
- ATAYA BASES as centers for refreshment for particularly Muslims and non-Muslims who do not drink alcohol are too many with the localities. Youth find pleasure in playing draft games, lo do, lotto and

many other games. Usually, people spend a lot of time in those areas talking stories of the day from different angles.

4.4.4 The Measures to Assess and Improve Academic Performance

- The previous assessment in Integrated Science indicates very poor outcomes because the majority of students scored below 45% in their examination. According to the analysis, 56% of the respondents failed integrated Science in their promotional examination to JSS III.
- The majority of parents point out that, their children were not improving in Integrated Science.
- The poor performance in the 2008 Basic Education Certificate Examination (BECE) and West Africa Senior School Certificate Examination (WASSCE) in Sierra Leone urged His Excellency the president to investigate reasons for such abysmal performance. Due to severe public examination failure, the system was changed to 6-3-4-4 in 2011 as a recommendation by Ghamanja White paper (Commission of Enquiry).
- From the researcher's observation of grade sheets in schools, 60 % of students failed integrated school in schools at JSS TWO Promotional examinations for the 2017/2018 academic year.

V. DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Discussion of the Findings

The finding of this study is strictly focused on the effect of poverty on academic performance of school children in Freetown. The result of findings in this study is discussed in this unit based on the Objectives used in guiding this investigation. Poverty has various manifestations, including lack of income and productive resources sufficient to ensure sustainable livelihoods, hunger and malnutrition, ill-health, limited or lack of access to education and other basic services, increase mobility and mortality from illness, homelessness and inadequate housing, unsafe environments, social discrimination and exclusion, characterized by lack of participation in decision-making and in civil, social-cultural rights. The academic performance of a student is the key to educational progress. It determines whether the student will be due for admission, promotion, and transition or not ^[152].

5.1.1 Assessing the Facilities Available in School for Academic Performance of School Children

Results obtained indicated that there was an effect of poverty on academic performance. The availability of school facilities like spot items, teaching materials, improved teacher services, well-furnished staffroom, free playing ground, prompt payment of salaries, library, science laboratory, IT laboratory, school furniture, spacious classrooms, principal's office, school store, good and hygienic toilets, water and drinking, Health and sanitation facilities, Guidance and Counselling, attractive

school building, whiteboard, and some others, improve the performance of students to the highest level of expectation. But, if such facilities are not available in school the performance will be low and below expectations as concluded by ^[153], that, the school physical facilities increase the quality of teaching and learning for improving quality education. These physical facilities meaningfully influence on student's success.

- The findings reveal that the Majority of the schools do not have science laboratory science for practical, and also materials and equipment for science. Some schools have rooms showing the old operation of libraries but virtually empty with no materials and equipment as a result of the inability to have them. The school administrations cannot provide enough school materials due to a lack of funds to buy the necessary item for effective availability and accessibility. The schools are lack funds to provide the students with the necessary educational facilities to improve and increase their performances. This is in line with ^[100] who pointed out that, infrastructural facilities refer to the physical and spatial enablers of teaching and learning. These include classrooms, libraries, laboratories, workshops, playfields, school farms, and gardens, etc. They have to be of the appropriate quantity, size, and quality to meet the minimum standards for promoting meaningful teaching and learning as well as students' academic performance. However, Hassan in 2006 adds that these facilities are lacking in most secondary schools, thereby making teaching and learning more difficult for students to comprehend^[154]. Research by Sunday in 2012 revealed^[155] that there is a significant relationship between the physical school environment and students' academic performance in senior secondary schools. The result indicated that students with an adequate library, laboratory, classrooms, and other physical facilities perform better than those in school with less or without such facilities. This is an indication that poor facilities and inadequate space, as well as the arrangement of items including seats in the classroom, library, and laboratory, would affect the organization of the learning environment since a favorable school climate gives room for students to work hard and enhance their academic achievement. The absence of this state of signifying poverty which refuses the chance for students to perform better.

- Besides, the findings show that teachers are poorly paid and not motivated for the work and their salaries and sources of income do not meet their daily needs. This poor state of teachers limits immensely their teaching performances in the classrooms. This is in line with the view of Bangbade in 2004 who established that out the teachers' attribute has an important connection with students' academic performance. Such characteristics according to Bangbade in 2004 include teachers' knowledge of the subject matter, communication ability, emotional stability, good human relationship and interest in the job. Mays in 1946 seriously stressed the significance of having qualified teachers in the field of teaching and said that the success of any program is accustomed to the ability of the teacher to teach. If there is a failure at this point, the whole

arrangement fails. Hence, the implementation, selection, preparation, and supervision of education will be affected. Furthermore, Dayad in 2000 cited that good teachers are regularly on the alert for approaches and instructional materials that will make learning meaningful. With the wise choice and use of a variety of instructional materials or audio-visual materials, knowledge may be provided to develop an understanding^[65]. Hanushek in 2000 also argues that improving teaching quality is an important theme in improving student performance^[97]. He contends that the quality of a school could be affected by class size, teacher knowledge, and teachers' salaries. In emphasizing further, the funding teachers receive through a process of evaluations, Supervision, and feedback, also influence the quality of teaching and it contributes to ensuring proper accountability in teaching

- School facilities for effective teaching and learning. The findings show that some schools do not have staffrooms for teachers to sit and prepare well for their classes. No safe cupboards for teachers to keep their documents and materials due to a lack of funds to secure these properties. This defect does disturb the academic work of teachers in their teaching work. So many schools cannot afford to buy textbooks for the use of teachers and students in their schools, therefore some teachers stills depend on old notes that are outdated in teaching kids. This shows that Poverty directly upsets academic achievement due to the lack of resources available for student success. Low achievement is closely connected with a lack of resources, and many studies have documented the correlation between socioeconomic status and low achievement of school pupils. According to ^[156] referred to MLA project in 2000 as he agreed that the worth of education also relies on the quality of teachers, with the specification in lists of the stage, sex, qualifications, experience, and language of the instruction force as features that directly and indirectly influence children's learning performances.

- Moreover, the finding revealed that the class size is large enough to make it impossible for teachers to monitor the work of students in classes. Even giving assignments, the teacher sees it as a burden to correct the work within a short period. The schools are deficient in a lot of provisions for dynamic teaching and learning such as a library, playing grounds for students, school gardens for agriculture, textbooks, and the prospect of student exposure to new knowledge such as field trips. ^[157] pointed out three vital factors that disturb students' academic achievement like system management, learning environment, and infrastructure. The factor like system management entails e-learning and management information systems, whereas the classrooms, teaching aids, and library include in the learning environment. The infrastructure of school accounts for buildings used by students, sports facilities (playground) and transport facilities. The specified factors added to about 51.5% towards student attainment. The absence of these things in school, obviously drawback the academic performance to a low level as indicated.

5.1.2 Examine the Facilities Available at Home for Academic Performance of School Going Children

Result obtained indicated that there was an influence of poverty on academic performance. The availability of facilities in the home like enough income to feed, clothing and shelter of children, Good educational level of the parents, family size, type of family (monogamous/polygamous), location of the home, health opportunities and some others, promote the educational performance of children. Birdsong in 2016 highlighted that children are disadvantaged even before birth. Cognitive capacity is not just a matter of genetics, but can intensely be influenced by external causes like prenatal drug use, environmental toxins, poor nutrition, and exposure to stress and violence. All of these are more predominant in low-income households, and disturb cognitive development from the prenatal stage through adulthood. The Biogenetic Theory of Poverty and inequality of Herrnstein and Murray also lay a founding edge to the fact that the character with the most understanding influence on people's life projections is not their social status, but their native intelligence. In other words, it is Nature that predicts our situations and not society that decrees our place in the world as stated by O'Connor in 2001.

- The finding viewed that, majority of the parents cannot provide the required needs of the students such as daily the meal, good home, and daily lunch for school, transport fare to and from school. The students find it too difficult to study because of hunger in the houses, hunger in school (small money for lunch or without). This affects student concentration and limits the rate of understanding the lesson the teacher in class. At home also, it prevents students from concentrating their studies. This finding meets in line with the idea of ^[112] that, many students lived in families with diverse levels of incomes usually gathered into three; low-income group, middle income, and high-income group. Parents with a low level of income cannot be able to provide competently and sufficiently towards their children's' academic needs, therefore such students may become negatively affected in terms of academic performance. Poverty can go into an individual's health, level of thinking as well as academic performance.

- The findings also revealed that the majority of the parents are dropouts from school by have stopped at primary or secondary education. Other parents never went to school. The limited knowledge in education made some parents lack the aspirations and support in investing in education. Besides, it also limits their sources of income. Both the limitation in knowledge and money of parents affect student learning in school. Anything the students may need for academic work, may not be available due to the inability to possess them. This deprivation in students prevents them from higher academic achievement. The education of a person is a drive for self-realization and actualization, as well as a drive for social mobility. This finding is also in line with Coon's in 2011 account that educated parents send their children earlier to schools than uneducated parents^[158]. Similarly educationally advantaged families are likely to produce and stimulate study

mindful children than uneducated families. Also, Parents whose education status is high and receive good income will have higher prospects and guarantee in their children academic competence since they can have sufficient money to pay for all necessities for better education provision ^[121]. Parents with minute level education and low income, many of them do not forestall much from their children since they don't also deliver the necessary resources to improve the learning environment of their children. Lack of essential materials for learning takes away the assurance and hope of achievement in the academic lifeline of the student from them. This directly leads to reluctance and lastly under the performance of the learner in education ^[109]. According to^[121], he observed further in their study on the influence of social and economic disadvantage in the academic performance of school students noticed, they have stated that parents or guardians who have social, educational and economic advantages unconditionally reinforce the level of their child's success in future.

- The finding also revealed that parents give too much housework to their children at home than assisting them to study. Most students do not have extra classes at home because parents cannot afford to provide. There is also another view that states that parents who have a high income or high socio-economic status make available for their children with school need more sufficiently than those who belong to low income. So, students from both groups differ essentially in terms of academic performance ^[113]. Poverty can tremendously affect education. For example, some families can't afford their children to attend school. Sometimes the children need to work to help out the family. According to Eric Jensen and the Center for New York City Affairs, high-poverty schools are more likely to struggle with school climate concerns such as absenteeism and truancy, bullying, and trust and engagement issues that can weaken the learning environment. As such, poverty lowers the academic outcome of students in schools.

- The findings showed that the majority of the parents expose their children to too much idling for a long time in watching films/movies and football leagues. At times, students spend a whole day or night watching films, this also to some extent limit the students' concentration in academic work at home. Children do not study at home. This is in line with^[64] who revealed that, nowadays, studying habit has lost its importance as both the young and the old are glued to the television. According to^[1] further explained that student performance is very much reliant on Socio-Economic background (SEB) as per their statement that, high School Students level of performance is with statistically important differences, linked to their gender, grade level, school location, school type, student type, and SEB.

- The findings showed that the majority of parents do not have a home on their own. They live in either family or rented houses. In most cases, such homes are a mixture of different people of various backgrounds. The children grow in that compressed home with a small space. The children are found with a lot of influences beyond the control of the parent. This reflected the prescription of Poverty by the Government of

Philippines as the sustained inability of a family to meet its basic needs for survival (food and nutrition, water and sanitation, health and clothing), security (income, shelter, peace, and security), and empowerment (basic education and functional literacy, psychosocial and family care, and participation in the political process) by Herrin in 1997.

- The finding also showed that the majority of parents cannot pay their children's school fees on time due to the poor state of their conditions. In most cases, their children are asked out of class when their other classmates are being taught. By the time they could settle for class, they have lost the last lesson taught, so it leads them to failure. This is a result of the fact that most parents do not have jobs or they have too much burden to meet the demands of the family. Some have more than one wife with many children to cater for. This condition meets with the United Nations (UN) defined absolute poverty as "a condition characterized by severe deprivation of basic human needs, including food, safe drinking water, sanitation facilities, health, shelter, education, and information. It depends not only on income but also on access to services".

5.1.3 Assessing the Environmental Conditions that Influence Academic Performance of School Going Children

- The findings pointed out that, Small number of internet café available within the rural setting of the city; they are more concentrated in the central and west parts of the city. It is expensive for a student to exploit this opportunity most frequently at the rural part due to the demand for it. The agreed definition of absolute poverty is "a condition characterized by severe deprivation of basic human needs, including food, safe drinking water, sanitation facilities, health, shelter, education, and information. It depends not on income but also access to social services".

- The findings also showed that the environment is filled with a lot of playing stations for the youths. It prevents them from concentration on their studies. Ortese in 006 also postulates that learning is influenced by the nature of the environment, be it at home or school ^[159]. A conducive environment is free from threat, stress, and tension and includes adequate infrastructural facilities, standard class size, an appropriate location of the school, teachers' motivation, adequate instructional materials, type of ownership among others

- The findings also revealed that the video centers are many too many within the area, and it is a screen to the level of the student, movies for youths above twenty years and above is exposed to children below fifteen years and below. Okoh stretches further that, schools located in an environment where there are noise traffic and noisy sound of the machine from the play-wood industry may also affect students' academic performance negatively because the noisy environment may disturb students from concentrating while studying. In another development, a study^[160] shows that there is a significant difference between the academic achievement of students in rural and urban secondary schools as measured by senior school certificate examinations.

- The findings pointed out that, Ghettoes and clubs are many within the localities, a place students hibernate most often seeking pleasure. ATAYA BASES as centers for refreshment for particularly Muslims and non-Muslims who do not drink alcohol are too many with the localities. Youth find pleasure in playing draft games, lo do, lotto and many other games. Usually, people spend a lot of time in those areas talking stories of the day from different angles and arguing about football. The type of environment is not conducive to students' learning. According to ^[162] no meaningful teaching and learning can take place in an environment that is not conducive. The learning environment in the classroom is important to student success and influence students in many ways. A negative learning environment, or setting that harmfully affects student learning, can affect students in many ways, such as low student achievement, poor behavior, student anxiety, or depression.

5.2 Conclusion

Poverty is seen as a key reason why children do not perform well in schools. Many students do not have basic learning materials such as core textbooks, exercise books, pens, pencils and rulers to use in school, particularly at the primary school level. This hinders a student's ability to learn successfully. The Ministry of Education, Science, and Technology in Sierra Leone realizes that it needs to move outside its normal supply of teaching and learning materials to schools to increase the quantity and coverage of the support particularly in the area of core textbooks provision. Statistics showed by ASC bring out upsetting information on the status of teachers country-wide. 41% male and 28% female teachers in 2016 were either teachings without a teaching qualification or teaching with a qualification below that required for the JSS level. At the SSS level, the circumstances are worse with 44% male and 53% female teachers having similar problems. Most of the problems explained above have led to deteriorating standards in education in both rural and urban located schools.

From the findings of these studies, it was concluded that poverty influences the academic performance of school-Going children in Freetown. It was revealed that the availability of school facilities such as school material, science laboratories, good toilets, good ventilation, spacious class, adequate teaching and learning materials, good infrastructure, the motivation of teachers, libraries, textbooks, etc., promote the academic performance of students in schools. But when such school facilities lack in the schools, teachers will experience constraints, students will lack education, and it will result in poor performance of students.

The home facilities also accelerate the education process. The findings revealed that homes lack a lot for the promotion of the children's education. It cannot provide the needs of the children, some parents are lack education, so they cannot have support from parents. When the home is poor as revealed, it cannot pay or sponsor the education of children, will perform poorly in their examination. Besides, the poor homes give too

much burden to the children that may hinder their education in school by appearing weak and unable to concentrate in class.

Due to the poor condition of the school and social environment, there was no attraction to motivate the teacher's teaching and the students learning. Too many ghettos, clubs within the environment is a sign of poverty within that locality as they are centers for frustrated, dropouts, and idling persons. Students may pay homage to such places whereby their education is affected, and their academic performance hindered.

To crowd up the main point, the prevalence of poverty in schools, homes and then the environment has greatly hindered the academic performance of school-going children. Where there are adequate school materials, strong support from home for the children's education, and a good education atmosphere, indeed the children will surely perform extremely well academically. Therefore this study concludes from the findings of the result that, poverty influences on academic performance of school-going children.

5.3 Recommendations

1. Curriculum planners need to take notice of the effect of poverty in schools and the school-going children to prepare them for a better life. The Ministry of Education should put a mechanism for the improvement of the teaching services of children. Particularly improving and providing science teaching materials and technology. Teachers should be trained and retrained to meet new technological development. Old science teachers should go for new training for the new developments. The government should strategize educational reform efforts to focus on studying the poor and to get a better understanding of their deficiency. It is hoped that this study would encourage practicing and prospective teachers and teachers educators to consider what's wrong not with the poor, but rather with a social and economic system that makes available a wealth of opportunities for poor children.

2. With certainty, what poor children need and deserve, but most of the time do not get, are good teaching, good schools, and access to opportunities transmitted through social networks. More % of the GDP of the national budget be added for the promotion of education. It is hoped that this study helps educators consider what this system means for poor children, and how they might best react in and outside their certified roles. Educationists should share their experiences as a way of demonstrating the importance of not only responding to immediate needs but also of gaining an understanding of their causes and consequences.

3. It is important or teachers in schools to respond with competence and compassion to poor children. Teachers must try to know the reasons for the behavior of students in school, their situation, and needs that are necessary to help them develop academically. As educators, we should offer a curriculum that skirts, moderates, or make light of the moral weight of the obvious injustice of our time- unnecessary hunger, homelessness, and poverty; the ghettoization of entire

communities; exploitation of the poor and vulnerable for profit or sport- we should inspire students to concern their time in school as no more than a series of hoops and jump, to gain payment or avoid punishment

4. There is a need for Guidance and Counseling personnel to be in schools. These experts will help in guiding a child from JSS1, so any weakness detected is immediately corrected. If the reason for failing is known, the Guidance counselor can find a solution by inviting the parents and the authorities to seek a solution for the progress of the child. Teachers need to be motivated to effectively and efficiently do their work correctly. This should be coupled with thorough monitoring and supervision. Identifying the importance of a high-quality teacher workforce should be a priority. Attracting and keeping high-quality teachers in the high-poverty classroom should be the utmost priority and may require special incentives.

5. The school authorities should adopt effective school practices. School policies that have been predictable by research and practice to be real should be generally applied. Examples include class size reduction, longer school days and years and tutoring. Education should be promoted by providing equitable and adequate funding for our schools. There is a need for an equitable and adequate provision to the poor children and their schools, to improve the status of effective teaching and learning in schools. The administration should improve student performance by providing valuable learning facilities to the students and also improve the environment of the school. Indeed, the student performance will improve if the students have good and effective communication skills and have well competent in science, for this, the administration should provide science learning material and equipment for practice. The student will surely perform well if they are correctly guided by the parents and teachers. This will make the student know well about their abilities. The state should assist to equipped the school libraries with current textbooks and materials, so that all, and especially students from poor income background can have access to good school facilities, to enhance their academic performance.

6. The school should collaborate with the parents for the common development of the students. In that, the school may organize training for parents to understand the role of parents to the education of their children, and also to orientate them of the position and needs of students in terms of studies, food, work, and facilities necessary for the student education at home.

REFERENCES

- [1]. Yvonne Bereavement – Walters, Kola Soyibo (1998) "An Analysis of High School Students' Performance on Five integrated Science Process Skills". Research in Science and Technical Education, Volume 19, Number 2/November 1, 2001 PP. 133 -145.
- [2]. Steve Siutts, 2015. A New Majority Research Bulletin: Low-Income Students Now Have a Majority in the Nation's Public Schools (Southern Education Foundation).
- [3]. United Nations, 2012. The UNESCO Teacher Training Initiative for Sub-Sahara Africa.
- [4]. World Bank (2007), Education in Sierra Leone. Present Challenges, Future Opportunities. The World Bank.

- [5]. United Nations International Children's Emergency Fund (UNICEF), 2000. The state of the world's Children 2000. New York: UNICEF.
- [6]. Carla C. Johnson (2013). Conceptualizing Integrated STEM Education.
- [7]. Child fund International India, 2018 at <https://childfundindia.org/>
- [8]. Maile (2008), Education and Poverty Reduction Strategies: Issues of policy coherence.pdf
- [9]. Paulson, J. (2011), Education, Conflict and Development. Symposium Books Developing Countries: The Fundamentals of Education planning.
- [10]. Ebele Uju F and Olufu Paul A., 2017. Study habit and its impact on Secondary School Students' academic performance in biology in the Federal Capital Territory, Abuja. Educational Research and Reviews
- [11]. Horward, M.A. (2000). How to study, Psychology Science, 20(4), 516-522.
- [12]. Husain, A. (2000). Developing Study Habits. Wikipedia, the free encyclopedia.
- [13]. Duncan, G. J. & Brooks-Gunn, J. (1997). Consequences of growing up poor. New York: Russell Sage Foundation.
- [14]. Walker, D., Greenwood, Hart, B., & Carta, J. (1994), Prediction and socioeconomic factors. Child Development, 65(2), 606-621.
- [15]. Basch, C. E (2011) Breakfast and the achievement gap among urban minority faith, Journal of school Health, 81(10), 635-640.
- [16]. Blair, C., & Raver, C. C. (2012). Child Development in the context of adversity. American Psychology 67(4), 309-318.
- [17]. Evans, G. W., Kim, P., Ting, A. H., Tessher, H.B., Shannis, D. (2007) Cumulative risk, Maternal responsiveness and allostatic load among young adolescents. Developmental Psychology, 43(2), 341-351.
- [18]. Gallup World (2013) at <https://news.gallup.com/poll/166619/gallup-top-world-news-findings-2013.aspx>
- [19]. World Bank (2010) <http://pubdocs.worldbank.org/en/919451420647511562/EDS20-Annual-Report-2010.pdf>
- [20]. United Nation Human Development Programme (UNHDP), 2004. Human Development Report 2004. New York: Oxford University press.
- [21]. Kurian, George Thomas, 2001. The Illustrated Book of World Rankings, NY: M.E. Sharpe.
- [22]. UNESCO, 1994. UNESCO statistical yearbook, 1994. Paris. UNESCO.
- [23]. Brint, Steven. 2006. Schools and Societies, 2nd ed. Stanford: Stanford University Press.
- [24]. PROBE Team (Anurada De, Jean Drezei et al), 1999. Public Report on Basic Education in India. New Delhi: Oxford University press.
- [25]. Desai Uday, 1991. "Determinants of Educational Performance in India: The Role of Home and Family." International Review of Education 37: 245-65.
- [26]. Kaodor, Mary & Vincent, James (2006). Evaluation of United Nations Development project (UNDP).
- [27]. World Health Organization (2016, 01, 01) Ebola factsheet from: http://www.who.in/mediacentre/factsheets/fs_103/en/.
- [28]. Sharanya Avichandran, July 28, 2011. Factors of persistent poverty in Sierra Leone.
- [29]. Zack-Williams, A. B. (1990) "Sierra Leone: Crisis and Despair" Review of African political Economic. No. 49, p.28. <https://www.sci.com/blog/ten-facts-about-how-poverty-impact-2016-1-27> (Retrieved July, 2018).
- [30]. Sachs, N. D., Schmidt – Traub, G., Kruk, M., Bahadur, C., Faye, M., and McCord, G. (2004) 'Ending African's Poverty Trap' Brookings Paper on Economic Activity Vol. 2004, no.1, p. 130-131.
- [31]. Cheytor .B, (2010) The Commercial of Agriculture in Sierra Leone: options for the legal and Regulatory Frame work' food and Agriculture Organization of the United Nation. P.8.
- [32]. Trading Economics, (2010) Rural Population in Sierra Leone Trading Economics.
- [33]. IMF Country Report No. 05/191. Sierra Leone: Poverty Reduction Strategy Paper at <https://www.imf.org/external/pubs/ft/scr/2005/cr05191.pdf>
- [34]. Kothari C.R, 2004, Research Methodology- Methods and Techniques(second Edition), New Age International Publishers. ISBN(13):978-81-224-2488-1.
- [35]. Misty Lacour and Laura D. Tissington, (2011). The effects of poverty on academic achievement. Educational Research and Reviews Vol. 6 (7), pp. 522-527, July 2011. https://academicjournals.org/article/article1379765941_Lacour%20and%20Tissington.pdf
- [36]. Wikipedia, 2018- The free Encyclopedia. <https://en.wikipedia.org/wiki/poverty-2>
- [37]. Lorenzo Giovanni, 2005. Impact of policy on poverty. <https://www.fao.org/docs/up/easypol/312/povanlys-defpov-004en.pdf>.
- [38]. Martin Luther King Jr., 1967. Where Do We Go from Here: Chaos or Community? (New York: Harper & Row, 1967), 166.
- [39]. Joann Stevens (1999). The multimedia guidelines. Journal of the American Society for Information Science at [https://doi.org/10.1002/\(SICI\)1097-4571\(1999\)50:14<1324::AID-ASII10>3.0.CO;2-I](https://doi.org/10.1002/(SICI)1097-4571(1999)50:14<1324::AID-ASII10>3.0.CO;2-I)
- [40]. Michael Lipton and Martin Ravallion, 1995. "Poverty and Policy", chapter 41 in Handbook of Development Economics, Volume III. Edited by J.Behrman and T.N. Srinivasan, Elsevier Science, 1995, p. 2553 and Martin Ravallion, Poverty Comparisons, Harwood Academic Publishers, 1994, p. 4
- [41]. Alejandro N. Herrin, 1997. "Designing Poverty Monitoring Systems for MIMAP", paper presented at the Second Annual Meeting of MIMAP, 1997, May 5-7, IDRC, Ottawa, p. 3.
- [42]. Tong, Xing, and Lin, Mingang (1992) Daxue Renkou Yanjiu (University research and training in demography), Beijing: Beijing daxue chubanshe (Beijing: Beijing University Press).
- [43]. [43] S. M Miller and Pamela Roby (1971). **The Future of Inequality**. New York: Basic Books, 1970. 272 pp. \$7.95 at <https://academic.oup.com/sw/article-abstract/16/3/120/1914162>
- [44]. World Bank (1992) China: Strategies for Reducing Poverty in the 1990s, Washington, DC.
- [45]. DSS (Department of Social Security) (1999) Opportunity for All: Tackling poverty and social exclusion, London: The Stationery Office.
- [46]. EEC (1985) On Specific Community Action to Combat Poverty (Council Decision of 19 December 1984) 85/8/EEC, Official Journal of the EEC, 2/24.
- [47]. United Nations, (1995). The Copenhagen Declaration and Programme of Action: World Summit for Social Development 6-12 March 1995, New York, NY: United Nations Department of Publications.
- [48]. Cutler, P. (1984), "The Measurement of Poverty: A Review of Attempts to Quantify the Poor with Special Reference to India", World Development, Vol. 12, no. 11/12, pp. 1119-1130.
- [49]. David Gordon, Shailen Nandy, Christina Pantazis, Simon Pemberton and Peter Townsend (2003). Child poverty in the developing world. https://www.unicef.org/socialpolicy/files/child_poverty_in_the_developing_world.pdf
- [50]. Rowntree, B. S. (1980) Poverty: A Study of Town Life, London: Garland.
- [51]. Grier, Peter, 2005. "Rich-Poor Gap Gaining Attention: A Remark by Greenspan Symbolizes that Wealth Disparities May Destabilize the Economy." Christian Science Monitor, June 14, 2005. www.csmonitor.com/2005/0614/p01s03-usec.html.
- [52]. Bishaw, A and J. Semega, 2008. "Income, Earnings, and Poverty Data from the 2007 American Community Survey." U.S. Census Bureau, August 2008. www.census.gov/prod/2008pubs/acs-09.pdf.
- [53]. Narayan, D. et al. (2000). The Role of Safety Net in Ensuring Food Security: The Case of East Harerghe Zone. **Science and Education Publishing**, Oxford University press, New York.
- [54]. Narayan, Deepa; Petesch, Patti [editors]; Narayan, Deepa*Petesch, Patti [editors]. 2002. *Voices of the poor from many lands (English)*. Washington DC; World Bank.

- <http://documents.worldbank.org/curated/en/864691468233712217/Voices-of-the-poor-from-many-lands>
- [55]. Herrnstein and Murray (1994). *The Bell Curve: Intelligence and Class Culture in American Life*. <https://lesacreduprintemps19.files.wordpress.com/2012/11/the-bell-curve.pdf>
- [56]. Alice O'Connor, 2001. *Poverty Knowledge: Social Science, Social Policy, and the Poor in Twentieth-Century U.S. History* (Princeton, N.J.: Princeton University Press, 2001).
- [57]. Eduardo Bonilla-Silva, 2001. *White Supremacy and Racism in the Post-Civil Rights Era* (Boulder, Colo.: Lynne Rienner, 2001), 62. https://www.hartfordschools.org/files/Equity%20Page/Bonilla-Silva_2001_copy.pdf
- [58]. Janny Scott and David Leonhardt, 2005. "Class in America: Shadowy Lines that Still Divide," *New York Times*, May 15, 2005, 121; see also Lawrence M. Mead, *The New Politics of Poverty: The Nonworking Poor in America* (New York: Basic Books, 1992), 143-45.
- [60]. Charles Murray, 2005. "The Hallmark of the Underclass," *Wall Street Journal*, September 29, 2005.
- [61]. Gary S. Becker, 1975. *Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education*, 2nd ed. (Chicago: University of Chicago Press, 1975).
- [62]. E. Michael Foster, 1993. "Labor Economics and Public Policy: Dominance of Constraints or Preferences?" in *Labor Economics: Problems in Analyzing Labor Markets*, ed. William Darity Jr. (Boston: Kluwer, 1993), 269-94;
- [63]. Randy Albelda, 1997. Robert Drago, and Steve Shulman, *Unlevel Playing Fields: Understanding Wage Inequality and Discrimination* (New York: McGraw-Hill, 1997), 125.
- [64]. Adejumo, Gbemileke Samson, 2018. "Influence of Study Habit and Types of Home on Students' Academic Performance in Ogbomoso North Local Government of Oyo State". A Research Project submitted to National Teachers' Institute, Kaduna, in Partial Fulfillment of the Requirements for the Award of Post Graduate Diploma in Education.
- [65]. Sunshine B. Alos, Lawrence C. Caranto, Juan Jose T. David, 2015. Factors Affecting the Academic Performance of the Student Nurses of BSU, *International Journal of Nursing Science*, Vol. 5 No. 2, 2015, pp. 60-65. doi: 10.5923/j.nursing.20150502.04.
- [66]. McCoach DB (2002). A validation study of the school Attitude Assessment survey. *Meas. Eval.couns.Dev.* 35(2):66-77.
- [67]. Zimbardo, P. G., & Boyd, J. N. (2015). Putting time in perspective: A valid, reliable individual differences metric. In *Time Perspective Theory; Review, Research, and Application* (pp. 17-55). Springer International Publishing.
- [68]. Aizer, A., & Currie, J. (2014). The intergenerational transmission of inequality: Maternal disadvantage and health at birth. *Science*, 344(6186), 856-861.
- [69]. Wang, M. T., & Degol, J. (2013). Motivational pathways to STEM career choices: Using expectancy-value perspective to understand individual and gender differences in STEM fields. *Developmental Review*, 33(4), 304-340.
- [70]. T. Ravichandran, Yu Liu (2011). Environmental Factors, Managerial Processes, and Information Technology Investment Strategies. *A Journal of the Decision Sciences Institute*. <https://doi.org/10.1111/j.1540-5915.2011.00323.x>
- [71]. Statistics Sierra Leone and UNICEF (2010). *Sierra Leone Multiple Indicator Cluster survey* (UNICEF).
- [72]. J Pers Soc Psychol (2008). Poignancy: Mixed Emotional Experience in the Face of Meaningful Endings. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2807633/>
- [73]. McCoach DB (2002). A validation study of the school Attitude Assessment survey. *Meas. Eval.couns.Dev.*35(2):66-77.
- [74]. Donna A. Valentine, 2008. *Generational Poverty: he Relationship of Ninth Grade High School Students' perceptions on their future Education and Life Choices*. John and Wiles University/Outcome, Rhode Island.)
- [75]. Hochschild, J. L., & Scovronick, N. (2003). *The American dream and the public schools*. New York: Oxford University Press.
- [76]. The Center for New York City Affairs. *A better picture of poverty: What chronic absenteeism and risk load reveal about NYC's lowest-income elementary schools*. Retrieved from <http://www.centrernyc.org/betterpictureofpoverty/?rq=18%20Risk%20factors>.
- [77]. Lee, V. E., & Burkam, D. T. (2002). *Inequality at the starting gate: Social background differences in achievement as children begin school*. Washington, DC: Economic Policy Institute.
- [78]. Annunziata, D., Hogue, A., Faw, L., & Liddle, H.A. (2006). Family functioning and school success in at-risk, inner-city adolescents. *Journal of Youth and Adolescence*, 35, 105- 113.
- [79]. UNICEF Innocenti Research Centre (2000) *Innocenti Report Card No 1, A league table of child poverty in rich nations*, Florence, Italy: UN Children's Fund, download free at www.unicef-icdc.org/cgi-bin/unicefLunga.sql?ProductID=226
- [80]. DeWitt, P. & Slade, S. (2015). *School climate change: How do I build a positive environment for learning?* Alexandria, VA: ASCD.
- [81]. Richard J. Coley, 2013. "Poverty and Education: Finding the way forward". *Educational Testing Service Bruce Baker, Rutgers University*.
- [82]. Anyon, J. (1997). *Ghetto schooling: A political economy of urban educational reform*. New York: Teachers College Press.
- [83]. Sparks, S. D. (2015, March 9). Robert Putnam: When did poor kids stop being "our kids"? [Review of the book *our kids: The American dream in crisis*, by R. D. Putnam. Retrieved from *Education Week: Inside School Research* at http://blogs.edweek.org/edweek/insideschoolresearch/2015/03/its_hard_to_make_schools.html
- [84]. *R v Coley (Scott); R v McGhee (Colin); R v Harris (Darren)* [2013] Coley. *The Borderline between Insanity and Intoxication*: EWCA. <https://doi.org/10.1350/1740-5580-77.3.194>
- [85]. U.S. Department of Agriculture. (2013a). *Food security in the U.S.* Retrieved from <http://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-us.aspx>
- [86]. Sunshine B. Alos, Lawrence C. Caranto, Juan Jose T. David (1946). Factors Affecting the Academic Performance of the Student Nurses of BSU. *International Journal of Nursing Science* 2015; 5(2): 60-65
- [87]. Bangbade JO 2004. "Effects of subject matter knowledge in the teaching and learning of Biology and Physic". *Teaching and Teacher Education*: 109-102.
- [88]. R. Rena (2000). Perceptions of Pre Perceptions of Pre-Service Teachers towards Teaching: A Case Service Teachers towards Teaching: A Case Service Teachers towards Teaching: A Case study on study on the Eritrea the Eritrea Institute of Technology. *Review of Higher Education in Africa*. Vol. 2, No.1.
- [89]. Beau Abar, Kermit L. Carter, Adam Winsler (2009). The effects of maternal parenting style and religious commitment on self-regulation, academic achievement, and risk behavior among African-American parochial college students. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.664.624&rep=rep1&type=pdf>
- [90]. Summers, J. J., Davis, H. A., & Hoy, A. W. (2017). The effects of teachers' efficacy beliefs on students' perceptions of teacher relationship quality. *Learning and Individual Differences*, 53, 17-25.
- [91]. Paul Cooper, Donald McIntyre (1993). Commonality in teachers' and pupils' perceptions of effective classroom learning. *British Journal of Educational Psychology*. <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.2044-8279.1993.tb01066.x>
- [92]. William L. Sanders and June C. Rivers (1996). Cumulative and Residual Effects of Teachers on Future Student Academic Achievement.

- <https://www.beteronderwijsnederland.nl/files/cumulative%20and%20residual%20effects%20of%20teachers.pdf>
- [93]. Monk, D. H. (1994). Subject area preparation of secondary mathematics and science teachers and student achievement. *Economics of Education Review*, 13 (2), 125–145
- [94]. Johnson made this remark in 1965 in Johnson City, Texas, upon signing the Elementary and Secondary Education Bill (Public papers, 1966).
- [95]. Goodland, J. (1984). *A Place Called School* McGraw-Hill, New York.
- [96]. Mikako Nishimuko (2008). The Role of Faith-based Organizations in Building Democratic Process: Achieving Universal Primary Education in Sierra Leone. *World Academy of Science, Engineering and Technology International Journal of Educational and Pedagogical Sciences Vol:2, No:4, 2008.*
- [97]. Hanushek, EA The impact of differential expenditures on school performance *Educational Researcher* 1989a1844565.
- [98]. Hanushek, EA The economics of schooling: Production and efficiency in public schools *Journal of Economic Literature* 19862411411177.
- [99]. Gao Reports (1996). Health, Education, Employment, Social Security, Welfare, and Veterans Issues at <https://www.gao.gov/archive/1996/pa96005.pdf>
- [100]. Songu, A. I. (2016). School environmental factors and students' academic performance in secondary schools in Zone. A Senatorial District of Benue State. Unpublished M.Ed Dissertation at Benue State University, Makurdi.
- [101]. David L. Olson (2003). Principles, Impracticality, and Passion *Sage Journals* at <https://journals.sagepub.com/doi/10.1177/003172170308500412>
- [102]. Crichlow, W. E., Usinger, P. A., Cole, S. P., Allen, L., & Seidman, E. (1997). Neighborhood and family factors predicting educational risk and attainment in African American and white children and adolescents. In J. Brooks-Gunn, G. Duncan, & J. L. Aber (Eds.), *Neighborhood Poverty Volume I: Context and Consequences for Children* (pp. 146-173). New York: Russell Sage Foundation.
- [103]. Kevin J. Payne & Bruce J. Biddle (1999). Poor School Funding, Child Poverty, and Mathematics Achievement. *Save Journal of Educational Researcher*. <https://journals.sagepub.com/doi/10.3102/0013189X028006004>
- [104]. Orfield, G. (1996). Turning back to segregation. In G. Orfield & S. Eaton, *Dismantling desegregation: The quiet reversal of Brown v. Board of Education* (pp. 1-22). New York: The New Press. REFRENCE
- [105]. Belluck, P. (2000, May 18). Indian schools, long failing, press for money and quality. *The New York Times*, p. A1. America's public schools. Boston: Addison-Wesley.
- [106]. Inyang, J. P. (2003). Parents Socio- Economic Status and Students' Academic Performance in Uruan Local Government Area. Unpublished B.Sc. (Ed.) Project, University of Uyo, Uyo.
- [107]. Oworye, J. S. (2011). School location and academic achievement of secondary school in Ekiti State, Nigeria, *Journal of Asian Social Science*, 7(5), 73-79.
- [108]. Kao, G., & Tienda, M. (2015). Optimism and achievement: The educational performance of immigrant youth. *Social science quarterly*, 1-19.
- [109]. Goodall, J. (2010). Superstition and Human Agency. *Implicit Religion*, 13, 307-318. <https://doi.org/10.1558/imre.v13i3.307>
- [110]. Englund, M. M., Luckner, A. E., Whaley, G. J., & Egeland, B. (2016). Children's achievement in early elementary school: Longitudinal effects of parental involvement, expectations, and quality of assistance. *Journal of Educational Psychology*, 96(4), 723.
- [111]. Stevenson, D. L., & Baker, D. P. (2013). The family-school relation and the child's school performance. *Child development*, 1348-1357.
- [112]. Maturana, G., & Nickerson, J. (2016). *Real Effects of Financial Distress of Workers: Evidence from Teacher Spillovers.*
- [113]. Eyo, P. T. (2003). *Family Types and Socio-economic Life of Students.* Calabar: Centive Publishing House, Nigeria.
- [114]. Akpan, R. J. (2003). *Theories and Practice in Educational Administration.* Uyo: MEF Publishing Limited, Nigeria.
- [115]. Kakumbi, Z., Samuel, E. B., & Mulendema, P. J. (2016). Pupil Home Background Characteristics and Academic Performance in Senior Secondary Schools: A Case Study of Selected Secondary Schools in Kitwe District, Zambia. *Journal of Education and Practice*, 7(22), 19-25.
- [116]. Vincent, M. E. (2008). *Family Home Location and Child's Educational Performance.* Port Harcourt: Simtax Printing Press.
- [117]. Edward Royce, 2009, *Poverty & Power - The problem of structural inequality.* Jensen E. (2013, May). How poverty affects classroom engagement. *Educational Leadership*, 70(8), 24–30. Retrieved from <http://www.ascd.org/publications/educational>
- [118]. M.S. Farooq, A. H. Chaudhry, Getenesh Berhau (2012). Factors Affecting Students] Quality of Academic Performance: A Case of Secondary. *Journal of Quality and Technology Management Volume VII, Issue II, December, 2011, Page 01 - 14*
- [119]. Peters HE, Mullis NC (1997). The role of Family income and sources of income in adolescent achievement. In Duncan, Brooks-Gunn (EDS) *Consequences of Growing Up Poor.* New York. Russell Sage Foundation, pp 340 – 381.
- [120]. Smith R, Books – Gunn J, Klebanov PK (1997). Consequence of living in poverty for young children's cognitive and verbal ability and early school achievement. In Duncan, Brooks – Gunn (Eds), *Consequences of growing up poor.* New York: Russell Sage Foundation. Pp 132 – 189.
- [121]. Considine, G. & Zappala, G. (2002). Influence of social land economic disadvantage in the academic performance of school students in Australia. *Journal of Sociology*, 38, 129-148. Retrieved on August 16, 2007 from <http://jos.sagepub.com>
- [122]. Bryan, J. B. (2005). Fostering educational resilience and achievement in urban schools through school-family-community partnerships. *Professional School of Counseling*, 8, 219-227.
- [123]. Bergsten, M. C. (1998). *Infancy and early childhood: Opportunities and risks.* Pennsylvania Partnerships for Children, Harrisburg, Pennsylvania.
- [124]. Driessen, G., Smit, F., & Slegers, P. (2005). Parental involvement and educational achievement. *British Educational Research Journal*, 31, 509-532.
- [125]. Jencks, Christopher, ET AL., 1972. *Inequality: A Reassessment of the Effects of family and schooling in America* (New York: Basic Books, 1992).
- [126]. Dornbusch, Sanford M., and Philip L. Ritter, 1992. "Home- school process indiverse Ethnic Group, Social classes and family structure," in Sander Christenson and Jane C. Conoley (eds), *Home- school collaboration* (Silver Spring, MD: National Association of school psychologists), 1992, pp. 1244-57.
- [127]. RUBIN, LINDA J., and SHERRY B. BORGERS, 1991. "The Changing family: Implication for Education," "principal, September 1991, pp. 11-12.
- [128]. RUMBERGER, RUSSELL W, 1990. "Family Influences on Dropouts Behaviour in our California High School. "Sociology of Education, vol.63, October 1990. Pp.283-99.
- [129]. Claude M. Steele Steven J. Spencer Joshua Aronson (2002). *CONTENTING WITH GROUP IMAGE: THE PSYCHOLOGY OF STEREOTYPE AND SOCIAL IDENTITY THREAT.* *ADVANCES IN EXPERIMENTAL ADVANCES IN EXPERIMENTAL*
- [130]. Marianne Torres (2015). *Establishing a Parenting Program for Fathers in Substance Abuse Treatment.* Australian and New Zealand Journal of Family Therapy. Vol. 36, Issue 2. Retrieved at <https://onlinelibrary.wiley.com/doi/10.1002/anzf.1105>
- [131]. Suits, S. (2015). A new majority: Low income students now a majority in the nation's public schools. SEF Research Report Update. Southern Education Foundation. Retrieved from <http://www.southerneducation.org/Our-Strategies/Research-and-Publications/NewMajority-Diverse-Majority-ReportSeries/A-New-Majority-2015-UpdateLow-Income-Students-Now>
- [132]. Philip S, Lethbridge L. Income and the outcomes of Children, <http://www.statcan.ca/english/research/11F0019MIE200628.pdf> (version current at September 10, 2007)
- [133]. Aldi Hagenars and Klass de Vos, K. (1988) "The Definition and

- Measurement of Poverty", The Journal of Human Resources, Vol. XXIII, No. 2 p. 220.
- [134]. McLoyd VC (1998). Socioeconomic disadvantage and child development. *Am Psycho.* 53:185-204. Pubmed <https://www.ncbi.nlm.nih.gov/pubmed/9491747>
- [135]. Ajao, A. (2001). Teachers effectiveness on students' academic performance. *Journal of Education and Practice* 5 (22).
- [136]. Bergeson T (2006). Race, Poverty and academic achievement. Available <http://www.doh.wa.gov/SBOH/ESS/documents/RaceandPoverty.pdf>.
- [137]. Claire Selltiz et.al. (1962), *Research methods in social sciences*. New York; Holt, Rinehart and Winston, Inc., p.50.
- [138]. Strauss, A. & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Thousand Oaks, CA: Sage.
- [139]. Adejumo, Gbemileke Samson, 2018. "Influence of Study Habit and Types of Home on Students' Academic Performance in Ogbomoso North Local Government of Oyo State". A Research Project submitted to National Teachers' Institute, Kaduna, in Partial Fulfillment of the Requirements for the Award of Post Graduate Diploma in Education. rs.
- [140]. Kusum Verma (1965). Regional differences in skin gland differentiation in *Rana pipiens*. <https://onlinelibrary.wiley.com/doi/abs/10.1002/jmor.1051170105>
- [141]. Brantlinger, E., Jimere, R., Klinger, J., Pugach, M. & Richardson, V. (2005). Qualitative studies in special education. *Exceptional Children*, 71, 195-207. Assistance to Conflict-affected countries. United Nation Development Program. From: <http://web.undp.org/evaluation/document/thematic/conflict/sierraLeone.pdf>
- [142]. Mouly, G. J. (1970). *The science of educational research* (2nd ed.). NY: Van Nostrand Reinhold. <https://pdfs.semanticscholar.org/ecf6/4f031f769f1c460cbd36720ee0f4b74f297a.pdf>
- [143]. Kerlinger's Research Myths: An Overview with Implications for Professors of Educational Research. <https://files.eric.ed.gov/fulltext/ED400269.pdf>
- [144]. Gay L. R., 1992. *Educational Research Competencies for Analysis and Application*. Florida International University. Macmillan Publishing Company. ISBN 0-02-340800-6.
- [145]. Bailey, K.D. (1994). *Methods of social research*. (4 th ed.). New York: The Free Press.
- [146]. Louis Cohen, Lawrence Manion & Keith Morrison, 2011. "Research Methods in Education". 7th Edition. Routledge- Taylor and Francis group. British
- [147]. Bond, T. & Fox, C. (2007). *Applying the Rasch model: Fundamental measurement in the human sciences* (2nd). Mahwah, NJ: LEA.
- [148]. Colin Phelan and Julie Wren, 2005-06. *EXPLORING RELIABILITY IN ACADEMIC ASSESSMENT* Written, Graduate Assistants, UNI Office of Academic Assessment.
- [149]. Sankhala D. P., 2007. "Research Methodology in Education". Adhyayan Publishers & Distributions- New Delhi- 110002.
- [150]. Yogesh Kumar Singh, 2006, *Fundamental of Research Methodology and Statistics*. New Age International Publisher. ISBN: 978-81-224-2418-8.
- [151]. Book review: Koshy, V (2010) *Action Research for Improving Educational Practice. A Step-by-step guide*. Sage, London. Second Edition. ISBN 0 978 1 84860 159 8
- [152]. Nyagosia, P., Njuguna, F. & Waweru, S. (2013). Factors influencing academic achievement in public secondary schools in Central Kenya: An effective schools' perspective. *Educational Research International* 2(2), 174-184
- [153]. Hasbullah, A., Yusoff, W. Z. W., Ismail, M., & Vitasari, P. (2011). A framework study of school facilities performance in public primary school of Batubara district in Indonesia. *Procedia-Social and Behavioral Sciences*, vol. 15.
- [154]. Hassan, I. (2006). *Management of change in education in Nigeria and beyond*. Ibadan: Spectrum Books.
- [155]. Sunday, A. A. (2012). The relationship among school environment, student approaches to learning and their academic achievement in senior secondary school in physics. *International Journal of Educational Research & Technology*, 3(1), 26-32.
- [156]. Mikako Nishimuko, 2007. *Problem behind Education for All (EFA): The case of Sierra Leone*. <http://www.educatejournal.org/>
- [157]. Ramli, A., & Zain, R. M. (2018). The impact of facilities on students' academic achievement. *Sci. Int. (Lahore)*, 30(2).
- [158]. Okoh, C. (2001). Site selection and academic excellence. In J. Z. Adigizi (Ed). *Elements of school plant planning*. Abuja: Benka Publishers.
- [159]. Ortese, P. T. (2006). *Psychology of learning II*. Makurdi: Ogun Printing Press.
- [160]. Oworye, J. S. (2011). School location and academic achievement of secondary school in Ekiti State, Nigeria, *Journal of Asian Social Science*, 7(5), 73-79.
- [161]. Ethel (2014). URL: https://prdtm.s3.amazonaws.com/StagedProducts/Maps/USTopo/PDF/AR/AR_Ethel_20140602_TM_geo.pdf

Appendix 1

Questionnaires for the Dissertation Project

“The Effects Of National Poverty On Academic Performance Of Junior Secondary School Students Level 3 In Integrated Science: Western Rural District, Sierra Leone As A Case Study”

Alhaji Bakar Kamara

Department of Curriculum and Teaching Methodology,
Central China Normal University,
Wuhan, China

Department of Education,
Milton Margai College of Education and Technology,
Freetown, Sierra Leone

1. Questionnaire For The School-Going Children (JSS 111)

A. Introduction

A questionnaire for the research on the topic ,The Influence of Poverty on Academic Performance of School Going Children: Western Rural of Sierra Leone as Case Studies’ in partial fulfillment of a Dissertation for a Ph.D. in Curriculum and Teaching Methodology. The findings will help curriculum planners and other agencies in preparing constructive policies and administration for quality free education in Sierra Leone. I wish to thank you for the time you are taking to complete this evaluation. Your answers will help improve the quality of education in Sierra Leone. All answers will be held in the strictest confidentiality.

B. Background Information

School:..... Sex:
Male / Female Age..... Religion
Tribe.....
Home Town.....

Objective I: What Are The Facilities Available In School For Academic Performance? A. Teacher’s attitudes and methods

- (1) Does your school have a science laboratory?
 - Yes
 - No
- (2) If yes, how often do you have practicals in the laboratory per week?
 - Once Twice
 - Thrice Often
- (3) Does your science teacher perform demonstrative experiments in class?
 - Yes
 - No
- (4) Do you have a science textbook?
 - Yes
 - No
- (5) Do you like science subjects?
 - Yes
 - No
- (6) If no, why?
 - Teaching method Teacher's attitude
 - Dislike the subject
- (7) Do your parents help you to do your assignment at home?
 - Yes
 - No
- (8) What is the attitude of the Science Teacher?
 - Punctual
 - Regular
 - Do not care
 - Absent often
 - Very committed
 - Give assignment and correct them
 - Comes late
 - Very wicked

(9) How many of you in one seat?

- Alone
- Two
- Three
- More than three

B. School Facilities

(10) Tick (x) to indicate the items available or not available in school.

- Available
- Not Available
 - Toilet
 - Spacious Class
 - Good Ventilations
 - Staff Room
 - Principal's Office
 - Store
 - Playing Ground
 - Library

(11) What is the nature of your school structure?

- Built with cement bricks
- Thatch/Temporal pan body
- Converted House structure
- Any other
- Built with mud-bricks

(12) Show what is available in your school.

- Principals' Office
- School Store
- School Library

Toilet

Water/Drinking facilities

Electricity/internet

Playing Field

(13) Show the recreational facilities in your school.

Playing ground

Equipment for Exercises

Football field

Volleyball court

Basketball court

(14) Indicate the other business close to your school.

Market -----

Bar/Ghetto/Club -----

Museum -----

Internet Café -----

Petrol Station -----

(15) Have you ever gone for a field trip?

Yes

No

Objective II: What Are The Home Facilities for Academic Performance? A.

Facilities

(16) Indicate the educational facilities available at home. Tick either available or not available.

Available

Not Available

Table and Chair

Study Room/Library

Television

Electricity Radio

- Text Book
- Blackboard

B. Food

(17) How many times do you eat at home a day? (Tick)

- Thrice
- Twice
- Once
- At times no

(18) Do you have lunch for school every day?

- Yes
- No

(19) If yes, indicate how much?

- ≤ 1000
- ≤ 2000
- ≤ 3000
- ≤ 4000
- above 4000

C. Going to School

(20) How do you go to school? (Tick)

- On foot
- Private Car
- Public Transport
- Motorbike/ Okada

(21) How far is your house to school? (Tick)

- Just a few meters
- Half a mile
- About a mile
- About one to two miles
- About two to three miles

- o More than four miles

D. Care Taking

(22) Which person are you living with?

- o Two parents
- o Guardian
- o Only a mother
- o Only the father
- o Grandfather
- o Grandmother

E. Parent Education

(23) What is the educational standard of your parents/guardians? (Tick)

- o University
- o Secondary School
- o Primary
- o Never went to School

(24) Do you have extra classes at home?

- o Yes
- o No

(25) If yes, who teaches you? (Tick)

- o Parents/Guardian
- o Contracted Teacher
- o Friends
- o Other relatives

F. Source of Light

(26) What is the source of light for your studies during the night? (Tick)

- o Battery light
- o Shade lamp
- o Candle

- Pan lamp
- Solar light
- Electricity

(27). Do you study every night?

- Yes
- No

(28) If No! Why? (Tick)

- No light
- No space
- No time

G. House Work

(29) What other chores do you do?

- Sell
- Farm work
- Laundering
- Others

(30) How many hours do you do these chores for the day? (Tick)

- One hour
- Two to three hours
- Four to five hours
- More than five hours

(31) What is the effect of your house chores on your schoolwork? (Tick)

- No effect
- Always weak to study
- Absent from school
- Lateness to school

H. Peer Group Influence

(32) Do you have friends in the neighborhood?

- Yes
- No

(33) If yes, who are they? (Tick)

- Other School pupils
- Sellers
- Neighboring friends

(34) How do you share your friendship? (Tick)

- Study together
- Going to clubs/parties at night
- Drinking and smoking
- Watching movies
- Others

(35) What is the status of the house you are living in? (Tick)

- Parent/Guardian built
- Rented
- Family house
- Office quarter
- Camp

(36) What is the position of the house? (Tick)

- Flatland
- Hilly site
- Slump area

(37) How is the environment of the house?

- Conducive
- Congestion
- Crowded
- Isolated

I. Health Facilities

(38) Any health facilities around your house?

- Yes
- No

(39) If yes, do you go for treatment when sick? (Tick)

- Always
- At times
- Not at all

(40) If No, why are you not going for treatment? (Tick)

- A parent cannot afford
- Use traditional ways
- Not like

J. School Fees/Uniform

(41) Do you have a new school uniform this year?

- Yes
- No

(42) If yes, how did you get it? (Tick)

- Parents made it
- Supply by Government
- Other family members
- Myself

(43) If No, why? (Tick)

- The caretaker cannot afford now
- Death of parent/Guardian
- Due to big family parent

(44) Do your parents/Guardians pay your school fees on time?

- Yes
- No

(45) If No, why? (Tick)

- Sick
- Bankrupt
- Too much burden

Not interested in Education

Refused to pay

Cannot afford it

(46) Do your parents or Guardians attend the CTA meeting?

Always

At times

Not at all

Objective III: What are the Environmental Conditions that Influence Academic Performance of Students?

(47) Show the environment that you live in. Indicate what is available within your environment:

Market

Bar/Ghetto

Museum

Night Club

Petrol Station

Internet Café

Wharf

Video centers

Clinic

(48) Do you like the environment of your school/house?

Yes

No

(49) If No, why? (Tick)

Tight

Slummy Area

Crowded

Smelling

(50) Do you have a mobile phone?

Yes

No

(51) If yes, what programs do you like to operate? (Tick)

WhatsApp

Email

Facebook

IMO

WeChat

You tube

Instagram

Others

Objective IV: Measures To Improve Academic Performance

(52) What was your score in Integrated Science in the past term? (Tick)

29 and below

30 to 49

50 and above

(53) If below 50% why did you fail? (You can tick more than one.)

I did not study

I do not like the Integrated Science subject

I hate the Integrated Science Teacher

I have no time to study at home

I do not understand the subject

I have never performed an experiment

I have never been to a laboratory

(54) Do you study at home?

Yes

No

(55) If yes, who helps you? (Tick)

Parents

Friend

Assistant Teacher

Nobody

(56) Can your parents/Guardians read or write?

Yes

No

(57) What are your hobbies?

Reading

Playing

Watching Films

Selling

others

(58) What is your parent/guardian's daily work? (Write)

.....

(59) What disturbs your academic work? (Tick)

Selling

Playing with Friends

Going out to Clubs

Hunger

Too much work

Any other (write if any)

(60) How many times do you eat a day? (Tick)

Three or more times

Two times

Once

Nothing at times

(61) Do you have lunch for school?

Yes

No

(62) If yes, how much money is given to you a day? (Tick)

- o Le1000
- o Le2000
- o Le3000 or Le4000
- o Le5000 and above

(63) If No, how do you survive in school? (Tick)

- o Beg from friends/teacher
- o Go without food in school
- o Work in school for lunch

(64) If no lunch, what is your behavior in school? (Tick)

- o Dull in class
- o Cannot concentrate in class
- o Do not understand the lesson
- o Sleep a lot in class
- o Truancy in school
- o Unhappy in school
- o Weak for academic work
- o Happy in the classes
- o Good at practical
- o Feel good

(65) What are your wishes for improving your academic performance? (Tick)

- o Encouragement at home and school
- o Support at school and home
- o Adequate food at school and home
- o Academic support
- o Make available learning materials
- o Good uniform and dress
- o Good teaching methods
- o Health facilities in school and at home.

Appendix 2

2. Questionnaire for Teachers

A. Background Information

1. School:
2. Status:
3. Sex:..... Age:
4. Religion: Tribe:
5. Region/District:
6. Teaching Experience:
7. Educational Level (Qualification).....

B. Objective 1: What are the Socio-Economic Factors that Affect/Impact the Performance of a Teacher in School?

(1) Which school do you teach?

- Public
- Private Both
-

(2) Are you on the payroll?

- Yes
- No

(3) If no, how do you earn your living?

(4) If yes, are you paid promptly?

- Yes
- No

(5) How long have you taught without a salary?

- Less than one year
- Only one year

More than one year

(6) Do you enjoy credit facilities at your school?

Yes

No

(7) Do you enjoy micro-credit facilities from banks through your school approval?

Yes

No

(8) Do you have any other source(s) of income?

Yes

No

(9) What type of school do you teach?

Mixed school

Boys school

Girls school

(10) Which house do you live in?

Owned house

Rented

Family

(11) Do you have access to electricity at home?

Yes daily

Yes but irregular

Not at all

(12) Do you have access to the water supply at home?

Yes daily

Yes but weekly

Not at all

(13) What is the size of your family?

Nuclear

Extended

(14) What available source do you have at home to prepare your lesson note?

- Textbooks
- Old notes
- Internet
- Others

Objective 2: What are the Facilities available in School for Academic Performance of school Going Children?

(15) Are you a trained and qualified teacher in Integrated Science?

- Yes
- No

(16) What are your major and minor subjects?

Major

Minor

(17) How long have you been teaching Integrated Science at JSS III?

.....

(18) What is the average class age?

.....

(19) Do you have enough textbooks for the subject?

- Yes
- No

(20) Do you buy textbooks for yourself or the school provides?

- Self-effort
- School
- Government supply

(20) Do you have a school library?

- Yes
- No

(21) If yes, are there enough Integrated Science textbooks available for the children to read?

- Yes

No

(22) Is the class crowded during an integrated science class?

Yes

No

(23) Do you have a laboratory for practical?

Yes

No

(24) If yes, how many times do you perform experiments per week?

(25) Are there enough materials for practical?

Yes

No

(26) Do you have enough BECE past papers in Integrated Science?

Yes

No

(27) Do you have a special office as an Integrated Science Teacher?

Yes

No

Objective 3: What are the Measures taken to improve the Academic Performance of School Going Children?

(28) Are you a teacher on paying roll?

Yes

No

(29) Do you have a pin code as a teacher?

Yes

No

(30) Are you a trained and qualified teacher?

Yes

No

(31) What is your present highest qualification? (Tick)

- TC
- BSc
- HTC
- MA
- BA
- MSc
- No certificate

(32) Where did you study (College name only)?

..... Year.....

(33) Do you have problems teaching Integrated Science at the JSS III level?

- Yes
- No

(34) If yes, what are they?

.....
.....

(35) If yes, what are your strategies to improve in your teaching?

.....
.....

Objective 4: What are the environmental conditions that influence the Academic Performance of School Going Children?

(36) How do you view the environment for learning?

- Good
- Not good

(37) Do you have free space for extra curriculum activities?

- Yes
- No

(38) Do you have space for effective practical?

- Yes

No

(39) Is your school fenced?

Yes

No

(40) Tick the other business available around the school.

Market

Bar/Ghetto

Stadium

Petrol Station

Wharf

Museum

Night Club

Cinema Hall

Others

(41) What are your recommendations for improving academic performance in

Integrated Science for JSS III pupils?

i.

ii.

iii.

iv.

v.

Appendix 3

3. Questionnaire for Parents

A. Background Information

Address:

Sex:..... Age:

Religion:.....

Tribe: Region/District:.....

Occupation:

Sex: Male / Female

(1) What is your Career?

.....

(2) What is your education standard? (Tick)

Never went to school

Primary level

Secondary level

College level

University level

(3) What is your relationship with the child?

Parent

Relative

(4) Do you live in your own house?

Yes

No

(5) If yes, what type of house? (Tick)

Thatch

Pan Body

Cement

Mud Built

(6) What is the source of power in your house?

Electricity

Pan Lamp

Battery Light

Solar Bulb

Shade Lamp

(7) If you do not live in your house, where do you live? (Tick)

Rent

Family House

Office Quarter

Friends

Camp

(8) What type of family do you live with?

Nuclear

Extended

(9) How many wife/wives do you have? (Only for husbands).

.....

(10) Are you a single parent? Father/Mother?

Yes

No

(11) How many children do you have?

.....

(12) If you have children, are they all going to school?

Yes

No

(13) Do you responsible for your children's education?

Yes

No

(14) If yes, does your child eat before going to school?

- Yes
- No

(15) Do you give your child lunch for school?

- Yes
- No

(16) If yes, how much amount of lunch do you give your child a day?

.....

(17) How does your child go to school? (Tick)

- Walking
- Public Transportation
- Private Car
- Motorbike
- School bus
- Bicycle

(18) What is the distance from your house to school?

.....

(19) How do you help your child study at home? (Tick)

- Teaching him myself
- Employ a private teacher
- No time for that
- Study with friends
- Study alone

(20) Do you pay your child's fee on time?

- Yes
- No

(21) How many meals can you provide a day for your child at home?

- One
- Two

- Three
- At times nothing

(22) What extra work is your child doing when not going to school?

.....

.....

.....

(23) Do you have any of the following in your house? (Please tick)

- Yes
- No

Television

- Radio
- Electric Iron
- Satellite plasma
- General parlor

Dining room

- Individual Rooms
- Study Room
- Bicycles
- Washing Machine
- Fan

(24) Do you attend CTA meetings?

- Yes
- No

(25) Have you ever checked in school to know your child's performance?

- Yes
- No

(26) Does your child improve in Integrated Science?

- Yes
- No

(27) What are your recommendations for your child's improvement in education?

- i.
- ii.
- iii.
- iv.
- v.

Declaration of Consent

I willingly agree to fill this questionnaire to contribute meaningfully to the improvement of quality education in Sierra Leone.

Sign.....

Date.....

Central China Normal University

致谢(Acknowledgement)

So many people contributed indirectly to the writing of this dissertation and I would like to take the opportunity of acknowledging their contributions. A big thank you to my supervisor MAO QIMING, School of Education, Central China Normal University, Wuhan, China, and Professor Prince S. Conteh, Director of Research and Development University of Sierra Leone, for their precious time and expertise in guiding and motivating me through the entire exercise.

Also, to all my Chinese friends who helped me in the translation.making to all those who meaningfully contribution making this work very successful. Special regard to my family both at me and abroad for supporting me over this time of the academic pursuit. Overall, I thank The People Republic of China for giving me the scholarship to study in China to upgrade my educational standard, which in turn is to help develop my country-Sierra Leone.

A special thanks also go to Ing Ibrahim Abdulai Sawaneh of the Institute of Advanced Management and Technology (IAMTECH) for his intervention and contribution in the work.